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Working Paper

Who Does the Talking Here? The Impact of Gender Composition on Team Interactions

CESifo Working Paper, No. 10550

Provided in Cooperation with:
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Suggested Citation: Hardt, David; Mayer, Lea; Rincke, Johannes (2023) : Who Does the Talking Here? The Impact of Gender Composition on Team Interactions, CESifo Working Paper, No. 10550, Center for Economic Studies and ifo Institute (CESifo), Munich

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CESifo WORKING PAPERS

10550
2023

July 2023

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CESifo

Impressum:

CESifo Working Papers
ISSN 2364-1428 (electronic version)
Publisher and distributor: Munich Society for the Promotion of Economic Research - CESifo GmbH
The international platform of Ludwigs-Maximilians University's Center for Economic Studies and the ifo Institute
Poschingerstr. 5, 81679 Munich, Germany
Telephone +49 (0)89 2180-2740, Telefax +49 (0)89 2180-17845, email office@cesifo.de
Editor: Clemens Fuest
https://www.cesifo.org/en/wp
An electronic version of the paper may be downloaded
· from the SSRN website: www.SSRN.com
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CESifo *Working Paper No. 10550*

Who Does the Talking Here? The Impact of Gender Composition on Team Interactions

Abstract

We analyze how the gender composition of teams affects team interactions. In an online experiment, we randomly assign individuals to gender-homogenous or gender-mixed teams. Teams meet in an audio chat room and jointly work on a gender-neutral team task. By design, effects on team performance can only work through communication. We find that all-male teams communicate more than all-female teams and outperform teams of both alternative gender compositions. In mixed teams, males strongly dominate the team conversation quantitatively. Past exposure to gender-mixed teamwork makes females more reluctant to engage in mixed teams, while for males the opposite is true.

JEL-Codes: C920, C930, D830, J160.

Keywords: teams, teamwork, gender composition, communication, team performance, preference for teamwork, online experiment.

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June 30, 2023

The authors would like to thank Alexander Cappelen, Florian Englmaier, Ulrich Glogowsky, Emanuel Hansen, Lea Heursen, John List, Markus Nagler, Hessel Oosterbeek, Dan-Olof Rooth, Alicia von Schenk, David Schindler, Amelie Schiprowski, Hanna Schwank, and Fabian Waldinger for helpful comments. Seminar participants at various places provided valuable feedback. Rincke gratefully acknowledges financial support from the German Research Foundation (RI 1959/5-1) and the Hans-Frisch Foundation. This experiment was pre-registered at the AEA Social Science Registry as AEARCTR-0007989, https://www.socialscienceregistry.org/trials/7989.

1 Introduction

Two powerful trends have recently transformed how companies and other organizations operate: The rise of teamwork and a tendency towards increased gender diversity in traditionally male-dominated domains. Teamwork has become pervasive in the workplace, and the labor market increasingly rewards workers for their collaboration, communication, and leadership skills (Deming, 2017; Weidmann and Deming, 2021; Edin et al., 2022).[1] At the same time, many workers tend to collaborate in increasingly gender-diverse environments. For instance, the share of women among STEM workers steadily increased over the past decades, reaching 50 percent in 2019 (Pew Research Center, 2021). Similarly, the most recent data show that the share of women on Fortune 500 and S&P 500 company boards almost doubled over the past 10 years, reaching 26.5 and 30.6 percent, respectively (Spencer Stuart, 2021; Alliance for Board Diversity and Deloitte, 2021).[2]

The overlapping of both trends has led to a significant rise in gender-mixed teamwork. Some dimensions of this structural change in how organizations operate have been extensively analyzed, including the benefits and costs of board diversity (for a review, see Adams et al., 2015). Other aspects of the shift towards gender-mixed teamwork have received much less attention, including the question of how gender diversity impacts social interaction in teams, in particular communication. Evidence on how a change in the team gender composition affects the behaviors of individual team members in these dimensions is particularly scarce.

This paper presents experimental evidence on how a team's gender composition affects team interactions. In the experiment, randomly composed teams of four met in an online audio chat room to jointly work on a non-routine team task. The team task consisted of a series of single-choice problems on business cases, and the design made sure that solving problems required communication among team members. Our main outcomes include measures of communication at individual and team level and team performance. In addition, we explore how past exposure to gender-mixed teamwork affects preferences and beliefs about further teamwork.

Based on a sample of 1368 subjects in 342 teams, we derive four sets of main results. First, all-male teams communicate more than mixed and all-female teams. These

[1] Recent figures suggest that almost 80 percent of U.S. employment is in occupations where teamwork is judged either a "very" or "extremely" important part of the job (O*NET OnLine, 2022), and employers tend to consider teamwork as one of the most important attributes of new employees. Earlier sources discussing the rise of teamwork include Lazear and Shaw (2007) and Owan (2014).

[2] Increased gender diversity also affects domains outside firms. In the U.S. House of Representatives, the share of seats held by women doubled in the last 20 years, reaching 28.3 percent in 2020 (Congressional Research Service, 2022). The share of women in U.S. Cabinet-level positions reached 48 percent under President Biden, more than four times higher than 40 years ago (Center for American Women and Politics, 2022).

differences are more pronounced if we consider only words that are topically related to the problems the teams discuss ("topic words"). Second, all-male teams outperform both gender-mixed and all-female teams. An exploratory analysis suggests that team performance is causally related to the usage of topic words. Third, males and females behave very differently in gender-mixed relative to gender-homogenous teamwork. Whereas males in mixed teams speak significantly more than males in all-male teams, females adjust their communication behavior in the opposite direction. As a result, mixed-team communication is characterized by a sizeable gender gap, with males uttering almost 70 percent more words than females. Finally, females and males differ markedly in how they respond to past exposure to gender-mixed teamwork. Females are more reluctant to engage in mixed teamwork shortly after working in a mixed team. For males the opposite is true.

We recruited our subjects via an online platform at a large public university in Germany. The platform allows us to access rich individual background data, including students' gender and A-level GPA as a comprehensive measure of cognitive skills. Exploiting this feature, we recruited samples of female and male subjects that were balanced in cognitive skills.

Our main contribution is clean experimental evidence on gender differences in team communication. Since the sharing and processing of information is fundamental for translating team-level skill diversity into productivity gains (e.g., Hamilton et al., 2012; Deming, 2017; Lyons, 2017; Weidmann and Deming, 2021), we provide new evidence on a likely channel through which the team gender composition may ultimately affect team performance in many real-world settings. In fact, our data suggest that the ability of all-male teams to consistently outperform teams of alternative composition is driven by all-male teams communicating more than mixed and all-female teams.[3]

Following Harrison and List (2004), our study can be tentatively characterized as a framed field experiment, with at least some field context in the task. In terms of generalizability, one would optimally want to implement a natural field experiment, to avoid issues like selection into participation and possible scrutiny effects (Al-Ubaydli and List, 2013). However, we firmly believe that for our research question, the framed field context is very useful. Most importantly, in our sample we can credibly rule out gender differences in task-specific ability, something that would be difficult to achieve in a natural setting. As regards the List (2020) SANS conditions for generalizability, we note that in terms of selection, our subjects are broadly representative of the overall student population at the university at which we implemented our study. In terms of attrition, we document that attrited and non-attrited teams have similar characteristics.

[3]Since the teams were composed of strangers, our findings cannot be explained by differences in group cohesion (Gächter et al., 2022).

Considering the naturalness of the task, setting, and time frame, we put subjects in a situation that is akin to a real-world team task where subjects collaborate for a short period of time with strangers, using verbal communication to coordinate and exchange ideas. Further research is needed to study if our insights transfer to settings with repeated interaction, tasks that are less artificial than our business cases, and less scrutiny. Regarding scalability, we would like to stress that our subjects are used to collaborating in more or less gender-diverse settings from a myriad of group assignments. The fact we observe very strong treatment effects on communication among these subjects suggests at least some scalability of our findings.

The paper relates to several literature strands. As regards team performance, several papers study the effect of female members on corporate boards. Whereas some papers report positive effects on firm performance (Campbell and Mínguez-Vera, 2008; Terjesen et al., 2016), others find none (Chapple and Humphrey, 2014) or even negative effects (Adams and Ferreira, 2009; Ahern and Dittmar, 2012; Matsa and Miller, 2013). Among the experimental studies, Hoogendoorn et al. (2013) consider ventures started by undergraduate business students and show that sales and profits increase when the share of women increases from a low to an intermediate level. Contrasting evidence on the effect of team gender composition includes Lamiraud and Vranceanu (2018), who demonstrate that all-male and mixed teams in a student business game perform significantly better than all-female teams. Apesteguia et al. (2012) obtain similar results. Marx et al. (2021) find that gender-homogeneous teams perform significantly better than gender-diverse teams.[4] We provide the first study that focuses on communication as a likely channel through which the team gender composition may affect team performance.

The paper also relates to literature on gender differences when people speak in public. Regarding style and tone, several studies document that men often establish dominance over women through hostility and interruptions (Jacobi and Schweers, 2017; Dupas et al., 2021; Miller and Sutherland, 2022). Interestingly, in our experiment, we find no support for these channels. As regards the quantity of communication, observational data suggest that in public settings like academic conferences and seminars, women tend to ask fewer questions than men (Davenport et al., 2014; Hinsley et al., 2017; Carter et al., 2018; Dupas et al., 2021). This might have to do with women having a stronger aversion to speaking in public, but the experimental evidence on this question is mixed (De Paola et al., 2021; Buser and Yuan, 2022). Regarding communication behavior in small groups, studies in psychology tend to find that males dominate females in terms of speaking time (MacLaren et al.,

[4]For further references, see Azmat and Petrongolo (2014). Further dimensions of team diversity are discussed in, e.g., Hoogendoorn and Van Praag (2012), Hamilton et al. (2012), Hjort (2014), Lyons (2017), and Marx et al. (2021).

2020). Considering classroom interaction, boys tend to participate more, initiate contact more often with the teacher, and interrupt more than girls(Kelly, 1988). These gender gaps seem to be socially acquired (Aukrust, 2008), a conclusion that is in line with our findings. We advance this literature by the first systematic analysis of style and quantity of communication in teams that vary exogenously in their gender composition.[5] Furthermore, we can rule out gender differences in individual determinants of communication behavior, such as ability and experience.

The literature has also studied individuals' aspirations to lead. Consistently, males are found more willing to lead than females (Ertac and Gurdal, 2012; Arbak and Villeval, 2013; Born et al., 2022; Haegele, 2022), and this gender gap seems to be socially acquired (Alan et al., 2020). Individuals use speaking time to express leadership, and infer emerging leadership from how much other individuals talk (Schmid Mast, 2002; MacLaren et al., 2020). We add to this literature by showing that in gender-mixed teams, males are much more likely than females to quantitatively dominate the team conversation, suggesting stronger leadership aspirations. Ultimately, gender difference in the tendency to dominate a team conversation may be part of the explanation of why women are still strongly under-represented in real-world leadership positions (e.g., Bertrand and Hallock, 2001; Blau and Kahn, 2017).

Regarding preferences for teamwork, the literature has mainly discussed worker heterogeneity in the decision to join teams (Hamilton et al., 2003; Cooper et al., 2021). Among the studies addressing gender, Kuhn and Villeval (2015) use a design where subjects can choose between individual incentives and revenue sharing. They find that women's more optimistic assessments of their prospective teammate's abilities make them more likely than men to choose team-based pay. In contrast to Kuhn and Villeval (2015), we find no difference in how women and men assess the other subject's ability and no overall gender difference in preferences for teamwork. Dahl et al. (2021) show that in a traditionally male-dominated context, men's attitudes towards gender-mixed teamwork are malleable at least in the short run. Studying a naturally gender-diverse context, we also find that exposure to mixed teamwork affects attitudes.

We pre-registered the experimental design and the data analysis.[6] We explicitly mention in the paper any deviation from the pre-specified analysis. The remainder of the paper is organized as follows. Section 2 explains the setting and the experimental design. Section 3 elaborates on the data and the empirical strategy. Section 4 discusses the results, and Section 5 concludes.

[5] Woolley et al. (2010) study randomly composed teams, but treat communication as an independent variable in an effort to explain group intelligence. Charness et al. (2020) show congestion effects in team communication, but the design does not aim at identifying the effect of team gender composition.

[6] `https://www.socialscienceregistry.org/trials/7989`

2 Setting and Experimental Design

2.1 Online Platform and Subject Pool

We implemented our framed field experiment using an online platform at the University of Erlangen-Nuremberg, Germany, with about 10,000 registered users. It works similarly to other online panels in which individuals can register to work on and get paid for short tasks. Our key advantage is that we can link the experimental data to the university's registry data. This data contains age, gender, field of study, and A-level GPA. The GPA is the grade of the students' university entrance certificate earned at high school. We use the A-level GPA as a proxy for cognitive skills.[7] To each of the 23 sessions, we invited (for a fixed date and time) a random subsample of subjects from the pool via email, stratified by gender and cognitive skills. The email informed subjects that a quiet working space with a stable internet connection and a device with a microphone were prerequisites for participation.

2.2 Experimental Design

Overview The experiment had two stages. In stage 1, subjects worked on a real-effort team task. Randomly composed teams of four subjects met in an online audio chat room to jointly work on a series of 10 single-choice problems related to two business cases.[8] Stage 2 consisted of a choice experiment. We elicited preferences over future teamwork and various beliefs, conditional on random variation in two dimensions: the gender composition of a subject's team in stage 1, and the gender of a subject's teammate in possible further teamwork in stage 2. Figure B.1 presents a timeline.

Online Environment and Initial Instructions In order to participate, subjects had to log in to their platform account at the time communicated in the invitation email. The webpage informed subjects that they were about to participate in a research project on human interaction in groups that would involve an audio chat with other participants. The webpage asked for consent to record the audio chat for research purposes and to link background information on the subject to the experimental data. After a microphone test, the webpage redirected the subjects to a screen with instructions. The instructions informed subjects that they would earn a fixed show-up fee of €10, that the session would consist of two parts, that in the first part, they would work

[7] We programmed the experiment with oTree (Chen et al., 2016). We invited only subjects older than 32 years and fluent in German. Data collection took place in 2021. We ran pilot sessions between March and July. In these sessions, we tested the functionality of our webpage and the invitation procedure. The experimental sessions were conducted between the end of July and November.

[8] See Online Appendix Section F for further details.

with three other randomly selected participants on a team task, and that an audio chat room would enable communication between team members. The instructions also explained that the team task in the first part would consist of 10 problems and that each team member would earn a bonus of €1 per problem conditional on all team members marking the correct answer on their screen individually. The bonus scheme ensured that all team members had incentives to coordinate on joint answers. We here rely on Englmaier et al. (2022), who show that incentives improve team performance in non-routine analytical team tasks.

Stage 1 of the Experiment At the beginning of stage 1, the subjects were randomly assigned to teams of four. The teams' gender composition varied between all-male, mixed (two females and two males), and all-female. For randomization, we used registry data (e.g., gender and A-level GPA). The scheme ensured that each team consisted of two subjects with above-median and two subjects with below-median A-level GPA (for details on the sampling frame, see Section 2.3). Subjects who could not be assigned to a team received a show-up fee and were re-invited to later sessions.

The webpage then redirected the subjects to a team-specific browser-based audio chat room (no video). In the chat room, the subjects were (randomly) labeled from 1 to 4. Each team member's number was shown as an avatar, and the avatar currently speaking was highlighted (for screenshots, see Section E of the Online Appendix). This enabled subjects to infer who was speaking and address each other. The teams were given time to familiarize themselves with the chat room and discuss the team-task instructions together. The instructions explained that the teams had three minutes to work on each problem and to coordinate on a solution.[9]

From here on, the webpage directed the subjects through the team task. The task was divided into two blocks of five problems each. Each block featured a business case that we adapted from publicly available training materials provided by the HR department of a large international strategy consultancy. Each case involved extensive information material (text plus a table or chart). The subjects were given extra time to study the material whenever new material was shown (i.e., the reading time did not count towards the three minutes available for each problem). Whenever a new problem started, the webpage displayed four written statements, one of which was true. Subjects then had three minutes to discuss the problem and mark one statement as the team's solution to the given problem. The timing of the experiment was fixed, and all subjects in a team were redirected to a given page at the same time.

[9]The instructions explained that the bonus for a given problem would only be paid conditional on all team members marking the correct answer on their own screen before the three-minute countdown for the respective problem expired, and that the session would be closed for the whole team if someone would leave the session for more than 90 seconds.

Stage 1 of the experiment ended with a farewell screen. The subjects then filled out a survey individually.[10] The survey elicited perceptions about the team task and the team's communication. The subjects also stated their perception of how many of the other team members were female.[11]

Stage 2 of the Experiment At the beginning of stage 2, we topped up the fixed payoff by €2 for completing the experiment. The subjects then met another randomly selected subject in the audio chat room for one minute. The matching algorithm made sure that all subjects met a stranger (i.e., a subject from a different first-stage team). The purpose of letting pairs of subjects meet in the audio chat room was to enable the subjects to learn about the gender of a randomly drawn other subject in a way that would not reveal our interest in gender-related preferences or beliefs (for details on the matching procedure, see Section 2.3). In the chat room, each subject saw on the screen a private numerical five-digit key, together with an empty input field. The subjects' task was to exchange their keys and enter the other subject's key into the input field. The request to exchange the private keys made sure that the subjects talked to each other, thereby enabling both subjects in a pair to make inferences about the other subject's gender. When the time allocated to the key-exchange task was over, the audio chat closed and subjects could no longer communicate with each other.[12] Subjects who could not be assigned to a pair were informed that no matching partner was available for them. For these subjects, the following elicitation of preferences and beliefs was skipped, and the subjects were redirected to the final survey page.

Once the audio chat had closed, we informed the subjects about the possibility that they would work on another task similar to the one in stage 1 for 15 minutes, and asked subjects to state their preference for working on the task individually or in a two-person team with the subject they had met in the audio chat room. To elicit preferences over teamwork, we used the following mechanism: Before the subjects stated their preference, we informed them about a random draw with three possible outcomes: (a) both subjects would not work on the task at all; (b) both subjects would work on the task individually irrespective of their stated preference; and (c) their stated preferences would be implemented as follows: they would work as a team if they both indicated this as their preferred option, and they would both work individually otherwise. Subjects knew that, in case of individual work, they would earn a bonus of €1 for each correct answer, and that in case of teamwork, they would earn the

[10] When working on the survey, the audio chat room was closed.

[11] We embedded this item in obfuscation questions.

[12] To be able to elicit the Big 5 personality traits in the final survey from all subjects, we let subjects proceed even if they did not enter the correct key. However, we exclude these subjects from the estimation sample of stage 2 (for details on estimation samples, see Section 2.3).

same bonus for each problem answered correctly by both teammates (same procedure as in first-stage team task). We did not communicate a probability distribution over the different possible outcomes. The implemented probabilities were 90 percent for outcome (a) and five percent for outcomes (b) and (c), respectively. As a result, the mechanism to elicit preferences over teamwork was incentive-compatible, but it also made sure that the majority of subjects did not have to do another task.[13] We also elicited the subjects' beliefs about their own and the other subject's productivity when working on the task individually, and team productivity when working with the other subject. To elicit these beliefs, we asked the subjects to imagine a task similar to the one in the first stage, but comprising 20 problems. In addition, we elicited beliefs about team communication and team interaction in the hypothetical case that both subjects would work as a team. Stage 2 of the experiment ended with survey questions. The survey asked the subjects about their perception of whether the person they met in the chat room was female and elicited the Big 5 personality traits following Gerlitz and Schupp (2005).[14] We then implemented the random draw regarding the task, and (if determined by the draw) subjects worked on the task (individually or as a team).

2.3 Sampling, Attrition, and Balancing Checks

Formation of Teams in Stage 1 Our sampling procedure aimed at symmetry in the team-level composition of cognitive abilities across first-stage teams of different gender compositions. For that purpose, when randomly assigning subjects to teams, each team was formed by drawing two subjects of above-median and two of below-median skills, measured by A-level GPA.

Random Assignment of Subjects to Potential Teammates in Stage 2 In stage 2, subjects were randomly assigned to a potential teammate from another first-stage team. First, we randomly formed pairs of first-stage teams. Second, we randomly matched the subjects from a given pair across teams into pairs of subjects.[15]

Sample Size, Attrition, and Balancing Checks In the pre-analysis plan, we committed to collect data on between 200 and 400 first-stage teams.[16] We stopped

[13]To address concerns that the outcome would reveal that one had rejected the other subject as a potential teammate (or had been rejected by the other subject), we pointed the subjects to the fact that even if both subjects would end up working alone, this would not reveal their stated preferences.

[14]The question on the other subject's gender was again embedded in obfuscation questions.

[15]If the number of first-stage teams in a session was odd, we randomly selected three first-stage teams, then randomly selected six subjects from those teams, and randomly assigned each of them one of the remaining subjects from another team. With all remaining first-stage teams, we proceed as described before. Figure B.2 in the Online Appendix illustrates the matching.

[16]During the pilot sessions, we tried to increase the efficiency of data collection by adjusting the invitation procedure in a stepwise manner (text of invitation email, timing of sessions and reminder

Table 1: Balancing Checks, Team Level

	All-male teams (1)	Mixed teams (2)	All-female teams (3)	p-value all equal (4)
Mean A-level GPA	2.73	2.74	2.76	0.30
	(0.17)	(0.16)	(0.17)	
Maximum A-level GPA	3.45	3.47	3.43	0.59
	(0.30)	(0.26)	(0.31)	
Minimum A-level GPA	2.00	2.03	2.06	0.37
	(0.31)	(0.30)	(0.30)	
Share top-tier high school	0.83	0.81	0.84	0.51
	(0.19)	(0.19)	(0.19)	
Mean age	22.71	22.79	22.56	0.49
	(1.60)	(1.41)	(1.49)	
Maximum age	26.32	26.50	25.76	0.08
	(2.90)	(2.55)	(2.44)	
Minimum age	19.71	19.67	19.77	0.88
	(1.56)	(1.54)	(1.47)	
Share foreign nationality	0.04	0.03	0.04	0.42
	(0.10)	(0.08)	(0.09)	
N. of obs.	114	113	115	342

Notes: This table reports team-level balancing checks. Columns (1) to (3): Means and standard deviations for all-male, mixed, and all-female teams. Column (4): p-values for tests of hypothesis that all three means are equal.

the data collection when we had exhausted the subject pool by repeatedly inviting subjects who had not responded before. In total, 411 teams took part in the experiment. 69 teams attrited during their session, leaving us with a sample of 342 teams who finished the team task (114 all-male, 113 mixed, and 115 all-female teams). Attrition was mainly due to teams being disqualified when individual team members dropped out during the team task (54 teams). We treat another 15 teams as attrited where individual members seemed to experience unforeseen technical issues, like problems unmuting their microphone.[17] Table 1 reports balancing checks at the team level for non-attrited teams and shows that all-male, mixed, and all-female teams were balanced in observable team characteristics.

emails, number of subjects invited, etc.). We managed to reach a participation rate of about 10 percent, but when we pre-registered the design, we did not know how participation rates would evolve over time (i.e., when repeatedly inviting subjects who had not responded to an invitation before).

[17] When transcribing the teams' audio files, we became aware that 46 teams had individual members who did not contribute at all to the team conversation. Our design did not prevent subjects from staying silent throughout the team task, and we have no means to objectively determine whether silent subjects experienced unforeseen technical issues, like problems unmuting their microphone, or actively decided not to contribute to the team conversation. To account for this issue, we drop teams with silent members in which team members gave identical answers in less than five problems. The rationale for this rule is that, if a team managed to coordinate, it is likely that silent members could at least hear the team conversation. Teams in this situation would effectively work as teams with three active and one passive member and would still be able to earn a bonus.

Table 2: Balancing Checks, Individual Level

	Males assigned to			Females assigned to		
	All-male teams	Mixed teams	p-value both equal	All-female teams	Mixed teams	p-value both equal
	(1)	(2)	(3)	(4)	(5)	(6)
A-level GPA	2.73	2.75	0.71	2.76	2.73	0.52
	(0.63)	(0.62)		(0.60)	(0.62)	
Top-tier high school	0.83	0.82	0.79	0.84	0.81	0.27
	(0.38)	(0.39)		(0.36)	(0.39)	
Age	22.71	22.62	0.74	22.56	22.97	0.10
	(3.28)	(3.20)		(2.94)	(3.20)	
Foreign nationality	0.04	0.03	0.58	0.04	0.02	0.20
	(0.19)	(0.16)		(0.20)	(0.16)	
Study program: Master level	0.28	0.24	0.27	0.21	0.24	0.44
	(0.45)	(0.43)		(0.41)	(0.43)	
Study program: Arts and humanities	0.19	0.21	0.51	0.29	0.27	0.69
	(0.39)	(0.43)		(0.45)	(0.43)	
Study program: Engineering	0.28	0.19	0.01	0.13	0.14	0.81
	(0.45)	(0.37)		(0.34)	(0.37)	
Study program: Natural sciences	0.10	0.12	0.46	0.10	0.10	0.80
	(0.30)	(0.31)		(0.29)	(0.31)	
Study program: Economics and business	0.30	0.32	0.55	0.28	0.26	0.55
	(0.46)	(0.45)		(0.45)	(0.45)	
N. of obs.	456	226	682	460	226	686

Notes: This table reports subject-level balancing checks. Columns (1), (2), (4), (5): Means and standard deviations. Columns (3) and (6): p-values for tests of hypothesis that the means are equal.

Table A.2 in the Online Appendix documents attrition in stage 1 at individual level. With 342 non-attrited teams, our estimation sample at the individual level comprises $342 \times 4 = 1368$ observations. Table 2 reports balancing checks at the individual level for stage 1 by comparing females and males between gender-homogenous and mixed teams. Apart from male engineering students being over-represented in all-male relative to mixed teams, individual characteristics of females and males are balanced between teams of different gender compositions. In terms of selection into participation, we also compared our subjects to the overall student population. We found our sample to be representative in terms of GPA, age, gender, type of university entrance certificate, and nationality (results available upon request).

Of the subjects who did not attrit in the first stage, 960 subjects entered the second stage of the experiment.[18] 229 subjects attrited during stage 2, leaving us with a sample of 731 subjects. Attrition during stage 2 happened when subjects could not be matched to another subject,[19] did not enter the correct keys when meeting in the audio chat room or skipped preference and/or beliefs elicitation questions in stage 2. We did not exclude subjects in stage 2 from the experiment and elicited the Big 5 personality traits in the final survey from all subjects present at that stage. Table A.3 in

[18]The fact that the number of subjects entering stage 2 is lower than the number of subjects finishing stage 1 is due to subjects dropping out between the stages and due to the pilot sessions being part of our data. These sessions did not include stage 2.

