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# Conflict About Conflict: Antecedents, Consequences, And Moderators Of Conflict Asymmetry In Teams

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**CONFLICT ABOUT CONFLICT: ANTECEDENTS, CONSEQUENCES, AND  
MODERATORS OF CONFLICT ASYMMETRY IN TEAMS**

by

**AYSE KARACA**

**DISSERTATION**

Submitted to the Graduate School of

Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

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## CHAPTER 1: INTRODUCTION

Conflict is an important process affecting the dynamics of work groups<sup>1</sup>. In team literature, conflict is classified into three types: task (or substantive, cognitive) conflict, relationship (or emotional, affective) conflict, and process conflict (Jehn, 1995). Although Jehn's seminal work suggested that three distinct types of team conflict exist, empirical research findings also demonstrated that different types of conflict may occur together (Mooney, Holahan, & Amason, 2007; Pelled, Eisenhard, & Xin, 1999; Shaw et al., 2011; Tekleab, Quigley, & Tesluk, 2009). For example, past research examining the relationship between task and relationship conflict revealed a strong positive correlation between the two constructs suggesting that one type of conflict can foster the other (Mooney et al., 2007; Pelled et al., 1999).

Conflict theorists have long argued that whether conflict is beneficial or detrimental to team functioning depends on the type of conflict. While task conflict has often been associated with positive team outcomes (Amason, 1996; De Dreu & Weingart, 2003; Jehn & Bendersky, 2003; Pelled, 1996), relationship and process conflict have been found to have negative impacts on team effectiveness (Amason, 1996; Jehn, 1997; Jehn & Mannix, 2001). Surprisingly, however, the meta-analyses conducted by De Dreu and Weingart (2003) and De Wit, Greer, and Jehn (2012) revealed that conflict is detrimental to team functioning regardless of its type.

It is important to note that thus far, most research on conflict has assumed that all team members perceive the same level of conflict (e.g., Pelled et al., 1999; Simons & Peterson, 2000). However, this assumption was contrary to the findings of previous research on dyadic relationships (Bono, Boles, Judge, & Lauver, 2002; Campbell, Simpson, Boldry, & Kashy, 2005) revealing that individuals may have different perceptions of conflict. On the basis of this evidence, Jehn, Rispens,

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<sup>1</sup> The terms "group" and "team" are used interchangeably in this study.

and Thatcher (2010) argued that individuals working in the same group may perceive different levels of conflict, and therefore, it is critical to consider the differences in members' conflict perceptions, referred to as *conflict asymmetry*. According to Jehn et al., (2010), there are two types of conflict asymmetry: group conflict asymmetry and individual conflict asymmetry. Group conflict asymmetry indicates the variation in team members' perceptions of conflict, whereas individual conflict asymmetry demonstrates if an individual in a team perceives more or less conflict than the rest of the team (Jehn et al., 2010). With the aim of extending previous research on conflict, Jehn and colleagues (2010; 2011) conducted several studies investigating conflict asymmetry and its effects on group and individual outcomes. Although these studies have contributed to a better understanding of the concept, research in this area is in its infancy, and numerous gaps in the literature still remain.

### **1.1. Statement of the Problem**

The main problem examined in this study is: what are the antecedents, consequences, and moderators of conflict asymmetry in teams? Past research has mainly focused on examining the outcomes of asymmetric conflict perceptions. However, it still remains unclear what factors lead to asymmetric conflict perceptions at both team and individual levels. The reason antecedents of conflict asymmetry deserve investigation is that conflict asymmetry appears to have a negative impact on team and individual outcomes above and beyond the mean level of conflict (Jehn et al., 2010). Therefore, investigating the drivers of asymmetric conflict perceptions may also help to identify the necessary actions that should be taken to minimize such perceptions in teams.

Moreover, although previous studies have found a negative effect of conflict asymmetry on both individual and team performance, they mainly focused on examining task performance (e.g., Jehn & Chatman, 2000; Jehn et al., 2010). To gain new insights into the effects of conflict

asymmetry on the performance of team members, this study applies a broad view of performance measured by task performance and two other performance indicators, namely citizenship behavior and counterproductive behavior. In addition, replicating the previous research on the consequences of conflict asymmetry (e.g., Jehn et al., 2010), the relationship of conflict asymmetry with task performance, satisfaction, and commitment is also investigated.

Furthermore, past research attempted to examine the potential mechanism through which conflict asymmetry influences team and individual outcomes (e.g., Jehn et al., 2010; Jehn, Peterson, & Sanchez-Burks, 2011). That is, studies explored several factors (e.g., group atmosphere, Jehn et al., 2010) as mediators of the conflict asymmetry-outcome relationship. However, one of the pressing questions that have been largely neglected by previous research is the context under which the undesirable effects of asymmetric conflict perceptions on relevant outcomes could be neutralized. Thus, this study examines the effect of one potential moderator, team emotional intelligence, to answer the question of whether it is possible to buffer or reverse the negative effects of asymmetry.

Another question that has been neglected, albeit critical for our understanding of team processes, by previous research is, “Are the effects of asymmetry generalizable to other team processes?” Although conflict asymmetry has been consistently found to have a negative influence on team and individual outcomes, it is still unknown if this negative effect can be generalized into other dimensions of asymmetry. In other words, it has remained unclear if the direction and the strength of the effect of asymmetry on outcomes will be the same across other team processes. This research attempted to explore this problem through a test of an asymmetry in another team process—trust in the team.

The final problem that was observed in the past research has to do with the measurement of asymmetry. Previous studies (e.g., Jehn et al., 2010) measured team-level conflict asymmetry mainly using the standard deviation of team members' conflict scores (objective measurement of asymmetry or actual conflict asymmetry). However, asymmetry can also be measured through a survey method in which team members are surveyed about the extent to which different perceptions of conflict exist in the team (subjective measurement of asymmetry or direct conflict asymmetry). This research operationalizes team conflict asymmetry using both methods, and thereby seeks to explore if the findings of the study change depending on the measurement of asymmetry.

## **1.2. Purpose of the Study**

The major purposes of this study were to examine the antecedents and consequences of team and individual conflict asymmetry and to investigate the impact of a contextual factor, team emotional intelligence, on the conflict asymmetry-outcome relationship. In addition to these purposes, this research also sought to discover if the effects of asymmetry can be generalizable to other team processes, and if the asymmetry measure that is used has an influence on the relationships tested. Overall, based on these study objectives, the following research questions are addressed: (a) What are the antecedents of team and individual conflict asymmetry? (b) How does conflict asymmetry affect team and individual outcomes? (c) What is the moderating role of team emotional intelligence on the conflict asymmetry-outcome relationship? (d) Are the effects of asymmetry generalizable to other team processes? What dimensions of asymmetry (e.g., conflict versus trust) are likely to lead to problems and difficulties within teams? (e) How does the asymmetry measure used in the study influence the relationships tested?

### **1.3. Significance of the Study**

Considerable progress has been made with respect to understanding the effects of conflict on team and individual outcomes. Yet, there is still limited research that examines the concept of conflict asymmetry and its antecedents and consequences. In addressing this gap in the literature, this research attempts to identify the drivers, consequences, and moderators of conflict asymmetry in teams. By doing so, this study aims at making the following contributions to the literature.

First, previous studies examining conflict have focused on studying the mean level of team conflict (operationalized through an aggregation of individuals' conflict scores) and ignored to study the variation (or dispersion) of team conflict, which is also known as conflict asymmetry. Hence, this research adds to the literature on conflict by investigating a neglected research area, conflict asymmetry and its antecedents and consequences. Specifically, drawing insights from shared mental models research (Mathieu, Heffner, Goodwin, Cannon-Bowers, & Salas, 2005) and the literature on social psychology, this study attempts to identify the factors that could potentially play a role in predicting conflict asymmetry at both individual- and team-levels. In doing so, this research provides the first detailed information about why people working in the same team see the conflict situation through different eyes.

Second, past research explored the effects of various factors on helping and deviant behavior of employees, but relatively little research has been conducted in the context of teams (e.g., Ng & Van Dyne, 2005; Priesemuth, Arnaud, & Schminke, 2013; Shin & Choi, 2010). Thus, investigating conflict asymmetry as a potential predictor of helping and deviant behavior of team members, this study also makes a contribution to the research on organizational citizenship behavior and counterproductive work behaviors.

Third, previous studies have examined the effects of emotional intelligence on various constructs, such as team performance, team creativity, and team cohesiveness (e.g., Barczak, Lask, & Mulki, 2010; Chang, Sy, & Choi, 2012; Rapisanda, 2002). However, little attention has been given to the role of team emotional intelligence on conflict perceptions (e.g., Ayoko, Callan, & Hartel, 2008). Hence, by considering the moderating impact of team emotional intelligence on the conflict asymmetry-outcome relationship, this study adds to the literature on emotional intelligence and emphasizes the key role of team emotional regulation in dealing with the negative effects of conflict asymmetry.

The fourth contribution of this study has to do with the measurement of asymmetry. In operationalizing conflict asymmetry, this research uses two different asymmetry measures, objective and subjective measurement of asymmetry. By doing so, the study makes a methodological contribution to the literature on conflict asymmetry and discusses whether or not the measurement of asymmetry can be improved. Overall, this dissertation extends the literature on conflict asymmetry and identifies new avenues for future scholars studying the topic of asymmetric perceptions of team processes.

#### **1.4. Organization of the Study**

This dissertation will be structured as follows. Chapter two, the literature review, provides a review of the literature on conflict and the construct of conflict asymmetry. Chapter three presents the theoretical framework and then discusses the study hypotheses. Chapter four describes the measures, sample, and methodology of the study. Chapter five reports the results of the each hypothesis tested. Chapter six discusses the contributions, limitations, and implications of the current research. The study concludes by providing an overall summary of the research.

## **CHAPTER 2: LITERATURE REVIEW**

This chapter is divided into two sections. In the first section, a review of the literature on team conflict will be provided. Specifically, the definition and the types of team conflict will be presented, and then its antecedents and consequences will be reviewed. In the second section of this chapter, the concept of conflict asymmetry will be discussed and gaps in the literature will be outlined.

### **2.1. Research on Conflict in Teams**

#### **2.1.1. Definition and Types of Team Conflict**

A review of the literature reveals that there are various definitions of conflict. In general, conflict is defined as “a process in which one party perceives that its interests are being opposed or negatively affected by another party” (Wall, 1995, p. 517). In organizations, conflict can be studied at different levels, such as interpersonal conflict, intra-team conflict, or inter-team conflict. Because this dissertation focuses on examining conflict at the intra-team level, the following section provides a review of the literature on intra-team conflicts.

Intra-team conflict is defined as conflict that occurs within a team (Jehn, 1992). In the team literature, conflict is mainly classified into two types, namely, task (or substantive, cognitive conflict) and relationship (or emotional, affective) conflict. Guetzkow and Gyr (1954) were pioneers in distinguishing between the two types of team conflict. Specifically, in an examination of conflict in decision-making groups, Guetzkow and Gyr (1954) made a distinction between “substantive” and “affective” conflict. The authors defined substantive conflict as “conflict rooted in the substance of the task which the group is undertaking” and affective conflict as “conflict deriving from the emotional, affective aspects of the groups’ interpersonal relations” (p. 369). Similarly, Wall and Nolan (1987) distinguished between task-related conflict and people-related

conflict. Finally, in a study of student teams, Priem and Price (1991) studied two types of conflict, namely, cognitive (task-related) conflict and social-emotional (interpersonal) conflict.

Although these studies enabled a better understanding of different aspects of conflict in teams, it was the seminal work of Jehn (1995) that made a significant impact on the literature. Jehn proposed that conflict in teams has two distinct dimensions, task versus relationship, and these dimensions differently relate to team effectiveness. Jehn argued that task conflict exists “when there are disagreements among group members about the content of the task being performed,” whereas relationship conflict occurs “when there are interpersonal incompatibilities among group members” (1995, p. 258). According to Jehn, Chadwick, and Thatcher (1997), task conflict is more likely to be motivated by job-related attitudes such as educational background or functional background, while relationship conflict is more likely to be motivated by visible demographic characteristics such as age, gender, race, etc. For instance, individuals from different functional backgrounds may have different ideas and opinions about task-related issues such as goals and key decision areas (Pelled et al., 1999). Hence, such individuals tend to have different preferences and interpretations of tasks. These different task perceptions, in turn, lead to increased task conflict among team members (Pelled et al., 1999). On the other hand, referring to someone’s gender when discussing an issue may trigger relationship conflict by creating tension among team members.

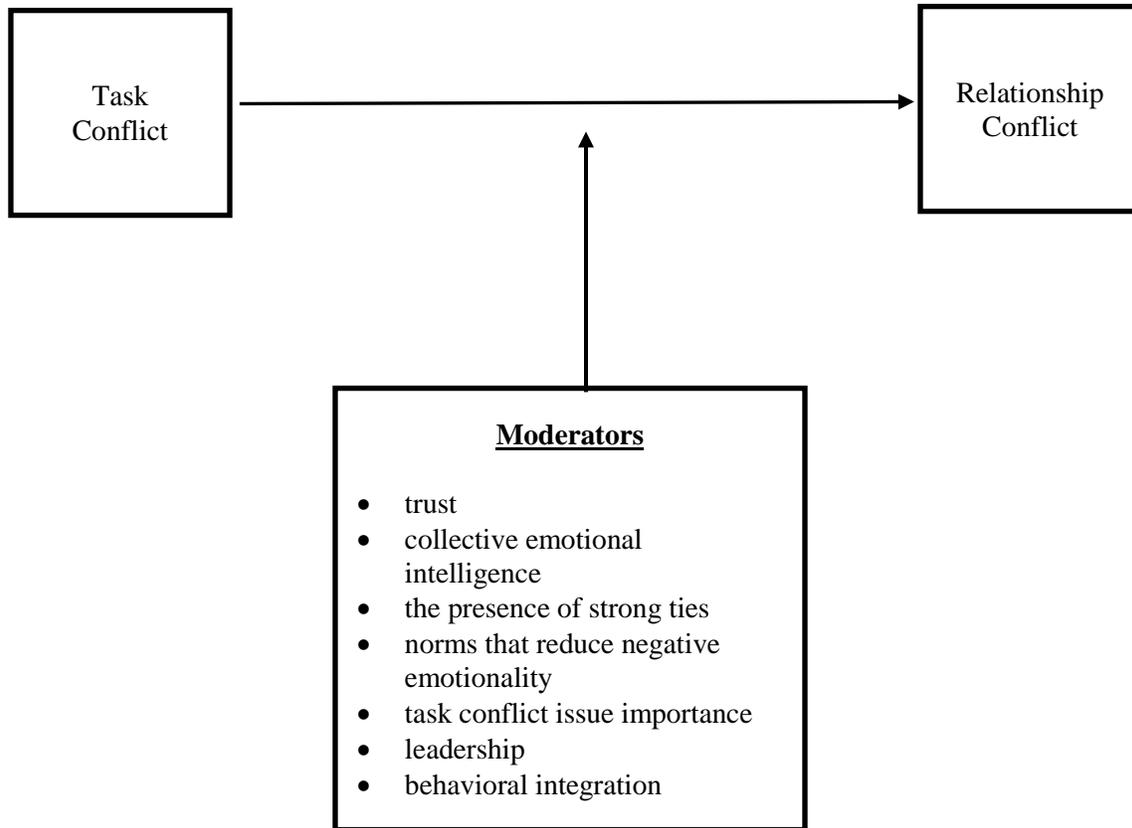
To date, substantial research has been published on team conflict, and the majority of these studies focus on understanding the benefits and detriments of task or relationship conflict. However, conducting a qualitative analysis of conflict types in 1997, Jehn identified a third type of conflict, process conflict. She defined process conflict as “conflict about how task accomplishment should proceed in the work unit, who’s responsible for what and how things should be delegated” (1997, p. 540). Although Jehn’s work showed that process conflict is clearly

different than other types of conflict in terms of its antecedents and outcomes and that it has a significant impact on team effectiveness, scholars neglected to include process conflict into their research models. This is mainly because process conflict has been found to be strongly correlated with both task and relationship conflict, and this made it difficult to distinguish process conflict from other conflict types (Behfar, Mannix, Peterson, & Trochim, 2011).

### **2.1.2. The Co-occurrence of Task, Relationship, and Process Conflict in Teams**

Following the seminal works of Jehn (1995; 1997), studies have sought to explore whether different types of conflict may co- occur at the same time (Mooney et al., 2007; Pelled et al., 1999; Shaw et al., 2011; Tekleab et al., 2009). The majority of this stream of research focused on investigating the association between task and relationship conflict, and little attention has been given to the relationship of process conflict with other conflict types. Researchers who examined the linkage between task and relationship conflict frequently argued that task conflict has the potential to trigger relationship conflict, and this is more likely to occur under certain contexts. Based on the attribution theory (Harvey & Weary, 1985; Heider, 1958), it was proposed that task conflict may generate relationship conflict through a process of misattribution (Rispen, 2012; Simons & Peterson, 2000). Attribution theory (Harvey & Weary, 1985; Heider, 1958) suggests that individuals' interpretations play an important role in reaction to others' behaviors. In line with this, it was argued that task conflict may lead to relationship conflict when task-related disagreements are misinterpreted (or misattributed) as a personal attack (Mooney et al., 2007; Simons & Peterson, 2000). Accordingly, scholars examined the factors that may have an effect on this misattribution process. That is, they explored the factors (see Figure 1) that attenuate or exacerbate the relationship between task and relationship conflict (e.g., Jehn & Bendersky, 2003; Kotlyar & Karakowsky, 2006; Rispen, 2012).

**Figure 1: Moderators of the Association between Task and Relationship Conflict**



Some claim that the tendency for task conflict to trigger relationship conflict decreases when team members trust one another (Jehn & Bendersky, 2003). Empirical research by Simons and Peterson (2000) revealed support for this argument showing that trust among top management team members moderated the positive association between task and relationship conflict in such a way that the positive relationship was weaker under high levels of trust. This finding is line with Peterson and Behfar (2003) who showed that task conflict was less likely to trigger relationship conflict when there are high levels of trust among team members.

In a similar line of argument, Yang and Mossholder (2004), albeit theoretically, argued that emotions may have an effect on the relationship between task and relationship conflict. Based on

the Affective Events Theory (Weiss & Cropanzola, 1996), the authors proposed that task conflict is more likely to be interpreted as relationship conflict under high levels of negative emotionality. Yang and Mossholder (2004) also argued that the presence of three factors (high levels of collective emotional intelligence, strong ties among team members, and norms that reduce negative emotionality) makes it less likely that task conflict generates relationship conflict. Likewise, the study by Rispens (2012) investigated the effect of task conflict issue importance on conflict transformation and found that when team members believed that task conflict issue is important, task conflict was less likely to transform into relationship conflict. It was also shown that this relationship was mediated by negative task conflict emotionality. That is, when the task conflict issue importance increased, team members felt less negative emotions as a result of task conflict, and this, in turn, decreased the likelihood of transformation of task conflict into relationship conflict.