[19]Subjects who dropped out between the stages were missing in the second-stage matching. Hence, if one subject dropped out between the stages, this left another subject without a matching partner.

the Online Appendix documents attrition in stage 2. Tables A.4 and A.5 in the Online Appendix report balancing checks for the sample of subjects who finished stage 2.

3 Empirical Strategy

In this section, we describe how we estimate the effects of interest and explain our primary outcomes.

3.1 Team Level Estimations

We derive our team-level results from the estimation equation

$$Y_g = \beta_0 + \beta_1 T1_{FM,g} + \beta_2 T1_{FF,g} + X_g'\gamma + u_g \tag{1}$$

where Y_g captures the respective outcome for team g, $T1_{FM,g}$ is an indicator for gender-mixed teams, and $T1_{FF,g}$ is an indicator for all-female teams (all-male teams are the omitted category). X_g captures a vector of team controls. The inclusion of controls is motivated by the fact that gender is a fixed individual attribute that correlates with other individual characteristics. As a result, the random assignment of subjects to teams does not ensure that the team gender composition is orthogonal to team-level means of these characteristics. Following our pre-analysis plan, we account for this fact by including team averages of A-level GPA[20] and age, maximum and minimum A-level GPA and age, the share of team members who graduated from the top-tier high school type ("Gymnasium"), the share of team members with foreign nationality, the share of team members studying at Master level, and a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, and economics/business administration).[21] In addition to the pre-specified covariates, we include an indicator for the presence of a silent team member (see Footnote 17 for details).

We estimate the coefficients in equation (1) by OLS and report robust standard errors. In addition to standard inference, we account for multiple hypothesis testing by reporting p-values that correct for family-wise error rates. We follow the methodology of Barsbai et al. (2020), a generalization of List et al. (2019).

[20] A-level GPA is coded from 1 (pass) to 4 (best possible grade).

[21] The omitted category for field of study is Law/Medicine.

3.2 Individual Level Estimation, Stage 1

To obtain the individual-level results for the first stage of the experiment, we estimate

$$Y_i = \beta_0 + \beta_1 F_i + \beta_2 T1_{FM,i} + \beta_3 F_i \times T1_{FM,i} + X_i'\gamma + u_i, \tag{2}$$

where Y_i denotes the respective outcome for subject i, F_i is an indicator for female subjects, $T1_{FM,i}$ is an indicator for subjects assigned to a gender-mixed team, and X_i captures individual-level controls. We estimate the coefficients by OLS and report robust standard errors accounting for team-level clusters.[22] We include as controls A-level GPA, age, an indicator for subjects who graduated from the top-tier high school type, an indicator for foreign nationality, an indicator for Master students, and indicators for the main fields of study. In addition to the pre-specified covariates, we include an indicator for subjects who worked in teams with a silent member (see Footnote 17 for details). Equation (2) allows us to investigate how (conditional on covariates) exposure to gender-mixed teamwork in stage 1 interacts with a subject's gender in determining stage 1 outcomes.

To analyze patterns in individual communication over time (i.e., across the 10 problems of the team task), we use panel estimations that allow us to derive problem-specific estimates of the interaction effect between F_i and $T1_{FM,i}$. These regressions use subject-by-problem panel data and are based on the equation

$$\begin{aligned} Y_{i,p} &= \alpha + \sum_{p=2}^{10} \beta_p P_p + \sum_{p=1}^{10} \delta_p F_i \times P_p \\ &+ \sum_{p=1}^{10} \eta_p T1_{FM,i} \times P_p + \sum_{p=1}^{10} \theta_p F_i \times T1_{FM,i} \times P_p + X_i'\gamma + u_{i,p}, \end{aligned} \tag{3}$$

where $Y_{i,p}$ captures the outcome of interest of subject i in problem $p = 1, \ldots, 10$, and P_p is an indicator for problem p.

3.3 Individual Level Estimation, Stage 2

Following the pre-analysis plan, the analysis of the individual data from the second stage of the experimental design focuses on identifying the effect of exposure to a gender-mixed team in stage 1. For each primary outcome, we estimate three different equations. First, we estimate equation (2) without the interaction effect. The respective OLS regressions allow us to analyze whether (conditional on covariates) second-stage outcomes differ between subjects who were exposed to gender-mixed teamwork in

[22] As in the team-level regressions, whenever appropriate we account for multiple hypothesis testing by reporting p-values that correct for family-wise error rates (Barsbai et al., 2020).

stage 1 and subjects who were not. Second, we estimate equation (2) including the interaction effect. The respective OLS regressions allow us to analyze how exposure to gender-mixed teamwork in stage 1 interacts with a subject's gender in determining stage 2 outcomes. Third, we estimate (separately for females and males) the equation

$$Y_i = \beta_0 + \beta_1 T2_{F,i} + \beta_2 T1_{FM,i} + \beta_3 T2_{F,i} \times T1_{FM,i} + X_i'\gamma + u_i, \tag{4}$$

where Y_i denotes the respective second-stage outcome for subject i, $T2_{F,i}$ is an indicator for subjects assigned to a female potential partner in stage 2, and $T1_{FM,i}$ is (as before) an indicator for subjects who were assigned to a mixed team in stage 1. The vector of controls X_i is identical to the individual-level estimations for stage 1. Estimating equation (4) separately for females and males informs us about how past exposure to gender-mixed teamwork in stage 1 interacts with the prospective teammate's gender in determining stage 2 outcomes.

To account for possible correlation in second-stage residuals resulting from the interaction among potential second-stage teammates in the audio chat room, all estimations using second-stage outcomes account for clusters that comprise all subjects from the respective first-stage teams. For instance, if the crosswise matching comprised the subjects from first-stage teams j and k, all subjects from teams j and k form one cluster (see Figure B.2 in the Online Appendix for an illustration). We follow Barsbai et al. (2020) to account for multiple hypothesis testing.

3.4 Descriptives

Tables A.6 and A.7 in the Online Appendix display descriptives on outcomes at individual and team level, respectively. The quantitative measures are based on transcripts of recordings capturing the teams' communication. We use the number of words and the number of turns, respectively.[23] On average, subjects contribute 487 words (36.9 turns) to the team conversation in stage 1. The average weight of positive (negative) vocal sentiment is 0.39 (0.26). The perceived positivity and cooperativeness of team communication and the likeability of the task are quite high on average, with the means ranging from 4.0 (likeability) to 4.7 (cooperativeness) on the 5-point Likert scale. In stage 2, 80 percent of subjects prefer teamwork over individual work. On average, the subjects believe they would solve 11 out of 20 problems when working alone. The potential partner is believed to be slightly more productive on average (12.1 problems). Subjects also believe that team productivity would be higher (14.7

[23]We define a turn to be a conversational contribution consisting of at least three words. Adding turns consisting of one or two words to the turn count leads to similar results, but some of our estimates become less precise. For illustration purposes, we also measure total speaking time.

problems). The average beliefs regarding positivity and cooperativeness of team communication and the likeability of the task in further teamwork with the potential partner take values between 4.1 (likeability) and 4.5 (cooperativeness). Table A.7 shows that the teams solve 4.4 problems on average. Figure B.3 displays a histogram of team performance.

Because a substantial part of our analysis is concerned with effects on the quantity of communication in stage 1, for illustration purposes, Figure B.4 in the Online Appendix plots the association between the number of words and total speaking time. As expected, the association is very close, with some outliers driven by noise in the audio files.[24] On average, subjects talked for about 3:20 minutes during the team task. The conversation of the average team thus lasted for about 13:00 minutes, with considerable heterogeneity across teams. The fact that the average team used only a fraction of the 30 minutes available for communication likely reflects the type of the team task, which required subjects to process (and potentially re-read) extensive information material.

3.5 Design Checks

Awareness of Team Gender Composition, Stage 1 Table A.8 in the Online Appendix reports a regression of equation (2) using as dependent variable an indicator for subjects whose response to the respective survey item indicates that they were aware of their team's exact gender composition, measured by the number of female team members. Overall, 94 percent of subjects answered the question correctly. The rate of incorrect responses is higher among females in mixed teams. A closer inspection of the data reveals that this is likely due to the framing of the question making it somewhat more difficult for females to answer correctly.[25] This conjecture is corroborated by the absence of a gender gap if we adjust the awareness indicator to account for this difference (Table A.8, Column 2). 96 percent of the subjects were aware of whether their team was composed only of subjects of the same sex or gender-mixed.

Awareness of Potential Partner's Gender Composition, Stage 2 Table A.9 in the Online Appendix shows that after meeting the potential partner in stage 2, 98 percent of all subjects were aware of their partner's gender, with negligible differences among females and males.

[24]We measure speaking time based on an algorithm that removes periods of silence within turns from recordings and aggregates the remaining time at speaker and team level, respectively. Speaking time tends to be overstated in case of background noise.

[25]The question read: "In your perception, how many of the other members of your group were females?" Hence, females had to distinguish between the *total* number of females (including themselves) and the number of females among their teammates. Males did not have to make this distinction.

Gender Neutrality of Team Task A crucial assumption of our analysis is that the team task itself was gender-neutral. In the following, we will discuss several pieces of evidence suggesting that this assumption holds. Part of the evidence is based on a sample of 296 subjects who worked on the exact same task as the teams but under an individual piece rate.[26] Table A.10 in the Online Appendix provides balancing checks. Table A.11 in the Online Appendix reports an OLS regression of the number of problems solved on individual characteristics. The gender difference in performance is small and insignificant (p-value $= 0.566$), suggesting that females and males are equally productive individually. A-level GPA strongly predicts performance: a one standard deviation improvement in GPA improves performance by 0.25 standard deviations. Finally, individual performance on the task is not systematically related to the student's field of study. A second regression shows no significant gender difference in how much subjects liked the task (p-value $= 0.232$).

The absence of productivity differences between female and male subjects is further corroborated by evidence from stage 2. After having met their potential partner in the audio chat room, subjects stated their belief regarding the productivity of the other subject when working individually on a task similar to the team task. Table A.12 in the Online Appendix shows that the gender of the other subject does not significantly affect the belief subjects hold about the productivity of that person. We conclude that (in addition to females and males being equally productive at the task) the subjects believe that gender does not affect productivity.

4 Results

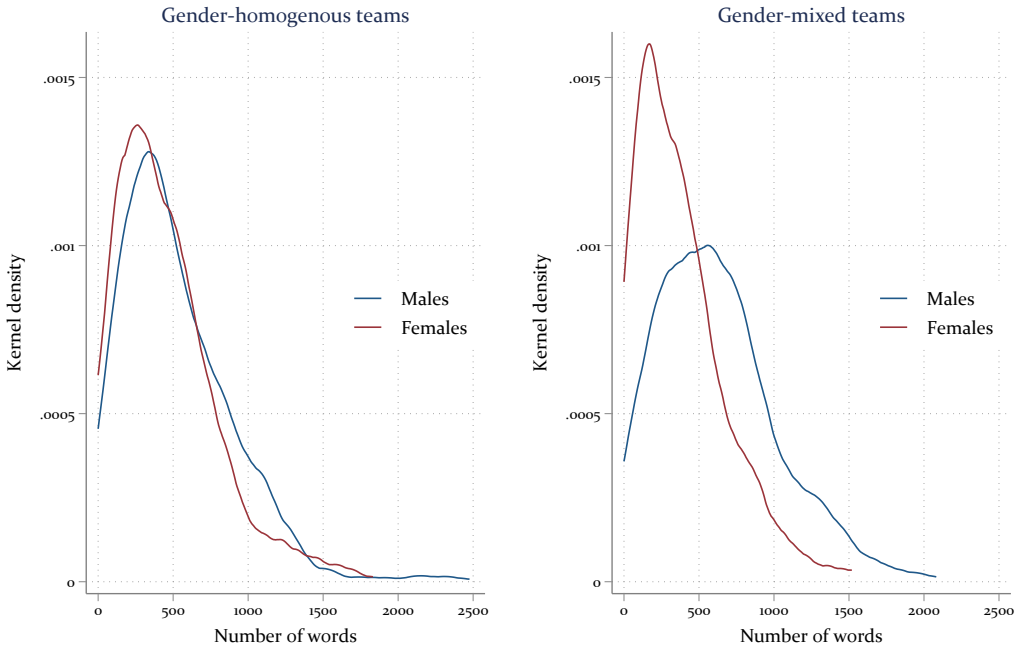
This section presents our main findings. We first discuss the evidence originating from stage 1. In cases where the team-level results are merely aggregating individual-level results, we comment on the team-level findings but relegate tables and figures to the Online Appendix.

4.1 Effects on Team Communication, Perceptions, and Performance

Quantity of Communication, Individual Level We begin by showing how the team gender composition affects the quantity of individual-level contributions to the team conversation. As a first step, Figure 1 presents individual-level kernel density plots for the number of words spoken. The figure shows a moderate shift to the right of the kernel density of males in all-male teams relative to the density of females in all-female

[26]The recruiting of subjects for the individual task was identical to the team task. Subjects worked individually on the same task in the same online environment. The only difference was the absence of the audio chat (i.e., no interactions with other subjects in the session). Sessions ended after stage 1.

Figure 1: Total Number of Words, Individual Level



Notes: This figure shows kernel density plots for the number of words spoken at individual level, for subjects assigned to gender-homogenous ($N = 916$) and mixed teams ($N = 452$).

teams. The difference between the respective densities in gender-mixed teams is much stronger. Comparing the densities between panels suggests that males tend to talk more in mixed teams relative to the counterfactual of working in an all-male team, whereas females adjust in the opposite direction.[27]

Estimation results using our primary quantitative outcomes are shown in Table 3. Columns (1) and (3) report the pre-specified regressions following equation (2). Both regressions show a consistent pattern, revealing quite dramatic gender differences in team communication. Relative to the mean of 519.4 words (38.6 turns) spoken by males in all-male teams, females in all-female teams speak 76.3 words (4.0 turns) less (β_1). Males in mixed teams speak 93.0 words (6.2 turns) more relative to males in all-male teams. The regressions also reveal a pronounced gender difference in how assignment to a mixed rather than a gender-homogenous team affects communication (β_3). Equivalently, β_3 measures the difference in how female gender affects communication between mixed and gender-homogenous teams. Summing up β_2 and β_3 shows that females who were assigned to a mixed team speak 80.4 words (4.7 turns) less than females in all-female teams. Hence, whereas mixed teamwork makes men communicate more relative to gender-homogenous teamwork, for women the opposite is true. As a result, communication in mixed teams is heavily dominated by men.

[27] Figure B.5 in the Online Appendix shows kernel densities for the number of turns.

Table 3: Effects on the Quantity of Communication, Individual Level

	#Words	#Words	#Turns	#Turns
	(1)	(2)	(3)	(4)
Female (β_1)	-76.34***	-81.18***	-4.02**	-4.18**
	(23.49)	(24.25)	(1.77)	(1.76)
Mixed team (β_2)	93.03***	99.10***	6.16***	6.61***
	(28.74)	(28.07)	(2.12)	(2.01)
Female $\times$ Mixed team (β_3)	-173.39***	-182.98***	-10.87***	-11.31***
	(38.43)	(38.17)	(2.66)	(2.61)
A-level GPA	113.36***	116.77***	5.87***	6.46***
	(15.29)	(15.04)	(0.96)	(0.95)
Subject-level controls	Yes	Yes	Yes	Yes
Controls include Big 5	No	Yes	No	Yes
N. of obs.	1368	1281	1368	1281
Adj. R^2	0.100	0.207	0.085	0.204
Mean dep. var. all-male	519.4	517.0	38.6	38.3
$\beta_4 \coloneqq \beta_1 + \beta_3$	-249.7	-264.2	-14.9	-15.5
$\beta_4 = 0$ (p-value)	0.000	0.000	0.000	0.000
$\beta_5 \coloneqq \beta_2 + \beta_3$	-80.4	-83.9	-4.7	-4.7
$\beta_5 = 0$ (p-value)	0.001	0.001	0.009	0.008
$\beta_1 = 0$ (p-value MHT)	0.003	0.002	0.025	0.021
$\beta_2 = 0$ (p-value MHT)	0.005	0.002	0.006	0.003
$\beta_3 = 0$ (p-value MHT)	0.000	0.000	0.000	0.000

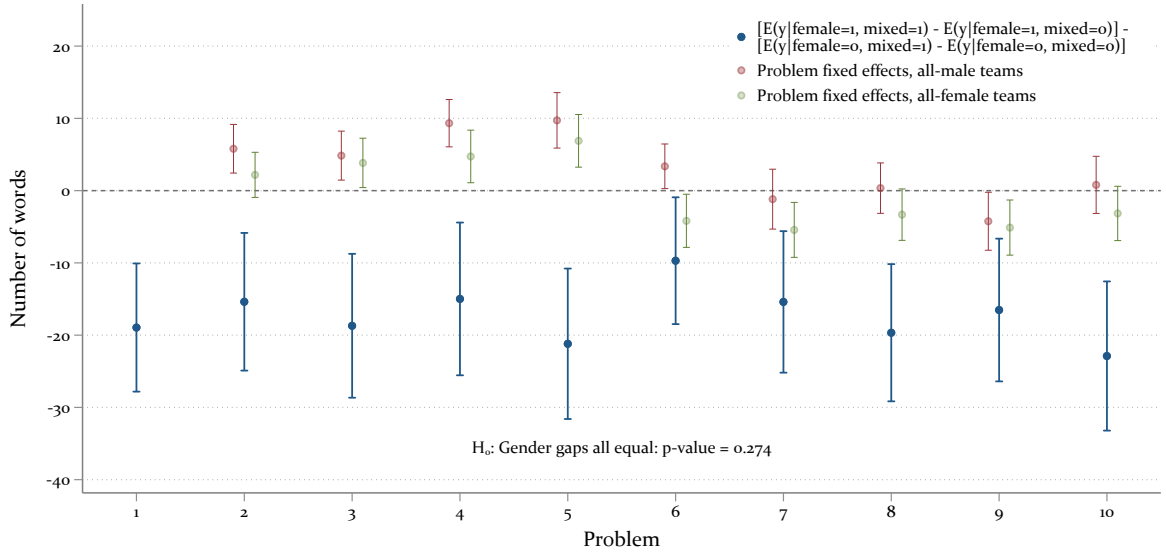
Notes: This table shows OLS regressions using as dependent variables the number of words and the number of turns at the individual level, respectively. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT) follow Barsbai et al. (2020). Multiple testing is done across Columns (1) and (3) and Columns (2) and (4), respectively.

Taking the sum of β_1 and β_3 shows that in mixed teams, females on average speak about 250 words (15 turns) less than males. This implies that in mixed teams, males utter about 69 percent (50 percent) more words (turns) than females.[28]

Some further observations from Table 3 are worth noting. First, more cognitively skilled subjects speak significantly more, providing ex-post justification for our effort to ensure symmetry in the team-level composition of cognitive skills across teams of different gender compositions. On average, an improvement in the A-level GPA by one-standard deviation makes a subject speak 69.5 words (3.6 turns) more, equivalent to 0.192 (0.155) standard deviations. Second, Columns (2) and (4) show that adding the Big 5 personality traits as further controls leaves all our main findings unchanged, but leads to a strong increase in the adjusted R^2. We conclude that conditional on covariates including cognitive skills, personality traits are important drivers of communication behavior. Third, accounting for multiple hypotheses testing leaves all our findings unchanged. For illustration purposes, Table A.13 in the Online Appendix

[28]In a laboratory study, Stoddard et al. (2020) find much weaker effects. Aside from higher scrutiny in the laboratory, one possible reason is that they consider students from a study program where only a small minority of subjects are female, potentially leading to selection issues.

Figure 2: Gender Gap in Number of Words by Problem, Individual Level



Notes: This figure is derived from an OLS regression of equation (3). The figure displays problem-specific gender gaps $\hat{\theta}_p$ for $p = 1, \ldots, 10$ (blue dots), together with 95% confidence intervals. For comparison, the figure also displays $\hat{\beta}_p$ for $p = 2, \ldots, 10$ (problem fixed effects for males in all-male teams, red dots). The problem fixed effects for females in all-female teams (green dots) are derived from an equivalent regression that uses an indicator for males (plus corresponding interactions) instead of an indicator for females. The estimations use all $1386 \times 10 = 13860$ observations.

reports equivalent regressions using total speaking time as an outcome. Figure B.7 in the Online Appendix shows that in 78% of all mixed teams, a male subject ranks first in terms of the number of words uttered.

A final observation from the subject-level communication data refers to how the observed differences in communication behavior evolve over time. As documented by Born et al. (2022), females tend to have lower self-confidence than males in team settings. It could be that in our setting, the gender gap in self-confidence is particularly pronounced at the beginning of the team interaction, but then becomes attenuated with the increasing familiarity of the team members with each other and the setting. Addressing this concern, Figure 2 demonstrates that the patterns in subjects' communication behavior are very stable over the 10 problems of the team task. The figure uses subject-by-problem panel data and displays coefficients obtained from an OLS regression of equation (3). The blue dots show the estimated coefficients $\hat{\theta}_p$ for $p = 1, \ldots, 10$, together with 95% confidence intervals based on standard errors accounting for team-level clusters. Each $\hat{\theta}_p$ captures the problem-specific gender difference in how assignment to a mixed rather than a gender-homogenous team affects communication, thus providing a problem-specific disaggregation of $\hat{\beta}_3$ from Table 3, Column (1). For all 10 problems, $\hat{\theta}_p$ is negative and significant at least at the 5

Table 4: Effects on the Quantity of Communication, Team Level

	#Words	#Turns	#Topic words
	(1)	(2)	(3)
Gender-mixed team (β_1)	-134.68	-5.89	-12.15**
	(86.36)	(6.72)	(4.70)
All-female team (β_2)	-297.51***	-16.58**	-20.24***
	(94.63)	(7.41)	(5.16)
N. of obs.	342	342	342
Mean dep. var. all-male	2077.7	154.5	127.3
Team-level controls	Yes	Yes	Yes
$\beta_1 = \beta_2$ (p-value)	0.079	0.131	0.093
$\beta_1 = 0$ (p-value MHT)	0.169	0.371	0.025
$\beta_2 = 0$ (p-value MHT)	0.009	0.070	0.000

Notes: This table shows OLS regressions at the team level. The dependent variables are the number of words spoken, the number of turns, and the number of words that are topically related to the team task, respectively. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, six hypotheses included) follow Barsbai et al. (2020).

percent level, and the hypothesis that all $\hat{\theta}_p$ are equal cannot be rejected (p-value $=$ 0.274).[29]

Quantity of Communication, Team Level Table 4 reports team-level regressions.[30] Columns (1) and (2) report the pre-specified regressions using as outcomes the number of words and turns, respectively. In terms of the quantity of communication, all-male teams rank first, followed by mixed teams, while all-female teams are the least communicative. However, the mixed-team effect (β_1) is estimated imprecisely. As an exploratory analysis, the table reports in Column (3) a regression using as an outcome the number of words that are topically related to the problems the teams were working on. To construct the dependent variable, we collected from the problem sets all words that were specific in the sense that it would be unlikely that the teams would frequently use these in a conversation unrelated to the problems (like "innovation capital", "investment", or "market share"). To account for references to the four possible solutions (labeled from *a* to *d*), we added to the list the expressions "A", "B", "C", and "D". We then derived the set of topic words by selecting from the list (separately for each problem set) the 10 most frequently used words. Even with this narrowly defined set, the topic words account for more than two thirds of mentions of all words listed, and about 7 percent of all words uttered.[31] Appendix Table A.14

[29]For an equivalent analysis of turns, see Figure B.8 in the Online Appendix.

[30]Figure B.6 in the Online Appendix shows team-level kernel density plots for words and turns.

[31]This is mainly due to the fact that references to the response options "A", "B", "C", and "D" alone make up almost 50 percent of all mentions of the listed words.

Table 5: Effects on Team Performance

	Number of problems solved
Gender-mixed team (β_1)	-0.402*
	(0.225)
All-female team (β_2)	-0.550**
	(0.254)
N. of obs.	342
Mean dep. var. all-male	4.61
Team-level controls	Yes
$\beta_1 = \beta_2$ (p-value)	0.529
$\beta_1 = 0$ (p-value MHT)	0.083
$\beta_2 = 0$ (p-value MHT)	0.062

Notes: This table shows an OLS regression using as dependent variable the number of problems solved at the team level. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, two hypotheses included) follow Barsbai et al. (2020).

displays the word lists used to define topic words and how frequently these were used.

Column (3) in Table 4 reveals that all-male teams use more words that are topically related to the team task than mixed and all-female teams. Table A.15 in the Online Appendix shows that the latter finding is robust to broader definitions of the set of topic words.

Team Performance Table 5 shows how the team gender composition affects team performance, measured by how many of the 10 problems a team solved. We find that all-male teams outperform both gender-mixed and all-female teams, whereas the hypothesis of no difference between mixed and all-female teams cannot be rejected. On average, gender-mixed teams solve 0.4 problems (8.7 percent) less relative to all-male teams. All-female teams solve 0.55 problems less than all-male teams on average, implying a performance gap of 11.9 percent relative to all-male teams.[32]

While not the focus of our study, it is still of interest how teams perform relative to individuals. Teams can pool information and ideas, making them more productive than individuals. On the other hand, teams could be less productive because of free-riding and/or failure to coordinate the answers submitted by the individual team members. Whereas free-riding incentives are common in team contexts, the coordination requirements were specific to the experimental design (aiming at inducing

[32]As discussed in Section 2.3, there were 31 teams with a team silent member. Since we did not foresee that subjects would stay silent, we did not specify in the pre-analysis plan how to treat those. If we exclude all teams with a silent member, the coefficients β_1 and β_2 remain almost unchanged and significant (p-values: 0.077 and 0.030). Regarding covariates, we stated in the pre-analysis plan that we would check if excluding the minimum and maximum of A-level GPA and age affects our findings. Doing so, we again obtain very similar coefficients (p-values: 0.078 and 0.058).

communication) and thus rather artificial. Appendix Table A.16 compares performance between teams and individuals working under the individual piece rate scheme. Overall, the impacts of free-riding and coordination failure cancel out the benefits of teamwork resulting from information pooling. Considering only teams that successfully coordinated (thus netting out the artificial aspects of the team task), we find that teams outperform individuals by 0.44 problems, or 10.2 percent.[33]

Quantity of Communication as Channel The next question we ask is whether the gender composition affects team performance through the quantity of communication, or whether this is an unlikely channel. We did not pre-register this analysis, which is therefore of an exploratory nature. The analysis starts from two facts that we have already established: First, all-male teams outperform mixed and all-female teams. Second, differences in team performance can only emerge through communication. This is because, by design, the teams could solve a given problem (and team members could earn a bonus for this problem) only if all team members chose the same (correct) answer. Teams, therefore, had to coordinate, and communication via the audio chat was the only available channel.

Differences in team performance could emerge through either the quantity or the quality of communication (or both).[34] By quality of communication, we mean the potential of an utterance to help a team find the correct answer to a given problem.[35] We first explore the quantity channel. Starting from the finding that all-male teams use more topic words than mixed and all-female teams, we study if the quantity of team communication correlates with team performance. Table 6 reports a team-level regression that does not condition on team gender composition but uses as main regressors the overall number of words spoken and the number of topic words. We find that conditional on the overall quantity of communication, teams that use more topic words perform better. A one-standard deviation increase in the number of topic words is associated with a shift in performance by 0.57 problems, or 0.34 standard deviations. Holding the number of topic words constant, teams that communicate more perform slightly worse, suggesting that teams that talk more about topics not

[33]The team task could have the property of a "maximum" production function. If true, the differences in team performance could be explained by best performers in the task being predominantly male. Using the data on individual performance, we do not find support for this notion: Out of the 149 males who worked on the task individually, 14 solved 7, 5 solved 8, and 1 solved 9 problems. Out of 147 females, 12 solved 7, 4 solved 8, and 1 solved 9 problems.

[34]Note that differences in free-riding would ultimately show up as differences either in the quantity or the quality of individual contributions to the team conversation.

[35]We also studied coordination as a potential quality dimension. Table A.17 shows that team gender composition does not affect the ability of teams to coordinate, and that we obtain similar results as in Table 5 if we use only teams that manage to coordinate in all 10 problems.

Table 6: Quantity of Communication and Team Performance

	Number of problems solved
#all words (β_1)	-0.001**
	(0.000)
#topic words (β_2)	0.015***
	(0.004)
N. of obs.	342
Mean dep. var.	4.35
Team-level controls	Yes

Notes: This table shows an OLS regression using as dependent variable the number of problems solved at the team level. The regression does not condition on team gender composition but uses as regressors of interest the overall number of words and the number of words that are topically related to the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

directly related to the team task get distracted. Again, the analysis is robust to broader definitions of the set of topic words (see Online Appendix Table A.18).

We next explore the quality channel. Acknowledging that measuring the informational content of verbal communication is a challenge, we use the share of topic words in all words spoken as a proxy for quality. To test if this proxy has any power in explaining why all-male teams outperform mixed and all-female teams, we estimate equation (2), using as an outcome the share of topic words in all words uttered by subject i. Table 7 shows that utterances offered by females and males on average do not differ in the share of topic words. This holds irrespective of whether subjects work in a gender-homogenous or gender-mixed team. Using broader sets of topic words leads to very similar findings (Online Appendix Table A.19). We conclude that, to the extent that the share of topic words is a reasonable proxy for the quality of communication, performance differences between all-male teams and teams of alternative gender composition cannot be explained by differences in the quality of team communication.

Overall, our exploratory analysis on channels provides suggestive evidence that the gender composition affects team performance through the quantity of communication that is topically related to the team task. The quality of communication (proxied by the share of topic words) is unaffected by the team gender composition, and thus cannot be a channel through which the gender composition affects team performance.

Determinants of Communication Behavior: Gender vs. Cognitive Skills Next, we analyze for further illustration the role of cognitive skills vs. gender as determinants of communication behavior. We did not pre-register this analysis, which is therefore of an exploratory nature.

Table 7: No Gender Gap in Share of Topic Words

	Share of topic words
Female (β_1)	0.001
	(0.002)
Mixed team (β_2)	0.000
	(0.002)
Female $\times$ Mixed team (β_3)	0.001
	(0.003)
A-level GPA	-0.001
	(0.001)
N. of obs.	1336
Mean dep. var. all-male	0.065
Subject-level controls	Yes
$\beta_1 + \beta_3 = 0$ (p-value)	0.538
$\beta_2 + \beta_3 = 0$ (p-value)	0.708

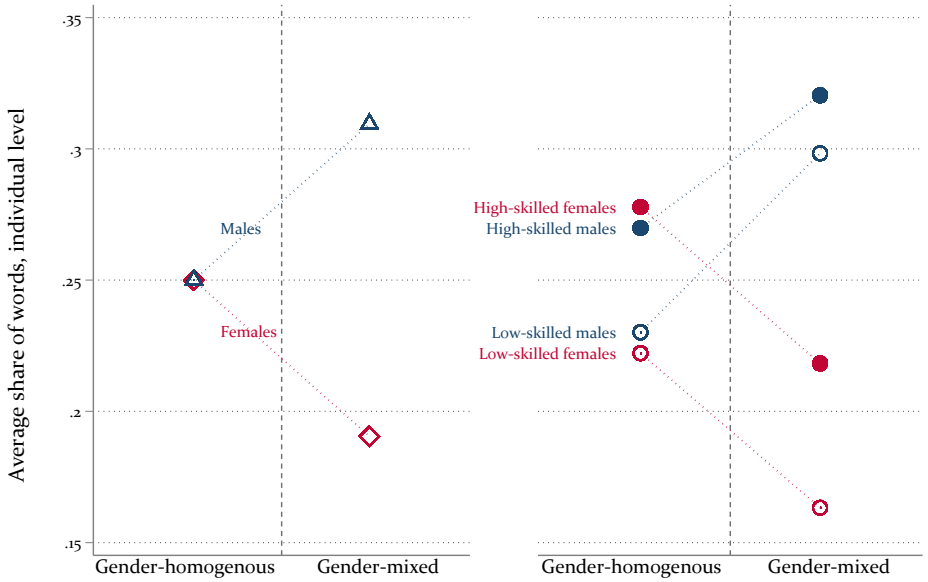
Notes: This table shows a subject-level OLS regression using as dependent variable the share of words in a subject's utterances that are topically related to the team task. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Figure 3 visualizes word shares of females and males across teams of different gender compositions.[36] The left panel displays the average female and male share of words contributed to the team conversation. In gender-homogenous teams, these shares are mechanically equal to 25 percent. In gender-mixed teams, the average shares of words of females and males are 19.1 and 30.9 percent, respectively. The right panel splits the gender-specific means by skill level (above vs. below median). Several insights emerge. First, in all-female teams, average word shares differ more strongly between subjects of above and below median skills. Hence, in all-female groups, cognitive skills are a stronger determinant of the quantity of communication than in all-male teams. Second, gender strongly dominates skills in predicting communication behavior in gender-mixed teams. On average, males of below-median skills contribute 29.8 percent of all words in mixed teams, only 2.2 percentage points less than males of above-median skills. Males of below-median skills talk significantly more than females of above-median skills, whose word share is about 8 percentage points lower on average. Hence, considering within-team shares of communication, gender-mixed teams have the striking feature of allowing males of below-median skills to elevate themselves to above-average positions while marginalizing females of above-median skills.[37] Third, among females assigned to mixed teams, the difference between subjects of above-median and below-median skills is again more pronounced than the

[36]Figure B.9 in the Online Appendix shows similar patterns for the share of turns.

[37]The latter finding relates our work to Shan (2022), who also studies small groups and finds that women in a minority position interact less with peers and have lower self-confidence.

Figure 3: Gender Gap in Team Communication: Share of Words



Notes: This figure displays gender gaps in team communication by team gender composition and cognitive skills. The left panel shows shares in the total number of words at the team level spoken by female and male subjects, separately for gender-homogenous and gender-mixed teams. The right panel differentiates between subjects of above-median ("high-skilled") and below-median ("low-skilled") cognitive skills in terms of A-level GPA. The sample consists of all 1386 subjects.

respective difference among males. In mixed teams, females of below-median skills contribute only 16.3 percent to the team conversation.

Leadership is valuable in team settings (Englmaier et al., 2021). Despite the fact that the teams in our design had no formal leader, and there was no design element to initiate a discussion about leadership or make the teams choose a leader, Figure 3 links our work to the literature on individuals' aspirations to lead. This literature shows that attributions of leader emergence tend to be correlated with speaking time (Schmid Mast, 2002; MacLaren et al., 2020). The gender gaps in speaking time in our setting are thus in line with evidence showing that females are less willing than males to strive for team leadership positions (Alan et al., 2020; Born et al., 2022).

Distribution of Team Communication Table A.20 in the Online Appendix uses equation (1) to analyze how the team gender composition affects the distribution of communication at team level, measured by Herfindahl-Hirschmann indices of words and turns, respectively. We find that β_1 and β_2 are both insignificant, suggesting that the degree of inequality in communication in mixed and all-female teams does not differ significantly from all-male teams. However, $H_0 : \beta_1 = \beta_2$ can be rejected at conventional levels, implying that communication in mixed teams is distributed more unequally relative to all-female teams.

Table 8: Effects on Sentiment, Individual Level

	Positive (1)	Negative (2)
Female (β_1)	0.260***	-0.064***
	(0.014)	(0.013)
Mixed team (β_2)	-0.002	-0.000
	(0.017)	(0.015)
Female $\times$ Mixed team (β_3)	-0.035*	0.037**
	(0.021)	(0.018)
N. of obs.	1336	1336
Mean dep. var. all-male	0.26	0.28
Subject-level controls	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$	0.225	-0.027
$\beta_4 = 0$ (p-value)	0.000	0.021
$\beta_5 := \beta_2 + \beta_3$	-0.037	0.037
$\beta_5 = 0$ (p-value)	0.008	0.009
$\beta_1 = 0$ (p-value MHT)	0.000	0.000
$\beta_2 = 0$ (p-value MHT)	0.977	0.996
$\beta_3 = 0$ (p-value MHT)	0.202	0.115

Notes: This table shows OLS regressions using as dependent variables measures of individual sentiment of team communication captured by vocal features. Positive (negative) sentiment captures vocal features indicating happiness (sadness). Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, six hypotheses included) follow Barsbai et al. (2020).

Sentiment of Communication Table 8 reports individual-level OLS regressions of equation (2) using vocal measures of sentiment as dependent variables.[38] The approach regards voice as a digital signal and focuses on the physical information revealing the speaker's emotions. We split the vocal samples by the speaker's gender and separately trained a female and a male model. Using the algorithm, we construct three turn-specific weights: positive (capturing happiness), negative (sadness), and neutral. If a turn was spoken by a female (male), we used the female (male) model to construct the weights. We obtain measures of positive, negative, and neutral sentiment by taking averages over turns, weighted by the turns' length.[39]

The estimates of β_1 indicate that utterances by females working in all-female teams carry more positive sentiment (vocal features indicating happiness) and less negative sentiment (vocal features indicating sadness) relative to males in all-male teams. We would like to caution, however, that we obtain our sentiment measures from two separate gender-specific models trained to classify emotions. As a result, different

[38]In the pre-analysis plan, we committed to capture the polarity of communication by a lexical score. As we demonstrate in the Online Appendix, Section D, the lexical sentiment score turned out to be dominated by the teams' usage of words likely triggered by the single-choice design of the team task. We, therefore, decided to rely on measures of team sentiment based on vocal features.

[39]For further details, see Online Appendix Section C. We pre-specified to treat the polarity of team sentiment as a primary outcome only at the team level. For completeness, we also report the evidence on sentiment at the individual level.

estimates of β_1 could at least partly reflect differences between models (rather than true emotions) and thus have to be taken with care. By contrast, β_2 and β_3 are identified by differences in emotions within gender and thus cannot be driven by differences between models. Interestingly, the estimates of β_2 indicate that the vocal sentiment of males is independent of whether they work in all-male or mixed teams. Hence, there is no evidence that males establish dominance in mixed teams via a particular communication style towards women. By contrast, the sentiment of females in mixed teams is less positive and more negative relative to all-female teams ($H_0 : \beta_2 + \beta_3 = 0$, p-values < 0.01), possibly a response to males dominating the team conversation quantitatively.

Table A.22 in the Online Appendix presents team-level regressions for the sentiment of communication following equation (1). We find a clear ranking in the extent to which positive emotions (happiness) characterize the team communication: all-female teams communicate more positively than gender-mixed teams, and gender-mixed teams more positively than all-male teams. Negative emotions (sadness) are less prevalent in all-female teams relative to mixed and all-male teams.[40]

Perceptions About Team Interaction Table 9 reports estimations of equation (2) using perceptions about team interaction as dependent variables. Our survey-based measures of perceptions capture the positivity of team communication, the cooperativeness of team communication, and the likeability of the team task. These perceptions were elicited individually in the survey at the end of stage 1 using 5-point Likert scales.[41] In regressions using the three perceptions separately, we find little evidence for systematic effects of team gender composition. Column (4) complements the analysis using a z-score index of perceptions following Kling et al. (2007).[42] There is no evidence that females and males from gender-homogenous teams differ in their perceptions of team interaction. Males from mixed teams tend to have higher index values than males from all-male teams, but the difference is not significantly different from zero. Females working in mixed teams tend to have lower index values than females in all-female teams, but the difference is also not significantly different from zero. Whereas the point estimates of β_1 to β_3 are all insignificant, $H_0 : \beta_1 + \beta_3 = 0$ can be rejected (p-value $= 0.036$), suggesting that in mixed teams, females perceive the team interaction to be

[40] We would like to reiterate that these differences could partly be due to the use of gender-specific models when classifying emotions.

[41] Subjects were asked to what extent they agree to the following: "The communication in my group was characterized by a positive tone" (positivity), "The communication in my group was cooperative" (cooperativeness), and "Working on the problems together was fun" (likeability). Higher values indicated stronger agreement. Team-level measures are averages over subject-level values in a team.

[42] To construct the index, we standardize each outcome into a z-score by subtracting the mean among males in all-male teams and dividing by the respective standard deviation. We then average all the z-scores and again standardize to males from all-male teams.

Table 9: Effects on Perceived Team Interaction, Individual Level

	Positivity (1)	Cooperativeness (2)	Likeability (3)	Perception index (4)
Female (β_1)	0.001	-0.007	-0.082	-0.042
	(0.049)	(0.045)	(0.074)	(0.082)
Mixed team (β_2)	0.033	-0.001	0.133*	0.081
	(0.053)	(0.050)	(0.078)	(0.078)
Female $\times$ Mixed team (β_3)	-0.100	-0.032	-0.177*	-0.166
	(0.080)	(0.082)	(0.103)	(0.129)
N. of obs.	1358	1357	1362	1356
Mean dep. var. all-male	4.66	4.66	4.06	0.03
Subject-level controls	Yes	Yes	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$	-0.099	-0.038	-0.259	-0.208
$\beta_4 = 0$ (p-value)	0.123	0.578	0.000	0.036
$\beta_5 := \beta_2 + \beta_3$	-0.068	-0.033	-0.044	-0.085
$\beta_5 = 0$ (p-value)	0.325	0.615	0.623	0.451
$\beta_1 = 0$ (p-value MHT)	0.984	0.998	0.785	0.625
$\beta_2 = 0$ (p-value MHT)	0.959	0.999	0.431	0.494
$\beta_3 = 0$ (p-value MHT)	0.727	0.990	0.436	0.430

Notes: This table shows OLS regressions using as dependent variables different outcomes measuring individual perceptions about team interaction. Perceived positivity, cooperativeness, and likeability of the team task are all measured using a 5-point Likert scale. The perception index is constructed by aggregating standardized perceptions in all three dimensions (Kling et al., 2007). Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, nine hypotheses across Columns (1) to (3) and three hypotheses in Column (4)) follow Barsbai et al. (2020).

worse than males. Table A.23 in the Online Appendix reports team-level regressions of perceptions. None of the coefficients is estimated to be significantly different from zero.

Given the dominance of males in mixed teams and the effects of team gender composition on team sentiment, it is surprising that we see little corresponding effects on perceptions of team interaction. We can think of two possible explanations. First, it is possible that the non-incentivized elicitation of perceptions results in measurement error and imprecise coefficient estimates. A second possibility is that the subjects are used to communication following the patterns analyzed before, including male dominance in gender-mixed settings, and simply perceive these patterns as normal, or in line with expectations. The fact that we identify the effects of team gender composition from between-subject variation could then explain the absence of strong differences in measured perceptions.[43]

[43]Tables A.24 and A.25 in the Online Appendix report additional regressions using perceptions that we pre-specified as secondary outcomes (whether the team's communication was sufficient, whether it was symmetric, and whether subjects let each other finish). The only significant effects we find indicate that females in all-female teams perceived the team communication to be more symmetric relative to males in all-male teams.

Evidence from Stage 1: Discussion The analysis of stage 1 of the experiment has delivered the following main insights. First, all-male teams communicate more than mixed and all-female teams. These differences are more pronounced if we focus on topic words rather than all words spoken. Second, all-male teams outperform both gender-mixed and all-female teams, and an exploratory analysis suggests that team performance is causally related to the usage of topic words. Third, in mixed teams, males dominate the team communication quantitatively.

A crucial question refers to the channels through which variation in the team gender composition impacts the subjects' communication behavior. Two fundamentally different explanations for why males are more talkative than females (in particular in mixed teams) stand out. First, it could be that males have a stronger preference for dominance and put through this preference by means of an aggressive communication style. Second, the observed differences in communication behavior could be due to gender differences in self-confidence and established gender roles that are so deeply ingrained in the subjects' beliefs about adequate social behavior that male dominance emerges without any battle of the sexes about communication shares.

Regarding the first hypothesis, an emerging literature documents that males often establish dominance over females through hostility and interruptions (Jacobi and Schweers, 2017; Dupas et al., 2021; Miller and Sutherland, 2022). Overall, we find little support for the notion that something similar happened in our setting. The evidence on individual sentiment (Table 8) suggests that the emotions conveyed in the voices of males interacting in mixed teams are no different from those in all-male teams. Furthermore, there is little evidence that male dominance is established through interruptions. Figure B.10 in the Online Appendix documents that in mixed teams, there is no gender difference in active interruptions, and females are only slightly more likely to be interrupted by others. Figure B.11 shows that in mixed teams, the share of interruptions of female speakers caused by males is larger than the share of interruptions of male speakers caused by females, but this does not change the fact that overall, females and males face similar chances of being interrupted.

Regarding the second hypothesis, the literature has documented that females have lower self-confidence (Kling et al., 1999; Croson and Gneezy, 2009), lower social confidence (Alan et al., 2020), and downgrade their self-assessment when observed by others more strongly than males (Ludwig et al., 2017). In line with this evidence, in the sample of subjects who worked on the team task individually, we find that males systematically overestimate their own performance, whereas females do not (results available upon request). Similarly, Online Appendix Table A.26 shows that females are significantly less optimistic than males regarding their own performance under an individual piece rate in a possible second-stage task. Furthermore, Appendix Table

A.21 shows that the incidence of phrases that indicate uncertainty is higher among females, but does not depend on whether or not subjects work in a mixed team.

Differences in self-confidence could explain why males are more willing than females to actively participate in the team conversation. In a team setting where contributing to the team's success required speaking in front of others, existing differences in self-confidence could be amplified through differences in social confidence, defined as the willingness to perform a task in public. The fact that females in mixed teams talk less than females in all-female teams is in line with Born et al. (2022), showing that women are less willing to lead male-majority teams due to a negative effect on their confidence. However, our data do not allow us to pin down the channel through which this effect works. Interestingly, the literature on classroom interaction has shown that children get accustomed to boys dominating the group communication in mixed-gender settings early on (for reviews, see Kelly 1988 and Aukrust 2008). This could explain why in our setting, we do not find significant traces of females and males competing for speaking time when interacting in gender-mixed teams.

Considering both hypotheses, we believe that the gender gaps in communication likely reflect gender differences in self- and social confidence and existing gender roles in accordance with these differences. Having discussed the evidence from stage 1, we now turn to the results on beliefs and preferences for teamwork from stage 2.

4.2 Effects on Preferences for Teamwork and Beliefs

Beliefs about Productivity and Communication We measure beliefs about own productivity, potential partner's productivity, and team productivity at a possible further task in stage 2 plus beliefs about the team interaction (positivity of team communication, cooperativeness of team communication, and likeability of the team task). To elicit productivity beliefs, we asked the subjects to imagine a task similar to the one in the first stage comprising 20 problems. All productivity beliefs take integer values between 1 and 20, depending on the subject's stated belief about how many problems she (the potential partner, the team) would solve. Beliefs about the social interaction with the potential partner in a possible further team task were measured in the same way as perceptions in stage 1 (5-point Likert scales).[44]

We report the pre-registered regressions studying beliefs regarding productivity and communication in a possible further team task in the Online Appendix and

[44]For example, we elicited own-productivity beliefs as follows: "What do you think: If you were working on the task alone, how many of the 20 problems would you answer correctly?" For positivity beliefs, we asked for agreement (5-point Likert scale) with the statement: "The communication with the other person would be characterized by a positive tone." See the screenshots in the Online Appendix, Section E, for the wording of the other questions.

briefly summarize the findings here. In line with evidence on male overconfidence in comparable settings (e.g. Gneezy et al., 2003; Croson and Gneezy, 2009), Table A.26 demonstrates that, irrespective of the team gender composition in stage 1, females have less optimistic beliefs than males regarding their own performance in a possible second-stage task.[45] Females are also less optimistic regarding team productivity. By contrast, there are no significant effects on subjects' beliefs regarding their partner's productivity. The finding that productivity beliefs are unrelated to whether or not subjects were exposed to mixed teamwork in stage 1 is confirmed in Table A.27, reporting estimations that condition on the potential partner's gender.

Table A.28 presents estimation results for beliefs about communication. In addition to the pre-registered regressions, we study a z-score index over beliefs regarding positivity, cooperativeness, and the likeability of the team task in a possible team interaction with the potential partner. The results indicate that males hold more positive beliefs if they were assigned to a mixed team in stage 1. Table A.29 complements this evidence by estimations that also condition on the potential partner's gender. The estimations using the belief index as an outcome show that females who were assigned to an all-female team in the first stage hold more positive beliefs about the interaction with the potential partner if the partner is female. For females who were assigned to a gender-mixed team in stage 1, no such effect is present. For males, none of the coefficients is significant.

Overall, there is little evidence that past exposure to mixed teamwork affects subjects' productivity beliefs in significant ways. Similarly, beliefs about communication in further teamwork seem largely unaffected by past exposure to mixed teamwork. The latter finding is in line with the insight from Table 9 that the team gender composition had no systematic impact on subjects' perceptions of team interaction.

Preferences for Teamwork Table 10 presents estimation results for equation (2) with and without an interaction effect between indicators for mixed teams and female gender. The dependent variable is the indicator for subjects who stated a preference for teamwork with the potential partner over individual work in a possible second-stage task. None of the estimated coefficients is significantly different from zero in itself. However, the estimate of $\beta_5 := \beta_2 + \beta_3$ in Column (2) is negative, and the hypothesis $\beta_5 = 0$ can be rejected (p-value $= 0.089$), indicating that females who were assigned to a mixed team in stage 1 have a lower preference for teamwork relative to females who were assigned to an all-female team.

[45] Since the majority of subjects did not work on the second-stage task, we do not have any measure of overconfidence regarding individual performance for our experimental sample. However, in the sample of subjects who worked on the first-stage task individually (see Section 3.5 for details), we find that males are significantly more overconfident than females.

Table 10: Preferences: Past Exposure to Mixed Teamwork

	= 1 if subject prefers teamwork	
	(1)	(2)
Female (β_1)	-0.027	-0.002
	(0.031)	(0.036)
Mixed team (β_2)	-0.037	-0.000
	(0.031)	(0.043)
Female $\times$ Mixed team (β_3)		-0.076
		(0.062)
N. of obs.	731	731
Mean dep. var. all-male	0.81	0.81
Subject-level controls	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$		-0.077
$\beta_4 = 0$ (p-value)		0.149
$\beta_5 := \beta_2 + \beta_3$		-0.076
$\beta_5 = 0$ (p-value)		0.089
$\beta_1 = 0$ (p-value MHT)	0.398	0.999
$\beta_2 = 0$ (p-value MHT)	0.407	0.999
$\beta_3 = 0$ (p-value MHT)		0.494

Notes: This table shows OLS regressions using as dependent variable an indicator for subjects who indicate that they prefer to work in a team with the potential partner (rather than work individually) on a possible further task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, two hypotheses included in Column (2) and three hypotheses in Column (3)) follow Barsbai et al. (2020).

Further analyzing preferences for teamwork, Table 11 presents estimates of equation (4), separately for female and male subjects. Column (1) shows that, first, the potential partner's gender does not affect preferences for teamwork for females who worked in all-female teams in stage 1. Second, the reduced tendency to opt for teamwork after exposure to mixed teamwork in stage 1 observed in Table 10 turns out to be specific to those females whose potential partner in stage 2 is male. In contrast, for females whose potential partner in stage 2 is female, past exposure to mixed teamwork does not significantly affect preferences for further teamwork. Column (2) shows that, similarly to females, the potential partner's gender does not affect males' preferences after exposure to gender-homogenous teamwork in stage 1. Interestingly, after exposure to mixed teamwork, males respond differently than females to their potential partner's gender. After having collaborated with a gender-mixed team in stage 1, males are significantly more likely to prefer teamwork over individual work if their potential partner is female.

In summary, Table 11 delivers our fourth main finding: past exposure to gender-mixed teamwork makes females *more reluctant* to engage in teamwork with males. In contrast, males are *more willing* to engage in teamwork with females after being exposed to gender-mixed teamwork. Our design does not allow us

Table 11: Preferences: Past Exposure and Partner's Gender

	= 1 if subject prefers teamwork	
	Females (1)	Males (2)
Female partner 2nd stage (β_1)	0.031	-0.006
	(0.059)	(0.046)
Mixed team 1st stage (β_2)	-0.111*	-0.090
	(0.066)	(0.065)
Female partner 2nd stage × Mixed team 1st stage (β_3)	0.058	0.210**
	(0.099)	(0.087)
N. of obs.	351	380
Mean dep. var. gender-homogenous teams	0.80	0.81
Subject-level controls	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$	0.089	0.204
$\beta_4 = 0$ (p-value)	0.250	0.005
$\beta_5 := \beta_2 + \beta_3$	-0.053	0.120
$\beta_5 = 0$ (p-value)	0.435	0.025
$\beta_1 = 0$ (p-value MHT)	0.846	0.898
$\beta_2 = 0$ (p-value MHT)	0.367	0.497
$\beta_3 = 0$ (p-value MHT)	0.899	0.087

Notes: This table shows OLS regressions using as dependent variable an indicator for subjects who indicate that they prefer to work in a team with the potential partner (rather than work individually) on a possible further task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, six hypotheses included) follow Barsbai et al. (2020).

to disentangle the different channels through which these opposite effects might work. One possible interpretation is that females respond to male dominance in gender-mixed teamwork by a reduced willingness to collaborate with males, whereas the experience of dominating a gender-mixed team's communication further increases the preference of males for teamwork involving females.