Leadership has also been found to have an effect on conflict transformation. As an example, Kotlyar and Karakowsky (2006) studied the role of leadership in transmission of task conflict into relationship conflict and found that the positive relationship between task conflict and relationship conflict was weaker when team leaders exhibit transactional leadership behaviors than when they exhibit transformational leadership behaviors. Finally, behavioral integration, which is defined as “the extent to which team members engage in mutual and collective interaction,” also influences the transformation of task conflict into relationship conflict (Mooney et al., 2007, p. 741). In particular, Mooney et al. (2007) showed that team members were less likely to misinterpret task conflict as a personal attack in teams with high levels of behavioral integration than in teams with low levels of behavioral integration. Therefore, the positive relationship between task conflict

and relationship conflict was weaker under high levels of behavioral integration (Mooney et al., 2007).

With the purpose of clarifying the relationship between task and relationship conflict, a recent study by Choi and Cho (2011) tested seven different competing models that show how the two types of conflict can be related to each other. Contrary to the common assumption that task conflict triggers relationship conflict, the findings indicated that relationship conflict increased team members' task conflict perceptions, and that this relationship was mediated by negative group affect. Nevertheless, consistent with the previous studies (Peterson & Behfar, 2003; Simons & Peterson, 2000), the results also revealed that task conflict increased relationship conflict only under low levels of team trust.

In addition to these studies, several articles investigated how the coexistence of different types of conflict, particularly task and relationship conflict, influences team effectiveness. According to this stream of research, task conflict positively affects team outcomes only when low levels of team relationship conflict exist. As an example of representative research in this area, Shaw et al., (2011) demonstrated that task conflict had an inverted U-shaped relationship with team performance under low levels of relationship conflict, while task conflict had a negative effect on team performance under high levels of relationship conflict.

As the studies reviewed demonstrate, while researchers have paid particular attention to the association between task and relationship conflict, little attention has been given to the relationship of process conflict with other conflict types. One exception is the work of Greer, Jehn, and Mannix (2008), which explored the trickling effect of one type of conflict on the other and found that process conflict at the beginning of a team's interactions increased all three types of

conflict in later stages of the team life cycle. However, the effect of process conflict was weaker when team members were able to resolve their process conflicts during early team interactions.

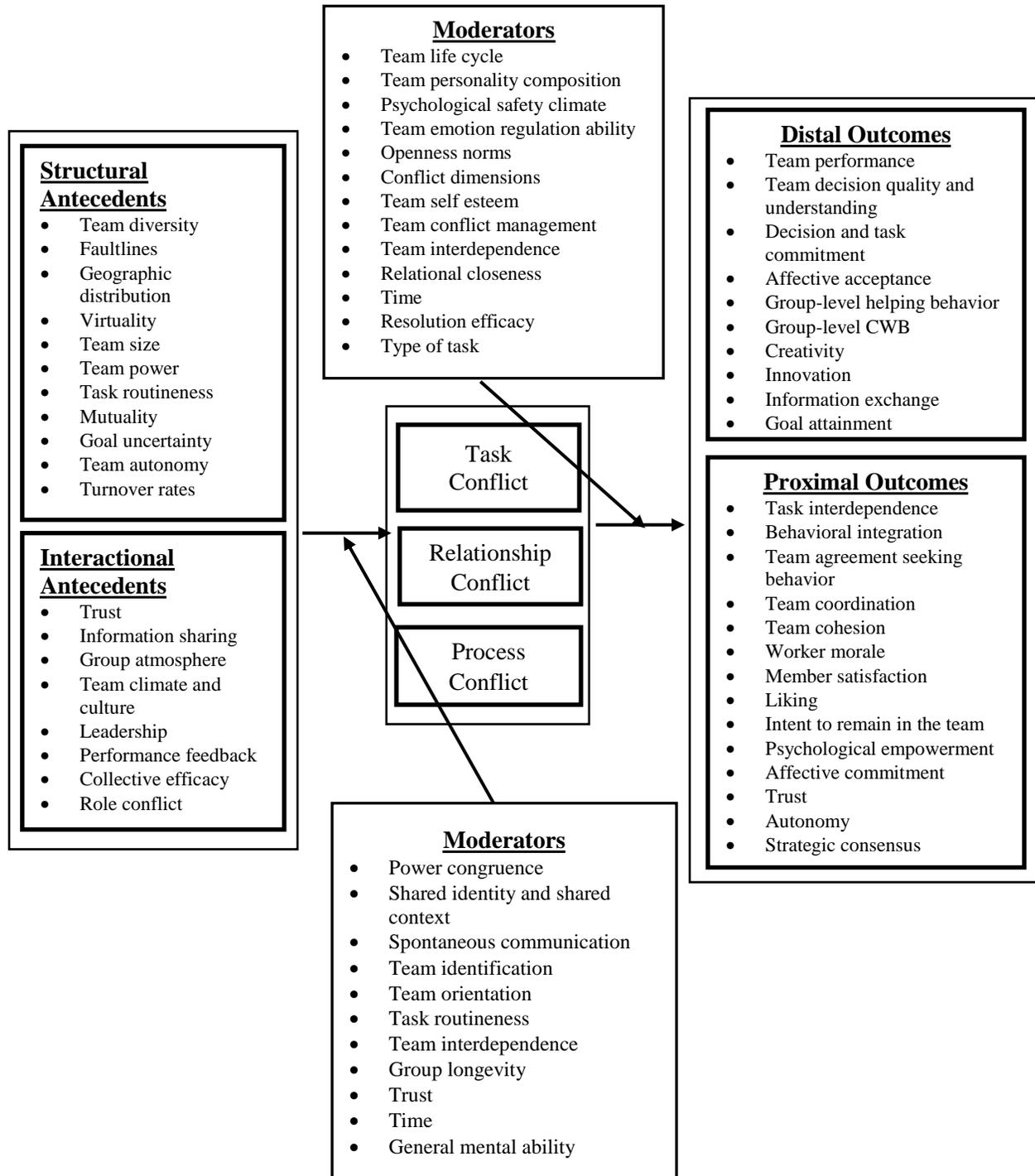
In summary, the literature on conflict identified three main types of team conflict, task, relationship, and process conflict, and revealed evidence that there exists a strong correlation among the conflict types. As evidenced by the studies reported above, task and relationship conflict have been the focus of the majority of research examining conflict, and a relatively small number of studies have investigated process conflict. In the following section, a brief overview of the antecedents of each type of conflict is presented.

### **2.1.3. Antecedents of Team Conflict**

There are numerous factors addressed within the literature as predictors of team conflict. However, this dissertation focuses on a selected group of antecedents that are reviewed below. As indicated in Figure 2, the antecedents of team conflict can be categorized into two groups, namely, structural antecedents and interactional antecedents.

**Structural Antecedents.** Past research demonstrated that structural elements of a team, such as *team diversity, faultlines, geographic dispersion and virtuality, and team power* may have an influence on team conflict. Among these antecedents, team diversity has been examined as an antecedent of team conflict more than any other antecedent. Overall, most empirical research demonstrated that diversity leads to higher levels of conflict among team members. For example, in a field of 98 work teams, Jehn, Northcraft, and Neale (1999) investigated the interrelationships among diversity types (informational diversity, social category diversity, and value diversity), conflict, and team performance. Jehn et al., (1999) argued that because different types of diversity bring different challenges and opportunities for teams, each should lead to different forms of conflict.

**Figure 2: A Summary of Past Research on Conflict in Teams**



In supporting this prediction, the authors demonstrated that informational diversity (diversity in educational background) increased task conflict, while social category diversity (diversity in gender, race, and ethnicity) increased relationship conflict. With regard to value diversity (diversity in team members' values and goals), they found that value diversity was positively related to all three types of conflict.

Similarly, the work of Barsade, Ward, Turner, and Sonnenfeld (2000) examined affective diversity (diversity in trait positive affect) in top management teams and found that compared to affectively diverse teams, members of affectively homogenous teams experienced less task and relationship conflict. In another study, age and nationality diversity were found to be predictors of relationship conflict, which in turn, negatively influenced team members' intent to remain in the team (Bayazit & Mannix, 2003). Mooney et al., (2007) found functional diversity to be positively related to task conflict, which in turn had a positive influence on member turnover and affective conflict. Finally, cultural diversity was found to have a positive influence on all three types of conflict (Vodosek, 2007). Taken together, these results confirm Jehn et al.'s (1999) prediction that different categories of diversity tend to generate different types of conflict in teams.

A review of the literature also provides evidence that the effect of diversity on conflict is moderated by other factors such as trust, task routineness, group longevity, and team orientation. For example, Pelled et al., (1999) found that task routineness and group longevity played an important moderating role between diversity and conflict relationship. That is, the positive relationship between race and tenure diversity and relationship conflict was weaker in teams with higher group longevity. In terms of task routineness, the findings showed that task routineness enhanced the positive effects of functional diversity on task conflict but decreased the effects of demographic diversity on relationship conflict. Another study showed that gender diversity led to

higher levels of relationship conflict and that this relationship was moderated by team orientation such that the positive association between the two constructs was weaker when team orientation was higher (Mohammed & Angell, 2004). Likewise, Olson, Parayitam, and Bao (2007) demonstrated that cognitive diversity had a positive effect on task conflict and that this relationship was moderated by competence-based trust in such a way that the positive relationship was stronger when there was a higher level of competence-based trust.

Another structural antecedent that has garnered a substantial amount of attention is faultlines. Research found a positive effect of factional faultlines on both task and relationship conflict among team members (Li & Hambrick, 2005). Similarly, geographic faultlines were found to be positively related to intragroup conflict (Polzer, Crisp, Jarvenpaa, & Kim, 2006). Examining the different effects of relationship-oriented and task-related faultlines, Choi and Sy (2010) demonstrated that while relationship-oriented faultlines (gender, age, and race) increased relationship conflict, task-related faultlines (tenure) increased task conflict. Finally, Jehn and Bezrukova (2010) showed that activated group faultlines were positively related to intragroup conflict and that team identification moderated this relationship in such a way that the positive effect of faultlines on conflict was weaker in teams with strong team identity.

Geographic dispersion has also been found to have a positive effect on team conflict. Specifically, Hinds and Mortensen (2005) demonstrated that compared to collocated teams, geographically distributed teams experienced more task and relationship conflict. In addition, the authors found that spontaneous communication diminished the positive effect of geographic dispersion on both task and relationship conflict. Moreover, the findings showed that shared identity moderated the positive relationship between geographic dispersion and relationship conflict, whereas shared context moderated the positive association between geographic dispersion

and task conflict. Regarding virtuality, Hobman, Bordia, Irmer, and Chang (2002) found that members of computed-mediated teams experienced more relationship and process conflict during the initial stages of team development than members of face-to-face teams. However, this difference disappeared in later stages of team interactions. The findings revealed no difference between computer-mediated and face-to-face teams in terms of the level of task conflict team members experienced.

Finally, power has also been examined as an antecedent of team conflict. Evidence showed that high power teams (i.e., management teams) experienced higher levels of task, relationship, and process conflict than low-power teams. Additionally, power congruence moderated this relationship such that the positive relationship between team power and team conflict (only for process conflict, but not task and relationship conflict) was weaker in teams with high team interpersonal power congruence (Greer, Caruso, & Jehn, 2011).

It is important to note that although not reviewed above, there are other structural elements of the team that have been predicted to influence team conflict. These include team size (Amason & Sapienza, 1997; Mooney et al., 2007), task routineness (Pelled et al., 1999), mutuality (Amason & Sapienza, 1997), goal uncertainty (Mooney et al., 2007), team autonomy (Buchholtz, Amason, & Rutherford, 2005), and member turnover (Mooney et al., 2007).

**Interactional Antecedents.** Interactional antecedents of team conflict include *trust, information sharing, group atmosphere, team climate, leadership, and performance feedback*. Trust among team members has been shown as one of the key predictors of team conflict (Curseu & Schruijer, 2010; Han & Harms, 2010). For instance, a study by Curseu and Schruijer (2010) revealed that the development of trust in the initial phases of team interactions was negatively

related to task and relationship conflict in later stages of team development. Likewise, Han and Harms (2010) reported a negative effect of trust on both task and relationship conflict.

Regarding information sharing, past research demonstrated that information sharing among team members may determine the level of conflict occurring within the team. As an example, Moye and Langfred (2004) illustrated that higher information sharing among established team members decreased both task and relationship conflict within the team. Moreover, examining the boundary conditions of this relationship, the authors demonstrated that the negative effects of information sharing on team conflict was stronger in teams with lower interdependence and lower general mental ability.

Group atmosphere was also found to influence conflict. For instance, Jehn and Mannix (2001) investigated the effect of group atmosphere on team conflict and found that high levels of competitiveness had a positive influence on all three types of conflict, while low levels of respect and group cohesion had a positive effect on process and relationship conflict. Furthermore, open conflict discussion norms were found to have a positive effect on task conflict. Similarly, examining the effects of norms of openness on top management team conflict, Amason and Sapienza (2007) found that openness was positively associated with task conflict. In addition, the findings showed that openness led to lower levels of relationship conflict when team members experience high levels of mutual responsibility.

Team climate is another key antecedent that has been linked to team conflict. Several studies have demonstrated that a team affective climate influences conflict among team members. For instance, Barsade (2002) found that positive emotional contagion decreased team conflict through an increase in team positive affect (or mood). Likewise, team empathic concern was found to have a negative effect on both task and relationship conflict, while team emotion management

was negatively related to relationship conflict (Ayoko et al., 2008). Some other studies showed that team culture, a related team concept to climate, also influences conflict. As an example, Mooney et al., (2007) showed that a team-oriented culture (defined as a culture which supports teamwork) had a positive effect on task conflict since team members were more willing to express their ideas and discuss their opinions in such cultures. Similarly, examining the effect of national culture on members' experiences of conflict, Nibler and Harris (2003) found that compared to U.S. team members, Chinese team members engaged in higher levels of team conflict.

Past research has also shown that leadership plays a critical role in influencing conflict among team members (Kotlyar & Karakowsky, 2006). In particular, it was found that compared to transactional and external leadership behaviors, transformational leadership behavior was more likely to generate task conflict. On the other hand, transactional leadership style was related to less relationship conflict than transformational leadership style (Kotlyar & Karakowsky, 2006).

Finally, although not explicitly discussed here, there is also evidence showing that performance feedback (Peterson & Behfar, 2003), role conflict (Spell, Bezrukova, Haar, & Spell, 2011), and collective efficacy (Goncalo, Polman, & Maslach, 2010) may have an impact on conflict among team members. Overall, as this review demonstrates, previous studies have identified a number of factors as predictors of team conflict. This study provided a brief discussion of these factors, which was followed by the presentation of exemplar studies that illustrate the association between each predictor and team conflict.

#### **2.1.4. Consequences of Team Conflict**

Conflict theorists have long argued that whether conflict is beneficial or detrimental to team functioning depends on the type of conflict. While task conflict has often been associated with positive team outcomes (Amason, 1996; De Dreu & Weingart, 2003; Jehn & Bendersky,

2003; Pelled, 1996), relationship and process conflict have been found to have negative impacts on team effectiveness (Amason, 1996; Jehn, 1997; Jehn & Mannix, 2001). Surprisingly, however, the meta-analysis conducted by De Dreu and Weingart (2003) revealed that conflict is detrimental to team functioning regardless of its type. Yet, the findings of a more recent meta-analysis on intragroup conflict (De Wit et al., 2012) demonstrated that task conflict had a less negative influence on team effectiveness than relationship conflict. However, it is important to note that the meta-analyses results are based on a correlational analysis (i.e., they do not account for the other type of conflict), and therefore it is not possible to make any inference regarding the direction and/or strength of relationships between conflict types, particularly task conflict, and performance from these findings. The following section provides a brief summary of research on the consequences of team conflict.

**Task Conflict and Team Outcomes.** Past research has often suggested that task conflict has the potential to benefit team outcomes because it “may facilitate innovativeness and superior group decision making” (De Wit et al., 2012, p.360). Consistent with this, empirical evidence found task conflict to be positively related to team performance (Jehn, 1997; Pelled et al., 1999), team decision quality and understanding (Amason, 1996; Olson et al., 1997), decision commitment (Olson et al., 1997), affective acceptance (Amason, 1996), task commitment (Behfar et al., 2011), and group level organizational citizenship behavior (Choi & Sy, 2010).

However, previous research also suggested that extremely high task conflict might be counterproductive and may result in negative team outcomes (Jehn, 1995). This is because extensive task conflict may produce interpersonal tension, friction, and distrust that prevent individuals from generating new ideas (De Dreu, 2006; Jehn, 1995). Therefore, several studies demonstrated that only moderate level of task conflict is beneficial to team functioning (De Dreu,

2006; Farh, Lee, & Farh, 2010; Jehn & Mannix, 2001). For instance, De Dreu (2006) found that moderate levels of task conflict had a positive effect on team innovation, information exchange, and collaborative problem solving. Similarly, Farh et al. (2010) showed an inverted U-shaped relationship between task conflict and team creativity. Regarding team performance, a work by Jehn (1995) reported that moderate level of task conflict was positively related to both individual and group performance in routine tasks. Shaw et al. (2011) also found an inverted U-shaped relationship between task conflict and team performance, but this relationship hold true only under low levels of relationship conflict.

Although a number of studies demonstrated a positive effect of task conflict on team effectiveness, there is also evidence revealing a negative relationship between task conflict and team outcomes. This stream of research suggests that although task conflict is potentially beneficial, it may still lead to anxiety and tension among team members, which ultimately impair team functioning (Jehn & Bendersky, 2003). Supporting this view, several studies found task conflict to be negatively related to team effectiveness, such as team performance (Choi & Sy, 2010; Greer et al., 2011; Hinds & Mortensen, 2005), behavioral integration (Li & Hambrick, 2005), and goal attainment (De Dreu, 2006). Moreover, research reported a negative association between task conflict and such individual outcomes as satisfaction, liking other team members, and intent to remain in the team (Jehn, 1995). Although it was based on a correlational analysis, the meta-analysis conducted by De Dreu and Weingart (2003) also demonstrated a negative relationship between task conflict and such team outcomes as team performance and team member satisfaction. Likewise, the results of a recent meta-analysis by De Wit et al. (2012) reported a negative association between task conflict and team outcomes. However, the findings showed that the negative effect of task conflict was weaker than that of relationship conflict.

It should also be mentioned that previous studies not only found a direct association between task conflict and team outcomes, but also revealed evidence for the indirect effects of task conflict on team functioning. That is, several studies demonstrated that the effects of task conflict on team outcomes were transmitted through other intervening variables (mediators). As an example, Langfred (2007) found that the negative relationship between task conflict and team performance was mediated by team design. Specifically, he showed that higher task conflict resulted in low interdependence-low autonomy team design, which in turn, had a negative impact on team performance. Likewise, De Dreu (2006) showed that task conflict had a curvilinear relationship with team innovation, and that this relationship was mediated by collaborative problem solving.