5 Conclusion

Using a framed field experiment in an online setting, we study how the team gender composition affects team communication, team performance, and preferences for further teamwork. Regarding the quantity of team communication, we demonstrate that all-male teams communicate more than mixed and all-female teams. These differences are more pronounced if we focus on words that are topically related to the team task rather than all words spoken. The gender gap in communication is largest in mixed teams, where males heavily dominate the team communication quantitatively. Regarding team performance, all-male teams outperform both gender-mixed and

all-female teams, and an exploratory analysis suggests that team performance is causally related to the usage of topic words. Exploring effects on attitudes, we find that past exposure to gender-mixed teamwork makes females less willing to engage in gender-mixed teams, while for males the opposite is true.

Our findings carry a number of important implications. For instance, our results suggest that the gender composition impacts the amount of information exchanged in teams and show that all-male teams tend to communicate more actively. This may help to explain why part of the literature (including our study) finds that all-male teams outperform mixed and all-female teams. To the extent that gender-specific communication behavior is socially acquired, our findings call for more research on how to ensure that starting from early childhood, the voices of females are properly heard. Based on research suggesting that speaking time correlates with leadership aspirations, another implication of our study is that in small-stakes environments, females working in gender-mixed teams are less likely to collect leadership experience relative to females working in all-female teams. To the extent that past leadership experience positively affects subjects' willingness to lead and the quality of leadership they provide, a lack of female leadership experience in small-stakes environments may help to explain the sizeable gender gaps in leadership observed in high-stakes environments. It remains to be studied whether, in small-stakes environments, gender-homogenous teams can be superior to mixed teams in effectively supporting women in building up leadership experience.

Finally, our evidence also suggests that exposure to gender-mixed teams negatively affects women's willingness to engage in gender-mixed teamwork. Policies aiming at integrating women into traditionally male-dominated domains may thus be subject to two limiting factors. First, in the absence of effective countermeasures, women in gender-mixed teams are likely to be dominated by men communication-wise and may rarely advance to leadership positions. Second, post-integration, women may be less open to gender-mixed teamwork in similar settings relative to the counterfactual of no integration. It remains an open question to what extent communication behavior in teams is malleable, and which type of intervention aiming at more gender-balanced communication in mixed teams is most effective.

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APPENDIX: FOR ONLINE PUBLICATION ONLY

A Appendix Tables

Table A.1: Attrition, Team Level

	Non-Attrited (1)	Attrited (2)	Diff. (3)	Std. Diff. (4)
Gender-mixed team	0.330	0.362	0.032	0.047
	(0.471)	(0.484)	(0.062)	
All-female team	0.336	0.304	-0.032	-0.048
	(0.473)	(0.464)	(0.062)	
Mean A-level GPA	2.741	2.724	-0.017	-0.074
	(0.165)	(0.150)	(0.021)	
Share top-tier high school	0.828	0.815	-0.013	-0.048
	(0.191)	(0.190)	(0.025)	
Mean age	22.687	22.525	-0.162	-0.080
	(1.500)	(1.369)	(0.195)	
Share foreign nationality	0.036	0.065	0.029	0.205
	(0.092)	(0.111)	(0.013)	
Share study program Master level	0.243	0.214	-0.030	-0.098
	(0.203)	(0.224)	(0.027)	
Share study program arts and humanities	0.241	0.283	0.041	0.134
	(0.210)	(0.227)	(0.028)	
Share study program engineering	0.192	0.188	-0.004	-0.013
	(0.214)	(0.194)	(0.028)	
Share study program natural sciences	0.102	0.069	-0.033	-0.181
	(0.147)	(0.112)	(0.019)	
Share study program economics and business	0.289	0.272	-0.018	-0.054
	(0.240)	(0.222)	(0.031)	
N. of obs.	342	69	411	411

Notes: This table documents attrition at team level. Attrition happens because teams are disqualified if a member drops out during the team task. Column (1) shows means and standard deviation for non-attrited teams. Column (2) shows means and standard deviation for attrited teams. Column (3) shows estimated differences between attrited and non-attrited teams and corresponding standard errors. Column (4) shows standardized differences.

Table A.2: Attrition, Individual Level (First Stage)

	Non-Attrited	Attrited	Diff.	Std. Diff.
	(1)	(2)	(3)	(4)
Gender-mixed team	0.330	0.362	0.032	0.047
	(0.471)	(0.482)	(0.063)	
All-female team	0.336	0.304	-0.032	-0.048
	(0.473)	(0.461)	(0.061)	
A-level GPA	2.741	2.724	-0.017	-0.019
	(0.613)	(0.635)	(0.020)	
Top-tier high school	0.828	0.815	-0.013	-0.024
	(0.377)	(0.389)	(0.025)	
Age	22.687	22.525	-0.162	-0.038
	(3.143)	(2.890)	(0.183)	
Foreign nationality	0.036	0.065	0.029	0.095
	(0.186)	(0.247)	(0.014)	
Study program: Master level	0.243	0.214	-0.030	-0.050
	(0.429)	(0.411)	(0.029)	
Study program: Arts and humanities	0.241	0.283	0.041	0.067
	(0.428)	(0.451)	(0.029)	
Study program: Engineering	0.192	0.188	-0.004	-0.007
	(0.394)	(0.392)	(0.026)	
Study program: Natural sciences	0.102	0.069	-0.033	-0.085
	(0.303)	(0.254)	(0.016)	
Study program: Economics and business	0.289	0.272	-0.018	-0.028
	(0.454)	(0.446)	(0.030)	
N. of obs.	1368	276	1644	1644

Notes: This table documents attrition at individual level in the first stage of the experiment. Attrition happens because all members of a team are disqualified if a member drops out during the team task. Column (1) shows means and standard deviation for non-attrited individuals. Column (2) shows means and standard deviation for attrited individuals. Column (3) shows estimated differences between attrited and non-attrited individuals and corresponding standard errors. Column (4) shows standardized differences.

Table A.3: Attrition, Individual Level (Second Stage)

	Non-Attrited	Attrited	Diff.	Std. Diff.
	(1)	(2)	(3)	(4)
Gender-mixed team	0.326	0.393	0.067	0.099
	(0.469)	(0.489)	(0.045)	
All-female team	0.317	0.332	0.015	0.022
	(0.466)	(0.472)	(0.042)	
A-level GPA	2.740	2.737	-0.004	-0.004
	(0.615)	(0.618)	(0.043)	
Top-tier high school	0.818	0.843	0.025	0.047
	(0.386)	(0.365)	(0.027)	
Age	22.648	22.991	0.343	0.074
	(3.052)	(3.498)	(0.254)	
Foreign nationality	0.021	0.057	0.036	0.133
	(0.142)	(0.232)	(0.016)	
Study program: Master level	0.231	0.214	-0.017	-0.029
	(0.422)	(0.411)	(0.031)	
Study program: Arts and humanities	0.268	0.197	-0.072	-0.120
	(0.443)	(0.398)	(0.030)	
Study program: Engineering	0.182	0.183	0.001	0.003
	(0.386)	(0.388)	(0.028)	
Study program: Natural sciences	0.093	0.127	0.034	0.076
	(0.291)	(0.333)	(0.026)	
Study program: Economics and business	0.272	0.288	0.016	0.025
	(0.445)	(0.454)	(0.034)	
N. of obs.	731	229	960	960

Notes: This table documents attrition at individual level in the second stage of the experiment. Attrition happens because, starting from all subjects entering the second stage, some cannot be matched due to a missing potential partner. In addition, we consider subjects as attrited if they are from a pair where one or both potential partners did not enter correctly their partner's random number. Column (1) shows means and standard deviation for non-attrited individuals. Column (2) shows means and standard deviation for attrited individuals. Column (3) shows estimated differences between attrited and non-attrited individuals and corresponding standard errors. Column (4) shows standardized differences.

Table A.4: Balancing Stage 2: Origin from Homogenous vs. Mixed Teams

	Males assigned to			Females assigned to		
	All-male teams	Mixed teams	p-value both equal	All-female teams	Mixed teams	p-value both equal
	(1)	(2)	(3)	(4)	(5)	(6)
A-level GPA	2.72	2.72	0.99	2.76	2.77	0.85
	(0.61)	(0.61)		(0.62)	(0.61)	
Top-tier high school	0.81	0.82	0.79	0.85	0.76	0.02
	(0.39)	(0.41)		(0.35)	(0.41)	
Age	22.67	22.53	0.68	22.65	22.71	0.84
	(3.28)	(3.00)		(2.84)	(3.00)	
Foreign nationality	0.03	0.02	0.55	0.02	0.02	0.98
	(0.16)	(0.13)		(0.13)	(0.13)	
Study program: Master level	0.27	0.24	0.61	0.19	0.22	0.52
	(0.44)	(0.42)		(0.39)	(0.42)	
Study program: Arts and humanities	0.21	0.24	0.53	0.34	0.29	0.26
	(0.41)	(0.44)		(0.48)	(0.44)	
Study program: Engineering	0.27	0.18	0.08	0.11	0.13	0.46
	(0.44)	(0.37)		(0.31)	(0.37)	
Study program: Natural sciences	0.10	0.11	0.69	0.09	0.08	0.64
	(0.29)	(0.29)		(0.29)	(0.29)	
Study program: Economics and business	0.30	0.32	0.63	0.25	0.22	0.51
	(0.46)	(0.44)		(0.43)	(0.44)	
N. of obs.	261	119	380	232	119	351

Notes: This table reports balancing checks for stage 2 regarding the subjects' origin from gender-homogenous and mixed first-stage teams. Columns (1) and (2) show means and standard deviation for males who were assigned to all-male or mixed teams, respectively. Column (3) shows p-values for tests of the hypothesis that the means are equal. Columns (4) to (6) report corresponding information for female subjects who were assigned to all-female or mixed teams, respectively.

Table A.5: Balancing Stage 2: Assignment to Potential Teammates

	Males assigned to			Females assigned to		
	Male potential teammate	Female potential teammate	p-value both equal	Female potential teammate	Male potential teammate	p-value both equal
	(1)	(2)	(3)	(4)	(5)	(6)
A-level GPA	2.75	2.68	0.28	2.75	2.78	0.59
	(0.62)	(0.62)		(0.59)	(0.62)	
Top-tier high school	0.83	0.81	0.63	0.80	0.84	0.43
	(0.38)	(0.38)		(0.40)	(0.38)	
Age	22.43	22.82	0.24	22.48	22.82	0.26
	(3.12)	(3.06)		(2.95)	(3.06)	
Foreign nationality	0.03	0.02	0.31	0.03	0.01	0.28
	(0.18)	(0.11)		(0.16)	(0.11)	
Master level	0.24	0.28	0.32	0.18	0.21	0.54
	(0.43)	(0.43)		(0.39)	(0.43)	
Arts and humanities	0.23	0.20	0.58	0.32	0.32	1.00
	(0.42)	(0.44)		(0.47)	(0.44)	
Engineering	0.25	0.24	0.77	0.11	0.12	0.66
	(0.43)	(0.38)		(0.31)	(0.38)	
Natural sciences	0.10	0.10	0.76	0.06	0.11	0.09
	(0.29)	(0.31)		(0.23)	(0.31)	
Econ. and business	0.29	0.31	0.62	0.24	0.24	0.89
	(0.46)	(0.45)		(0.43)	(0.45)	
N. of obs.	189	191	380	157	194	351

Notes: This table reports balancing checks for stage 2 regarding the subjects' assignment to female and male potential teammates. Columns (1) and (2) show means and standard deviation for males who were assigned to male or female potential teammates, respectively. Column (3) shows p-values for tests of the hypothesis that the means are equal. Columns (4) to (6) report corresponding information for female subjects.

Table A.6: Descriptives on Outcomes: Individual Level

	Mean (1)	Stand. Dev. (2)
A. First-stage outcomes:		
Number of words	487.00	361.92
Number of turns	36.94	23.23
Own vocal semtiment: Positive	0.39	0.20
Own vocal semtiment: Negative	0.26	0.14
Perception: Positivity	4.64	0.64
Perception: Cooperativeness	4.65	0.64
Perception: Likeability	4.01	0.93
N. of obs.	1368	
B. Second-stage outcomes:		
Indicator: Subject prefers teamwork	0.80	0.40
Belief: Own productitivity	10.95	3.32
Belief: Partner's productivity	12.09	3.04
Belief: Team productitivity	14.73	2.95
Belief: Positivity	4.51	0.66
Belief: Cooperativeness	4.51	0.64
Belief: Likeability	4.09	0.85
N. of obs.	731	

Notes: This table shows descriptives for individual-level outcomes. In panel A, due to missing values in survey responses, the number of observations for the outcomes measuring perceptions varies between 1357 and 1362.

Table A.7: Descriptives on Outcomes: Team Level

	Mean (1)	Stand. Dev. (2)
Number of problems solved	4.35	1.69
Number of words	1947.99	680.32
Number of turns	147.77	51.91
HHI words	0.34	0.06
HHI turns	0.31	0.04
Vocal semtiment: Positive	0.39	0.16
Vocal semtiment: Negative	0.25	0.11
Perception: Positivity	4.64	0.39
Perception: Cooperativeness	4.65	0.35
Perception: Likeability	4.01	0.57
N. of obs.	342	

Notes: This table shows descriptives for team-level outcomes.

Table A.8: Awareness of Team Gender Composition, First Stage

	= 1 if aware of exact team gender composition (1)	= 1 if aware of whether team is mixed or not (2)
Female (β_1)	-0.016	-0.015
	(0.019)	(0.019)
Mixed team (β_2)	-0.014	-0.014
	(0.020)	(0.020)
Female × Mixed team (β_3)	-0.106***	0.026
	(0.031)	(0.024)
N. of obs.	1352	1352
Mean dep. var.	0.94	0.96
Mean dep. var. all-male	0.97	0.97
Subject-level controls	Yes	Yes
$\beta_1 + \beta_3 = 0$ (p-value)	0.000	0.439
$\beta_2 + \beta_3 = 0$ (p-value)	0.000	0.532

Notes: This table shows OLS regressions using as dependent variables indicators for subjects who were aware of the team gender composition. In Column (1), we use an indicator for subjects whose answer to a survey question on how many of the teammates were female indicates awareness of the exact team gender composition. Column (2) adjusts the indicator by coding females in mixed teams as aware of the gender composition if their response suggests they counted themselves in when stating the number of female team members (the question asked for the number of females among the *other* team members). The regressions control for A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.9: Awareness of Potential Partner's Gender, Second Stage

	= 1 if subject is aware of potential partner's gender		
	All (1)	Females (2)	Males (3)
Female partner 2nd stage (β)	0.005	0.014	-0.001
	(0.012)	(0.017)	(0.014)
N. of obs.	731	351	380
Mean dependent variable	0.98	0.98	0.98
Subject-level controls	Yes	Yes	Yes

Notes: This table shows OLS regressions using as dependent variable an indicator for subjects who answered correctly a survey question on whether the potential partner in stage 2 was female. The regressions control for A-level GPA, age, and indicators for an A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Column (1) also controls for gender. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.10: Balancing Checks: Subjects Working Under Individual Piece Rate

	Males	Females	p-value both equal
	(1)	(2)	(3)
A-level GPA	2.70	2.75	0.47
	(0.62)	(0.57)	
Top-tier high school	0.81	0.80	0.84
	(0.39)	(0.40)	
Age	23.32	22.94	0.27
	(3.04)	(2.90)	
Study program: Master level	0.30	0.19	0.03
	(0.46)	(0.39)	
Foreign nationality	0.05	0.05	0.81
	(0.23)	(0.21)	
N. of obs.	149	147	296

Notes: This table reports balancing checks by gender for subjects who worked on the team task individually. Columns (1) and (2) show means and standard deviation for males and females, respectively. Column (3) shows p-values for tests of the hypothesis that the means are equal.

Table A.11: Gender Neutrality: Subjects Working Under Individual Piece Rate

	Number of problems solved	Likeability of the task
	(1)	(2)
Female	-0.121	-0.152
	(0.211)	(0.127)
A-level GPA	0.725***	-0.076
	(0.168)	(0.105)
Study program: Arts & humanities	0.103	0.220
	(0.288)	(0.176)
Study program: Engineering	0.300	0.300
	(0.334)	(0.187)
Study program: Natural sciences	-0.356	0.024
	(0.358)	(0.234)
Study program: Economics & business	-0.208	0.203
	(0.337)	(0.189)
Mean dep. var. males	4.46	3.21
N. of obs.	296	296
Subject-level controls	Yes	Yes

Notes: This table reports OLS regressions using the sample of subjects who worked on the team task under an individual piece rate (no communication with other subjects, no teamwork). Column (1) shows how the performance of subjects depends on gender, A-level GPA, and the series of study field indicators. In addition, the regressions control for A-level degree obtained from the top-tier high school type, age, study program at Master level, and foreign nationality. Column (2) reports an equivalent regression using as an outcome the subject's level of agreement with the statement "Working on the problems was fun" (5-point Likert scale, higher numbers indicating stronger agreement).

Table A.12: Beliefs About Potential Partner's Productivity

	Belief about partner's individual productivity		
	All	Females	Males
	(1)	(2)	(3)
Female partner 2nd stage (β)	0.212	0.084	0.333
	(0.262)	(0.384)	(0.344)
N. of obs.	731	351	380
Mean dependent variable	12.09	11.85	12.32
Subject-level controls	Yes	Yes	Yes
$\beta = 0$ (p-value MHT)		0.835	0.579

Notes: This table shows OLS regressions using as dependent variable the subjects' belief about the number of problems the potential partner would solve individually in a possible further task. All regressions control for gender (Column (1) only), A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, two hypotheses included) follow Barsbai et al. (2020).

Table A.13: Effects on Total Speaking Time, Individual Level

	Total speaking time (in minutes)	
	(1)	(2)
Female (β_1)	-0.18	-0.19
	(0.14)	(0.15)
Mixed team (β_2)	0.76***	0.82***
	(0.17)	(0.17)
Female $\times$ Mixed team (β_3)	-1.20***	-1.29***
	(0.24)	(0.23)
A-level GPA	0.69***	0.67***
	(0.10)	(0.10)
Subject-level controls	Yes	Yes
Controls include Big 5	No	Yes
N. of obs.	1336	1254
Adj. R^2	0.090	0.191
Mean dep. var. all-male	3.29	3.27
$\beta_4 := \beta_1 + \beta_3$	-1.38	-1.48
$\beta_4 = 0$ (p-value)	0.000	0.000
$\beta_5 := \beta_2 + \beta_3$	-0.43	-0.47
$\beta_5 = 0$ (p-value)	0.008	0.004
$\beta_1 = 0$ (p-value MHT)	0.220	0.198
$\beta_2 = 0$ (p-value MHT)	0.000	0.000
$\beta_3 = 0$ (p-value MHT)	0.000	0.000

Notes: This table shows OLS regressions using as dependent variable the total speaking time at individual level. Regressions control for age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for subjects from teams with silent members. Column (2) additionally controls for the Big 5 personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism). Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT) follow Barsbai et al. (2020). Multiple testing is done separately by column (three hypotheses in each regression).

Table A.14: List of Topic Words

	Problem set A		Problem set B	
	Word	%	Word	%
1	D	14.49	B	18.99
2	C	13.31	C	10.75
3	B	11.44	D	9.98
4	A	8.23	A	8.52
5	market	5.26	invest	4.62
6	drug	3.35	investment	4.15
7	doctor	2.70	rise	3.78
8	market share	2.64	innovation capital	3.54
9	sales	2.44	country	2.16
10	company	2.35	development	2.01
11	emerging	2.31	human capital	1.97
12	rise	2.27	APPNAME	1.84
13	country	2.03	capital	1.71
14	prescription	1.83	knowledge capital	1.51
15	growth	1.62	physical	1.43
16	performance	1.58	company	1.32
17	market access	1.53	innovation	1.22
18	North America	1.52	investor	1.02
19	year	1.35	conviction	1.02
20	COMPANYNAME	1.34	price	0.98
21	health insurance	1.00	networking	0.96
22	tobacco	0.94	economic	0.90
23	profit margin	0.93	app	0.84
24	profit	0.89	awareness	0.81
25	growth opportunity	0.80	event	0.81
26	patent protection	0.79	type	0.79
27	bribe	0.67	social	0.79
28	invest	0.63	brand value	0.78
29	pay	0.59	productivity growth	0.74
30	vaccination campaign	0.58	market share	0.71
31	medicine	0.58	product	0.71
32	alcohol consumption	0.54	industry	0.69
33	future	0.51	profit margin	0.69
34	competitor	0.48	database	0.68
35	alcohol	0.48	productivity	0.58
36	management	0.47	difference	0.51
37	change	0.47	asset value	0.46
38	pharmaceuticals	0.46	design concept	0.45
39	traditional	0.46	organization	0.42
40	herbal	0.42	COMPANYNAME	0.42
41	self-medication	0.42	training programs	0.40
42	disease	0.40	military	0.40
43	obstacle	0.39	activity	0.38
44	female doctor	0.39	large enterprise	0.38
45	medicine	0.39	software	0.38
46	trend	0.38	management	0.37
47	income	0.37	authoritarian	0.37
48	investment	0.35	technology	0.36
49	national language	0.33	emigration wave	0.35
50	government output	0.33	collaboration	0.34
	Total	100.00	Total	100.00

Notes: This table shows all words from the team conversations (translated from German) we considered when defining the set of topic words. The inclusion of "A", "B", "C", and "D" accounts for references to the four possible solutions to each problem, which were labeled from *a* to *d*). For each problem set, we pre-selected from the information materials and problems all words that are topically related to the task and would unlikely be used in a conversation unrelated to it. The columns showing shares report how often a given word was used in relation to all listed words. The analyses reported in the paper are based on the 10 most frequently used topic words in each problem set. In several robustness checks, we use lists of topic words comprising the 20, 30, 40, or 50 most frequently used words.

Table A.15: Robustness: Effects on #Topic Words, Team Level

	#Topic words				
	Number of topic words considered				
	10	20	30	40	50
	(1)	(2)	(3)	(4)	(5)
Gender-mixed team (β_1)	-12.2**	-19.3***	-21.8***	-24.2***	-26.0***
	(4.7)	(6.6)	(7.4)	(8.1)	(8.7)
All-female team (β_2)	-20.2***	-29.5***	-32.3***	-35.1***	-37.1***
	(5.2)	(7.2)	(8.0)	(8.8)	(9.4)
N. of obs.	342	342	342	342	342
Team-level controls	Yes	Yes	Yes	Yes	Yes
Mean dep. var. all-male	127.3	159.3	174.7	185.3	192.8
$\beta_1 = \beta_2$ (p-value)	0.093	0.119	0.150	0.175	0.193

Notes: This table shows OLS regressions at team level. The regressions differ by the definition of the dependent variable, capturing the number of topic words (i.e., words that are topically related to the team task). Column (1) defines as topic words only the 10 most frequent words that are topically related to the task and thus repeats the regression shown in Table 4, Column (3). The remaining columns consider more broadly defined sets of topic words. Column (5) uses all words on the list provided in Appendix Table A.14. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.16: Performance: Teams vs. Individuals

	Number of problems solved	
	(1)	(2)
Teamwork	-0.003	0.444***
	(0.136)	(0.154)
Constant	4.351***	4.351***
	(0.101)	(0.101)
N. of obs.	638	496
Teams with imperfect coordination excluded	No	Yes

Notes: This table shows an OLS regression that jointly uses team-level observations and observations from individuals working under an individual piece rate and regresses the number of correctly solved problems on an indicator for teams. Column (1) includes all observations (342 teams and 296 individuals). Column (2) includes all individuals and all teams that successfully coordinated their answers in all 10 problems (i.e., teams where all team members gave identical answers to all problems). No controls included. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.17: Coordination Within Teams

	#problems with perfect coordination (1)	Teams with perfect coordination: #problems solved (2)
Gender-mixed team (β_1)	-0.096	-0.436
	(0.180)	(0.274)
All-female team (β_2)	0.099	-0.565*
	(0.151)	(0.325)
N. of obs.	342	200
Team-level controls	Yes	Yes
Mean dep. var. all-male	9.29	5.04
$\beta_1 = \beta_2$ (p-value)	0.237	0.680

Notes: This table shows an OLS regression using as dependent variable the number of problems with perfect coordination among team members in Column (1). Column (2) repeats the regression of team performance (number of problems solved) from Table A.17, using only teams that perfectly coordinated their answers in all 10 problems. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.18: Robustness: Quantity of Communication and Team Performance

	Number of problems solved				
	Number of topic words considered				
	10	20	30	40	50
	(1)	(2)	(3)	(4)	(5)
#all words (β_1)	-0.001**	-0.001**	-0.001**	-0.001**	-0.001**
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
#topic words (β_2)	0.015***	0.011***	0.010***	0.010***	0.008***
	(0.004)	(0.003)	(0.003)	(0.003)	(0.003)
N. of obs.	342	342	342	342	342
Mean dep. var.	4.35	4.35	4.35	4.35	4.35
Team-level controls	Yes	Yes	Yes	Yes	Yes

Notes: This table shows OLS regressions using as dependent variable the number of problems solved at team level. The regressions do not condition on team gender composition but use as regressors of interest the overall number of words and the number of words that are topically related to the team task. The regressions differ by the definition of the latter variable. Column (1) defines as topic words only the 10 most frequent words that are topically related to the task, and thus repeats the regression shown in Table 6. The remaining columns consider more broadly defined sets of topic words. Column (5) uses all words on the list provided in Appendix Table A.14. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA and age, the share of team members with an A-level degree from the top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.19: Robustness: No Gender Gap in Share of Topic Words

	Share of topic words				
	Number of topic words considered				
	10	20	30	40	50
	(1)	(2)	(3)	(4)	(5)
Female (β_1)	0.001	-0.002	-0.002	-0.002	-0.003
	(0.002)	(0.002)	(0.002)	(0.002)	(0.002)
Mixed team (β_2)	0.000	-0.000	-0.000	-0.000	-0.001
	(0.002)	(0.002)	(0.002)	(0.002)	(0.002)
Female $\times$ Mixed team (β_3)	0.001	0.000	-0.001	-0.001	-0.001
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)
A-level GPA	-0.001	0.001	0.002	0.002*	0.003**
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
N. of obs.	1336	1336	1336	1336	1336
Mean dep. var. all-male	0.065	0.079	0.085	0.089	0.093
Subject-level controls	Yes	Yes	Yes	Yes	Yes
$\beta_1 + \beta_3 = 0$ (p-value)	0.538	0.541	0.319	0.188	0.148
$\beta_2 + \beta_3 = 0$ (p-value)	0.708	0.996	0.777	0.606	0.555

Notes: This table shows subject-level OLS regressions using as dependent variable the share of words in a subject's utterances that are topically related to the team task. The regressions differ by the definition of topic words. Column (1) defines as topic words only the 10 most frequent words that are topically related to the task, and thus repeats the regression shown in Table 7. The remaining columns consider more broadly defined sets of topic words. Column (5) uses all words on the list provided in Appendix Table A.14. All Regressions control for age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics/business administration) and an indicator for teams with silent members. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.20: Distributional Effects on Team Communication

	HHI words	HHI turns
	(1)	(2)
Gender-mixed team (β_1)	0.013	0.007
	(0.009)	(0.005)
All-female team (β_2)	-0.007	-0.002
	(0.008)	(0.005)
N. of obs.	342	342
Mean dep. var. all-male	0.34	0.31
Team-level controls	Yes	Yes
$\beta_1 = \beta_2$ (p-value)	0.017	0.072
$\beta_1 = 0$ (p-value MHT)	0.365	0.351
$\beta_2 = 0$ (p-value MHT)	0.547	0.666

Notes: This table shows OLS regressions using as dependent variables the HHI of the number of words and the HHI of the number of turns at the team level, respectively. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from the top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, four hypotheses included) follow Barsbai et al. (2020).