In an attempt to explain the contradictory results on the task conflict-outcome relationship, scholars have recently begun to take a contingency perspective in examining the effects of task conflict. This perspective suggests that whether task conflict has a positive or negative effect on team outcomes is dependent on additional contextual factors. That is, task conflict is likely to have a positive impact on team processes and outcomes only when certain contextual variables exist. Scholars have examined various contingencies, such as team personality composition (Bradley, Klotz, Postlethwaite, & Brown, 2013), psychological safety climate (Bradley, Postlethwaite, Klotz, Hamdani, & Brown, 2012), and team emotion regulation ability (Jiang, Zhang, & Tjosvold, 2013), as moderators of the task conflict-team effectiveness relationship. For example, Jehn (1995) showed that teams benefit from task conflict when there are norms encouraging open communication of disagreements. Similarly, Farh et al., (2010) showed that the inverted U-shaped relationship between task conflict and team creativity was moderated by a team's life cycle in such a way that the curvilinear relationship between the two constructs was stronger in later stages of

team life cycle than in early stages. A recent empirical work by Bradley et al., (2012) examined the moderating effect of psychological safety on the relationship between task conflict and team performance and found that task conflict was positively associated with team performance only when the psychological safety climate was high. In a subsequent study, Bradley et al., (2013) investigated the role of team personality composition on the relationship between task conflict and team performance. The authors reported that in teams with high levels of openness and emotional stability, task conflict had a positive effect on team performance, whereas in teams with low levels of openness and emotional stability, task conflict had a negative effect on team performance. Likewise, Jiang et al., (2013) found that task conflict increased team performance in teams with high emotion regulation abilities, while task conflict decreased team performance in teams with low emotion regulation abilities.

Overall, previous studies revealed mixed findings with regard to the association between task conflict and team outcomes. While some found task conflict to have a positive effect on team outcomes, some others demonstrated that task conflict had a negative influence on team effectiveness. With the purpose of reconciling these mixed findings in the literature, recently studies took a contingency approach in studying the relationship between task conflict and team functioning and showed that the effect of task conflict on team outcomes was dependent on certain contextual factors.

**Relationship Conflict and Team Outcomes.** There is a consensus among scholars that relationship conflict negatively influences team effectiveness. The idea behind this argument is that relationship conflict creates tension and distrust among team members, which in turn negatively affects team functioning (De Dreu & Weingart, 2003). In supporting this argument, empirical evidence examining the consequences of relationship conflict has consistently

demonstrated a negative association between relationship conflict and such team outcomes as team performance (Choi & Sy, 2010; Jehn, 1997; Greer et al., 2011; Li & Hambrick, 2005), decision quality and affective acceptance (Amason, 1996), behavioral integration (Li & Hambrick, 2005), and group-level organizational citizenship behavior (Choi & Sy, 2010). Past research also revealed a negative association between relationship conflict and individual outcomes, such as member satisfaction (Behfar et al., 2011, Jehn, 1995; Jehn, 1997), liking other team members (Jehn, 1995), intent to remain in the team (Bayazit & Mannix, 2003; Jehn, 1995), and individual autonomy and trust (Langfred, 2007).

In addition to the direct effects of relationship conflict, several studies also found an indirect association between relationship conflict and various outcomes. For instance, the work by Langfred (2007) showed that trust played an intervening role between relationship conflict and autonomy. That is, relationship conflict resulted in lower levels of trust, which in turn had a negative impact on individual autonomy in a team. Moreover, Langfred (2007) demonstrated that team design mediated the association between relationship conflict and team performance. Specifically, relationship conflict led to low autonomy-low task interdependence team design, which in turn was negatively related to team performance. Another study conducted by Knight et al., (1999) found that team agreement seeking behavior served as an intervening variable by which relationship conflict impacted strategic consensus. Finally, Chen, Sharma, Edinger, Shapiro, and Farh (2011) examined the mediating roles of affective commitment and psychological empowerment between relationship conflict and three outcomes, namely, team members' turnover intentions, innovative behavior, and teamwork behavior. The findings indicated that relationship conflict reduced team members' both affective commitment and psychological empowerment, and this in turn, influenced their turnover intentions, innovative behavior, and teamwork behavior.

Although previous research predominantly reported a negative association between relationship conflict and team outcomes, the findings of several empirical studies also indicated that the negative effects of relationship conflict can be mitigated (or exacerbated) when potential moderators are present. For instance, Duffy, Shaw, and Stark (2000) investigated the moderating effects of self-esteem and task interdependence on the linkage between relationship conflict and team outcomes. The authors found that the positive effect of relationship conflict on absenteeism was stronger in high self-esteem teams than in teams with low self-esteem, but only when there are high levels of task interdependence. Similarly, under high levels of task interdependence, the negative effect of relationship conflict on peer evaluations was stronger in teams with high self-esteem than in teams with low self-esteem. In another study, Tekleab et al., (2009) showed that the negative association between relationship conflict and team cohesion was stronger when team conflict management was low than when it was high. The work by Rispens, Greer, Jehn, and Thatcher (2011) examined the role of relational closeness in the link between relationship conflict and group-level helping behavior and counterproductive work behavior. The findings revealed that the negative relationship between relationship conflict and group-level helping behavior was weaker in relationally close teams. In addition, the results indicated that the positive effect of relationship conflict on counterproductive work behavior was stronger in relationally distant teams. Finally, a recent study by Jiang et al., (2013) found that the negative effect of relationship conflict on both individual and team performance was weaker in teams with high emotion regulation abilities than in teams with low emotion regulation abilities.

Taken together, relationship conflict has been found to have a direct and indirect effect on team outcomes, and as this review illustrates, these effects were primarily negative. However, past

research also revealed evidence that the negative effects of relationship conflict on team functioning became weaker (or stronger) when potential moderators were present.

**Process Conflict and Team Outcomes.** The findings of the small number of studies that have been conducted on process conflict are mixed. Previous studies found a primarily negative association between process conflict and team outcomes. The idea behind this was that process conflict may interfere with team effectiveness as it leads to “perceived inequities and process losses” (Behfar et al., 2011, p. 128). Empirical evidence provided support for this view revealing that process conflict had a negative effect on team performance (Behfar et al., 2011; Greer et al., 2011; Jehn, 1997; Jehn et al., 1999; Passos & Caetano, 2005; Vodosek, 2007), team coordination (Behfar et al., 2011), worker morale (Jehn et al., 1999), and satisfaction of team members (Behfar et al., 2011). Furthermore, the results of the meta-analysis (De Wit et al., 2012) also indicated a negative relationship between process conflict and such outcomes as team performance, team viability, and emergent states.

Conversely, several other studies demonstrated that the relationship between process conflict and team effectiveness is more complex than a simple association and can only be understood in the presence of contingency factors that can act as moderators. For instance, a study by Jehn and Mannix (2001) investigated the effect of time on the relationship between process conflict and team performance and found that high performing teams demonstrated lower levels of process conflict during the initial phase of team development, while they had higher levels of process conflict in later stages of their interaction. Similarly, Goncalo et al., (2010) argued that the effects of process conflict may change depending on the project life cycle. However, contrary to the findings of Jehn and Mannix (2001), Goncala et al., (2010) showed that process conflict at the start of the team project had a positive influence on team performance, whereas process conflict

in later stages had a negative effect on team performance. Another recent study demonstrated that process conflict negatively affected positive emergent states (i.e., trust, cohesion, and respect) and that this relationship was moderated by resolution efficacy (Jehn, Greer, Levine, & Szulanski, 2008). Specifically, it was found that the negative association between process conflict and positive emergent states was weaker when team members believe that the conflict that occurs in the team can easily be resolved.

In summary, the literature on team conflict has revealed conflicting findings related to the consequences of each type of conflict. Although the results of the meta-analyses (De Dreu & Weingart, 2003; De Wit et al., 2012) demonstrated that conflict is detrimental to team effectiveness regardless of its type, it should be noted that these results are based on a correlational analysis, and the effects of conflict may change when other variables are considered. Consequently, the relationship between conflict and team effectiveness is still a controversial topic, and further research is needed to reconcile the contradictory findings regarding the association between the two constructs.

## **2.2. Conceptualizing Team Conflict and the Construct of Conflict Asymmetry**

Previous studies examining team conflict mainly assumed that team members have a shared perception about the level of conflict that occurs in their team. Consistent with this line of thinking, past research has focused on studying the mean level of team conflict, which is operationalized through an aggregation of individuals' conflict scores. However, recently, studies challenged this assumption, arguing that individuals working in the same group may perceive different levels of conflict, and this may affect group and individual outcomes above and beyond the mean level of conflict (Jehn et al., 2010). This view is also supported by other team researchers who showed that team members may perceive the same environment differently and therefore,

might possess an asymmetry in their perceptions of various team constructs such as team efficacy (Derue, Hollenbeck, Ilgen, & Feltz, 2010), trust (De Jong & Dirks, 2012; Mach & Lvina, 2012), status (Gardner & Kwan, 2012), and expertise (Grutterink, Van der Vegt, & Molleman, & Jehn, 2013).

On the basis of this evidence, recent studies have begun to examine how the variation (or dispersion) of team conflict (operationalized as the standard deviation of team members' conflict scores) affects team functioning. The following section first provides a review of the limited research on asymmetrical perceptions in teams, and then discusses the construct of conflict asymmetry.

### **2.2.1. Research on Asymmetrical Perceptions in Teams**

The limited extant research on asymmetrical perceptions in teams examined team members' perceptual differences in such constructs as team efficacy, trust, peer monitoring, and expertise (Derue et al., 2010; De Jong & Dirks, 2012; Gardner & Kwan, 2012; Grutterink et al., 2013; Mach & Lvina, 2012). For example, De Jong and Dirks (2012) studied the differences in team members' perceptions of trust (called as trust asymmetry) and found that mean intra-team trust was positively related to team performance and that this relationship was moderated by trust asymmetry such that the positive effect of trust on performance was weaker under high levels of trust asymmetry and stronger under low levels of trust asymmetry. Another research studying dispersion of trust is conducted by Mach and Lvina (2012). Collecting data from 74 teams (709 basketball players) in Spain, the authors found that trust in the coach (mean level) had a positive relationship with trust in teammates (mean level), and this relationship was moderated by trust in the coach dispersion. Specifically, the findings showed that the positive relationship between trust in the coach and trust in teammates was weakened when consensus was low (dispersion is high).

Another stream of research studied the asymmetries in team members' expertise perceptions (e.g., Gardner & Kwan, 2012; Grutterink et al., 2013). For instance, collecting data from 36 student teams (229 individuals) in the Netherlands, Grutterink et al., (2013) found that higher levels of reciprocal expertise affirmation, which is defined as "the mutual recognition by team members that they respect, value, and affirm each other's expertise" (p. 1), led to more coordinated action, but only when there was a high sharedness of expertise perceptions. Furthermore, the results demonstrated that reciprocal expertise affirmation had a positive effect on team performance (only for teams with high levels of shared expertise perceptions), and that this relationship was mediated by team coordination. Similarly, Gardner and Kwan (2012) argued that team members may have different perceptions about each other's status or expertise, and this expertise dissensus may have an influence on team outcomes. In supporting their prediction, the authors found that status disagreement had a positive effect on task conflict and a negative effect on team coordination and team performance. Moreover, the findings showed that coordination and task conflict partially mediated the negative relationship between status disagreement and team performance.

Taken together, the findings of these studies demonstrates that asymmetries in team members' perceptions may have an important impact on team functioning. Therefore, it is critical that research moves beyond the aggregation-based methods of measuring team-level phenomena and examines how the dispersion of team-level variables may have an effect on team outcomes.

### **2.2.2. The Construct of Conflict Asymmetry**

Conflict asymmetry occurs when there are differences in individuals' perceptions of conflict. Previous studies examined conflict asymmetry in two different contexts: (a) conflict asymmetry between dyadic partners and (b) conflict asymmetry among team members. Based on

this, the following section presents research on asymmetrical conflict perceptions in dyads and then discusses the construct of conflict asymmetry in the context of teams with three or more members.

**Conflict Asymmetry in Dyads.** Past research on dyadic relationships revealed that individuals may have asymmetries in their perceptions of conflict (e.g., Bono et al., 2002; Campbell et al., 2005; Jehn, Rupert, Nauta, & Van Den Bossche, 2010), and this may negatively influence individual effectiveness (Jehn et al., 2010; Jehn, De Wit, & Barreto, 2008; Rispens, Jehn, & Rexwinkel, 2010). For example, several studies examined how conflict asymmetry between dyads involved in a mediation situation have an impact on mediation outcomes. A work by Jehn et al., (2010) showed that mediating dyads may perceive different levels of conflict, and this may have a negative effect on mediation outcomes. Specifically, the authors demonstrated that both task and relationship conflict asymmetries between the parties were negatively related to satisfaction with the mediation result, while only relationship conflict was related to satisfaction with the process at the conventional significance level. Moreover, individuals who perceived more task conflict were more likely to recommend mediation to others than those who perceived less task conflict. Likewise, Jehn, Rupert, and Nauta (2006) examined how task and relationship conflict asymmetry between mediating dyads have an influence on work motivation and satisfaction with the mediation process. The findings demonstrated that asymmetry of task and relationship conflict perceptions decreased individuals' motivation and satisfaction with the mediation process.

In addition to these studies, recently some studies investigated the effects of dyadic conflict asymmetry on work- and family-related outcomes. As an example, Jehn et al., (2008) examined how different perceptions of conflict in dyadic partners influence work interactions (attitudes,

intentions, and behaviors). Through an experimental study, Jehn et al., (2008) showed that conflict asymmetry in dyads led to a decrease in individuals' satisfaction, motivation, and performance. A recent study by Rispens et al., (2010) found conflict asymmetry to have an effect on not only work outcomes but also family outcomes. Specifically, the authors showed that conflict asymmetry between commuting partners had a negative influence on work outcomes (job evaluation, satisfaction, work engagement and performance), whereas conflict asymmetry between dual career couples had a negative effect on family outcomes (satisfaction with family time, satisfaction with the level of intimacy in the relationship, and family engagement). The findings also demonstrated that in a dual career relationship, individuals who perceived more relationship conflict than their partner had lower levels of satisfaction with family and relationship intimacy. Similarly, in a commuting relationship, individuals who perceived more relationship conflict than their partner had lower levels of job performance and job satisfaction.

Overall, these studies demonstrate that regardless of the sample studied (e.g., mediating dyads, commuting partners, etc.), the parties in a dyadic relationship may have asymmetrical perceptions of conflict, and this may negatively influence various outcomes, such as individuals' satisfaction, motivation, and performance.

**Conflict Asymmetry in Teams.** Although previous studies enabled a better understanding of the effects of dyadic-level conflict asymmetry, they failed to consider how the variation in team members' conflict perceptions influences team and individual outcomes. With the purpose of addressing this gap in the literature, Jehn and colleagues (2010) argued that individuals working in the same group may perceive different levels of conflict, and therefore, it is critical to consider the differences in members' conflict perceptions. Based on this, the concepts of group conflict asymmetry and individual conflict asymmetry have been introduced to the conflict literature.

According to Jehn et al., *group conflict asymmetry* is “the degree to which a group’s members differ in their perception of how much conflict there is in the group,” whereas *individual conflict asymmetry* refers to “the direction of the effect: that is, whether a member perceives more (less) conflict than other group members” (2010, p. 596). Although several studies investigated conflict asymmetry in teams, as the following discussion demonstrates, the majority of this stream of research focused on examining the consequences of conflict asymmetry, rather than its predictors.

A work by Jehn and Chatman (2000) was one of the first to acknowledge that team members may have different perceptions of conflict. In particular, Jehn and Chatman examined perceptual conflict composition, which is similar to individual conflict asymmetry, and its effect on individual outcomes. The authors found asymmetry in individuals’ perceptions of relationship and process conflict decreased their commitment, performance and satisfaction. Similarly, Jehn et al., (2011) investigated the impacts of conflict asymmetry on team members’ performance and found that individuals who perceived more conflict than other team members had lower performance and this relationship was mediated by cognitive load and affect. The results also showed that individuals who had stronger folk wisdom beliefs about the benefit of team conflict were more likely to perceive conflict asymmetry. Extending research on individual conflict asymmetry, others looked at conditions that may exacerbate the effects of asymmetry on individual outcomes (Carte, Yang, Yetgin, & Kim, 2012). It was found that compared to individuals who perceived more conflict in face-to-face teams, individuals who perceived more conflict in computer-mediated teams were more dissatisfied early on; however, these differences disappeared over time (Carte et al., 2012).

As demonstrated by these studies, previous research predominantly investigated conflict asymmetry at the individual-level. One exception was a work by Jehn et al., (2010), who studied

both group and individual conflict asymmetry and their effects on team functioning. Collecting data from 51 workgroups, the authors demonstrated that group conflict asymmetry had a negative effect on team creativity and team performance. Moreover, the findings revealed a negative association between individual conflict asymmetry and satisfaction and performance, mediated by group atmosphere perceptions (i.e., intragroup trust, respect, and commitment) and social process experiences (i.e., communication and cooperation).

Taken together, as this review illustrates, regardless of the level of analysis studied, most research on conflict asymmetry has mainly focused on examining the consequences of asymmetric conflict perceptions. The extant research provides little insight into what factors lead to different conflict perceptions among team members. In addressing this gap in the literature, this dissertation develops a theoretical framework that demonstrates the antecedents of conflict asymmetry at both individual and team levels. Moreover, to gain new insights into the effects of conflict asymmetry on the performance of team members, this study applies a broad view of performance measured by task performance and two other performance indicators, namely helping (a subset of citizenship behavior) and deviance (a subset of counterproductive behavior) behavior. Finally, the framework developed in this study also explores one potential mechanism (i.e., team emotional intelligence) that could moderate the effects of conflict asymmetry on relevant outcomes.

## CHAPTER 3: DEVELOPMENT OF HYPOTHESES

As indicated in previous chapters, this research attempts to explore the antecedents, consequences, and moderators of conflict asymmetry from a multilevel perspective. Specifically, the study identifies the factors that could potentially play a role in predicting conflict asymmetry at both individual- and team-levels and also investigates the consequences of conflict asymmetry. In addition, this research seeks to explore the impact of a contextual factor, team emotional intelligence, on the relationship between conflict asymmetry and team and individual outcomes. Based on the theoretical framework that is developed (see Figure 3), this chapter first presents the study hypotheses regarding the antecedents and consequences of conflict asymmetry and then discusses the moderating role of team emotional intelligence.

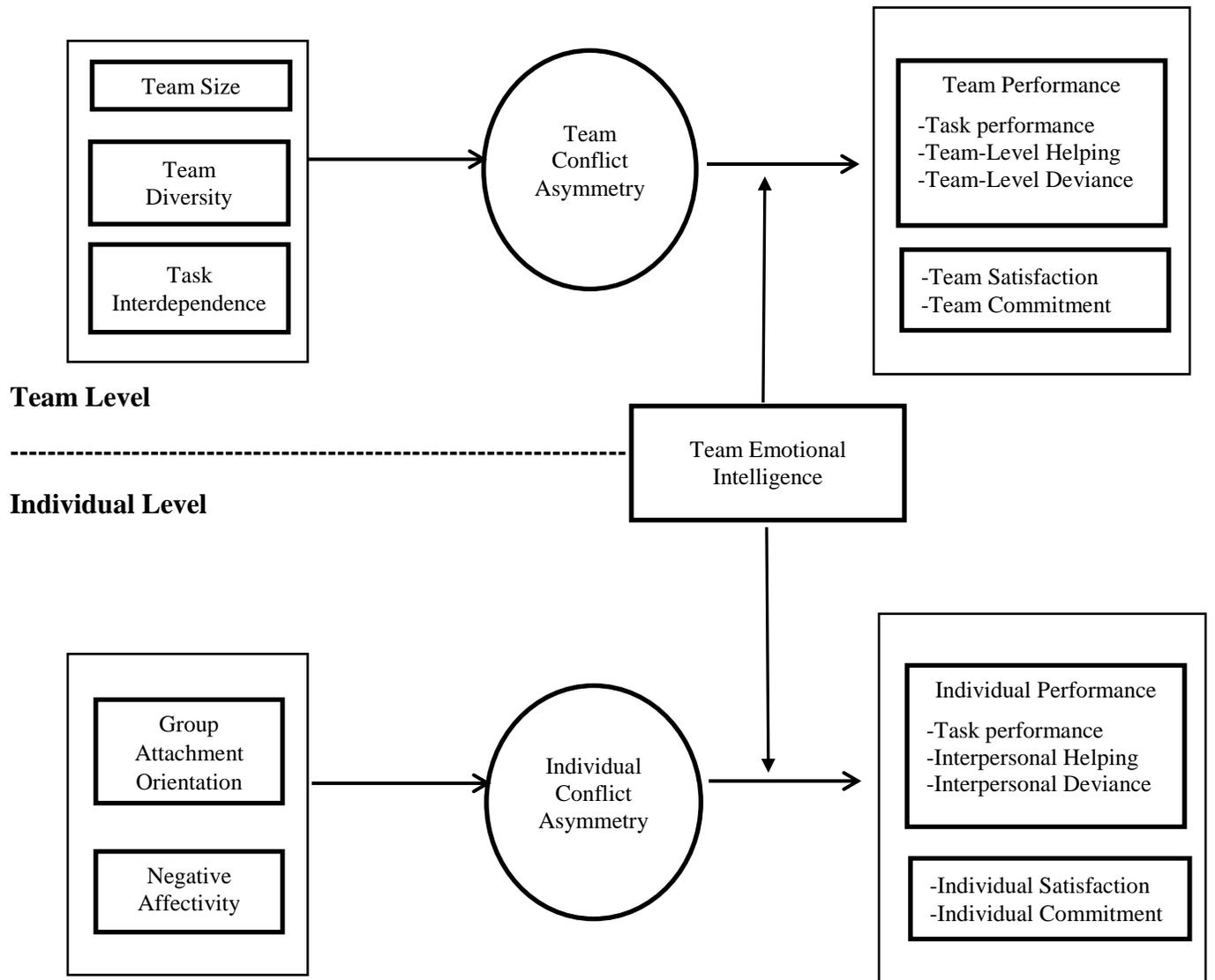
### 3.1. Antecedents of Conflict Asymmetry

#### 3.1.1. Antecedents of Team Conflict Asymmetry

Team conflict asymmetry indicates the variation in team members' perceptions of conflict (Jehn et al., 2010). If all team members have a similar perception with regard to conflict in the team, there is low team conflict asymmetry (Jehn et al., 2010). On the other hand, high team conflict asymmetry occurs if members have different perceptions of conflict (Jehn et al., 2010). As such, the question arises, what factors predict whether team members have similar or different perceptions of conflict? Building upon research on shared mental models, this study develops several hypotheses involving the variables that potentially influence the variation of team members' perceptions regarding conflict in the team.

*A shared mental model* refers to “an organized understanding or mental representation of knowledge that is shared by team members” (Mathieu et al., 2005, p. 38). In other words,

**Figure 3: A Model of Conflict Asymmetry in Teams**



sharedness of mental models represents the similarity among team members' perceptions of their tasks, goals, and interaction patterns (Mathieu, Heffner, Goodwin, Salas, & Cannon-Bowers, 2000; Mohammed, Klimoski, & Rentsch, 2000). According to Cannon-Bowers, Salas, and Converse (1993), there are four dimensions of shared mental models, namely technology, task, team interaction, and team. Team conflict can be considered under the dimension of team interaction, which describes "the roles and responsibilities of team members, interaction patterns, information flow and communication channels, role interdependencies, and information sources" (Mathieu et al., 2000, p. 274).

The shared mental models theory shows that communication or social interaction is the primary mechanism through which team members develop shared mental models (Levesque, Wilson, & Wholey, 2001; Schneider & Reichers, 1983). This notion is supported by social information processing theory, which argues that individuals reach shared perceptions of the work environment through group processes such as communication and social interaction (Salancik & Pfeffer, 1978). Accordingly, several studies have demonstrated that team members are more likely to attribute similar meanings to work environment events when there is high social interaction among individuals (Klein, Conn, Smith, & Sorra, 2001; Rentsch, 1990). For instance, Rentsch (1990) found that individuals involved in the same interaction clusters had shared beliefs and perceptions about work events. However, individuals involved in different interaction groups perceived work events differently (Rentsch, 1990). Building upon this evidence and relying upon the concept of shared mental models, this research looks at team size, team diversity, and task interdependence as antecedents of team-level conflict asymmetry.

#### **3.1.1.1. Team Size**

As an important team characteristic, the size of the team has been linked to various outcomes, such as team performance (Smith et al., 1994) and organizational performance (Eisenhardt & Schoonhoven, 1990). Evidence also suggests that team size has an influence on team processes (i.e., social interaction and communication; Smith et al., 1994). Specifically, it is argued that team size negatively affects interaction among team members (Rentsch & Klimoski, 2001; Smith et al., 1994) because, in teams with many members, there is less opportunity for individuals to interact with one another (Rentsch & Klimoski, 2001; Smith et al., 1994). Moreover, interactions allow team members to develop similar interpretations of the work events (Jehn, Rispens, Jonsen, & Greer, 2013; Rentsch, 1990). Research on shared mental models supports this claim, demonstrating that team size negatively influences the team's ability to reach an agreement regarding team processes (Rentsch & Klimoski, 2001). Extending the above theory and empirical evidence to conflict asymmetry, this study proposes that individuals working in larger teams will demonstrate lower levels of perceptual agreement; thus, they will be more likely to perceive different levels of conflict than individuals working in smaller teams. That is, the larger the team size is, the less opportunity members get to interact with each other, and the less likely they agree on the level of conflict existing within the team. Therefore, the following hypothesis is forwarded:

*Hypothesis 1: Team size will be positively associated with team conflict asymmetry.*

*That is, the larger the size of the team, the higher the variation in team members' perceptions of conflict.*

### **3.1.1.2. Team Diversity**

Team diversity may include both surface-level and deep-level diversity among team members (Harrison, Price, & Bell, 1998; Horwitz & Horwitz, 2007). Surface-level diversity refers to differences in team members' demographic characteristics (e.g., gender, race), whereas deep-

level diversity refers to differences in team members' attitudes and values (Harrison et al., 1998; Horwitz & Horwitz, 2007). This study focuses on gender, race, and age diversity as surface-level diversity variables, and personality as a deep-level diversity variable.

According to the literature on shared mental models, team diversity is another factor that has an influence on the development of shared understandings among team members (Klimoski & Mohammed, 1994; Rentsch & Klimoski, 2001). Research argues that homogeneity among team members leads to increased interaction and, ultimately, a convergence in members' perceptions of work events (Rentsch & Klimoski, 2001). The underlying reasoning for this argument comes from organizational demography research (Kanter, 1977; Pfeffer, 1983), which suggests that homogenous teams have a more frequent interaction and communication than heterogeneous teams. This is because homogenous team members are more likely to share similar backgrounds and values (Kanter, 1977; Pfeffer, 1983). This in turn makes them to perceive and interpret work related events similarly (Klein et al., 2001).

On the basis of this reasoning, this study predicts that members of homogenous teams will demonstrate higher levels of perceptual agreement, and thus, they will hold more homogenous perceptions regarding conflict in the team. On the contrary, members of diverse teams will show lower levels of perceptual agreement, and, therefore, they will have more asymmetrical views of conflict. That is, the greater the diversity of the team is, the less likely team members engage in frequent interaction, and the less likely they agree on the level of conflict that occurs within the team. Based on this discussion, the following hypothesis is forwarded:

*Hypothesis 2: Team diversity will be positively associated with team conflict asymmetry. That is, the greater the diversity of the team, the higher the variation in team members' perceptions of conflict.*

### **3.1.1.3. Task Interdependence**

Task interdependence refers to “the extent to which team members cooperate and work interactively to complete tasks” (Stewart & Barrick, 2000, p. 137). It is posited that “mutual dependence (or interdependence) between individuals creates a context for their interaction” (Morgeson & Hoffman, 1999, p. 252). That is, in teams with high levels of interdependence, members show greater levels of interaction as it is essential for their effectiveness (Barrick, Bradley, Kristof-Brown, & Colbert, 2007). On the contrary, in teams with low levels of interdependence, members exhibit less interaction since it is not crucial for their functioning (Barrick et al., 2007). This implies that interdependence of a team determines the level of interaction and communication among team members.

Although this interaction concerns only the exchange of necessary information, it still leads to shared beliefs and perceptions (Ford & Seers, 2006). Research supports this argument, indicating that interdependence leads to a perceptual agreement of the work environment by influencing the frequency of interactions among team members (Klein et al., 2001). There is also evidence demonstrating that task interdependence leads to a mood convergence among group members by encouraging them “to evaluate their own feelings relative to others and to determine appropriate feelings for particular situations” (Bartel & Saavedra, 2000, p. 206).

Building upon this evidence, this research predicts that individuals working in teams with higher task interdependence will exhibit higher levels of perceptual agreement, and, thus, they will have a shared perception of conflict. Conversely, in teams with lower task interdependence, the variation in members’ conflict perceptions will be greater. That is, the higher the level of task interdependence is, the more opportunity members get to interact with each other, and the more

likely they agree on the level of conflict that occurs within the team. Therefore, the following hypothesis is forwarded:

*Hypothesis 3: Task interdependence will be negatively associated with team conflict asymmetry. That is, the higher the level of task interdependence among members of the team, the lower the variation in team members' perceptions of conflict.*

### **3.1.2. Antecedents of Individual Conflict Asymmetry**

As an individual level construct, individual conflict asymmetry indicates if an individual in a team perceives more or less conflict than the rest of the team (Jehn et al., 2010). Prior research (e.g., Bono et al., 2002; Campbell et al., 2005) has mainly focused on investigating the factors affecting individuals' conflict perceptions in dyadic relationships (e.g., marital partners, dating couples, and roommates). There are only a few studies examining individuals' perceptual conflict differences in the context of teams (e.g., Jehn et al., 2010). Studying the reasons for variations among team members' perceptions of conflict is also important because evidence suggests that members may have very different reactions and behaviors depending on whether they perceive more or less conflict than the rest of the team (Jehn et al., 2010). Drawing insights from social psychology literature, this study presents several factors that could potentially play a role in predicting individual conflict asymmetry. Although there might be other factors that could be considered, this paper focuses on the ones that are expected to have the greatest influence on individuals' conflict perceptions. Specifically, this research identifies group attachment orientation and negative affectivity as determinants of individual conflict asymmetry. These traits were chosen based on the belief that, as an emotional event, conflict is more likely to be influenced by the traits that are more concerned with individuals' emotions.

#### **3.1.2.1. Group Attachment Orientation**

Attachment theory (Bowlby, 1982) seeks to explain individual differences in interaction with significant others. This theory was initially developed to explain the relationship between the infant and caregiver (Bowlby, 1982). However, later researchers have begun to use attachment theory to describe adults' attachment styles in close relationships (e.g., Bartholomew & Horowitz, 1991; Fraley & Shaver, 2000). According to the attachment theory, there are two dimensions underlying individual differences in attachment styles, namely *attachment anxiety* and *attachment avoidance* (Brennan, Clark, & Shaver, 1998). These styles demonstrate the differences in internal working models (representations of self and others), and are thought to influence individuals' perceptions, emotions, and behaviors (Collins, 1996).

The attachment anxiety dimension refers to the degree to which a person has a strong need to be accepted and supported by others (Brennan et al., 1998). People who are anxiously attached to others have a negative view of self (Fraley & Shaver, 2000). That is, they perceive themselves as worthless; therefore, they worry about being rejected by others (Fraley & Shaver, 2000). The second dimension, attachment avoidance, refers to the degree to which a person experiences discomfort with closeness and prefers to be independent of others (Brennan et al., 1998). People with avoidance attachment style have a negative view of others. That is, avoidant individuals perceive others untrustworthy; hence, they try to avoid emotional closeness (Fraley & Shaver, 2000). Overall, because individuals with attachment anxiety and avoidance tend to have pessimistic view of the self and others, they feel a sense of insecurity in their relationships (Brennan et al., 1998).

Attempting to apply attachment theory in a group context, Smith, Murphy, and Coats (1999) argued that "central aspects of the conceptualization underlying adult attachment theory may be relevant to understanding people's psychological ties to their groups" (p. 96). Specifically,

the authors posited that, similar to adult attachment orientation, there are two dimensions underlying individual differences in attachment to groups, *group attachment anxiety* and *group attachment avoidance*. Consistent with interpersonal attachment styles, team members with high group attachment anxiety perceive themselves as worthless, and therefore, they worry about being rejected by their groups. On the other hand, members with high group attachment avoidance perceive other members untrustworthy; hence, they try to avoid emotional closeness to groups. A recent study by Rom and Mikulincer (2003) confirmed Smith et al.'s (1999) prediction showing that members can have different psychological ties (attachment orientations) to their groups, and this may have an influence on their attitudes and behaviors.

Extending this theory to conflict asymmetry research, this study proposes that group attachment orientation may have an impact on team members' perceptions of conflict. Specifically, this research predicts that high levels of both group attachment anxiety and avoidance will increase conflict asymmetry at the individual level. That is, team members who score high on either group attachment anxiety or avoidance (known as insecure team members) will perceive more conflict than those who score low on these dimensions. This is because both group attachment anxiety and avoidance involves negative emotionality in that team members with these working models tend to experience strong negative emotions toward group interactions (Rom & Mikulincer, 2003; Smith et al., 1999), which in turn may lead to higher levels of conflict perceptions. Based on this, the following hypotheses are forwarded:

*Hypothesis 4a: Group attachment anxiety will be positively associated with individual conflict asymmetry. That is, team members who score high on group attachment anxiety will perceive more conflict in their team than those who score low on this dimension.*

*Hypothesis 4b: Group attachment avoidance will be positively associated with individual conflict asymmetry. That is, team members who score high on group attachment avoidance will perceive more conflict in their team than those who score low on this dimension.*

### **3.1.2.2. Negative Affectivity**

Negative affectivity is the trait that shows individuals' overall tendency to experience negative emotions such as anger, anxiety, distress, and hostility (Watson & Clark, 1984). High levels of negative affectivity was found to have a negative impact on job satisfaction (Brief, Butcher, & Roberson, 1995) and performance (Kaplan, Bradley, Luchman, & Haynes, 2009) and a positive impact on counterproductive work behaviors (Aquino, Lewis, Bradfield, 1999; Penney & Spector, 2005). This was because individuals with high negative affectivity experience heightened emotional sensitivity, which in turn negatively influence their effectiveness.

Extending previous research, this study examines negative affectivity as another factor influencing individual conflict asymmetry. Specifically, this research argues that compared to team members with low negative affectivity, members with high negative affectivity will be more likely to perceive higher levels of conflict because they: (a) have a tendency to experience and report negative moods (Watson & Clark, 1984), (b) are sensitive to negative events (Watson & Clark, 1984), and (c) are likely to perceive negative or confusing group interactions as intimidating (Shavit & Shouval, 1977). Given these characteristics of high negative affectivity individuals, it is plausible to predict that negative affectivity should increase conflict asymmetry at the individual level. That is, team members with higher levels of negative affectivity will tend to perceive more conflict in their team than those with lower levels of negative affectivity. Research on counterproductive work behaviors indirectly supports this proposition, revealing a positive

association between high negative affectivity and workplace stressors such as interpersonal conflict (Chen & Spector, 1991). Based on this, the following hypothesis is forwarded:

*Hypothesis 5: Negative affectivity will be positively associated with individual conflict asymmetry. That is, team members with high levels of negative affectivity will perceive more conflict in their team than those with low levels of this trait.*

### **3.2. The Effects of Conflict Asymmetries on Team and Individual Outcomes**

Past research on conflict asymmetry demonstrated that asymmetries in conflict perceptions are detrimental to both group and individual effectiveness (Jehn et al., 2010; Jehn et al., 2011). Specifically, studies showed team conflict asymmetry to be negatively related to team performance and creativity (Jehn et al., 2010). Similarly, individual conflict asymmetry was found to have a negative impact on individuals' perceived performance and satisfaction (Carte et al., 2012; Jehn et al., 2010; Jehn et al., 2011). Although previous studies have consistently found a negative effect of conflict asymmetries on both individual and team performance, they mainly focused on examining task performance. To gain new insights into the effects of conflict asymmetry on the performance of team members, this study applies a broad view of performance measured by task performance and two other performance indicators, namely citizenship behavior and counterproductive behavior.

The term organizational citizenship behavior (OCB) is defined as “performance that supports the social and psychological environment in which task performance takes place” (Organ, 1997, p. 95). Since Organ and colleagues introduced the term OCB in 1983 (Bateman & Organ, 1983; Smith, Organ, & Near, 1983), it has been one of the most widely examined topics in the field of organizational behavior; but relatively little research has been conducted in the context of teams (e.g., George & Bettenhausen, 1990; Ng & Van Dyne, 2005). The second behavioral

performance outcome that is examined in this study is counterproductive work behavior (CWB). CWBs are defined as “a set of distinct acts that share the characteristics that they are volitional (as opposed to accidental or mandated) and harm or intend to harm organizations and/or organization stakeholders such as clients, coworkers, customers, and supervisors” (Spector, Fox, Penney, Bruursema, Goh, & Kessler, 2006, p. 447). CWBs include such behaviors as sabotage, theft, aggression, deviance, and hostility (Spector et al., 2006).