Table A.21: Effects on Uncertainty in Speech

	Incidence of uncertainty phrases
Female (β_1)	0.219***
	(0.046)
Mixed team (β_2)	0.045
	(0.039)
Female $\times$ Mixed team (β_3)	-0.031
	(0.078)
A-level GPA	-0.067*
	(0.034)
N. of obs.	1336
Mean dep. var. all-male	0.477
Subject-level controls	Yes
$\beta_4 := \beta_1 + \beta_3$	0.188
$\beta_4 = 0$ (p-value)	0.004
$\beta_5 := \beta_2 + \beta_3$	0.014
$\beta_5 = 0$ (p-value)	0.844
$\beta_1 = 0$ (p-value MHT)	0.000
$\beta_2 = 0$ (p-value MHT)	0.412
$\beta_3 = 0$ (p-value MHT)	0.702

Notes: This table shows an OLS regression using as dependent variable the incidence of uncertainty phrases (number of such phrases per 100 words) at individual level. Uncertainty phrases are defined by the occurrence of the following combination of words in a sentence: "I + not + sure", "I + uncertain", "I + waver", "I + not + know", "I + not + understand", "could + be", "no + idea", "unsettle", and "unclear". Regressions control for age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for subjects from teams with silent members. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, three hypotheses included) follow Barsbai et al. (2020).

Table A.22: Effects on Sentiment, Team Level

	Positive (1)	Negative (2)
Gender-mixed team (β_1)	0.088***	-0.008
	(0.017)	(0.015)
All-female team (β_2)	0.254***	-0.063***
	(0.017)	(0.015)
N. of obs.	342	342
Mean dep. var. all-male	0.27	0.27
Team-level controls	Yes	Yes
$\beta_1 = \beta_2$ (p-value)	0.000	0.000
$\beta_1 = 0$ (p-value MHT)	0.000	0.605
$\beta_2 = 0$ (p-value MHT)	0.000	0.000

Notes: This table shows OLS regressions using as dependent variables measures of the sentiment of team communication captured through vocal features. Positive (negative) sentiment captures vocal features indicating happiness (sadness). All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, four hypotheses included) follow Barsbai et al. (2020).

Table A.23: Effects on Perceived Team Interaction

	Positivity (1)	Cooperativeness (2)	Likeability (3)
Gender-mixed team (β_1)	-0.029	-0.017	-0.021
	(0.051)	(0.046)	(0.077)
All-female team (β_2)	-0.034	-0.004	-0.113
	(0.057)	(0.051)	(0.081)
N. of obs.	342	342	342
Mean dep. var. all-male	4.65	4.66	4.06
Team-level controls	Yes	Yes	Yes
$\beta_1 = \beta_2$ (p-value)	0.929	0.797	0.253
$\beta_1 = 0$ (p-value MHT)	0.952	0.976	0.958
$\beta_2 = 0$ (p-value MHT)	0.971	0.948	0.556

Notes: This table shows OLS regressions using as dependent variables measures of perceived team communication. Perceived positivity, cooperativeness, and likeability of the team task are all measured using a 5-point Likert scale. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, six hypotheses included) follow Barsbai et al. (2020).

Table A.24: Perceived Communication: Secondary Outcomes, Individual Level

	Sufficient communication (1)	Symmetric communication (2)	Letting others finish (3)
Female (β_1)	-0.049	0.171**	-0.029
	(0.067)	(0.085)	(0.042)
Mixed team (β_2)	-0.091	-0.119	-0.036
	(0.080)	(0.100)	(0.047)
Female $\times$ Mixed team (β_3)	0.022	-0.084	0.025
	(0.104)	(0.124)	(0.070)
N. of obs.	1357	1362	1357
Mean dep. var. all-male	4.29	3.31	4.71
Subject-level controls	Yes	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$	-0.027	0.087	-0.003
$\beta_4 = 0$ (p-value)	0.737	0.344	0.950
$\beta_5 := \beta_2 + \beta_3$	-0.069	-0.203	-0.011
$\beta_5 = 0$ (p-value)	0.457	0.045	0.846
$\beta_1 = 0$ (p-value MHT)	0.935	0.296	0.853
$\beta_2 = 0$ (p-value MHT)	0.825	0.814	0.941
$\beta_3 = 0$ (p-value MHT)	0.828	0.916	0.921

Notes: This table shows OLS regressions using as dependent variables measures of individual perceptions of team communication. Perceptions of whether the team communicated sufficiently and symmetric and whether the team members let each other finish are all measured using a 5-point Likert scale. All regressions control for A-level GPA, age, and indicators for an A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (clustered at team level) in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A.25: Perceived Communication: Secondary Outcomes, Team Level

	Sufficient communication (1)	Symmetric communication (2)	Letting others finish (3)
Gender-mixed team (β_1)	-0.126	-0.065	-0.038
	(0.077)	(0.094)	(0.043)
All-female team (β_2)	-0.078	0.182**	-0.050
	(0.075)	(0.092)	(0.045)
N. of obs.	342	342	342
Mean dep. var. all-male	4.29	3.31	4.71
Team-level controls	Yes	Yes	Yes
$\beta_1 = \beta_2$ (p-value)	0.552	0.007	0.806
$\beta_1 = 0$ (p-value MHT)	0.428	0.511	0.607
$\beta_2 = 0$ (p-value MHT)	0.672	0.239	0.713

Notes: This table shows OLS regressions using as dependent variables measures of perceived team communication. All outcomes are measured using a 5-point Likert scale. All regressions control for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, six hypotheses included) follow Barsbai et al. (2020).

Table A.26: Productivity Beliefs: Past Exposure to Mixed Teamwork

	Belief about productivity:					
	Own		Partner		Team	
	(1)	(2)	(3)	(4)	(5)	(6)
Female (β_1)	-1.290***	-1.348***	-0.373	-0.458	-0.650***	-0.600**
	(0.270)	(0.333)	(0.260)	(0.326)	(0.247)	(0.301)
Mixed team (β_2)	0.322	0.239	0.321	0.199	0.250	0.322
	(0.262)	(0.400)	(0.264)	(0.381)	(0.239)	(0.379)
Female $\times$ Mixed team (β_3)		0.171		0.252		-0.150
		(0.564)		(0.518)		(0.528)
N. of obs.	731	731	731	731	731	731
Mean dep. var. all-male	11.55	11.55	12.26	12.26	15.00	15.00
Subject-level controls	Yes	Yes	Yes	Yes	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$		-1.176		-0.206		-0.750
$\beta_4 = 0$ (p-value)		0.011		0.617		0.086
$\beta_5 := \beta_2 + \beta_3$		0.410		0.451		0.172
$\beta_5 = 0$ (p-value)		0.269		0.211		0.604
$\beta_1 = 0$ (p-value MHT)	0.000	0.000	0.388	0.495	0.045	0.214
$\beta_2 = 0$ (p-value MHT)	0.382	0.917	0.341	0.933	0.309	0.807
$\beta_3 = 0$ (p-value MHT)		0.914		0.881		0.779

Notes: This table shows OLS regressions using as dependent variables different measures of beliefs about productivity in a possible further task. Columns (1) and (2) analyze beliefs about a subject's own productivity if working on the task individually. Columns (3) and (4) study subjects' beliefs about the potential partner's individual productivity. Columns (5) and (6) consider beliefs about team productivity in case of joint work with the potential partner. All regressions control for A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT) follow Barsbai et al. (2020). Multiple testing is done across Columns (1), (3), and (5) (six hypotheses) and across Columns (2), (4), and (6) (nine hypotheses), respectively.

Table A.27: Productivity Beliefs: Past Exposure and Partner's Gender

	Belief about productivity:					
	Own		Partner		Team	
	Females (1)	Males (2)	Females (3)	Males (4)	Females (5)	Males (6)
Female partner 2nd stage (β_1)	0.303	0.285	-0.238	0.357	0.002	0.467
	(0.494)	(0.439)	(0.482)	(0.417)	(0.441)	(0.413)
Mixed team 1st stage (β_2)	0.504	0.149	0.141	0.259	0.318	0.383
	(0.546)	(0.553)	(0.561)	(0.478)	(0.472)	(0.523)
Female partner 2nd stage $\times$ Mixed team 1st stage (β_3)	-0.317	0.326	0.713	0.020	-0.194	0.016
	(0.712)	(0.790)	(0.736)	(0.751)	(0.645)	(0.720)
N. of obs.	351	380	351	380	351	380
Mean dep. var. gender-homogenous teams	10.07	11.55	11.69	12.26	14.27	15.00
Subject-level controls	Yes	Yes	Yes	Yes	Yes	Yes
$\beta_4 := \beta_1 + \beta_3$	-0.014	0.611	0.474	0.377	-0.192	0.482
$\beta_4 = 0$ (p-value)	0.979	0.352	0.414	0.549	0.708	0.415
$\beta_5 := \beta_2 + \beta_3$	0.187	0.475	0.854	0.278	0.124	0.399
$\beta_5 = 0$ (p-value)	0.693	0.424	0.077	0.644	0.785	0.461
$\beta_1 = 0$ (p-value MHT)	0.999	0.998	1.000	0.994	0.996	0.956
$\beta_2 = 0$ (p-value MHT)	0.980	1.000	0.997	1.000	0.998	0.996
$\beta_3 = 0$ (p-value MHT)	1.000	0.999	0.974	1.000	1.000	1.000

Notes: This table shows OLS regressions using as dependent variables different measures of beliefs about productivity in a possible further task. Columns (1) and (2) analyze beliefs about a subject's own productivity if working on the task individually. Columns (3) and (4) study subjects' beliefs about the potential partner's individual productivity. Columns (5) and (6) consider beliefs about team productivity in case of joint work with the potential partner. All regressions control for A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, 18 hypotheses included) follow Barsbai et al. (2020).

Table A.28: Communication-Related Beliefs: Past Exposure

	Belief about:							
	Positivity		Cooperativeness		Likeability		Belief index	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Female (β_1)	0.059	0.051	-0.060	-0.000	0.057	0.059	0.022	0.054
	(0.051)	(0.067)	(0.050)	(0.060)	(0.067)	(0.089)	(0.078)	(0.102)
Mixed team (β_2)	0.132***	0.121*	0.090*	0.177**	0.052	0.054	0.151*	0.199*
	(0.044)	(0.064)	(0.053)	(0.070)	(0.070)	(0.105)	(0.077)	(0.108)
Female × Mixed team (β_3)		0.022		-0.179*		-0.005		-0.098
		(0.108)		(0.100)		(0.155)		(0.168)
N. of obs.	731	731	731	731	731	731	731	731
Mean dep. var. all-male	4.45	4.45	4.49	4.49	4.07	4.07	-0.00	-0.00
Subject-level controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
$\beta_4 \coloneqq \beta_1 + \beta_3$		0.073		-0.179		0.054		-0.044
$\beta_4 = 0$ (p-value)		0.371		0.033		0.642		0.732
$\beta_5 \coloneqq \beta_2 + \beta_3$		0.144		-0.002		0.049		0.100
$\beta_5 = 0$ (p-value)		0.057		0.975		0.634		0.402
$\beta_1 = 0$ (p-value MHT)	0.523	0.909	0.582	0.996	0.635	0.927	0.785	0.587
$\beta_2 = 0$ (p-value MHT)	0.016	0.285	0.320	0.073	0.471	0.960	0.110	0.149
$\beta_3 = 0$ (p-value MHT)		0.995		0.294		1.000		0.759

Notes: This table shows OLS regressions using as dependent variables beliefs about team communication team in a possible further team interaction with the potential partner. Beliefs about positivity, cooperativeness, and likeability of the team task are all measured using a 5-point Likert scale. The belief index is constructed by aggregating standardized beliefs in all three dimensions (Kling et al., 2007). All regressions control for A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT) follow Barsbai et al. (2020). Multiple testing is done across Columns (1), (3), and (5) (six hypotheses), across Columns (2), (4), and (6) (nine hypotheses), and separately for Columns (7) (two hypotheses) and (8) (three hypotheses).

Table A.29: Communication-Related Beliefs: Past Exposure and Partner's Gender

	Belief about:							
	Positivity		Cooperativeness		Likeability		Belief index	
	Females (1)	Males (2)	Females (3)	Males (4)	Females (5)	Males (6)	Females (7)	Males (8)
Female partner 2nd stage (β_1)	0.315***	0.153	0.355***	0.033	0.346***	0.154	0.544***	0.173
	(0.081)	(0.093)	(0.074)	(0.089)	(0.126)	(0.124)	(0.128)	(0.144)
Mixed team 1st stage (β_2)	0.218*	0.187*	0.179	0.188*	0.006	0.043	0.232	0.237
	(0.113)	(0.099)	(0.116)	(0.104)	(0.136)	(0.143)	(0.176)	(0.158)
Female partner 2nd stage × Mixed team 1st stage (β_3)	-0.227	-0.104	-0.435***	0.002	-0.034	0.093	-0.404*	-0.015
	(0.141)	(0.146)	(0.154)	(0.153)	(0.192)	(0.200)	(0.229)	(0.227)
N. of obs.	351	380	351	380	351	380	351	380
Mean dep. var. gender-homogenous teams	4.48	4.45	4.48	4.49	4.09	4.07	0.02	-0.00
Subject-level controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
$\beta_4 \coloneqq \beta_1 + \beta_3$	0.089	0.049	-0.079	0.034	0.312	0.248	0.140	0.158
$\beta_4 = 0$ (p-value)	0.437	0.671	0.556	0.772	0.025	0.126	0.452	0.374
$\beta_5 \coloneqq \beta_2 + \beta_3$	-0.009	0.083	-0.256	0.190	-0.028	0.137	-0.172	0.222
$\beta_5 = 0$ (p-value)	0.919	0.385	0.009	0.068	0.853	0.342	0.267	0.150
$\beta_1 = 0$ (p-value MHT)	0.011	0.567	0.000	0.995	0.139	0.774	0.000	0.369
$\beta_2 = 0$ (p-value MHT)	0.447	0.453	0.588	0.481	0.999	0.996	0.445	0.398
$\beta_3 = 0$ (p-value MHT)	0.563	0.973	0.086	0.988	0.998	0.996	0.296	0.953

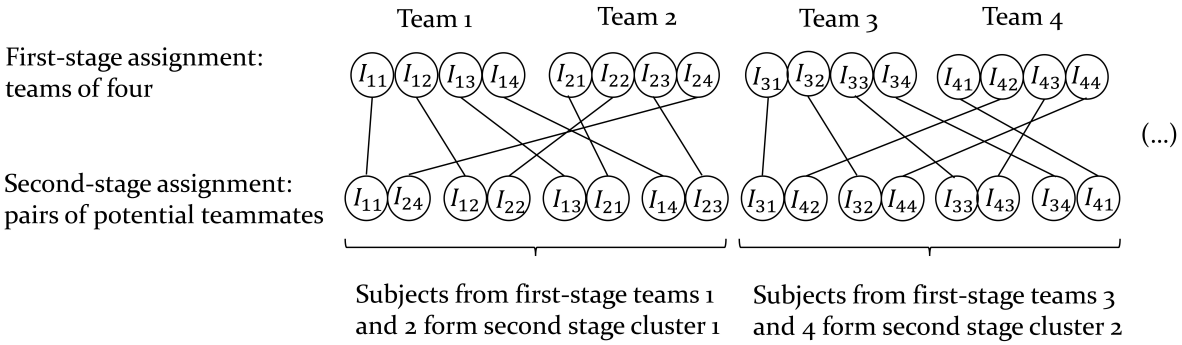
Notes: This table shows OLS regressions using as dependent variables beliefs about team communication team in a possible further team interaction with the potential partner. Beliefs about positivity, cooperativeness, and likeability of the team task are all measured using a 5-point Likert scale. The belief index is constructed by aggregating standardized beliefs in all three dimensions (Kling et al., 2007). All regressions control for A-level GPA, age, A-level degree obtained from top-tier high school type, foreign nationality, study program at Master level, study field (arts and humanities, engineering, natural sciences, economics and business administration), and an indicator for teams where some members were silent during the team task. Standard errors (in parentheses) account for clusters comprising all subjects from first-stage teams used in the cross-wise random assignment to pairs of potential partners. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT) follow Barsbai et al. (2020). Multiple testing is done across Columns (1) to (6) (18 hypotheses), and across Columns (7) and (8) (six hypotheses).

B Appendix Figures

Figure B.1: Timeline of Experimental Design

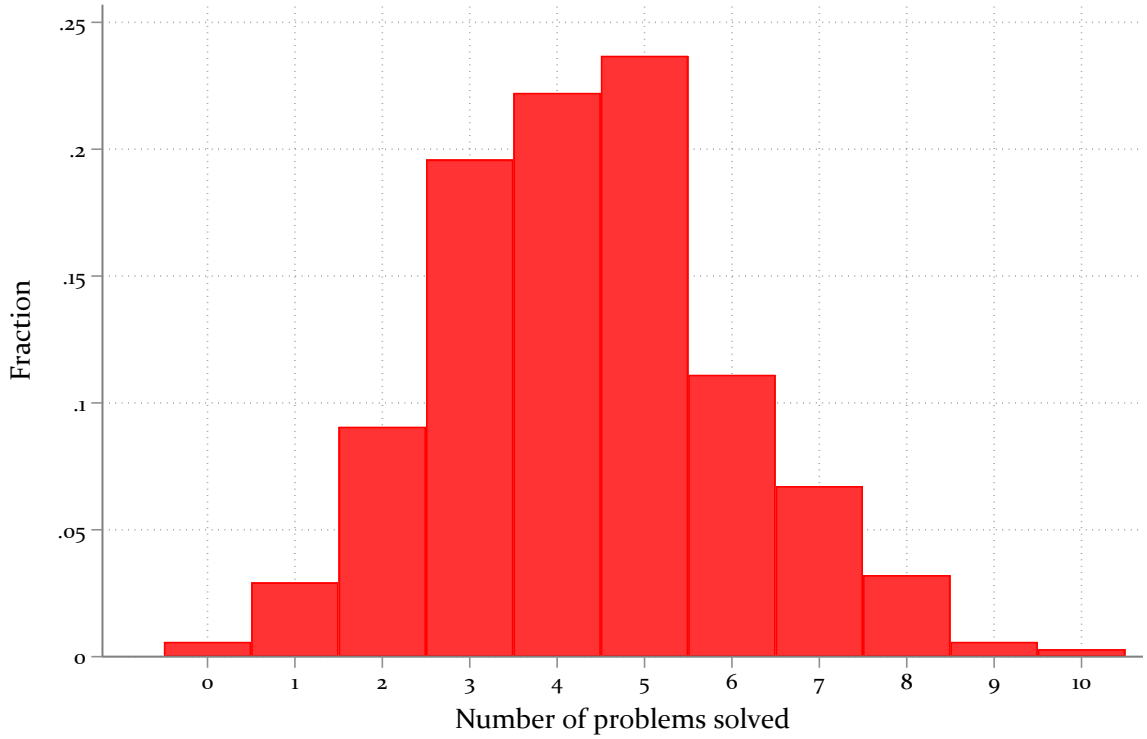
Notes: This figure shows the timeline of the experimental design. After initial instructions, in stage 1 randomly composed teams of four subjects met in an audio chat room and worked on a team task for 30 minutes (35 minutes including extra time for reading information material). Subjects then answered a survey individually. After further instructions, in stage 2 each subject met a randomly selected other subject in the audio chat room for one minute to exchange a private key. Subjects then answered a survey on preferences and beliefs individually. For the majority of subjects, the experiment took about 55 minutes. For some randomly selected second-stage pairs, a further real-effort task followed. Completing this task took another 16 minutes.

Figure B.2: Graphical Illustration of Second-Stage Matching



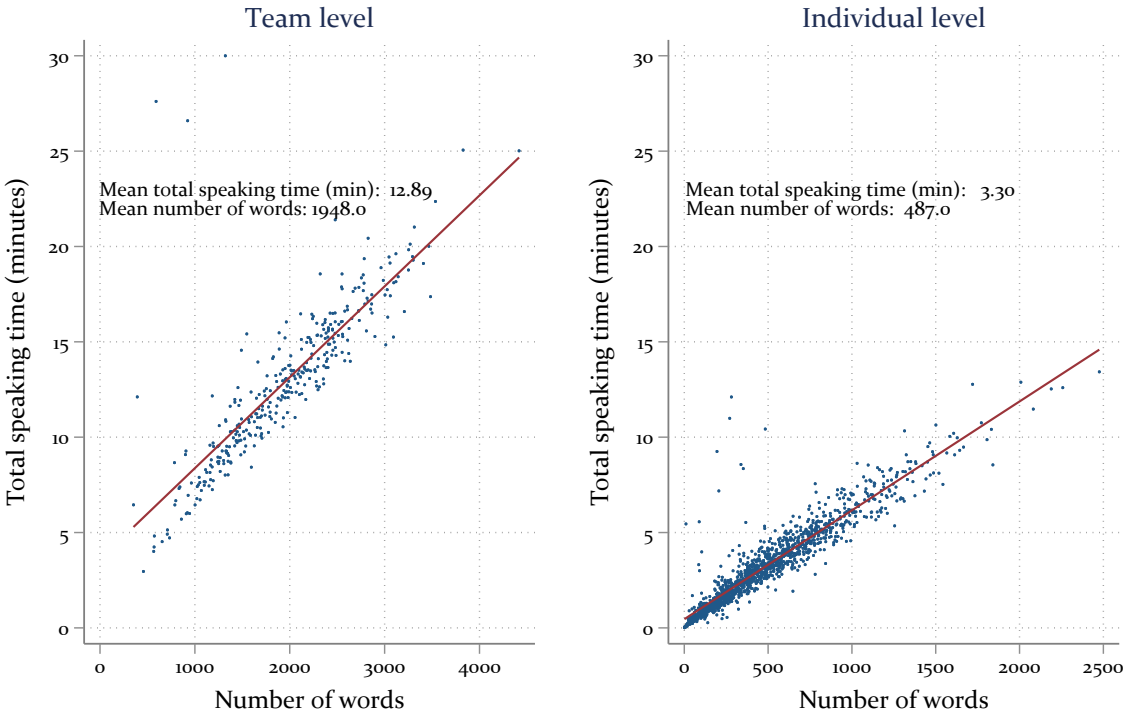
Notes: This figure illustrates the matching of subjects in stage 2 of the experimental design. The matching was based on a random formation of first-stage team pairs. In each pair of first-stage teams, subjects were randomly matched with a subject from the other team. As a result, all subjects were matched with a randomly selected stranger. Second-stage clusters comprise all subjects from the respective first-stage team pairs. In the case of an odd number of first-stage teams, one second-stage cluster comprised the subjects from three first-stage teams.

Figure B.3: Histogram of Number of Problems Solved



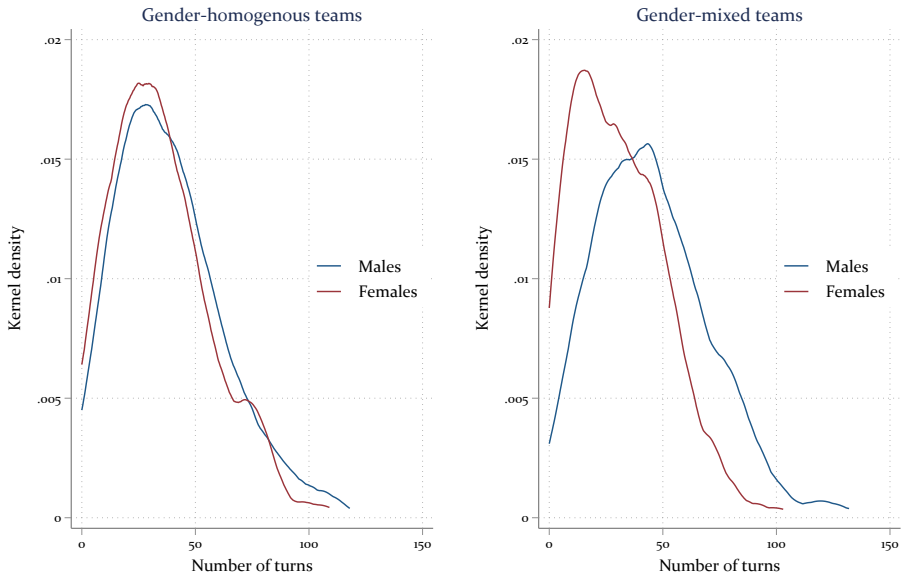
Notes: This figure shows a histogram of number of problems solved. The sample consists of all teams ($N = 342$).

Figure B.4: Number of Words vs. Total Speaking Time



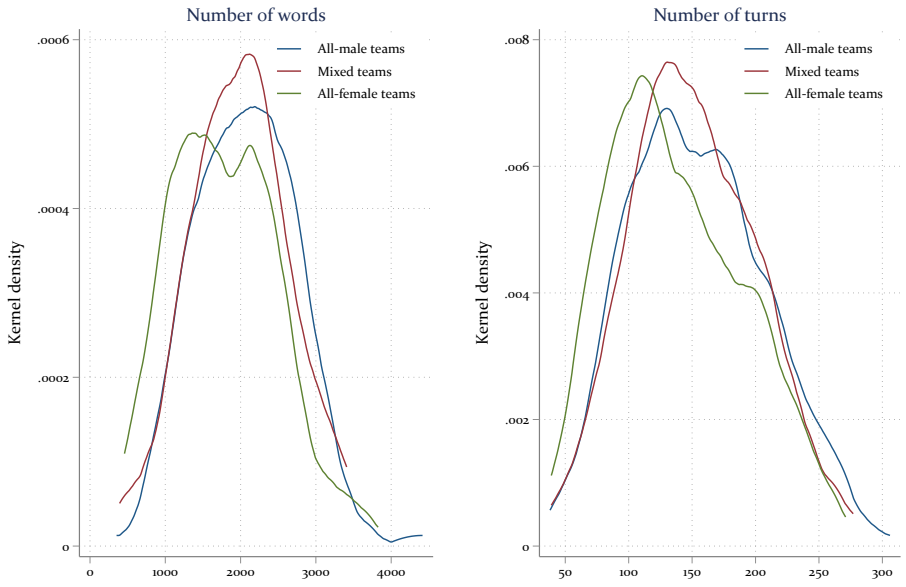
Notes: This figure shows plots of total speaking time against number of words, separately for team and individual level. Since we measure speaking time based on an algorithm that removes periods of silence from the audio recordings, speaking time tends to be overstated in case of background noise, leading to outliers. The team-level plot is based on all 342 teams. The individual-level plot uses the data from all 1386 subjects in these teams.

Figure B.5: Total Number of Turns, Individual Level



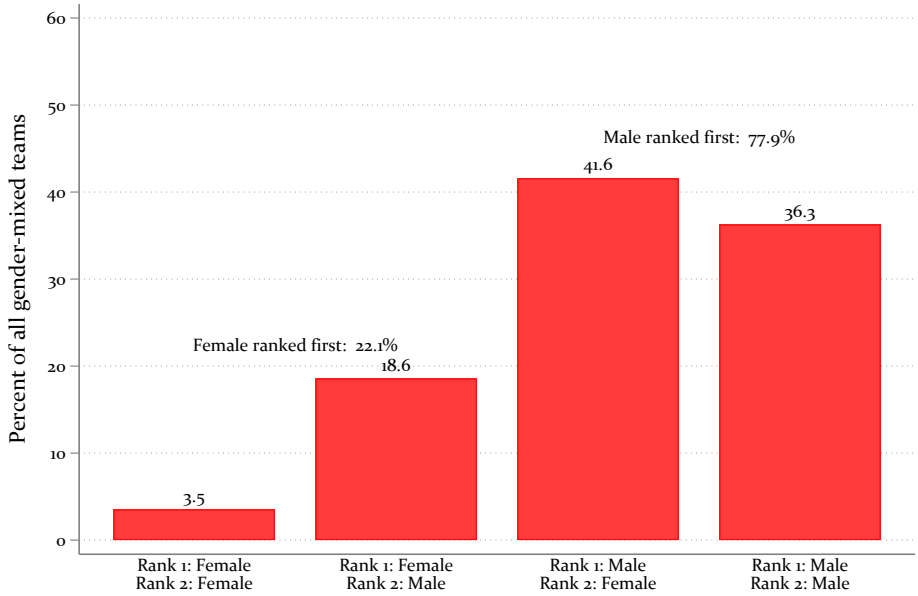
Notes: This figure shows kernel density plots for the number of turns at individual level, for subjects assigned to gender-homogenous ($N = 916$) and mixed teams ($N = 452$).

Figure B.6: Quantity of Communication, Team Level



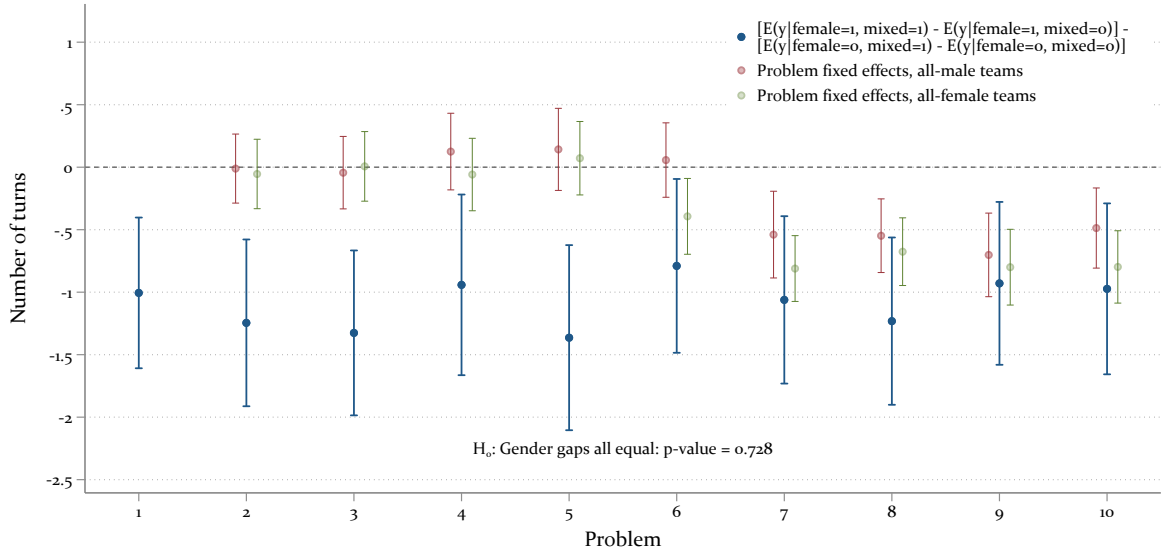
Notes: This figure shows team-level kernel density plots for the number of words and the number of turns, respectively. The sample consists of 114 all-male, 113 mixed, and 115 all-female teams.

Figure B.7: Mixed Teams: Gender Composition of Subjects Ranking First and Second in Number of Words



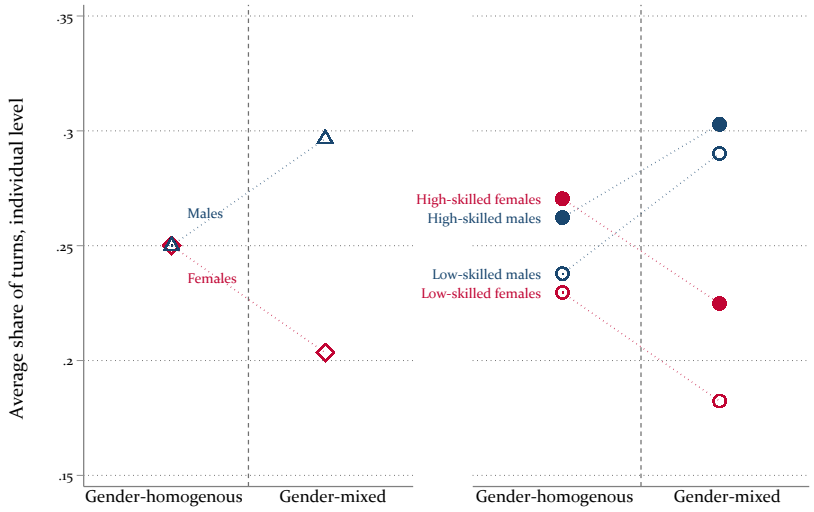
Notes: This figure displays the gender composition of subjects who rank first and second in mixed teams in terms of the number of words. The sample consists of all gender-mixed teams. The leftmost bar shows the percentage of all such teams where the females rank first and second in terms of the number of words contributed to the team's conversation. The other bars display corresponding percentages for the remaining cases: a female ranks first, a male second; a male ranks first, a female second; and the males rank first and second. The sample consists of all 452 subjects assigned to gender-mixed teams.

Figure B.8: Gender Gap in Number of Turns by Problem, Individual Level



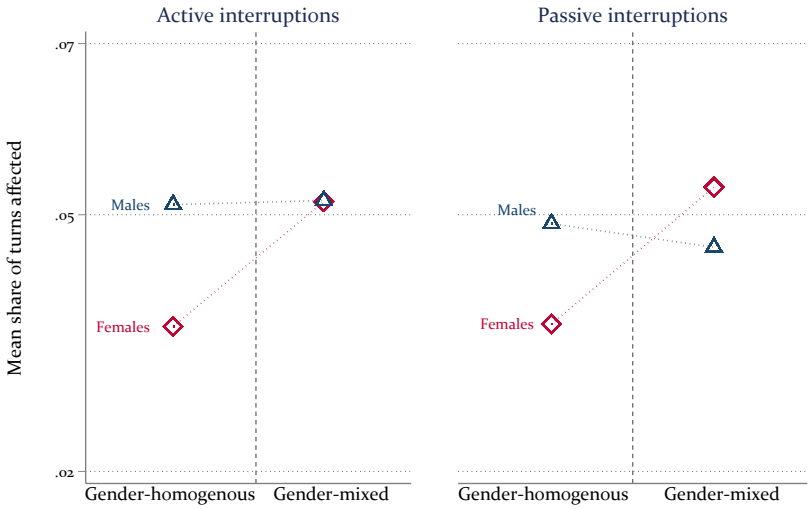
Notes: This figure is derived from an OLS regression of equation (3). The figure displays problem-specific gender gaps $\hat{\theta}_p$ for $p = 1, \ldots, 10$ (blue dots), together with 95% confidence intervals. For comparison, the figure also displays $\hat{\beta}_p$ for $p = 2, \ldots, 10$ (problem fixed effects for males in all-male teams, red dots). The problem fixed effects for females in all-female teams (green dots) are derived from an equivalent regression that uses an indicator for males (plus corresponding interactions) instead of an indicator for females. The estimations use all $1386 \times 10 = 13860$ observations.

Figure B.9: Gender Gap in Team Communication: Share of Turns



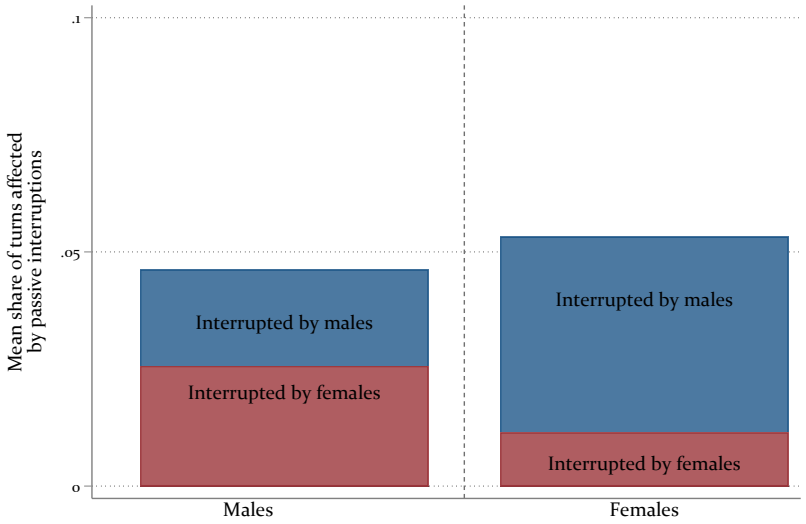
Notes: This figure displays gender gaps in team communication by team gender composition and cognitive skills. The left panel shows shares in the total number of words at the team level spoken by female and male subjects, separately for gender-homogenous and gender-mixed teams. The right panel differentiates between subjects of above-median ("high-skilled") and below-median ("low-skilled") cognitive skills in terms of A-level GPA. The sample consists of all 1386 subjects.

Figure B.10: Active and Passive Interruptions



Notes: This figure shows the frequencies of active and passive interruptions. The sample consists of all 1386 subjects.

Figure B.11: Passive Interruptions in Mixed Teams



Notes: This figure shows the frequencies of passive interruptions in mixed teams by the subject's gender and the gender of the interrupting subject. The sample consists of all 452 subjects assigned to mixed teams.

C Communication Measures in Python

We extract various communication measures from both audio files and written transcripts. The transcripts include information on the speaker and timestamps for the beginning of each turn. Additionally, the transcripts also mark interruptions. We transcribed the audio files separately by team and problem. When lemmatizing the transcripts,[46] we manually added lemmas for German words that were missing in the respective database. Each lemma was assigned a team, a problem, a speaker, and a turn. For the lexical sentiment analysis, we also assigned it to a sentence.

To derive the number of *words*, we counted all words in the transcripts except for filler words such as "oh" or "hm". For the number of *turns*, we counted all turns consisting of at least 3 words. To measure *interruptions*, we counted the coded interruptions if a turn of at least 3 words interrupted another turn of at least 3 words. For *topic words*, we counted the words defined as topic words among all lemmatized words. For the *lexical sentiment analysis*, we counted sentiment words in the non-lemmatized words, and if a sentiment word was part of a negated sentence, its value was multiplied by -1.

To derive measures of *speaking time* and *sentiment* from the audio files, we used the transcripts' timestamps indicating the beginning of each turn for dividing the audio into snippets. We then removed from the snippets periods of silence exceeding a length of two seconds.[47] We then transferred the snippets to 16 kHz. To calculate *total speaking time*, we aggregated the lengths of the silence-reduced snippets at the speaker and team level.

For the analysis of *sentiment*, we trained our models on the emoDB database (Burkhardt et al., 2005), which includes German-spoken sentences in different emotions, all reduced to 16 kHz. We consider the emotions "happy", "sad", and "neutral", and further divided the data by gender to generate two distinct models. Before training the models, we reduced the dimensions of the audio files by computing the Mel-Frequency Cepstral Coefficients (MFCCs) and keeping 13 coefficients for the further steps.[48] We then created an LSTM model with two additional layers and a softmax layer.[49] We allocated 70% of the selected data for training and 30% for testing, resulting in a male model with an overall accuracy of 92.59%. It achieved 100% accuracy in recognizing the emotions "happy" and "neutral", and 75% accuracy in identifying the emotion "sad". The female model achieved an overall accuracy of 97.22% (100% accuracy in

[46] See the package SpaCy, https://spacy.io/.

[47] For this step, we used the package pydub, https://github.com/jiaaro/pydub/.

[48] We reduced the audio files using the package tensorflow, https://www.tensorflow.org/.

[49] We used the package Keras, https://keras.io/.

recognizing “sad” and “neutral”, and 92% accuracy in identifying “happy”). Our model was run on a system equipped with 8 Premium Intel CPUs.

Our trained model was then used to predict the emotions in the snippets, which were also transformed into the MFCCs representation. At the snippet level, the output consists of a weight for each of the three emotions, with the weights for each snippet adding up to 1. We then derive our *sentiment* measures by averaging the weights over a speaker’s turns, weighted by the turns’ length.

D Lexical Sentiment Score

In the pre-analysis plan, we committed to running regressions at the team level using a lexical sentiment score following Remus et al. (2010). This regression was meant to capture differences in the sentiment of the team conversation between teams of different gender compositions. The lexical approach rests on the idea of comparing the individual words that subjects used in the team conversation with predefined lists of words, w, bearing negative and positive sentiment weights $s_w \in [-1;1]$. When a sentence was negated (or a part of it), we used the additive inverse of the original weight of the negated part. The sentiment score at the team level is then derived by summing up the weights of all words spoken by a team and dividing by the number of sentiment words.

When analyzing the transcriptions of the audio files capturing the teams' conversations during the team task, we became aware that the usage of a sizeable share of the words carrying a sentiment weight seemed to be triggered by the fact that the team task was designed as a single-choice decision problem. To demonstrate this issue that was unforeseen by us when pre-specifying the data analysis, Table D.1 reports the 15 words carrying the highest polarity weights, separately for positive and negative sentiment words. The analysis is based on all appearances of sentiment words across the conversations of all 342 teams. A word's polarity weight measures the share of the overall (positive or negative) polarity of verbal communication across all teams determined by the usage of this word and is derived by first calculating a word's aggregate polarity by multiplying the overall number of appearances of the word in the data with the absolute value of its polarity and then dividing this aggregate polarity by the sum of aggregate polarities over all the positive (negative) sentiment words.

The left panel of the table shows that, out of 1165 different positive sentiment words used by all teams, the 15 most influential words determine 69.4 percent of the aggregate positive polarity of team conversation. Similarly, the right panel of the table demonstrates that, out of the 1050 different negative sentiment words, the 15 most influential words determine 73.5 percent of the aggregate negative polarity. The frequent usage of several of the listed words is likely triggered by the fact that the team task was a single-choice task. For instance, the teams often used the word "exclude" (or versions thereof) when discussing the likelihood of certain statements being true. Similarly, the subjects often used "good", "better", "bad", "wrong", "sure", "NOT sure", and "unsure" when assessing their options to answer a single-choice problem. The usage of "illness" was likely triggered by the fact that one of the blocks of single-choice problems referred to a business case featuring a pharmaceutical company.

Table D.1 suggests that both the positive and the negative lexical sentiment scores are largely determined by the usage of words that reflect the type of the team task rather than the true sentiment of the team conversation. We, therefore, decided to deviate from the pre-analysis plan in terms of the measurement of team sentiment and use vocal features following Hu and Ma (2021) instead of lexical sentiment scores.

For completeness, Table D.2 reports the pre-specified regression based on the lexical sentiment score. In line with the notion that the lexical score is dominated by words triggered by our design, the team gender composition does not affect the lexical score.

Tables 8 in the paper and A.22 in this Online Appendix report the results for sentiment based on vocal features. Online Appendix Section C provides further details.

Table D.1: Composition of Lexical Sentiment Score

Aggregate weight of words with positive polarity		Aggregate weight of words with negative polarity	
good	0.306	excluded	0.220
better	0.077	bad	0.139
big	0.060	wrong	0.122
NOT bad	0.034	slight	0.050
important	0.031	NOT sure	0.042
NOT excluded	0.025	NOT helping	0.028
perfect	0.024	illness	0.021
sure	0.021	little	0.018
like	0.021	unsure	0.018
super	0.018	NOT good	0.018
helping	0.019	end	0.014
fast	0.015	dependence	0.015
growing	0.015	stupid	0.011
convinced	0.015	problem	0.011
next	0.015	falling	0.009
Total	0.695	Total	0.736

Notes: This table is based on all sentiment words spoken across all 342 teams and shows the words carrying the largest polarity weights, separately for words with positive and negative polarity. A word's polarity weight measures the share of the overall (positive or negative) polarity of verbal communication across all teams determined by the usage of this word and is calculated as follows. We first calculate a word's aggregate polarity by multiplying the overall number of appearances of the word in the data with the absolute value of its polarity. We then derive a word's polarity weight in the positive (negative) sentiment score by dividing its aggregate polarity by the sum of aggregate polarities over all the positive (negative) sentiment words.

Table D.2: Effects on Lexical Sentiment Score

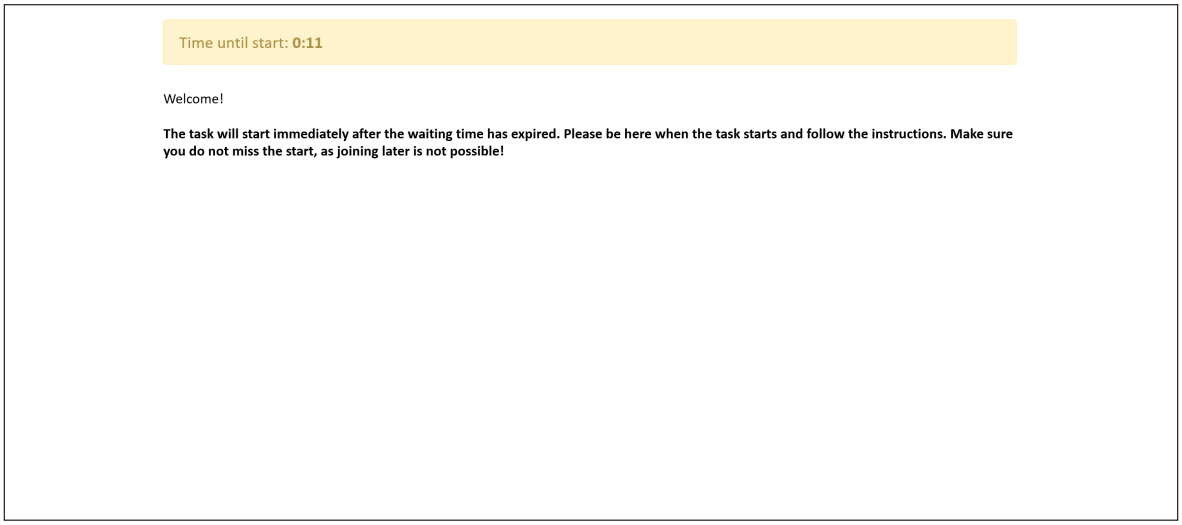
	Lexical sentiment score
Gender-mixed team (β_1)	-0.006
	(0.004)
All-female team (β_2)	-0.008
	(0.005)
N. of obs.	342
Mean dep. var. all-male	-0.01
Team-level controls	Yes
$\beta_1 = \beta_2$ (p-value)	0.626
$\beta_1 = 0$ (p-value MHT)	0.180
$\beta_2 = 0$ (p-value MHT)	0.199

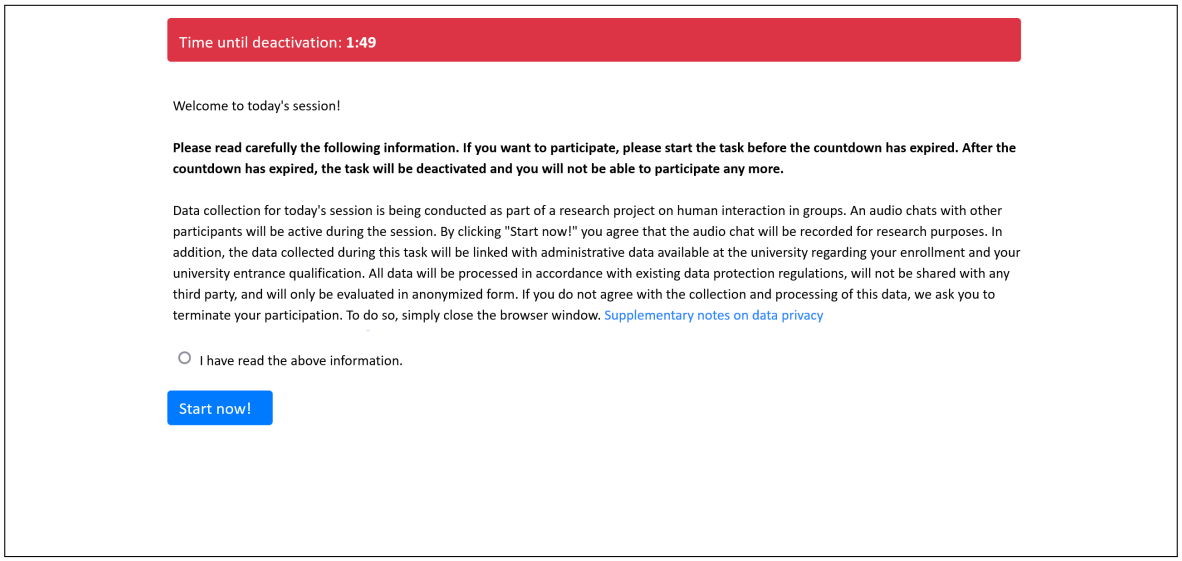
Notes: This table shows a team-level OLS regression using a lexical sentiment score as dependent variable (the sentiment-related outcome we committed to use in the pre-analysis plan). The regression controls for team averages of A-level GPA and age, maximum and minimum A-level GPA, maximum and minimum age, the share of team members with an A-level degree obtained from top-tier high school type, the share of team members with foreign nationality, the share of team members studying at Master level, a series of variables capturing the shares of team members studying in one of the main study fields (arts and humanities, engineering, natural sciences, economics/business administration), and an indicator for teams where some members were silent during the team task. Robust standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p-values adjusted for multiple hypothesis testing (MHT, two hypotheses included) follow Barsbai et al. (2020).

E Experimental Instructions

This section shows screenshots of stage 1 and stage 2 of the experiment (translated from German). Screenshots are in chronological order. Headings refer to Appendix Figure B.1 showing the timeline of the design.

Stage 1: Instructions and Matching





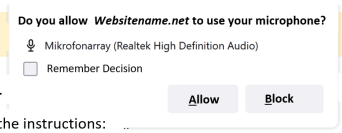
Remaining time: **1:01**

Microphone test

You will need a microphone to participate in this session.
You can only participate if you perform the microphone test now.
Please click on "Start microphone test" to test your microphone.

Start microphone test

Remaining

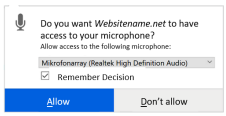


You still have **1** to successfully complete the microphone test.

Please follow the instructions:

1. **Enable microphone use**

   Click "**Allow**" or "Permit" when you receive one of the following messages.



oder

2. **Unmute**

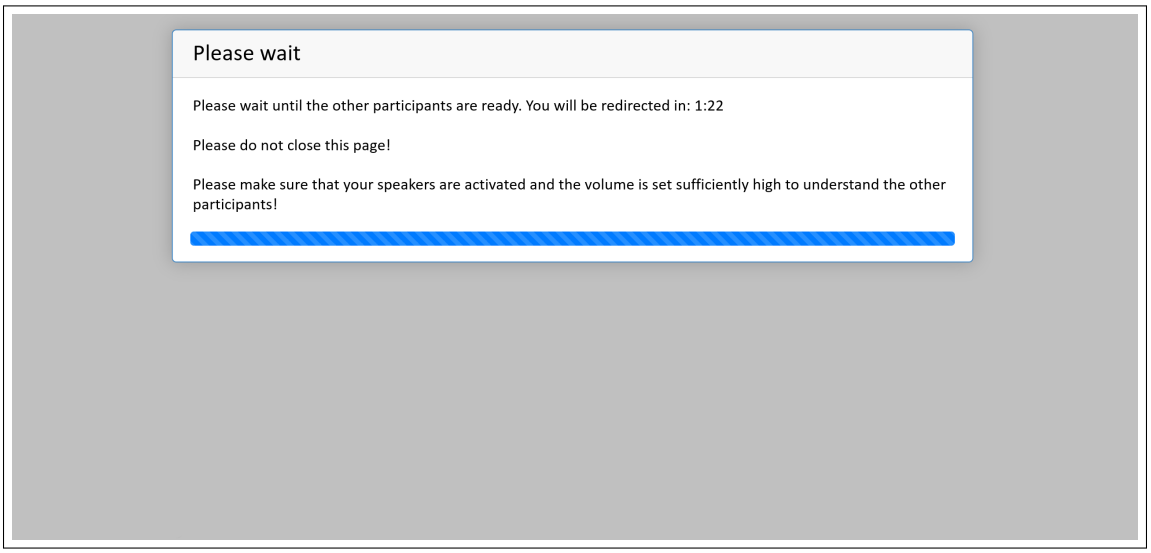
   Your microphone is muted when the following icon is displayed in the audio chat window on the right edge of your screen:  **Click on the icon to unmute.**

   You have been successfully unmuted when the following icon is displayed:

Remaining time on this page: **0:10**

You successfully passed the microphone test.