Although different taxonomies of OCBs (e.g., Borman & Motowidlo, 1993; Organ, 1988; Smith et al., 1983) and CWBs (e.g., Bowling & Gruys, 2010; Hollinger & Clark, 1982; Robinson & Bennett, 1995; Spector et al., 2006) have been suggested in the literature, researchers have commonly agreed that both OCB (Williams & Anderson, 1991) and CWB (Bennett & Robinson, 2000) can be classified into two main categories based on the target of these behaviors: interpersonally directed versus organizationally directed. For the purpose of this research, only the interpersonal dimensions of OCB (i.e., interpersonal helping) and CWB (i.e., interpersonal deviance) are examined. Specifically, at the individual level, this study focuses on investigating the effects of individual conflict asymmetry on interpersonal helping, which can be defined as “voluntarily assisting other group members in work-related areas” (Ng & Van Dyne, 2005, p. 515), and interpersonal deviance behavior, which refers to individuals’ deviant behaviors directed at other team members (Bennett & Robinson, 2000). Additionally, at the team level, the study explores the relationship of team conflict asymmetry with team-level helping and team interpersonal deviance. Finally, replicating the previous research on the consequences of conflict asymmetry (e.g., Jehn et al., 2010), the effects of conflict asymmetry on performance, satisfaction, and commitment is also examined.

### **3.2.1. The Consequences of Team Conflict Asymmetry**

At the team level, this study posits that team conflict asymmetry will be negatively associated with team effectiveness. That is, having different perceptions of conflict within a team will have a negative impact on the overall team performance, satisfaction, commitment, and helping behavior, whereas a positive impact on team deviance behavior. These predicted effects of asymmetric conflict perceptions on team outcomes can be explained through the theoretical lens of shared mental models, which suggests that groups are more effective if the members agree on the group's task and interaction processes such as conflict (Marks, Sabella, Burke, & Zaccora, 2002; Mathieu et al., 2000). This is because having the same perception of group processes leads team members to communicate and cooperate more effectively, which in turn positively influences team functioning (Marks, Zaccaro, & Mathieu, 2000; Marks et al., 2002; Mathieu et al., 2000). In line with this, empirical research examining team mental models revealed that sharedness (or cognitive symmetry, Jehn et al., 2010) among team members increased team performance and team effectiveness (Mohammed, Ferzandi, & Hamilton, 2010).

Based on these evidences, this study predicts that when team members have shared perceptions of conflict (low team conflict asymmetry), they will be better able to coordinate their actions; therefore the overall effectiveness of the team will be higher. However, when individuals hold varying perceptions of conflict (high team conflict asymmetry), it becomes difficult for the members to agree on the definition of the problem and its potential solutions (Jehn et al., 2010; Kellermans, Floyd, Pearson, & Spencer, 2008), and this impairs team effectiveness. As stated by Jehn et al., (2010) "it is difficult to discuss a problem when some members may not even perceive that a problem exists" (p. 598). Therefore, having different perceptions of conflict may create confusion and inefficiencies, and ultimately lead to lower team performance (Jehn et al., 2010). Similarly, when teams hold divergent perceptions of conflict, it is more likely that team

interactions will involve miscommunication and misunderstandings since members do not have a common ground about conflict (Jehn et al., 2008). This communication problem may increase team members' negative feelings, which in turn results in lower levels of team satisfaction, commitment, and helping, and higher levels of dysfunctional team behavior. As a result, in teams with high levels of conflict asymmetry, team members are more likely to experience negative emotions toward each other; this may in turn decrease the overall team satisfaction, commitment, and helping behavior, while increasing the occurrence of deviant behaviors within the team.

Taken together, this study predicts that controlling for the mean level of conflict in the team, high levels of conflict asymmetry will be negatively associated with the overall team performance, satisfaction, commitment, and helping behavior and positively associated with team deviance behavior. Thus, the following hypotheses are forwarded:

*Hypothesis 6a: Controlling for the mean level of conflict in the team, high levels of team conflict asymmetry will be negatively associated with the overall team performance, satisfaction, commitment, and helping behavior.*

*Hypothesis 6b: Controlling for the mean level of conflict in the team, high levels of team conflict asymmetry will be positively associated with the overall team deviance behavior.*

### **3.2.2. The Consequences of Individual Conflict Asymmetry**

With regard to consequences of individual conflict asymmetry, this study argues that irrespective of the mean level of conflict that exists in the team, high conflict perceivers will be less effective than those who are low conflict perceivers. That is, compared to individuals who perceive less conflict than the rest of the team, members who perceive more conflict than other team members will display lower levels of performance, satisfaction, commitment, and helping

behavior while engaging in higher levels of interpersonal deviance behavior. The underlying reasoning for the predicted effects of individual conflict asymmetry comes from the concept of illusions (Taylor & Brown, 1988; 1994). Illusion is defined as “a perception that represents what is perceived in a way different from the way it is in reality” (Taylor & Brown, 1988, p.194), and positive illusion refers to “positive misperceptions of one’s self and the environment” (Taylor & Brown, 1988, p.193). According to the literature on positive illusions, having a more positive (or optimistic) view of a situation increases individuals’ motivation, satisfaction, and performance (Murray, Holmes, & Griffin, 1996; Taylor & Brown, 1988).

In line with this, the study by Jehn et al., (2010) showed that regardless of the average level of team conflict, individuals who had a more positive view of the conflict (low conflict perceivers) were more likely to perform better and be satisfied. On the contrary, members who had a more negative perception of the conflict (high conflict perceivers) were more likely to feel dissatisfied and report lower performance. The authors also found that the effect of individual conflict asymmetry on outcomes was mediated by both group atmosphere and social process experiences. Likewise, Jehn et al., (2011) found that individuals who perceived more conflict than other team members had lower performance, and this relationship was mediated by cognitive load and negative affect.

Extending this logic further, this research predicts that individual conflict asymmetry will have an impact on not only task performance, satisfaction, and commitment, but also helping and deviant behavior of team members. That is, compared to members who perceive less conflict than the rest of the team, members who perceive more conflict than others will be more likely to display negative behaviors (interpersonal deviance) and less likely to engage in positive behaviors (helping). This is because when individuals perceive more conflict than the rest of the team, it is

likely that they experience feelings of distrust and disrespect since their views about conflict are not confirmed (Jehn et al., 2010; Jehn et al., 2011). Such feelings, in turn, may lead to negative emotions (e.g., anger and anxiety), thereby decreasing the level of helping behavior while increasing the likelihood of engagement in deviant behavior. This is consistent with the affective events theory (Weiss & Cropanzola, 1996) and Spector and Fox's (2002) voluntary work behavior model, which argue that emotions play an important role in determining an individual's tendency to engage in voluntary behaviors, such as CWBs and OCBs (Dalal, 2005; Spector, 2011).

Furthermore, evidence shows that members who perceive more conflict experience fewer positive social exchanges within the team (Jehn et al., 2010). That is, individuals who have a high perception of team conflict are less likely to consider others cooperative and also they view their communication with others to be less positive. Based on social exchange theory (Blau, 1964), these individuals may reciprocate this negative feelings by engaging more in dysfunctional behavior (such as interpersonal aggression and sabotage) and less often in citizenship behavior (such as helping) toward other team members.

Taken together, this research predicts that compared to individuals who perceive less conflict than others in their team, members who perceive more conflict than the rest of the team will display lower levels of performance, satisfaction, commitment, and interpersonal helping while engaging in higher levels of interpersonal deviant behavior. Therefore, the following hypotheses are forwarded:

*Hypothesis 7a: Individual conflict asymmetry will be negatively associated with performance, satisfaction, commitment, and interpersonal helping. That is, individuals who perceive more conflict than the rest of the team will display lower levels of*

*performance, satisfaction, commitment, and interpersonal helping behavior than those who perceive less conflict than other team members.*

*Hypothesis 7b: Individual conflict asymmetry will be positively associated with interpersonal deviance. That is, individuals who perceive more conflict than the rest of the team will display higher levels of interpersonal deviance behavior than those who perceive less conflict than other team members.*

### **3.3. The Moderating Role of Team Emotional Intelligence**

The discussion in the previous section provides a rationale for the negative effects of conflict asymmetry on team and individual outcomes. Theoretically as well as practically, it will be relevant to examine whether the negative consequences of asymmetric conflict perceptions can be attenuated (or eliminated). That is, research exploring the boundary conditions of the conflict asymmetry-outcome relationship is needed. This study examines one factor, team emotional intelligence, could potentially moderate the associations proposed above. Emotional intelligence is defined as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). According to Goleman (1998, p. 317), emotional intelligence is “the capacity for organizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” That is, people with high levels of emotional intelligence are aware of their own emotions, and they are effective at handling those emotions (Goleman, 1998). Moreover, such people have the ability to sense others’ emotions and understand their perspectives (Goleman, 1998).

Research argues that the impacts of asymmetric conflict perceptions can change depending on whether members are aware of their different conflict perceptions (Rispen & Jehn, 2011). It is

claimed that if team members are aware of the discrepancies in their conflict perceptions, they can discuss these differences and reach an agreement on the conflict occurring in the group (Rispens & Jehn, 2011). However, if the members are not aware of the asymmetries in their conflict perceptions, they may feel more distress and confusion, which in turn leads to more negative outcomes (Rispens & Jehn, 2011). Building on this argument, this study claims that team emotional intelligence could be one of the means allowing team members to recognize the discrepancies in their conflict perceptions. Therefore, it could play a moderator role in the relationship between conflict asymmetry and relevant outcomes.

Incorporating the concept of emotional intelligence into the current research framework, this study predicts that in teams with high levels of emotional intelligence, members will know what they are feeling, and thus, they will be aware of their own conflict perceptions. Furthermore, they will have a sense of what others are feeling, that is, the knowledge of others' perceptions of conflict. Therefore, in such teams, individuals will be able to recognize the differences in their own and others' perceptions of conflict and produce desirable strategies to deal with this situation. Consequently, in teams composed of members with high levels of emotional intelligence, the negative effects of team conflict asymmetry on team outcomes will be attenuated (or eliminated).

This study also predicts that team emotional intelligence could attenuate (or eliminate) the negative impacts of individual conflict asymmetry on individual outcomes. A key idea underlying this assertion is that because emotionally intelligent individuals are good at sensing others' emotions, members who perceive more conflict than the rest of the team will be easily recognized in teams composed of members with high emotional intelligence. This will allow the person who suffers from perceiving more conflict to communicate his or her concerns with other team members and resolve the perceived problems. Therefore, the negative effects of perceiving high

levels of conflict will be attenuated or eliminated in teams with high emotional intelligence. Taken together, the following hypotheses are forwarded:

*Hypothesis 8a: Team emotional intelligence will moderate the negative relationships between team conflict asymmetry and team performance, satisfaction, commitment, and team-level helping behavior in such a way that the relationships will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.*

*Hypothesis 8b: Team emotional intelligence will moderate the positive relationship between team conflict asymmetry and team-level deviance behavior in such a way that the relationship will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.*

*Hypothesis 9a: Team emotional intelligence will moderate the negative relationships between individual conflict asymmetry and performance, satisfaction, commitment, and interpersonal helping behavior in such a way that the relationships will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.*

*Hypothesis 9b: Team emotional intelligence will moderate the positive relationship between individual conflict asymmetry and interpersonal deviance behavior in such a way that the relationship will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.*

## CHAPTER 4: METHOD

### 4.1. Sample and Procedure

Data for this study were collected from 342 students (81 teams) enrolled in 13 different undergraduate- and graduate-level courses at Wayne State University. Data collection were performed from September 2014 to May 2015 (two different academic semesters). Participation was voluntary and the subjects were given compensation in the form of both extra credit and a gift card. Students worked together on a team project as part of their course grade, and they were given specific deadlines to deliver their work. Actual team sizes ranged from 3 to 9 with an average of 4.22<sup>2</sup>. Fifty percent of the respondents were male, and 50% of them were non-white.

This study employed a longitudinal design with data collected over time. Specifically, participants completed different survey instruments at three points throughout the semester. At the beginning of the semester (Time 1), team members' demographic characteristics, personality, and negative affectivity were assessed. Then, data on group attachment style, conflict, task interdependence, subjective conflict asymmetry, and emotional intelligence variables were collected in the middle of the semester (Time 2). At the end of the semester (Time 3), team members were asked to complete a survey measuring their team satisfaction and commitment. Members' performance, interpersonal helping, and deviance behaviors were measured through peer ratings at Time 3 as well. Upon completion of the project, instructors rated the quality of the team projects, which was used as team performance.

### 4.2. Measures

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<sup>2</sup> Although actual team sizes ranged from 3 to 9, for some teams, only two of the members responded to all three surveys.

Table 1 provides a summary of the study variables measured. As suggested by Kozlowski and Klein (2000), the level of origin, the level of measurement, and the level of theory of each construct are indicated in the table. The table also presents information about the operationalization of team-level constructs and the relevant aggregation statistics. The items for each construct are listed in Appendix A.

#### **4.2.1. Independent Variables**

**Group Attachment Orientation.** Team members' group attachment styles were measured using nineteen items adapted from Smith et al.'s (1999) Group Attachment Scale. Ten items were used to assess group attachment anxiety and nine items were used to evaluate group attachment avoidance. All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item from the group attachment anxiety scale is: "I often worry my group will not always want me as a member," and one from the group attachment avoidance scale is: "I prefer not to depend on my group or to have my group depend on me." Because group attachment orientations reflect individual differences in attachment to groups (level of origin is the individual), the data for measuring this construct were collected from individuals (level of measurement is the individual). The scores on individual items were averaged in order to form a single scale score for each dimension. The internal consistency reliabilities yielded acceptable values with .78 for group attachment anxiety and .85 for group attachment avoidance.

**Negative Affectivity.** Negative affectivity was measured using ten items from Watson, Clark, and Tellegen's (1988) Positive Affect Negative Affect Scale (PANAS). The participants were given ten words describing different negative emotions (e.g., hostile, irritable), and they were asked to indicate how often they generally experience each of these emotions. All items were rated on a seven point Likert-type scale (1 = not at all; 7 = very much). Negative affectivity is a

Table 1. Summary of Study Variables

Construct	Level of Origin	Level of Measurement	Level of Theory (Level of Analyses)	Operationalization of Team-Level Constructs	Individual-Level Reliability	Team-Level Reliability	Rwg(j) Mean/Median	ICC(1)	ICC(2)
Group Attachment Anxiety	Individual	Individual	Individual		.78				
Group Attachment Avoidance	Individual	Individual	Individual		.85				
Negative Affectivity	Individual	Individual	Individual		.90				
Task Conflict	Individual	Individual	Individual		.90				
Relationship Conflict	Individual	Individual	Individual		.94				
Individual Conflict Asymmetry	Individual	Individual	Individual						
Trust	Individual	Individual	Individual		.89				
Individual Trust Asymmetry	Individual	Individual	Individual						
Satisfaction	Individual	Individual	Individual		.82				
Commitment	Individual	Individual	Individual		.92				
Interpersonal Helping	Peers	Peers	Individual		.95		.62/.80	.30	.61
Performance	Peers	Peers	Individual		.91		.77/.92	.35	.67
Interpersonal Deviance	Peers	Peers	Individual		.95		.92/1	.05	.18
Team Size	Team	Team	Team	Global					
Team Diversity	Individual	Individual	Team	Compilation Emergence (Configural Model)					
Task Interdependence	Individual	Individual	Team	Composition Emergence (Referent-shift Consensus Model)	.83	.81	.84/.91	.02	.07

Table 1. (Continued)

Construct	Level of Origin	Level of Measurement	Level of Theory (Level of Analyses)	Operationalization of Team-Level Constructs	Individual-Level Reliability	Team-Level Reliability	Rwg(j) Mean/Median	ICC(1)	ICC(2)
Mean Task Conflict	Individual	Individual	Team	Composition Emergence (Referent-shift Consensus Model)		.92	.89/.93	.24	.58
Mean Relationship Conflict	Individual	Individual	Team	Composition Emergence (Referent-shift Consensus Model)		.95	.84/.94	.26	.59
Objective Task Conf. Asymmetry	Individual	Individual	Team	Compilation Emergence (Dispersion Model)					
Objective Relationship Conf. Asymmetry	Individual	Individual	Team	Compilation Emergence (Dispersion Model)					
Subjective Task Conf. Asymmetry	Individual	Individual	Team	Composition Emergence (Referent-shift Consensus Model)	.86	.88	.59/.72	.07	.23
Subjective Relationship Conf. Asymmetry	Individual	Individual	Team	Composition Emergence (Referent-shift Consensus Model)	.95	.97	.68/.82	.13	.38
Mean Trust Asymmetry	Individual	Individual	Team	Composition Emergence (Direct Consensus Model)		.92	.73/.90	.24	.57
Trust Asymmetry	Individual	Individual	Team	Compilation Emergence (Dispersion Model)					

Table 1. (Continued)

Construct	Level of Origin	Level of Measurement	Level of Theory (Level of Analyses)	Operationalization of Team-Level Constructs	Individual-Level Reliability	Team-Level Reliability	Rwg(j) Mean/Median	ICC(1)	ICC(2)
Team Emotional Intelligence	Individual	Individual	Team	Composition Emergence (Additive Model)	.85-.91	.85-.91			
Team Satisfaction	Individual	Individual	Team	Composition Emergence (Additive Model)		.89			
Team Commitment	Individual	Individual	Team	Composition Emergence (Additive Model)		.94			
Team Helping	Peers	Peers	Team	Composition Emergence (Additive Model)		.97			
Team Performance	Individual	Individual	Team	Compilation Emergence (Configural Model)					
Team Deviance	Peers	Peers	Team	Composition Emergence (Additive Model)		.95			

personality characteristic (level of origin is the individual); hence, the data for assessing this construct were collected from individuals (level of measurement is the individual), and the scores on individual items were averaged in order to form a single scale score. The internal consistency reliability of the negative affectivity scale was .90.

**Task and Relationship Conflict.** Jehn's (1995) eight-item conflict scale was used to measure individuals' perceptions of task and relationship conflicts (four items for each). All items were rated on a seven point Likert-type scale (1 =not at all; 7 = very much). A sample item from the task conflict scale is: "How often do people in your team disagree about opinions regarding the work being done?" and one from the relationship conflict scale is: "How much are personality conflicts evident on your team." Because conflict perceptions emerge through a process in which individuals ascribe meanings to the interactions occurring within the team (the level of origin is the individual), data were collected from individuals (level of measurement is the individual) (Kozlowski & Klein, 2000). However, the referent of the construct is shifted (Chan, 1998) from an individual's experiences of *his/her* conflict to an individual's perception of *team* conflict. The scores on individual items were then averaged in order to form a single scale score for both task and relationship conflict dimensions. The internal consistency reliabilities at the individual level yielded acceptable values, with .90 for task conflict and .94 for relationship conflict.