Please make sure that your speakers are activated and the volume is set sufficiently high to understand the other participants.



Time remaining until automatic redirecting: **0:30**

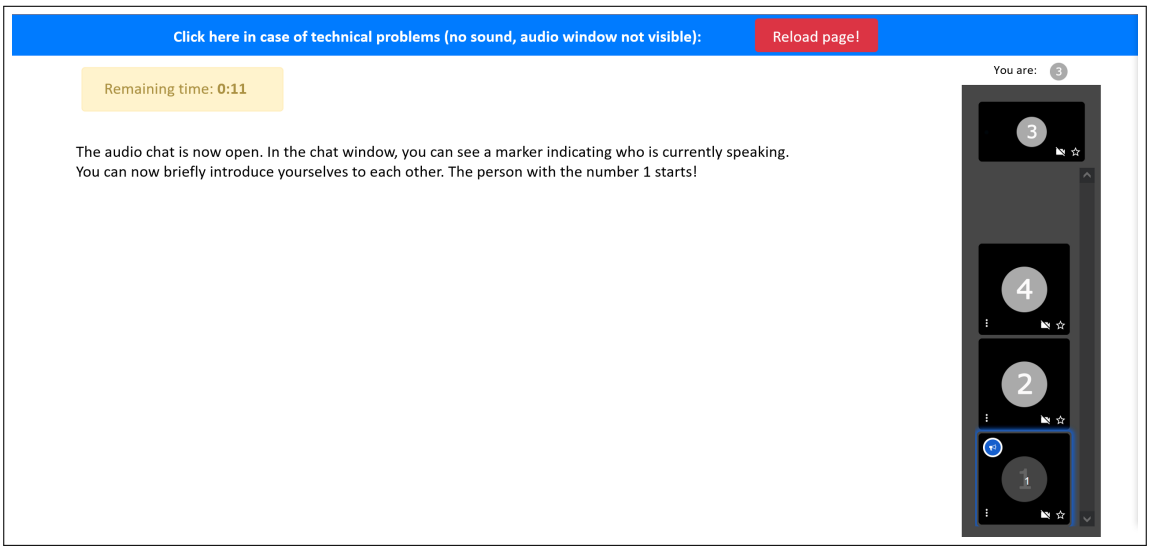
Instructions Part 1

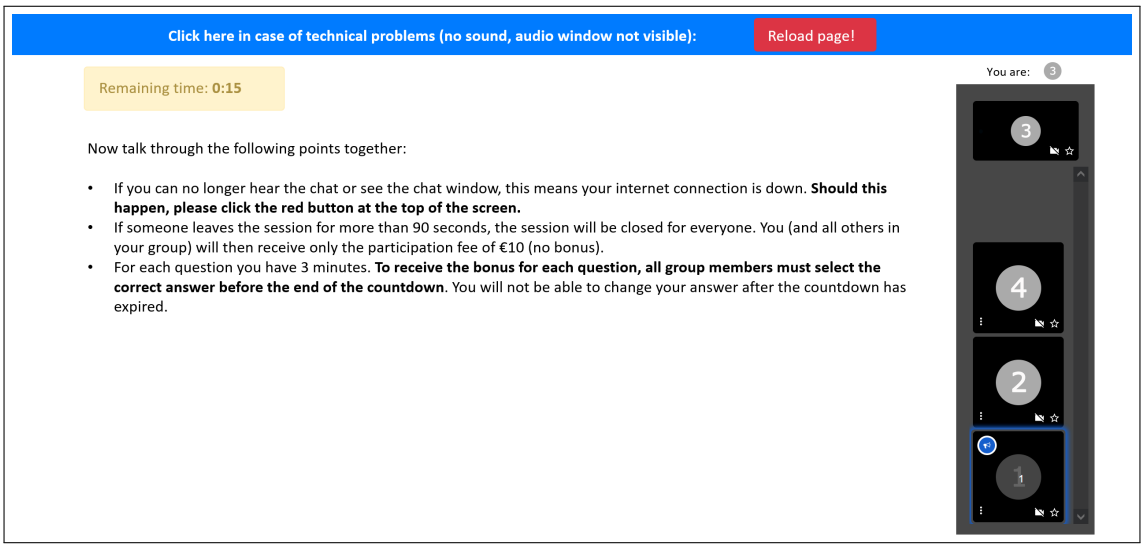
- Today's session is divided into two parts. For participation in the first part of the session you will receive a fixed payment of €10. In addition, you can earn additional money in the first and second part of the session. However, you will receive these variable payoffs only if you provide complete information in the corresponding sections. The first part of the session starts after the automatic redirection.
- You will be matched with 3 other randomly selected participants.
- You can communicate with the other participants via an audio chat.
- You will work with your group on a total of 10 multiple-choice questions. Each question has exactly one correct answer.
- Only if all 4 group members choose the correct answer, you (and every other member of your group) will receive a bonus of €1 for this question. If someone in your group does not choose the correct answer, no one in the group will receive a bonus.
- With 10 questions in total, you can earn a bonus of up to €10.

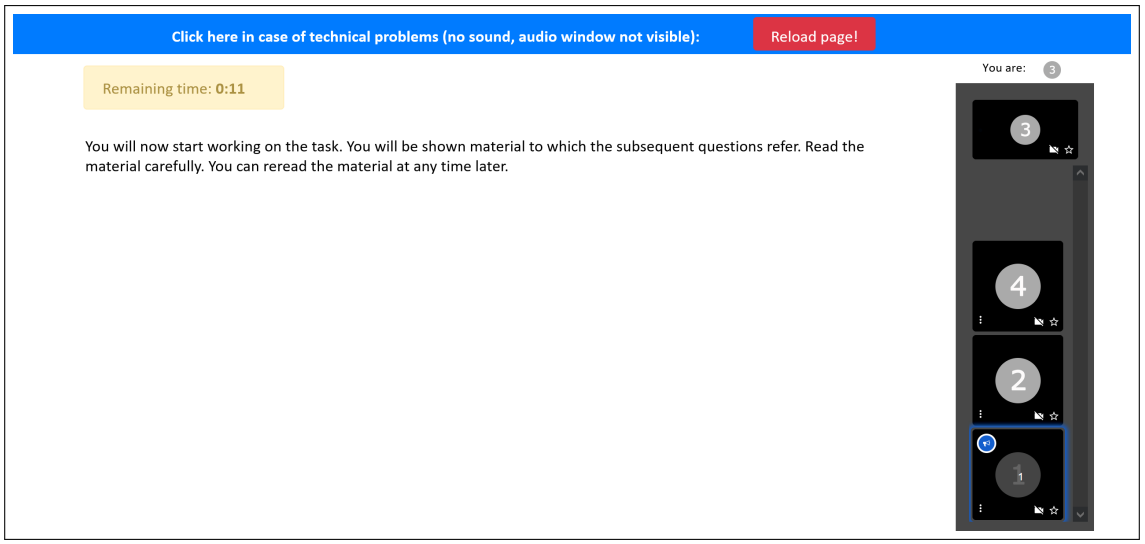
Conference starts in: **0:16**

Instructions Part 1 (continued)

- After redirecting, you will be connected to the other group members.
- All members remain anonymous. You can address each other with the numbers visible in the audio chat window.
- First check if you can communicate with the other group members.
- Then go through the points displayed on the page together.

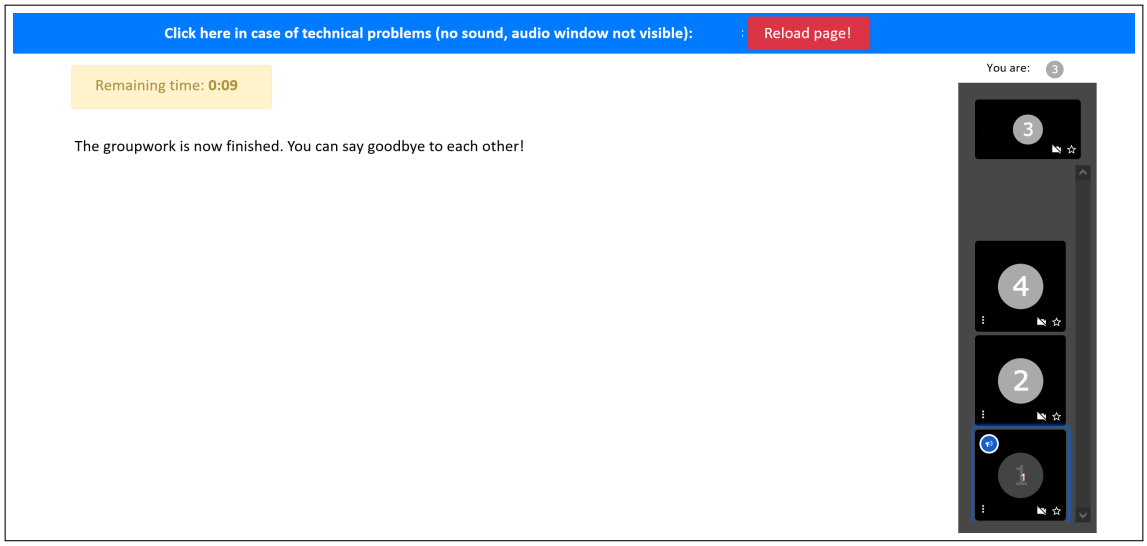

Click here in case of technical problems (no sound, audio window not visible):
Reload page!
Remaining time: 0:11
The audio chat is now open. In the chat window, you can see a marker indicating who is currently speaking.
You can now briefly introduce yourselves to each other. The person with the number 1 starts!
You are: 3
3
4
2
1


Click here in case of technical problems (no sound, audio window not visible):
Reload page!
Remaining time: 0:15
Now talk through the following points together:
• If you can no longer hear the chat or see the chat window, this means your internet connection is down. Should this happen, please click the red button at the top of the screen.
• If someone leaves the session for more than 90 seconds, the session will be closed for everyone. You (and all others in your group) will then receive only the participation fee of €10 (no bonus).
• For each question you have 3 minutes. To receive the bonus for each question, all group members must select the correct answer before the end of the countdown. You will not be able to change your answer after the countdown has expired.
You are: 3
3
4
2
1

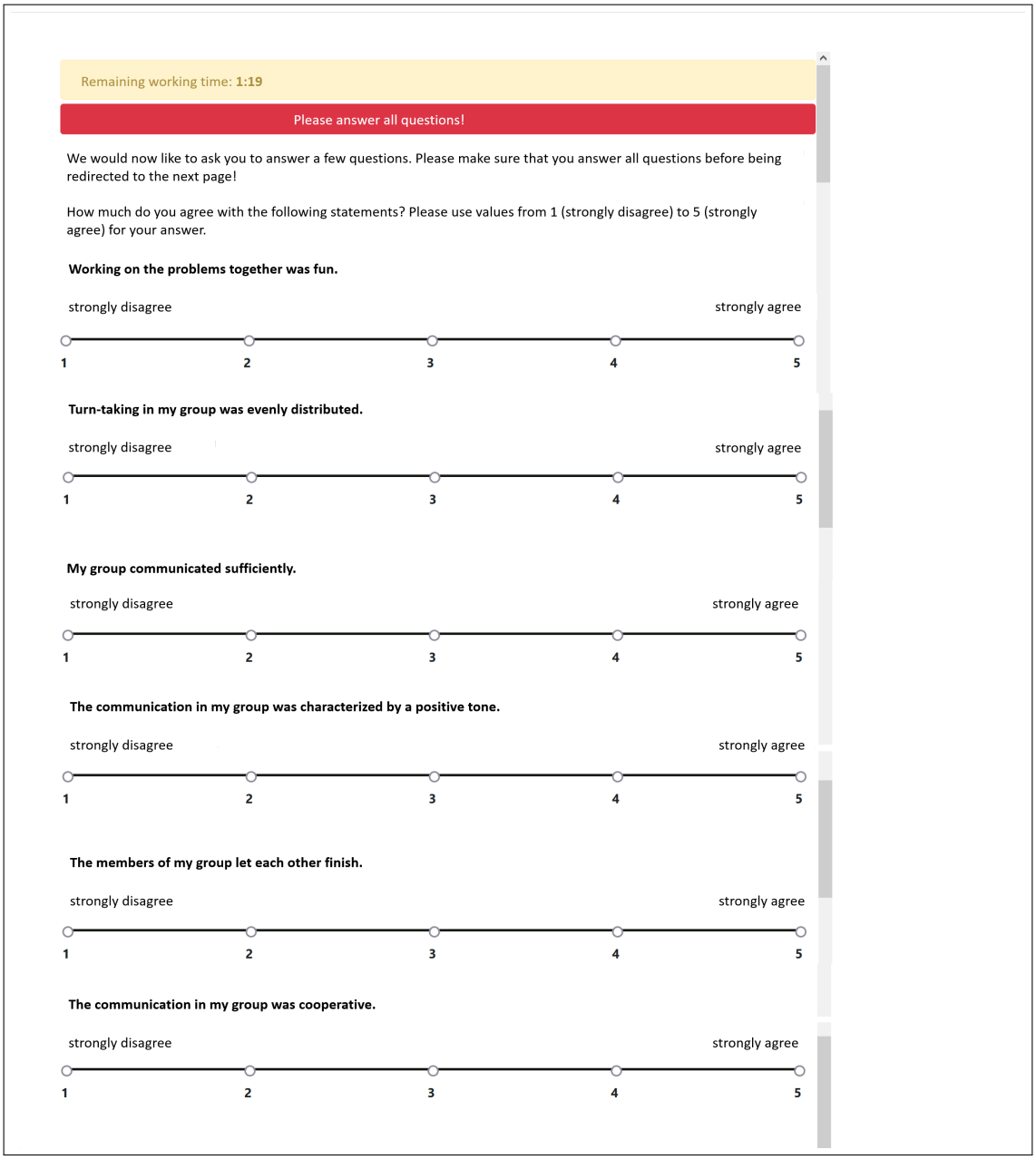

Click here in case of technical problems (no sound, audio window not visible):
Reload page!
Remaining time: 0:11
You will now start working on the task. You will be shown material to which the subsequent questions refer. Read the material carefully. You can reread the material at any time later.
You are: 3
3
4
2
1

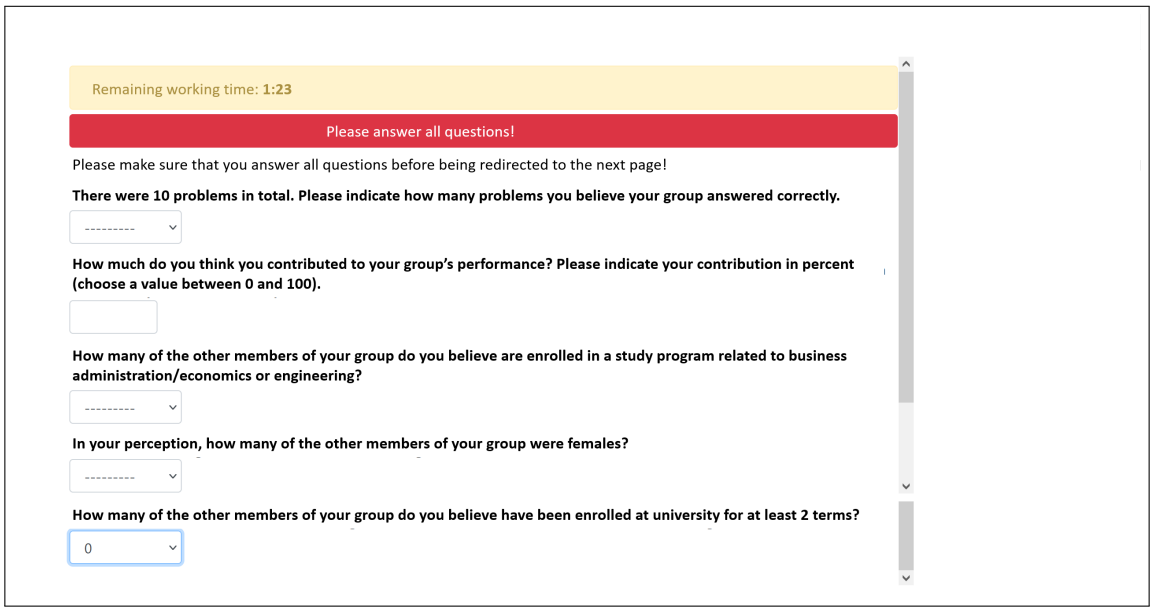
Stage 1: Team Task

At this point, the subjects started working on the real effort task (30 minutes plus reading time). While working on the 10 different problems, the subjects could study instructions and information material by opening and closing tabs. Here, we show only the stage-1 farewell screen. Appendix Section F displays two sample screenshots of the team task.