**Individual Conflict Asymmetry.** Following the Jehn et al., (2010) study, individual conflict asymmetry was calculated using the following formula:

$$1/n \sum (x_i - k_j)$$

Where  $x_i$  is the conflict score of a focal group member,  $k_j$  is the conflict score of team member  $j$ , and  $n$  is team size. According to this formula, members with positive scores perceive more conflict

than other team members, whereas members with negative scores perceive less conflict than other members in the team.

**Team Size.** Team size was conceptualized as a “global team property” as it does not originate from individuals’ experiences or perceptions (Kozlowski & Klein, 2000). The size of a team was assessed as the total number of team members.

**Team Diversity.** Team diversity may include both surface-level (age, gender, and race) and deep-level (psychological characteristics or personality characteristics) diversity among team members. This study focused on gender, race, and age diversity as surface-level diversity variables, and personality was chosen as a deep-level diversity variable. Although the level of origin for gender, race, age, and personality variables is the individual, the diversity of those variables is a “configural team property” (the theoretical-level is the team) (Kozlowski & Klein, 2000). Hence, each of the diversity variables was computed for each team separately using the appropriate diversity indices.

*Gender Diversity.* Participants’ gender was measured as a dichotomous variable coded as 0 for female and 1 for male. Since gender represents categorical data, Blau’s (1977) index of diversity:

$$1 - \sum n_k^2$$

where  $n$  is the proportion of unit members in the  $k$ th category was used in measuring gender diversity in each team (Harrison & Klein, 2007). Blau’s index values ranged from zero to 0.50 with higher values demonstrating greater gender diversity among team members.

*Race Diversity.* Participants’ race was initially assessed in six categories: (1) White/Caucasian; (2) African-American; (3) Asian; (4) Hispanic/Latino; (5) Middle-Eastern/Indian; and (6) Other. Given the small frequencies across non-white categories, race was

recoded as a dichotomous variable with 0 being white and 1 being non-white. Blau's (1977) index of diversity formula (see above) was used for measuring race diversity as it represents categorical data (Harrison & Klein, 2007). Blau's index values ranged from zero to 0.50, and higher values demonstrated greater race diversity among team members.

*Age Diversity.* Participants' age was assessed in five categories: (1) 18-24 years; (2) 25-34 years; (3) 35-44 years; (4) 45-54 years; and (5) 55-64 years. Within-group standard deviation was used to measure age diversity in each team (Harrison & Klein, 2007).

*Personality Diversity.* Data on individuals' personality characteristics were collected using Donnellan, Oswald, Baird, and Lucas' (2006) Mini-IPIP scale, which is a short form of Goldberg's (1999) 50-item Five Factor Model of Personality measure. The Mini-IPIP scale includes twenty items (four items for each dimension) describing the five dimensions of personality: Extraversion, Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness. A sample item for each dimension is as follows: "I am the life of the party" (Extraversion), "I get upset easily" (Neuroticism), "I have a vivid imagination" (Openness to Experience), "I feel others' emotions" (Agreeableness), and "I get chores done right away" (Conscientiousness). The participants were asked to indicate how accurately each sentence describe them, using a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). Scale scores for each of the five personality dimension were formed by averaging the responses on individual items after the negatively worded items were reversed. Raw scores were then analyzed for internal consistency and reliability. Four of the five dimensions yielded acceptable levels of reliability (i.e., Extraversion, .80; Openness to Experience, .71; Agreeableness, .70; and Conscientiousness, .70). The neuroticism scale initially yielded a very low level of reliability (.56). Further analysis indicated that dropping one of the items in the Neuroticism scale led to a higher level of reliability (.67), although it was still below

the acceptable cut-off value of .70. Hence, only three of the four items were used in creating a scale score for Neuroticism. Personality diversity was measured by taking the standard deviation of the team members' personality scores on each of the five personality dimensions (Harrison & Klein, 2007).

**Task Interdependence.** Task interdependence was assessed using a six-item scale adapted from Langfred (2007). All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item from the scale is: "Team members have to work together to get group tasks done." Because task interdependence originates from individuals' perceptions (level of origin is the individual), the data for measuring this construct were collected from individuals (level of measurement is the individual) and the scores on individual items were averaged in order to form a single scale score (Kozlowski & Klein, 2000). The internal consistency reliability of the task interdependence scale at the individual level was .83. In the present study, task interdependence was operationalized as a shared team property (the theoretical level is the team), and therefore all individual responses were aggregated to yield a single score for each team (Kozlowski & Klein, 2000). The compositional model used for this construct was the "referent-shift consensus model" (Chan, 1998), which required within-group agreement to justify the aggregation of individuals' task interdependence perceptions to the team-level. Thus, the intraclass correlations, ICC (1) and ICC (2), and the mean and median level of  $\text{rwg}(j)s^3$  were computed for assessing agreement of team members (James, Demaree, & Wolf, 1984). The values of the ICC (1) and ICC (2) were .02 and .07, respectively. The ICC (1) value of .02 can be considered as a small effect (LeBreton & Senter, 2008). However, the ICC (2) value of .07 is extremely low, indicating that groups cannot be reliably differentiated in terms of average task interdependence.

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<sup>3</sup> All  $\text{rwg}(j)$  indexes reported in this study assume a uniform variance distribution.

As indicated by Bliese (1998), ICC (2) values are a function of ICC (1) values and team size. Thus, the low ICC (2) values obtained can be explained by the relatively low value of ICC (1) and small average team size (i.e., 4.22) in the present study. The mean and median rwg (j) scores for this construct were .84 and .91, respectively, showing strong within-group agreement (LeBreton & Senter, 2008). Taken together, despite the extremely low ICC (2) values, task interdependence was still aggregated to the team level since it is theoretically defined as a team-level construct and also based on sufficient ICC (1) and rwg(j) values (Chen & Bliese, 2002; Kozlowski & Hattrup, 1992). However, it should be noted that due to the extremely low ICC (2) values, it is likely that the relationships between task interdependence and other team-level variables will be attenuated (Bliese, 1998). Hence, the results presented in this study should be viewed as conservative estimates. The internal consistency reliability of the construct at the aggregate level (team-level reliability) was .81.

**Mean Team Conflict.** Mean levels of task and relationship conflict were assessed by aggregating individuals' conflict scores to the team level (Kozlowski & Klein, 2000). The within-group agreement was necessary to justify the aggregation since the compositional model used for these constructs was the "referent-shift consensus model" (Chan, 1998). Thus, the intraclass correlations, ICC (1) and ICC (2), and the mean and median level rwg(j) were computed for assessing agreement of team members (James et al., 1984). The values of the ICC (1) and ICC (2) were .24 and .58 for task conflict, and .26 and .59 for relationship conflict. The ICC (1) values for both constructs indicated a large effect, suggesting that group membership affected individuals' ratings of team conflict (LeBreton & Senter, 2008). The mean and median rwg(j)s were .89 and .93 for task conflict and .84 and .94 for relationship conflict. The rwg(j) values for both constructs demonstrated strong within-group agreement (LeBreton & Senter, 2008). Taken together, because

these results indicated an acceptable agreement among team members, conflict scores were aggregated to the team level. The internal consistency reliability at the aggregate level (team-level reliability) for task and relationship conflict scales were .92 and .95, respectively.

**Team Conflict Asymmetry.** Team conflict asymmetry was measured using two different methods: objective and subjective measurements of asymmetry. Both objective and subjective conflict asymmetry were assessed separately for task and relationship conflict.

*Objective conflict asymmetry.* Objective conflict asymmetry was measured by taking the standard deviation of the team members' conflict scores. Higher scores indicated greater variation in team members' perceptions of conflict, and thus higher levels of conflict asymmetry. Because the objective conflict asymmetry construct was conceptualized as a configural team property through the "dispersion model," consensus was not necessary for construct validity (Chan, 1998). In dispersion models within-group variation is operationalized as a focal construct rather than being a prerequisite for aggregation (Chan, 1998).

*Subjective conflict asymmetry.* Subjective conflict asymmetry was measured using a six-item subjective conflict asymmetry scale adapted from Ferguson, Peterson, and Sanchez-Burks (2012). All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item from the task conflict asymmetry scale is: "Our team members have different perceptions about the amount of work-related debates occurring within this team" and one from the relationship conflict asymmetry scale is: "Our team members have different perceptions about the amount of interpersonal disagreements that exist within the team." Because subjective conflict asymmetry originates from individuals' perceptions (level of origin is the individual), the data for measuring this construct were collected from individuals (level of measurement is the individual) and the scale scores were formed by averaging the responses on

individual items for both task and relationship conflict asymmetry (Kozlowski & Klein, 2000). The internal consistency reliabilities at the individual-level yielded acceptable values with .86 for task conflict asymmetry and .95 for relationship conflict asymmetry. In the present study, subjective conflict asymmetry was conceptualized as a shared team property (the theoretical level is the team); therefore, all individual responses with regard to task and relationship conflict asymmetry were aggregated to yield a single score for each team (Kozlowski & Klein, 2000). The compositional model used for this construct was the “referent-shift consensus model” (Chan, 1998), which required within-group agreement to justify the aggregation of individuals’ conflict asymmetry perceptions to the team-level. Thus, the intraclass correlations, ICC (1) and ICC (2), and the mean and median level of  $rwg(j)$ s were computed to assess the agreement of team members (James et al., 1984). The values of the ICC (1) and ICC (2) were .07 and .23 for task conflict asymmetry, and .13 and .38 for relationship conflict asymmetry. The ICC (1) values for both constructs indicated a medium effect, suggesting that group membership affected individuals’ ratings of subjective conflict asymmetry (LeBreton & Senter, 2008). The low ICC (2) values can again be attributed to the small number of responses per team (Bliese, 1998). The mean and median  $rwg(j)$ s were .59 and .72 for task conflict asymmetry and .68 and .82 for relationship conflict asymmetry. The  $rwg(j)$  values for both constructs demonstrated moderate within-group agreement (LeBreton & Senter, 2008). Taken together, despite the low ICC (2) values, task and relationship conflict asymmetry constructs were aggregated to the team level based on sufficient ICC (1) and  $rwg(j)$  values (Chen & Bliese, 2002; Kozlowski & Hattrup, 1992). The internal consistency reliability at the aggregate level (team-level reliability) for task and relationship conflict asymmetry scales were .88 and .97, respectively.

**Team Emotional Intelligence.** Emotional intelligence was assessed using a scale adapted from Wong and Law (2002). The scale includes sixteen-items describing the four dimensions (four items for each dimension) of emotional intelligence: self-emotion appraisal, others' emotion appraisal, uses of emotion, and regulation of emotion. A sample item from each dimension is as follows: "I have a good sense of why I have certain feelings most of the time" (self-emotion appraisal); "I have a good understanding of the emotions of people around me" (others' emotion appraisal); "I always set goals for myself and then try my best to achieve them" (uses of emotion); "I am quite capable of controlling my own emotions" (regulation of emotion). All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). Emotional intelligence is a personality characteristic (level of origin is the individual); hence the data for assessing this construct were collected from individuals (level of measurement is the individual), and the scores on individual items were averaged in order to form a scale score for each dimension (Kozlowski & Klein, 2000). The internal consistency reliabilities yielded acceptable values with .88 for self-emotion appraisal, .85 for others' emotion appraisal, .91 for uses of emotion, and .90 for regulation of emotion. Following Wong and Law (2002), the scores on the four dimensions were averaged in order to form a single (overall) emotional intelligence score for each respondent. Although the level of origin for emotional intelligence is the individual, in the present study the construct is conceptualized as a shared team property (the theoretical level is the team). Thus, individuals' emotional intelligence scores were aggregated to yield a single score for each team. Consensus was not necessary for construct validity as the "additive model" of composition (Chan, 1998) was used to operationalize team emotional intelligence. In additive models, simply the average or sum of the individual-level scores is used to operationalize the team-level construct,

and the validity of the additive index (i.e., mean of lower-level units) is sufficient for the composition (Chan, 1998).

#### **4.2.2. Dependent Variables**

**Individual and Team Satisfaction.** A four-item scale adapted from Cammann, Fichman, Jenkins, and Klesh (1983) was used to measure individuals' satisfaction with the team. All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item is: "All in all, I am satisfied with my team." Data for measuring satisfaction were collected from individuals (both the level of origin and level of measurement is the individual) and the scores on individual items were averaged in order to form a scale score. The internal consistency reliability of the satisfaction scale at the individual level was .82. Team satisfaction was conceptualized as a shared team property (the theoretical level is the team) through an "additive model" of composition (Chan, 1998), and it was captured by the average satisfaction scores of the team members. The internal consistency reliability at the aggregate level (team-level reliability) was .89.

**Individual and Team Commitment.** Individuals' commitment to their team was measured using four items taken from Van der Vegt, Emans, & Van De Vliert (2000). All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item is: "I feel very committed to this team." Data for measuring this construct were collected from individuals (both the level of origin and level of measurement is the individual) and the scores on individual items were averaged in order to form a scale score for each dimension. The internal consistency reliability of the commitment scale at the individual level was .92. Team commitment was conceptualized as a shared unit property (the theoretical level is the team), using an "additive model" of composition (Chan, 1998), and it was assessed by the average commitment scores of

the team members. The internal consistency reliability based on the aggregated scores (team-level reliability) was .94.

**Interpersonal and Team Helping.** Interpersonal helping was assessed through peer ratings using four items from Van Dyne and LePine's (1998) helping scale (both the level of origin and level of measurement are the peers). A sample item is: "Helped other team members with their work responsibilities." Respondents used a seven point Likert-type scale (1 = not at all; 7 = very much) to evaluate other team members in terms of helping behavior. The intraclass correlations, ICC (1) and ICC (2), and the mean and median level of rwg(j)s were computed for assessing agreement of the peers on the helping ratings (James et al., 1984). The values of the ICC (1) and ICC (2) were .30 and .61, respectively. The mean and median rwg(j) values for the helping scale were .62 and .80, suggesting a moderate agreement (LeBreton & Senter, 2008). Overall, because these results demonstrated sufficient agreement among the raters, each person's helping behavior was computed by aggregating peer ratings on the helping scale. The internal consistency reliability of the helping scale at the individual level was .95. Team helping was conceptualized through an "additive model" of composition (the theoretical level is the team), and it was captured by the average helping scores of the team members (Chan, 1998). The internal consistency reliability based on these aggregated scores (team-level reliability) was .97.

**Interpersonal and Team Deviance.** Interpersonal deviance behavior was also measured through peer ratings. Each member rated other team members in terms of deviance behavior (both the level of origin and level of measurement are the peers). Seven items from the scale developed by Bennett and Robinson (2000) was used to measure individuals' interpersonal deviance perceptions. The wording of the items was modified so that the scale was appropriate for assessing deviance behavior in the context of teams. A sample item is: "Acted rudely toward someone in the

team.” Respondents used a seven point Likert-type scale (1 = not at all; 7 = very much) to indicate the extent to which fellow team members engaged in each deviant behavior. The intraclass correlations, ICC (1) and ICC (2), and the mean and median level of  $rwg(j)$ s were computed to assess agreement of the peers on the deviance ratings (James et al., 1984). The values of ICC (1) and ICC (2) were .05 and .18, respectively. The mean and median  $rwg(j)$  values for the deviance ratings were .92 and 1, suggesting very strong agreement among the raters (LeBreton & Senter, 2008). Overall, despite the low value of ICC (2), deviance scores were aggregated based on sufficient ICC (1) and  $rwg(j)$  values. Specifically, each person’s deviance behavior was computed by aggregating peer ratings on the deviance scale. The internal consistency reliability at the individual level was .95. Team deviance was measured by the average deviance scores of the team members (the theoretical level is the team) as it was operationalized through an “additive model” of composition (Chan, 1998). The internal consistency reliability at the aggregate level (team-level reliability) was .95.

**Individual and Team Performance.** Individual performance was assessed through peer ratings of members’ contributions to the team (both the level of origin and level of measurement are the peers). Peer ratings of performance have been used as an accepted measure of individual performance in previous studies (e.g., Chen et al., 2002; Shaw, Duffy, & Stark, 2000). Thus, following past research, each member was asked to evaluate other members using the following four criteria: (a) Attendance, effort, and participation, (b) interpersonal sensitivity, (c) intellectual contribution, and (d) teamwork. All items were rated on a seven point Likert-type scale (1 = not at all effective; 7 = extremely effective). The intraclass correlations, ICC (1) and ICC (2), and the mean and median level of  $rwg(j)$ s were computed for assessing agreement of peers on the performance ratings (James et al., 1984). The values of the ICC (1) and ICC (2) were .35 and .67,

respectively. The mean and median rwg(j) values for the performance scale were .77 and .92, suggesting very strong agreement (LeBreton & Senter, 2008). Overall, because these results demonstrated sufficient agreement among the raters, each person's performance score was computed by aggregating peer ratings on the performance scale. The internal consistency reliability of the performance scale at the individual level was .91. Team performance was conceptualized as a "configural team property" (the theoretical-level is the team) (Kozlowski & Klein, 2000) and it was assessed using the team project grades given by course instructors.

#### **4.2.3. Control Variables<sup>4</sup>**

*Individual-Level Controls:* This study controlled for participants' gender, race, age, and personality at the individual level since demographic differences may have an effect on individuals' conflict perceptions (Jehn et al., 2010). To account for the possible effect of GPA on the individual-level outcomes, individuals' GPA scores were also controlled. However, due to the fact that 5.8 % (n=20) cases had missing data in this variable, the analyses were performed with and without GPA in the model. Because the results remained unchanged when GPA was excluded, it was removed from the analyses.

*Team-Level Controls:* At the team level, the mean level of conflict occurring in the team was controlled to examine the effect of conflict asymmetry over and above the mean levels of team conflict. In addition, the mean levels of personality dimensions, the average age in the team, team gender composition and race composition were also controlled since Harrison and Klein (2007) recommended controlling for the mean when testing diversity effects. Finally, average team GPA

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<sup>4</sup> The analyses were performed with and without control variables, and the results were similar with a few exceptions, which were noted in the footnotes.

and the data collection method (coded as 0 = online survey and 1= paper-and-pencil survey) were also controlled.

### **4.3. Data Analysis**

#### **4.3.1. Preliminary Analyses**

Prior to conducting statistical analyses, the raw data for all measures were analyzed at both individual- and team-levels to check for issues, such as accuracy of input, missing values, outliers, normality, and multicollinearity. First, frequencies were run on each variable to check the *accuracy of the data* and to identify the amount of *missing values*. Any entry errors found were corrected by looking at the original data sources. Means and standard deviations were also inspected and they were found to be plausible. The amount of missing data within all the variables (except the individual-level GPA) were less than 2%. Thus, a mean-substitution method was conducted to replace the missing values. Specifically, the missing data points in the individual-level variables (i.e. negative affectivity) were replaced using the grand-mean substitution method, and the missing values in the team-level variables (i.e., team conflict) were replaced using the group-mean substitution method (Tabachnick & Fidell, 2001).

A combination of several methods was used in identifying *univariate outliers*. First, variables were z-transformed, and cases with z values above + 3.29 or below -3.29 were considered outliers (Tabachnick & Fidell, 2001). In addition, qq plots were also investigated. The results of these two methods were combined so that extreme values identified in both methods were considered outliers. Overall, three cases at the individual-level and two cases at the team-level were found to be outliers. These outliers were removed from the data set, and all analyses were performed with outliers and without outliers. Because the results were identical (with a few

exceptions<sup>5</sup>), the analyses with outliers are reported here as they allowed for all participants to be included.

The values of skewness and kurtosis were examined to check the *normality* of both individual- and team-level scales. Variables with a z score above + 1.96 or below -1.96 were considered to have a significant skew or kurtosis. Histograms were also investigated to see whether they match the normal curve (Tabachnick & Fidell, 2001). Although z scores were significant for several of the variables, the histograms displayed normality with all the scales at both individual and team level, except for two of the variables, namely negative affectivity and team-level deviance. Negative affectivity (at the individual level) and deviance (at the team level) scores were found to be slightly skewed. However, based on the theory, the population distribution of these variables can be expected to be skewed. Thus, no transformations were conducted.

Finally, the issue of *multicollinearity* was investigated by checking the values of Variable Inflation Factor (VIF). Because VIF values were lower than the cut-off point of 10 (Cohen, Cohen, West, & Aiken, 2003), multicollinearity was assumed not to be a problem.

#### **4.3.2. Statistical Analyses**

The model for this study specifies relationships at three-levels: Individuals (Level 1) nested in teams (Level 2) and teams nested in classes (Level 3). Hence, following Bliese (2002) random coefficient modeling (known as hierarchical linear modeling, HLM) was conducted using R software to test all the hypotheses. Random coefficient modeling is appropriate when testing multi-level models as it permits partitioning of the variance at the individual, team and class levels (Bliese, 2002; Kozlowski & Klein, 2000). In addition, random coefficient modeling would allow for cross-level analyses (Bliese, 2002; Kozlowski & Klein, 2000). In order to justify that random

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<sup>5</sup> These were noted in the footnotes.

coefficient modeling was appropriate for testing study hypotheses, first a null model with no predictors was run for each of the outcome variables. The null model results are reported in Table 2. As seen from Table 2, at the team level, between-class (Level 2) variances ranged from 0 to .28, and  $\chi^2$  was significant for only two out of the seven outcome variables. At the individual level, between-class (Level 3) variances were found to be very small, ranging from 0 to .02, and between-team (Level 2) variances were between 0 and .56. The results also showed that at the individual level  $\chi^2$  for Level 3 was not significant for any of the outcomes while  $\chi^2$  for Level 2 was significant for five of the dependent variables. Taken together, although the null model results did not reveal significant between-team and between-class variances for some of the outcome variables, due to the nested structure of the data and also for consistency reasons<sup>6</sup>, random coefficient modeling (as opposed to regression) was conducted to test all the hypotheses at both team and individual level. Specifically, for testing the relationships at the team level, two-level models with teams (Level 1) nested within classes (Level 2) were estimated. The relationships at the individual level were tested by estimating three-level models with individuals (Level 1) nested within teams (Level 2) and classes (Level 3).

In addition, before testing the cross-level interaction effects, it was first examined whether the relationships at the individual-level (i.e. slope) vary across teams. This was performed by comparing two models: one with random slope and another one without random slope. Cross-level interaction testing would be appropriate if the results showed that there was a significant slope variation. In this study, only the slope for the relationship between conflict asymmetry and deviance was found to be significant (for task conflict asymmetry  $\chi^2 = 8.03, p < .05$ ; for relationship

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<sup>6</sup> For example, at the team level, team satisfaction did not vary between classes; however, to be consistent with team performance (which showed significant between-class variance), a 2-level random coefficient modeling (where teams are nested in classes) was conducted for testing the hypothesis related to team satisfaction.

Table 2. Null Model Results

<b>Individual-Level</b>				
<b>Outcome Variable</b>	<b>ICC1 (between classes-Level 3)<sup>a</sup></b>	<b><math>\chi^2</math></b>	<b>ICC1 (between teams-Level 2)<sup>b</sup></b>	<b><math>\chi^2</math></b>
Task Conflict Asymmetry	0	0	0	0
Relationship Conflict Asymmetry	0	0	0	0
Satisfaction with the Team	0.01	0.12	0.22	21.49**
Commitment to the Team	0.02	0.39	0.22	22.61**
Interpersonal Helping	0.02	0.05	0.47	83.91**
Interpersonal Deviance	0	0	0.56	124.63**
Individual Performance	0.02	0.23	0.40	66.10**
<b>Team-Level</b>				
<b>Outcome Variable</b>	<b>ICC1 (between classes-Level 2)<sup>c</sup></b>	<b><math>\chi^2</math></b>		
Task Conflict Asymmetry	0.06	0.81		
Relationship Conflict Asymmetry	0.17	4.21*		
Team Satisfaction	0.05	0.39		
Team Commitment	0.04	0.28		
Team Helping	0.07	0.44		
Team Deviance	0	0.00		
Team Performance	0.28	11.22**		

\*\* p < .001 \* p < .05

- a. calculated using the following formula: 3. Level intercept / (Variance at Level 3 + Variance at Level 2 + Residual)  
 b. calculated using the following formula: 2. Level intercept / (Variance at Level 3 + Variance at Level 2 + Residual)  
 c. calculated using the following formula: 2. Level intercept / (Variance at Level 2 + Residual)

ICC1 (between classes) indicates the proportion of variance in the outcome variable that resides between classes.

ICC1 (between teams) indicates the proportion of variance in the outcome variable that resides between teams.

$\chi^2$  for Level-2 variances were calculated by comparing the -2 log likelihood values between the 2-level model and one-level model.

$\chi^2$  for Level-3 variance was calculated by comparing the -2 log likelihood values between the 3-level model and 2-level model.

conflict asymmetry  $\chi^2 = 22.33, p < .01$ )<sup>7</sup>. However, Bliese (2002) argued that in some cases where slope does not significantly vary, the cross-level interaction effect can still be tested if it is theoretically supported. Thus, all the hypothesized cross-level interaction effects were tested in the present study. Before conducting statistical analyses, all the independent variables were grand-mean centered in order to minimize the problem of multicollinearity.

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<sup>7</sup>  $\chi^2$  was calculated by comparing the -2 log likelihood values between the model with and without the random slope.

## CHAPTER 5: RESULTS

Results are presented in four sections. The first section reports the results on the primary hypotheses related to objective conflict asymmetry. Next, the results of the analyses with subjective conflict asymmetry will be reported, which will be followed by reports of the hypothesis testing with trust asymmetry. Finally, *post-hoc* analyses results will be presented. Table 3 provides a summary of the hypotheses and results.

### 5.1. Hypothesis Testing with Objective Conflict Asymmetry

This section discusses the results of the primary hypotheses. Table 4 (team level) and Table 5 (individual level) show the descriptive statistics and correlations among the study variables.

#### 5.1.1. Antecedents of Team- and Individual-Level Conflict Asymmetries

Hypothesis 1 predicted that team size would be positively associated with both task and relationship conflict asymmetry at the team level. As shown in Table 6, there was no significant<sup>8</sup> relationship between team size and team level task conflict asymmetry. Similarly, the results revealed no support for the effect of team size on team-level relationship conflict asymmetry. Hence, Hypothesis 1 was not supported. Hypothesis 2 predicted that team diversity would be positively related to both task and relationship conflict asymmetry at the team level. As seen in Table 6, none of the surface-level diversity variables (i.e., age diversity, race diversity, and gender diversity) had a significant influence on task conflict asymmetry. Likewise, the effects of diversity in extraversion, neuroticism, openness, agreeableness, and conscientiousness on task conflict asymmetry were not significant.<sup>9</sup>

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<sup>8</sup> A p value of more than .05 was considered statistically not significant throughout the paper.

<sup>9</sup> When the control variables were removed from the model, the relationship between conscientiousness diversity and task conflict asymmetry became significant and negative.

**Table 3. Summary of Hypotheses and Results**

Hypotheses	Results		
	Objective Conflict Asymmetry	Subjective Conflict Asymmetry <sup>a</sup>	Trust Asymmetry <sup>b</sup>
<b>Hypothesis 1:</b> Team size will be positively associated with <i>team conflict asymmetry</i> . That is, the larger the size of the team, the higher the variation in team members' perceptions of conflict.	<b>Not supported</b> <ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	<ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	
<b>Hypothesis 2:</b> Team diversity will be positively associated with <i>team conflict asymmetry</i> . That is, the greater the diversity of the team, the higher the variation in team members' perceptions of conflict.	<b>Partly supported</b> <ul style="list-style-type: none"> <li>Only race diversity was positively related to team relationship conflict asymmetry.</li> </ul>	<ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	
<b>Hypothesis 3:</b> Task interdependence will be negatively associated with <i>team conflict asymmetry</i> . That is, the higher the level of task interdependence among members of the team, the lower the variation in team members' perceptions of conflict.	<b>Not supported</b> <ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	<ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	
<b>Hypothesis 4a:</b> Group attachment anxiety will be positively associated with <i>individual conflict asymmetry</i> . That is, team members who score high on group attachment anxiety will perceive more conflict in their team than those who score low on this dimension.  <b>Hypothesis 4b:</b> Group attachment avoidance will be positively associated with <i>individual conflict asymmetry</i> . That is, team members who score high on group attachment avoidance will perceive more conflict in their team than those who score low on this dimension.	<b>Supported</b> <ul style="list-style-type: none"> <li>Both group attachment anxiety and group attachment avoidance were positively related to individual task and relationship conflict asymmetry.</li> </ul>		

a. Only the hypotheses at the team level were repeated with subjective conflict asymmetry measure.

b. Only the consequences of individual and team trust asymmetry were tested.

Table 3. (Continued)

Hypotheses	Results		
	Objective Conflict Asymmetry	Subjective Conflict Asymmetry	Trust Asymmetry
<p><b>Hypothesis 5:</b> Negative affectivity will be positively associated with <i>individual conflict asymmetry</i>. That is, team members with high levels of negative affectivity will perceive more conflict in their team than those with low levels of this trait.</p>	<p><b>Not supported</b></p> <ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>		
<p><b>Hypothesis 6a:</b> Controlling for the mean level of conflict in the team, high levels of <i>team conflict asymmetry</i> will be negatively associated with overall team performance, satisfaction, commitment, and helping behavior.</p> <p><b>Hypothesis 6b:</b> Controlling for the mean level of conflict in the team, high levels of <i>team conflict asymmetry</i> will be positively associated with overall team deviance behavior.</p>	<p><b>Not supported</b></p> <ul style="list-style-type: none"> <li>Although the effects of task conflict asymmetry on team satisfaction and commitment were significant, the direction of these effects were the opposite of what was predicted.</li> </ul>	<ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>	<ul style="list-style-type: none"> <li>No significant relationship was found.</li> </ul>
<p><b>Hypothesis 7a:</b> <i>Individual conflict asymmetry</i> will be negatively associated with performance, satisfaction, and interpersonal helping. That is, individuals who perceive more conflict than the rest of the team will display lower levels of performance, satisfaction, commitment, and interpersonal helping behavior than those who perceive less conflict than other team members.</p> <p><b>Hypothesis 7b:</b> <i>Individual conflict asymmetry</i> will be positively associated with interpersonal deviance. That is, individuals who perceive more conflict than the rest of the team will display higher levels of interpersonal deviance behavior than those who perceive less conflict than other team members.</p>	<p><b>Not supported</b></p> <ul style="list-style-type: none"> <li>Although relationship conflict asymmetry had significant impacts on both individual performance and deviance; the direction of these effects were the opposite of what was predicted.</li> </ul>		<ul style="list-style-type: none"> <li>The impact of individual trust asymmetry on individual deviance was significant and positive.</li> </ul>

Table 3. (Continued)

Hypotheses	Results		
	Objective Conflict Asymmetry	Subjective Conflict Asymmetry	Trust Asymmetry
<p><b>Hypothesis 8a:</b> Team emotional intelligence will moderate the negative relationships between <i>team conflict asymmetry</i> and team performance, satisfaction, commitment, and team-level helping behavior in such a way that the relationships will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.</p> <p><b>Hypothesis 8b:</b> Team emotional intelligence will moderate the positive relationship between <i>team conflict asymmetry</i> and team-level deviance behavior in such a way that the relationship will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.</p>	<p><b>Not supported</b></p> <ul style="list-style-type: none"> <li>Interaction was not significant for any of the team outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The interaction effect of team emotional intelligence with subjective task conflict asymmetry on team performance was significant and positive.</li> </ul>	
<p><b>Hypothesis 9a:</b> Team emotional intelligence will moderate the negative relationships between <i>individual conflict asymmetry</i> and performance, satisfaction, commitment, and interpersonal helping behavior in such a way that the relationships will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.</p> <p><b>Hypothesis 9b:</b> Team emotional intelligence will moderate the positive relationship between <i>individual conflict asymmetry</i> and interpersonal deviance behavior in such a way that the relationship will be attenuated (or eliminated) in teams composed of members with high levels of emotional intelligence.</p>	<p><b>Not supported</b></p> <ul style="list-style-type: none"> <li>Interaction was not significant for any of the individual outcomes.</li> </ul>		

Table 4. Descriptive Statistics and Correlations (Team-Level)

Variable	Mean	s.d	1	2	3	4	5	6	7	8	9
1. Data Collection Method	0.20	0.40									
2. Mean GPA	3.20	0.27	0.30**								
3. Mean Age	1.64	0.55	-0.03	0.05							
4. Proportion of Gender	0.50	0.31	0.08	0.18	-0.23*						
5. Proportion of Race	0.50	0.32	-0.23*	-0.40**	0.32**	-0.26*					
6. Mean Extraversion	4.57	0.66	-0.04	-0.01	0.13	0.01	0.11				
7. Mean Neuroticism	3.25	0.67	0.02	-0.07	-0.11	-0.14	-0.07	0.21			
8. Mean Openness	5.18	0.55	-0.11	-0.22*	-0.27*	0.17	0.00	0.47**	0.13		
9. Mean Agreeableness	5.25	0.53	-0.03	0.15	-0.02	0.01	-0.04	0.41**	0.11	0.38**	
10. Mean Conscientiousness	5.21	0.57	-0.01	0.18	0.18	-0.04	-0.08	-0.03	-0.32**	-0.02	0.07
11. Team Size	4.22	1.68	-0.03	0.00	-0.16	-0.04	0.01	-0.02	-0.14	0.01	-0.05
12. Task Interdependence	5.57	0.53	0.07	0.12	0.19	-0.20	0.15	0.05	-0.18	-0.06	0.00
13. Age Diversity	0.64	0.49	-0.19	-0.08	0.68**	-0.10	0.36**	0.27*	-0.07	-0.14	0.08
14. Diversity on Extraversion	1.23	0.52	-0.13	-0.04	-0.13	-0.10	0.02	-0.20	0.12	-0.02	0.06
15. Diversity on Neuroticism	1.15	0.55	0.01	0.08	-0.23*	0.01	-0.06	0.00	0.23*	-0.03	0.19
16. Diversity on Openness	0.93	0.41	-0.03	-0.03	-0.12	-0.07	0.03	-0.23*	0.00	-0.25*	-0.13
17. Diversity on Agreeableness	0.87	0.47	-0.01	0.04	0.04	-0.05	0.09	0.06	0.00	-0.11	-0.42**
18. Diversity on Conscientiousness	0.94	0.42	-0.17	-0.10	-0.03	-0.10	0.03	0.02	0.03	0.15	0.09
19. Gender Diversity	0.31	0.20	-0.06	0.00	-0.27*	0.00	-0.03	-0.03	0.07	0.07	-0.01
20. Race Diversity	0.29	0.20	0.00	0.10	-0.13	-0.03	0.14	0.11	-0.21	0.01	0.13
21. Mean Task Conflict	2.38	0.67	0.04	-0.06	0.13	0.09	0.13	0.18	-0.05	-0.05	-0.20
22. Mean Relationship Conflict	2.03	0.78	-0.11	-0.12	-0.03	0.06	0.00	0.06	-0.04	0.06	-0.31**
23. Task Conflict Asymmetry (Objective)	0.79	0.42	-0.04	-0.04	0.06	-0.01	0.18	0.21	-0.08	0.04	0.01
24. Relationship Conflict Asymmetry (Objective)	0.83	0.55	-0.16	-0.09	-0.13	0.01	-0.04	0.09	-0.06	-0.06	-0.21
25. Task Conflict Asymmetry (Subjective)	3.61	0.79	0.01	-0.16	-0.25*	0.16	0.00	-0.06	0.03	-0.01	-0.31**
26. Relationship Conflict Asymmetry (Subjective)	3.15	0.90	0.07	-0.18	-0.15	0.20	0.02	0.00	0.07	-0.01	-0.33**
27. Team Emotional Intelligence	5.72	0.38	-0.07	0.14	0.36**	-0.15	0.14	0.23*	-0.29**	0.05	0.16
28. Team Satisfaction	5.68	0.83	0.19	0.26*	-0.04	-0.20	-0.13	0.08	0.06	-0.09	0.17
29. Team Commitment	5.62	0.88	0.15	0.23*	0.02	-0.17	-0.05	0.20	-0.01	-0.02	0.20
30. Team Helping	5.30	1.06	0.23*	0.29**	-0.05	-0.14	-0.03	0.15	0.03	0.00	0.14
31. Team Performance	90.91	7.38	0.14	0.29**	-0.01	-0.09	-0.07	0.10	-0.02	-0.05	-0.06
32. Team Deviance	1.19	0.36	-0.07	0.17	-0.10	0.18	0.06	0.18	-0.02	0.00	-0.03

N = 81    \*\*  $p < .01$     \*  $p < .05$

Table 4. (Continued)