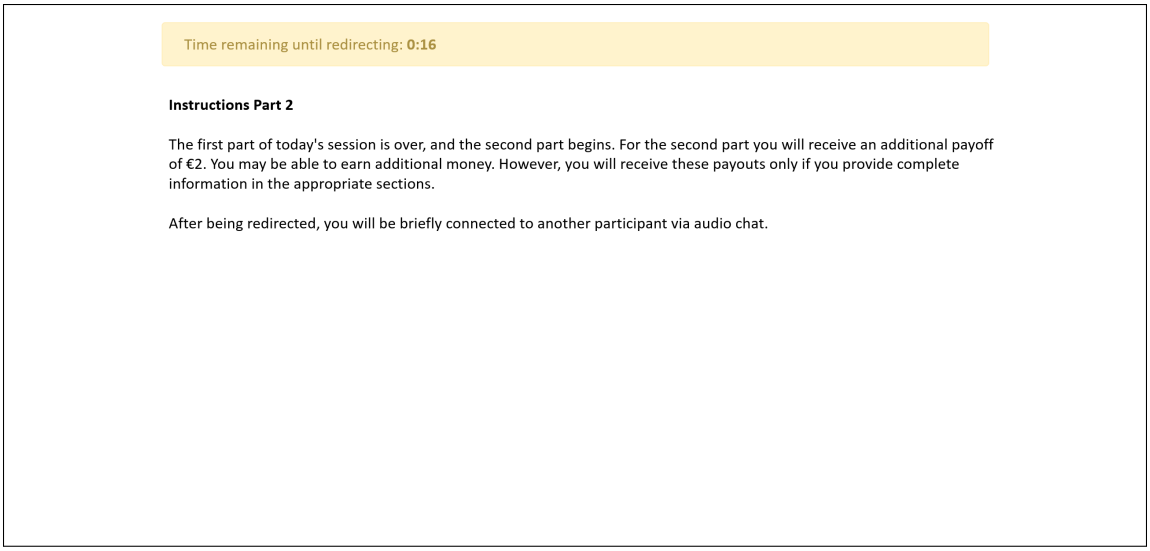


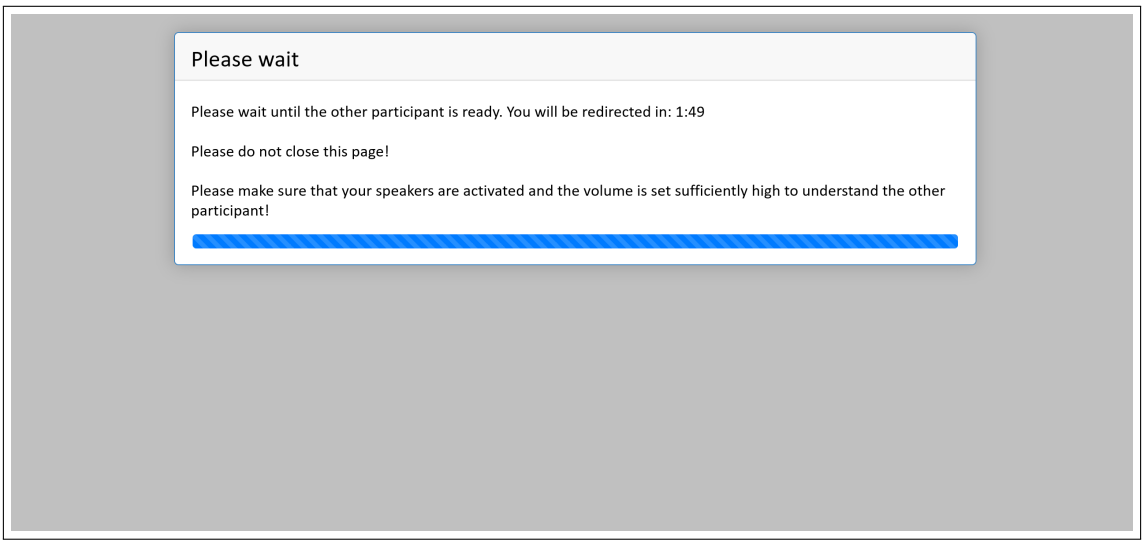
Stage 1: Survey



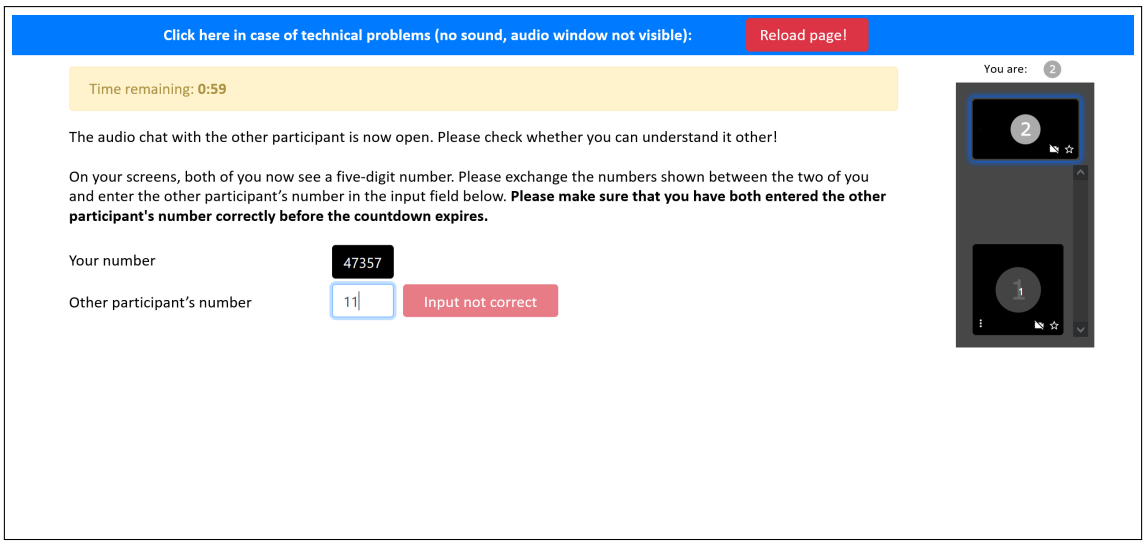


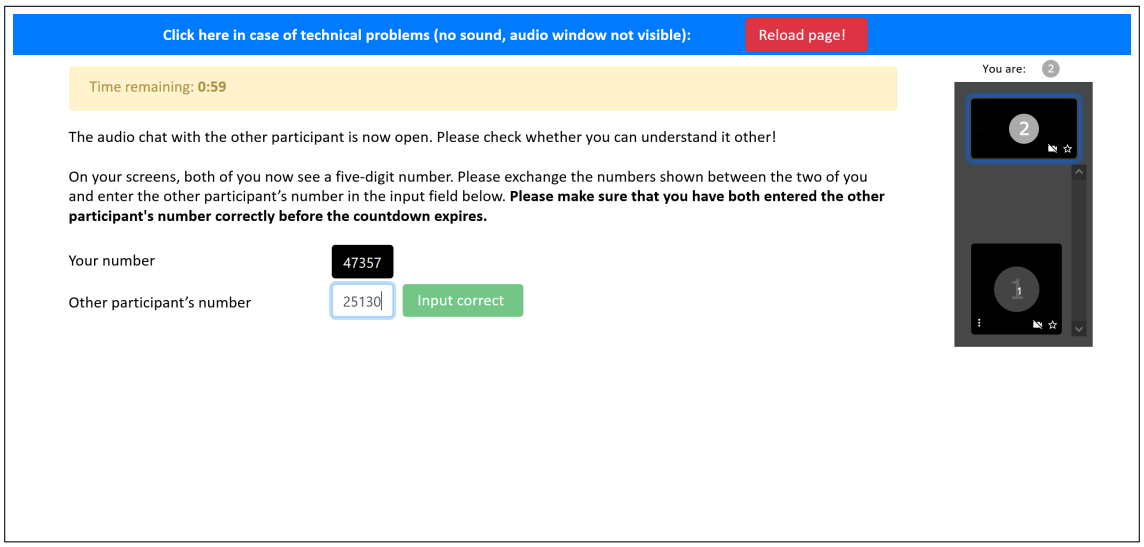
Stage 2: Instructions and Matching



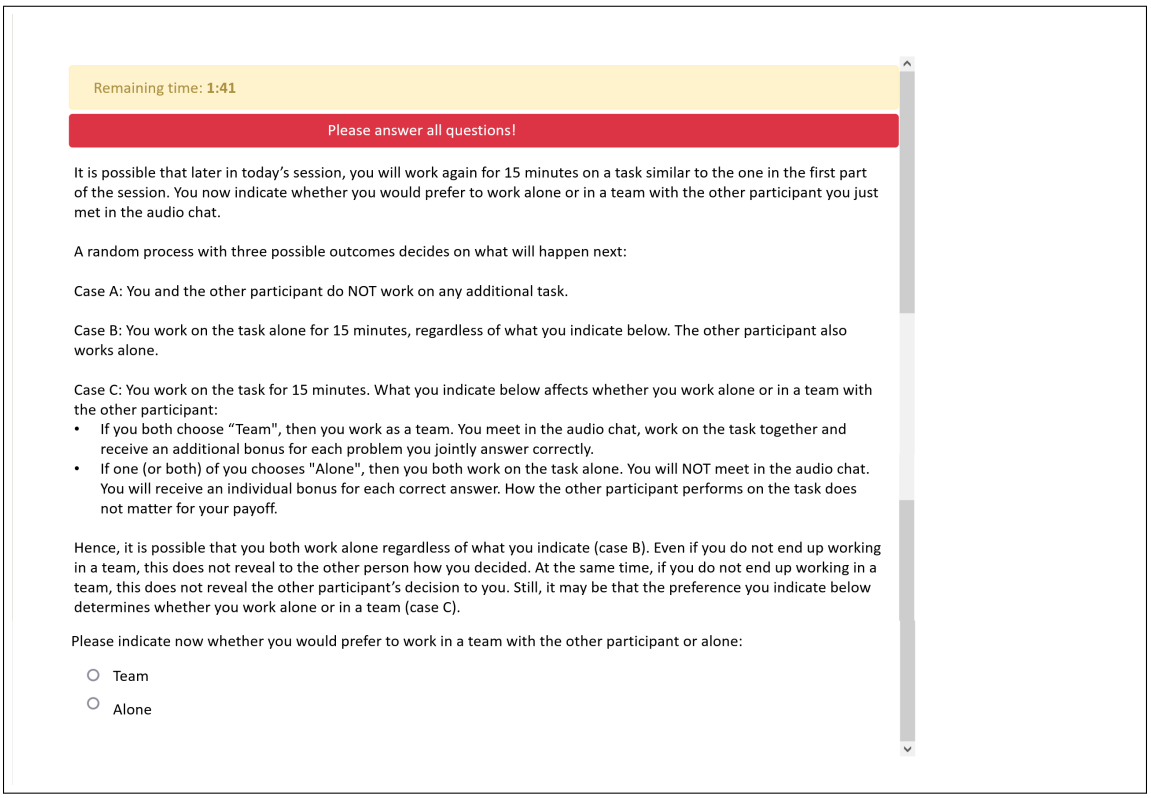


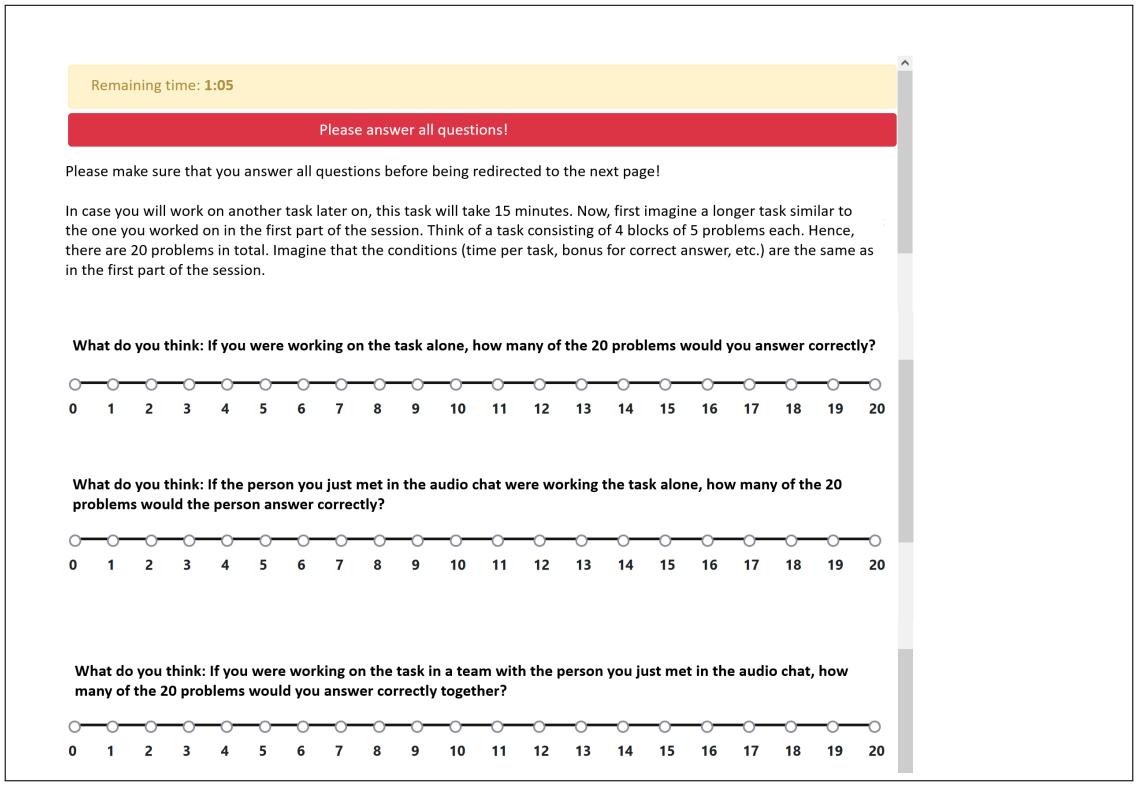
Stage 2: Exchange of Keys

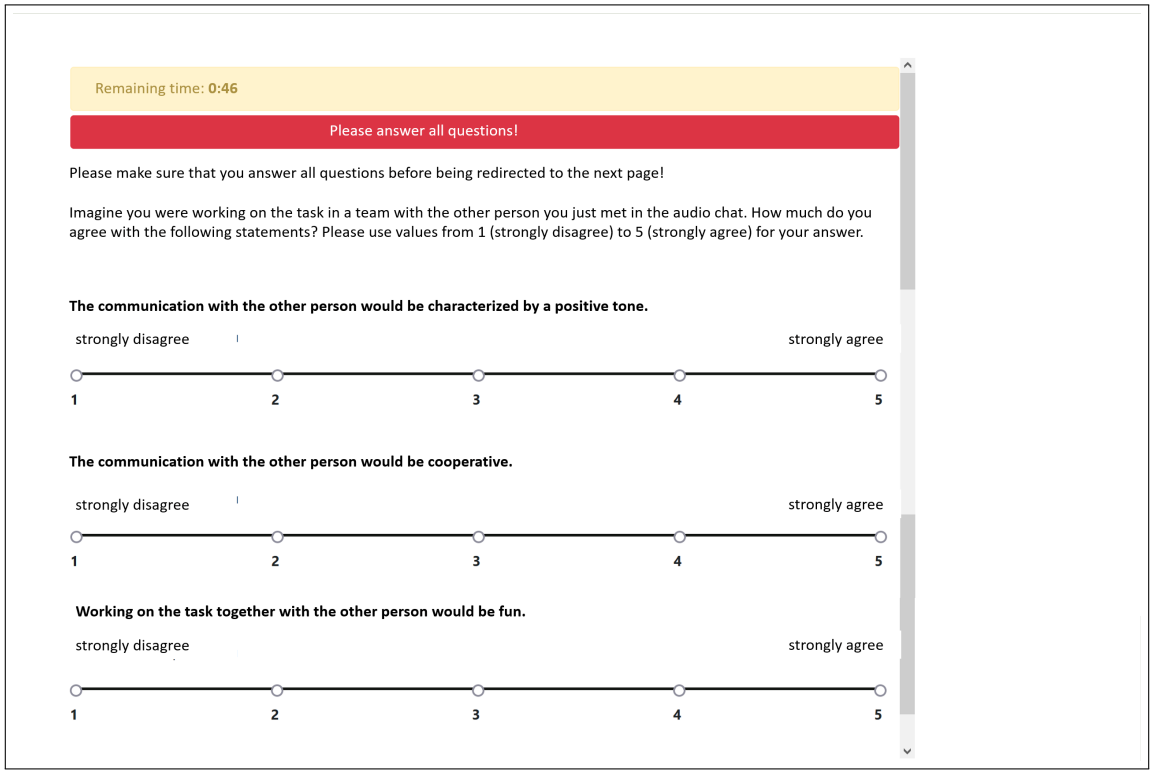




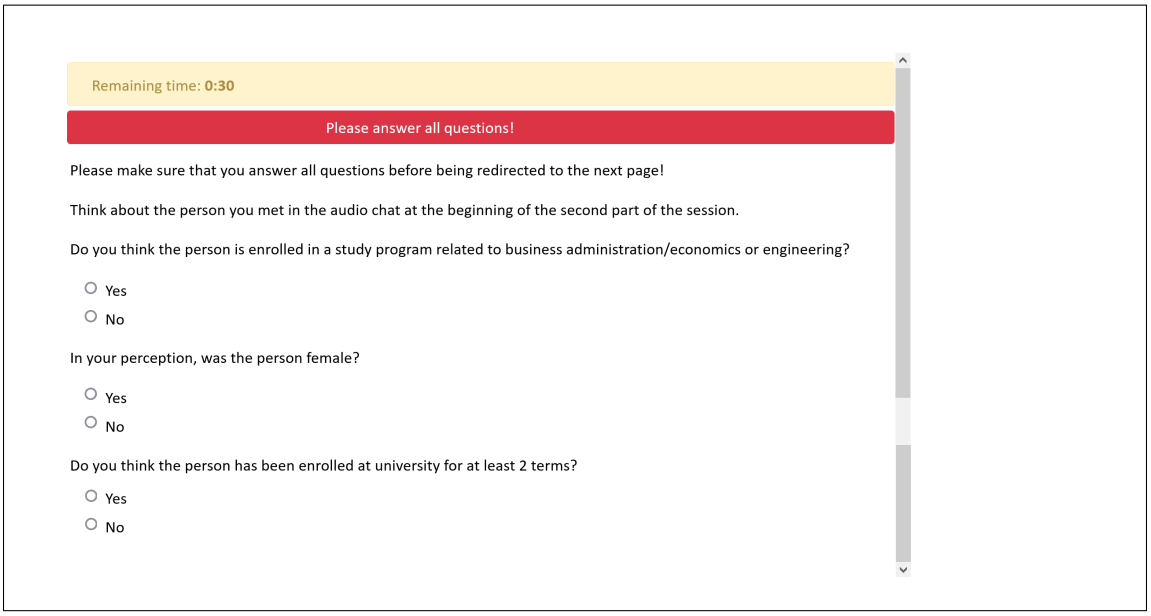
Stage 2: Elicitation of Preferences and Beliefs




Remaining time: 1:05
Please answer all questions!
Please make sure that you answer all questions before being redirected to the next page!
In case you will work on another task later on, this task will take 15 minutes. Now, first imagine a longer task similar to the one you worked on in the first part of the session. Think of a task consisting of 4 blocks of 5 problems each. Hence, there are 20 problems in total. Imagine that the conditions (time per task, bonus for correct answer, etc.) are the same as in the first part of the session.
What do you think: If you were working on the task alone, how many of the 20 problems would you answer correctly?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
What do you think: If the person you just met in the audio chat were working the task alone, how many of the 20 problems would the person answer correctly?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
What do you think: If you were working on the task in a team with the person you just met in the audio chat, how many of the 20 problems would you answer correctly together?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20


Remaining time: 0:46
Please answer all questions!
Please make sure that you answer all questions before being redirected to the next page!
Imagine you were working on the task in a team with the other person you just met in the audio chat. How much do you agree with the following statements? Please use values from 1 (strongly disagree) to 5 (strongly agree) for your answer.
The communication with the other person would be characterized by a positive tone.
strongly disagree
strongly agree
1 2 3 4 5
The communication with the other person would be cooperative.
strongly disagree
strongly agree
1 2 3 4 5
Working on the task together with the other person would be fun.
strongly disagree
strongly agree
1 2 3 4 5

Stage 2: Survey



Remaining time: **0:30**

Please answer all questions!

Please make sure that you answer all questions before being redirected to the next page!

Think about the person you met in the audio chat at the beginning of the second part of the session.

Do you think the person is enrolled in a study program related to business administration/economics or engineering?

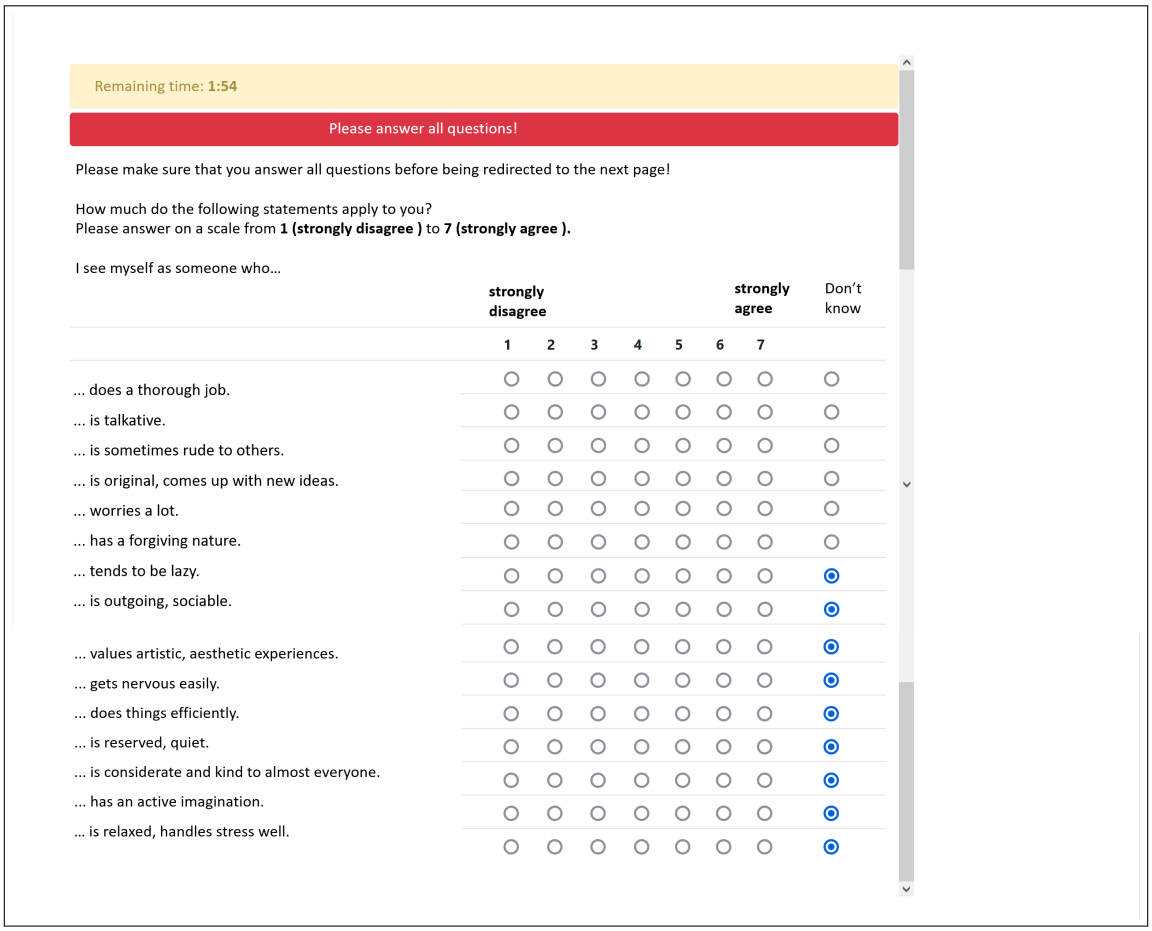
- Yes
- No

In your perception, was the person female?

- Yes
- No

Do you think the person has been enrolled at university for at least 2 terms?

- Yes
- No



Remaining time: **1:54**

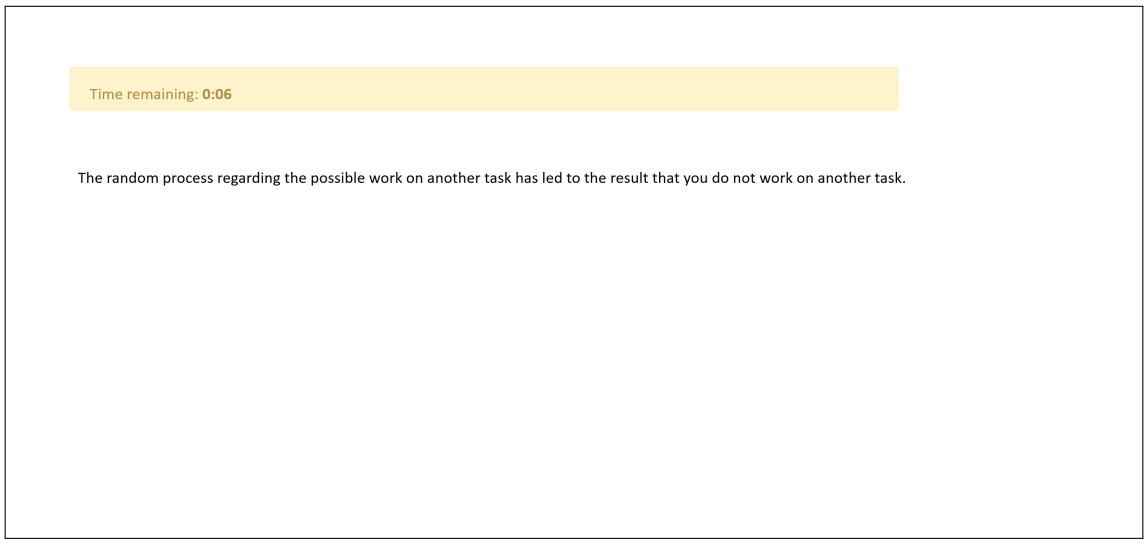
Please answer all questions!

Please make sure that you answer all questions before being redirected to the next page!

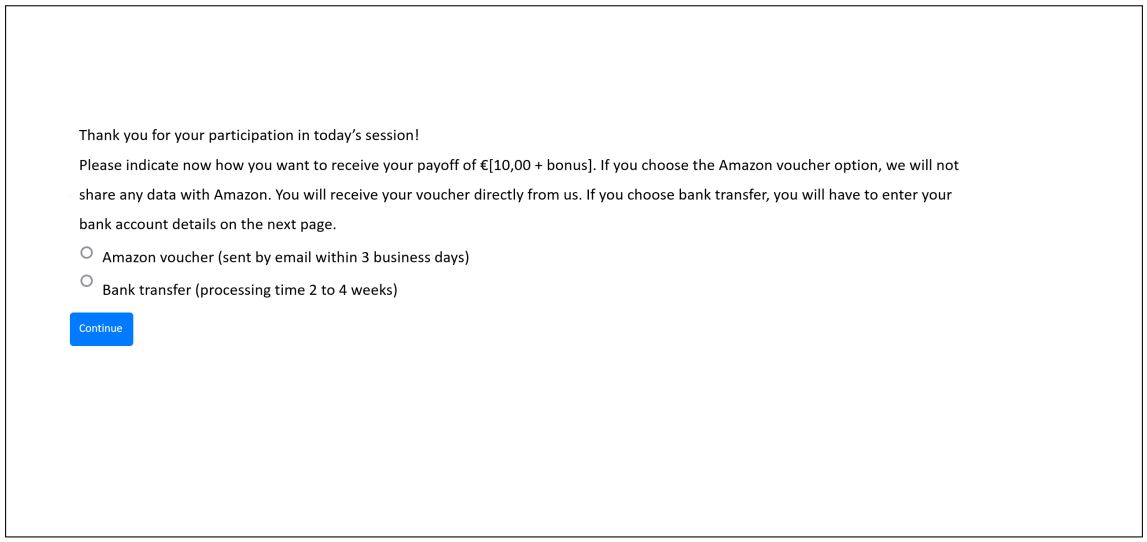
How much do the following statements apply to you?
Please answer on a scale from **1 (strongly disagree)** to **7 (strongly agree).**

I see myself as someone who...

	strongly disagree						**strongly agree**	Don't know
	1	**2**	**3**	**4**	**5**	**6**	**7**	
... does a thorough job.	○	○	○	○	○	○	○	○
... is talkative.	○	○	○	○	○	○	○	○
... is sometimes rude to others.	○	○	○	○	○	○	○	○
... is original, comes up with new ideas.	○	○	○	○	○	○	○	○
... worries a lot.	○	○	○	○	○	○	○	○
... has a forgiving nature.	○	○	○	○	○	○	○	○
... tends to be lazy.	○	○	○	○	○	○	○	◉
... is outgoing, sociable.	○	○	○	○	○	○	○	◉
... values artistic, aesthetic experiences.	○	○	○	○	○	○	○	◉
... gets nervous easily.	○	○	○	○	○	○	○	◉
... does things efficiently.	○	○	○	○	○	○	○	◉
... is reserved, quiet.	○	○	○	○	○	○	○	◉
... is considerate and kind to almost everyone.	○	○	○	○	○	○	○	◉
... has an active imagination.	○	○	○	○	○	○	○	◉
... is relaxed, handles stress well.	○	○	○	○	○	○	○	◉



Payoff Screen and Selection of Payment Method

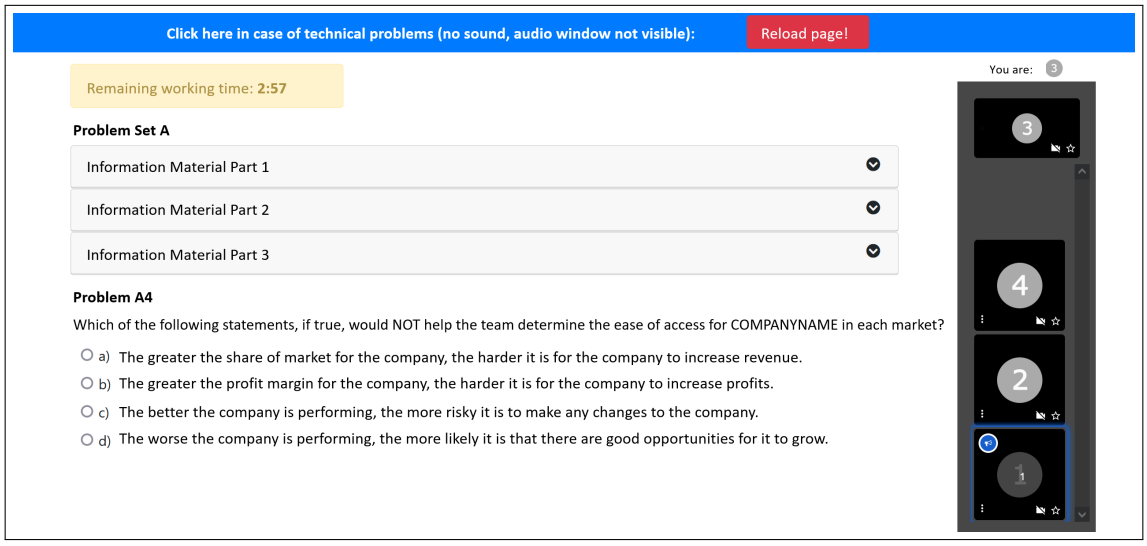


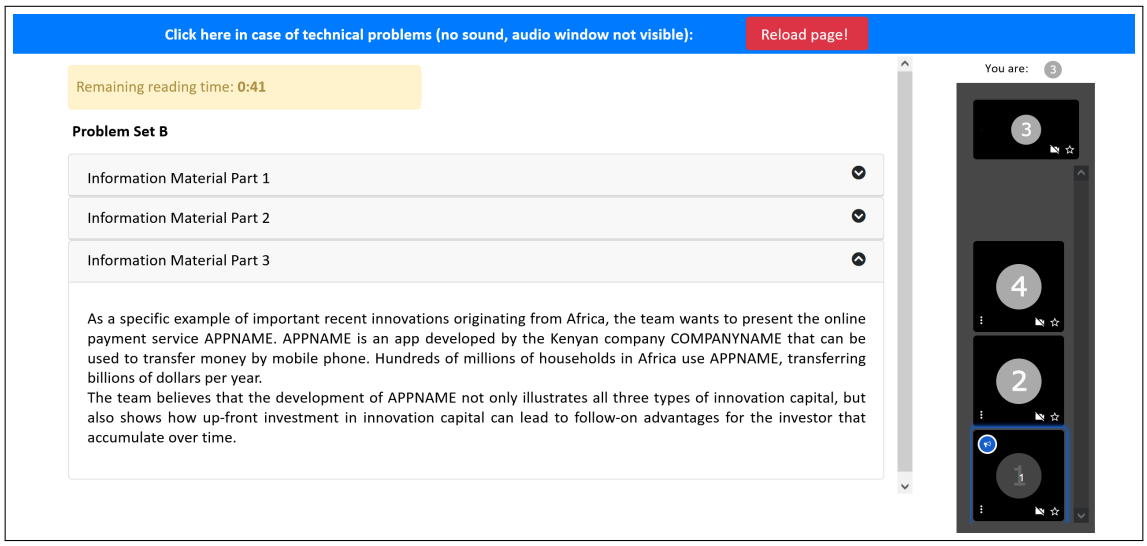
F Team Task

The task consisted of a series of 10 single-choice problems, grouped into two problem sets. Each set of problems referred to a business case that was described using extensive information material. The first business case was concerned with a hypothetical firm. The problems referred to issues related to the firm's sales and profits, as well as investments and market access in different world regions. The second business case dealt with economic development in Africa, with a focus on different forms of capital, investment and innovation.

Whenever new information material was introduced, teams were given extra time for studying the material. When working on the problems, the team members could go back to this material at all times by opening and closing tabs. Once the three minutes for a given problem had elapsed, the subjects could no longer access this problem, and answers to this problem could no longer be changed. In order to earn a bonus for a given problem, all four members of a given team had to mark the correct statement on their screen. Coordination among team members was only possible via the audio chat, which was open throughout the team task.

In the following, we document two sample screenshots of the team task.




Click here in case of technical problems (no sound, audio window not visible):
Reload page!
Remaining reading time: 0:41
Problem Set B
Information Material Part 1
Information Material Part 2
Information Material Part 3
As a specific example of important recent innovations originating from Africa, the team wants to present the online payment service APPNAME. APPNAME is an app developed by the Kenyan company COMPANYNAME that can be used to transfer money by mobile phone. Hundreds of millions of households in Africa use APPNAME, transferring billions of dollars per year.
The team believes that the development of APPNAME not only illustrates all three types of innovation capital, but also shows how up-front investment in innovation capital can lead to follow-on advantages for the investor that accumulate over time.
You are: 3
3
4
2
1