Variable	10	11	12	13	14	15	16	17	18	19	20
1. Data Collection Method											
2. Mean GPA											
3. Mean Age											
4. Proportion of Gender											
5. Proportion of Race											
6. Mean Extraversion											
7. Mean Neuroticism											
8. Mean Openness											
9. Mean Agreeableness											
10. Mean Conscientiousness											
11. Team Size	0.10										
12. Task Interdependence	0.24*	-0.04									
13. Age Diversity	0.06	0.08	0.02								
14. Diversity on Extraversion	0.16	-0.07	0.10	-0.07							
15. Diversity on Neuroticism	-0.01	0.07	-0.01	-0.06	0.20						
16. Diversity on Openness	-0.03	0.09	0.10	0.03	0.40**	0.05					
17. Diversity on Agreeableness	0.04	0.08	0.05	0.08	0.38**	0.02	0.15				
18. Diversity on Conscientiousness	-0.18	0.02	0.08	0.02	-0.02	0.07	0.12	0.13			
19. Gender Diversity	0.02	0.32**	-0.10	-0.07	0.10	0.12	0.13	0.05	0.16		
20. Race Diversity	-0.03	0.30**	0.16	0.01	0.10	0.02	0.14	-0.06	0.00	0.07	
21. Mean Task Conflict	0.02	-0.09	0.13	0.09	-0.09	-0.17	0.07	0.16	-0.02	-0.03	-0.04
22. Mean Relationship Conflict	0.08	0.08	-0.07	-0.02	-0.15	-0.08	-0.01	0.12	0.03	0.11	0.00
23. Task Conflict Asymmetry (Objective)	0.30**	0.10	-0.02	0.16	-0.05	-0.14	0.04	-0.05	-0.25*	0.02	0.17
24. Relationship Conflict Asymmetry (Objective)	0.11	0.19	-0.08	0.02	-0.09	0.03	0.03	0.03	0.08	0.23*	0.25*
25. Task Conflict Asymmetry (Subjective)	-0.11	0.13	-0.07	-0.05	-0.11	-0.13	0.03	-0.02	-0.04	0.17	0.02
26. Relationship Conflict Asymmetry (Subjective)	-0.21	0.03	-0.24*	0.00	-0.31**	-0.22*	-0.15	-0.01	-0.09	0.00	-0.05
27. Team Emotional Intelligence	0.29**	0.02	0.54**	0.31**	-0.04	-0.12	0.03	0.10	0.26*	-0.04	0.19
28. Team Satisfaction	0.00	0.09	0.14	-0.19	-0.01	-0.03	-0.02	0.03	0.05	-0.12	0.00
29. Team Commitment	-0.01	0.20	0.21	-0.08	-0.06	-0.01	0.04	0.08	0.10	-0.17	0.15
30. Team Helping	0.22*	-0.01	0.28*	-0.19	0.07	0.05	0.03	0.20	0.00	-0.10	-0.02
31. Team Performance	0.22	0.40**	0.17	-0.08	0.06	0.12	-0.04	0.17	0.00	0.19	0.15
32. Team Deviance	-0.16	0.00	-0.30**	-0.11	-0.15	0.03	-0.02	0.01	-0.16	0.06	0.21

N = 81    \*\*  $p < .01$     \*  $p < .05$

Table 4. (Continued)

Variable	21	22	23	24	25	26	27	28	29	30	31
1. Data Collection Method											
2. Mean GPA											
3. Mean Age											
4. Proportion of Gender											
5. Proportion of Race											
6. Mean Extraversion											
7. Mean Neuroticism											
8. Mean Openness											
9. Mean Agreeableness											
10. Mean Conscientiousness											
11. Team Size											
12. Task Interdependence											
13. Age Diversity											
14. Diversity on Extraversion											
15. Diversity on Neuroticism											
16. Diversity on Openness											
17. Diversity on Agreeableness											
18. Diversity on Conscientiousness											
19. Gender Diversity											
20. Race Diversity											
21. Mean Task Conflict	0.73**										
22. Mean Relationship Conflict	0.42**	0.44**									
23. Task Conflict Asymmetry (Objective)	0.43**	0.72**	0.54**								
24. Relationship Conflict Asymmetry (Objective)	0.49**	0.59**	0.22	0.46**							
25. Task Conflict Asymmetry (Subjective)	0.48**	0.61**	0.25*	0.43**	0.79**						
26. Relationship Conflict Asymmetry (Subjective)	0.06	-0.09	0.10	-0.01	-0.28*	-0.31**					
27. Team Emotional Intelligence	-0.36**	-0.55**	-0.12	-0.40**	-0.43**	-0.44**	0.17				
28. Team Satisfaction	-0.26*	-0.48**	-0.06	-0.33**	-0.46**	-0.45**	0.32**	0.88**			
29. Team Commitment	-0.19	-0.29**	-0.09	-0.31**	-0.38**	-0.30**	0.16	0.59**	0.58**		
30. Team Helping	0.05	0.08	-0.06	0.05	-0.09	-0.20	0.22*	0.26*	0.28*	0.25*	
31. Team Performance	0.27*	0.41**	0.16	0.30**	0.16	0.27*	-0.17	-0.31**	-0.25*	-0.07	0.07
32. Team Deviance											

N = 81 \*\*  $p < .01$  \*  $p < .05$

Table 5. Descriptive Statistics and Correlations (Individual-Level)

Variable	Mean	s.d.	1	2	3	4	5	6	7	8
1. Race	0.50	0.50								
2. Gender	0.50	0.50	-0.19**							
3. Age	1.61	0.85	0.08	-0.11*						
4. Extraversion	4.56	1.29	-0.01	-0.01	0.04					
5. Neuroticism	3.21	1.26	0.01	-0.23**	-0.17**	-0.13*				
6. Openness	5.18	1.02	0.04	0.11*	-0.03	0.37**	-0.20**			
7. Agreeableness	5.24	0.97	-0.06	-0.07	0.08	0.35**	-0.12*	0.35**		
8. Conscientiousness	5.23	1.04	0.01	-0.10	0.19**	0.10	-0.19**	0.02	0.17**	
9. Negative Affectivity	2.24	0.99	-0.07	-0.01	-0.21**	-0.27**	0.54**	-0.17**	-0.16**	-0.32**
10. Group Attachment Anxiety	2.40	0.87	0.07	0.01	-0.08	-0.06	0.17**	-0.07	-0.14**	-0.14*
11. Group Attachment Avoidance	3.15	1.09	-0.12*	-0.01	-0.08	-0.14**	0.24**	-0.10	-0.23**	-0.13*
12. Task Conflict	2.36	1.04	0.01	0.00	-0.02	0.03	0.11*	-0.11	-0.17**	-0.12*
13. Relationship Conflict	2.05	1.20	-0.06	-0.04	-0.04	0.06	0.16**	-0.09	-0.12*	-0.05
14. Task Conflict Asymmetry	0.00	0.79	-0.01	-0.04	-0.05	-0.01	0.17**	-0.11*	-0.15**	-0.18**
15. Relationship Conflict Asymmetry	0.00	0.91	-0.06	-0.09	-0.01	0.06	0.22**	-0.14**	-0.06	-0.11
16. Satisfaction with the Team	5.71	1.20	-0.03	-0.01	-0.01	0.10	-0.21**	0.05	0.25**	0.07
17. Commitment to the Team	5.69	1.28	0.01	0.00	-0.01	0.16**	-0.16**	0.04	0.23**	0.11*
18. Interpersonal Helping	5.29	1.26	-0.08	-0.14**	0.04	0.05	0.00	-0.04	0.04	0.13*
19. Performance	5.74	1.01	-0.15**	-0.11*	0.04	0.02	0.01	-0.04	0.07	0.07
20. Interpersonal Deviance	1.19	0.43	0.04	0.01	-0.04	0.15**	-0.08	0.08	0.05	-0.04

N = 342 \*\*  $p < .01$  \*  $p < .05$

Table 5. (Continued)

Variable	9	10	11	12	13	14	15	16	17	18	19
1. Race											
2. Gender											
3. Age											
4. Extraversion											
5. Neuroticism											
6. Openness											
7. Agreeableness											
8. Conscientiousness											
9. Negative Affectivity	0.27**										
10. Group Attachment Anxiety	0.24**										
11. Group Attachment Avoidance	0.19**	0.38**									
12. Task Conflict	0.20**	0.36**	0.39**								
13. Relationship Conflict	0.24**	0.48**	0.49**	0.72**							
14. Task Conflict Asymmetry	0.24**	0.33**	0.30**	0.76**	0.52**						
15. Relationship Conflict Asymmetry	0.24**	0.40**	0.35**	0.52**	0.76**	0.68**					
16. Satisfaction with the Team	-0.18**	-0.34**	-0.57**	-0.32**	-0.43**	-0.21**	-0.25**				
17. Commitment to the Team	-0.15**	-0.28**	-0.62**	-0.29**	-0.33**	-0.23**	-0.18**	0.79**			
18. Interpersonal Helping	-0.02	-0.19**	-0.10	-0.09	-0.10	0.01	0.07	0.25**	0.21**		
19. Performance	-0.02	-0.25**	-0.13*	-0.14*	-0.16**	0.02	0.10	0.33**	0.28**	0.83**	
20. Interpersonal Deviance	-0.06	0.12*	0.12*	0.09	0.14**	-0.06	-0.10	-0.14*	-0.13*	-0.01	-0.11*

N = 342 \*\*  $p < .01$  \*  $p < .05$

Table 6. Antecedents of Team-Level Conflict Asymmetries

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2	SE	1	2	SE
<b>Variables</b>	B	B	SE	B	B	SE
<b>Controls</b>						
Data Collection Method	0.03	0.05	0.14	-0.17	-0.10	0.19
Mean GPA	-0.10	0.00	0.21	-0.22	-0.17	0.28
Mean Age	-0.02	-0.06	0.09	-0.10	-0.05	0.19
Proportion of Gender	0.07	-0.06	0.16	-0.10	-0.08	0.22
Proportion of Race	0.23	0.20	0.16	-0.28	-0.28	0.22
Mean Extraversion	0.19*	0.22	0.08	0.30**	0.36*	0.14
Mean Neuroticism	0.02	0.05	0.07	-0.04	0.00	0.10
Mean Openness	-0.07	0.00	0.10	-0.13	-0.15	0.14
Mean Agreeableness	-0.09	-0.22	0.10	-0.41**	-0.64**	0.18
Mean Conscientiousness	0.26**	0.31**	0.08	0.16	0.27*	0.11
<b>Predictors</b>						
Team Size		-0.01			0.00	
Task Interdependence		-0.12			-0.17	
Age Diversity		0.05			0.02	
Diversity on Extraversion		0.01			0.07	
Diversity on Neuroticism		-0.13			-0.00	
Diversity on Openness		0.13			-0.08	
Diversity on Agreeableness		-0.18			-0.33	
Diversity on Conscientiousness		-0.18			0.23	
Gender Diversity		-0.08			0.23	
Race Diversity		0.23			0.74*	
R <sup>2</sup> (Level 1)	0.11	0.12		0.07	0.12	

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Similar results were found for relationship conflict asymmetry, except the impact of race diversity. Specifically, it was found that diversity in age and gender were not significantly related to relationship conflict asymmetry. Likewise, diversity on the dimensions of personality variables (i.e., diversity in extraversion, neuroticism, openness, agreeableness, and conscientiousness) had no significant effects on relationship conflict asymmetry. On the other hand, race diversity was found to have a positive and significant effect on relationship conflict asymmetry ( $p < .05$ ). Hence, Hypothesis 2 was supported only for the effect of race diversity on relationship conflict asymmetry.

Hypothesis 3 predicted that task interdependence would have a negative effect on both task and relationship conflict asymmetry at the team level. As shown in Table 6, the effects of task interdependence on task conflict asymmetry and relationship conflict asymmetry were not significant. Hence, Hypothesis 3 was not supported.

At the individual level, Hypothesis 4a predicted that group attachment anxiety would be positively associated with individual task and relationship conflict asymmetry. The findings are presented in Table 7. The results indicated a positive and significant relationship between group attachment anxiety and both task conflict asymmetry ( $p < .01$ ) and relationship conflict asymmetry ( $p < .01$ ), providing support for Hypothesis 4a. Hypothesis 4b predicted that group attachment avoidance would be positively associated with task and relationship conflict asymmetry at the individual-level. As shown in Table 7, group attachment avoidance had positive and significant relationships with both task conflict asymmetry ( $p < .01$ ) and relationship conflict asymmetry ( $p < .01$ ), providing support for Hypothesis 4b.

Hypothesis 5 predicted that negative affectivity would be positively associated with task and relationship conflict asymmetry at the individual level. As seen from Table 7, there was no

Table 7. Antecedents of Individual-Level Conflict Asymmetries

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2	3	1	2	3
<b>Variables</b>	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.00	0.11	0.00	0.12	0.00	0.13
Mean GPA	0.01	0.21	0.02	0.23	0.04	0.23
Mean Age	-0.02	0.12	-0.02	0.17	-0.08	0.13
Proportion of Gender	0.08	0.20	0.09	0.22	0.14	0.23
Proportion of Race	0.05	0.21	0.05	0.22	0.19	0.23
Mean Extraversion	-0.08	0.10	-0.07	0.12	-0.14	0.11
Mean Neuroticism	-0.10	0.09	-0.11	0.10	-0.20	0.10
Mean Openness	0.07	0.13	0.07	0.13	0.16	0.14
Mean Agreeableness	0.12	0.13	0.11	0.17	0.02	0.14
Mean Conscientiousness	0.15	0.10	0.15	0.11	0.10	0.11
<b>Individual-Level Controls</b>						
Race	-0.03	0.11	-0.03	0.11	-0.16	0.12
Gender	-0.09	0.11	-0.09	0.11	-0.14	0.12
Age	0.02	0.06	0.02	0.06	0.07	0.07
Extraversion	0.08	0.04	0.08	0.04	0.14**	0.05
Neuroticism	0.10*	0.04	0.10*	0.04	0.18**	0.05
Openness	-0.07	0.05	-0.07	0.05	-0.15*	0.06
Agreeableness	-0.12*	0.06	-0.12*	0.06	-0.04	0.06
Conscientiousness	-0.16**	0.05	-0.16**	0.05	-0.11	0.06
<b>Team-Level Predictors</b>						
Team Size			0.00	0.03	0.00	0.03
Task Interdependence			0.00	0.10	0.00	0.11

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

Table 7. (Continued)

Models	<u>Task Conflict Asymmetry</u>						<u>Relationship Conflict Asymmetry</u>					
	1		2		3		1		2		3	
Variables	B	SE	B	SE	B	SE	B	SE	B	SE	B	SE
Age Diversity			0.01	0.16	0.06	0.16			0.01	0.18	0.07	0.17
Diversity on Extraversion			0.01	0.14	-0.07	0.13			0.01	0.15	-0.10	0.14
Diversity on Neuroticism			0.00	0.10	0.02	0.10			0.00	0.11	0.04	0.10
Diversity on Openness			-0.01	0.13	0.00	0.13			-0.01	0.15	0.00	0.13
Diversity on Agree.			-0.02	0.16	0.09	0.16			-0.03	0.19	0.13	0.17
Diversity on Conscien.			0.02	0.13	0.02	0.12			0.03	0.15	0.03	0.13
Gender Diversity			0.01	0.28	0.03	0.26			0.01	0.31	0.06	0.28
Race Diversity			-0.03	0.29	-0.07	0.27			-0.06	0.32	-0.12	0.29
<b>Indiv. Level Predictors</b>												
Negative Affectivity					0.08	0.06					0.09	0.06
Group Attachment Anx.					0.22**	0.05					0.33**	0.06
Group Attachment Avoid					0.13**	0.04					0.18**	0.05
R <sup>2</sup> (Level 1)	0.04		0.01		0.13		0.07		0.04		0.23	
R <sup>2</sup> (Level 2)	0.00		0.00		0.00		0.00		0.00		0.00	

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

significant effect of negative affectivity on either task conflict asymmetry or relationship conflict asymmetry<sup>10</sup>. Thus, Hypothesis 5 was not supported.

### **5.1.2. Consequences of Team- and Individual-Level Conflict Asymmetries**

Hypothesis 6a predicted that controlling for the mean level of conflict in the team, high levels of team conflict asymmetry (both task and relationship conflict asymmetry) would be negatively associated with overall team performance, satisfaction, commitment, and helping behavior. These results are presented in Tables 8a, 8b, 8c, and 8d. Contrary to this hypothesis, a positive and significant relationship was found between task conflict asymmetry and both team satisfaction ( $p < .01$ ) and team commitment ( $p < .05$ ). However, task conflict asymmetry had no significant effect on team performance or helping behavior. With regard to relationship conflict asymmetry, none of the relationships was significant. Overall, Hypothesis 6a was not supported.<sup>11</sup>

Hypothesis 6b predicted that controlling for the mean level of conflict in the team, high levels of team conflict asymmetry (both task and relationship conflict asymmetry) would be positively associated with team deviance behavior. As seen in Table 8e, neither task conflict asymmetry nor relationship conflict asymmetry had a significant impact on team deviance behavior. Hence, Hypothesis 6b was not supported.

At the individual level, Hypothesis 7a predicted that individual conflict asymmetry (both task and relationship conflict asymmetry) would be negatively associated with performance, satisfaction, commitment, and interpersonal helping behaviors. Tables 9a, 9b, 9c, and 9d present these results. Task conflict asymmetry had no significant effect on any of the individual-level

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<sup>10</sup> When the control variables were removed from the model, the relationship between negative affectivity and both task conflict asymmetry and relationship conflict asymmetry became significant and positive.

<sup>11</sup> The results remained the same after removing the control variables (except for the mean levels of task and relationship conflict). However, when the effects of mean levels of conflict were also removed from the model, the impacts of relationship conflict asymmetry on team satisfaction, team commitment, and team helping became significant and negative.

**Table 8a. Team-Level Conflict Asymmetry-Team Satisfaction Relationship and the Moderating Impact of Team Emotional Intelligence**

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Variables</b>										
<b>Controls</b>										
Data Collection Method	0.05	0.25	-0.03	0.23	0.03	0.29	0.08	0.30	0.10	0.30
Mean GPA	0.52	0.35	0.47	0.37	0.40	0.35	0.36	0.35	0.42	0.35
Mean Age	-0.32	0.17	-0.09	0.24	-0.18	0.24	-0.24	0.24	-0.26	0.25
Proportion of Gender	-0.62*	0.28	-0.40	0.30	-0.39	0.28	-0.37	0.28	-0.34	0.28
Proportion of Race	-0.18	0.29	-0.02	0.29	-0.20	0.28	-0.16	0.28	-0.04	0.29
Mean Extraversion	0.25	0.15	0.25	0.19	0.21	0.19	0.22	0.19	0.15	0.20
Mean Neuroticism	-0.02	0.12	0.06	0.14	0.04	0.13	0.07	0.13	0.10	0.13
Mean Openness	-0.14	0.19	-0.28	0.20	-0.27	0.19	-0.30	0.19	-0.25	0.20
Mean Agreeableness	-0.02	0.19	0.18	0.26	0.21	0.25	0.19	0.25	0.14	0.25
Mean Conscientiousness	0.04	0.14	0.05	0.16	-0.11	0.16	-0.13	0.15	-0.11	0.16
Mean Task Conflict	0.15	0.19	0.18	0.21	-0.01	0.21	-0.03	0.20	-0.03	0.21
Mean Relationship Conflict	-0.68**	0.17	-0.72**	0.18	-0.76**	0.22	-0.72**	0.22	-0.60*	0.23
<b>Predictors</b>										
Team Size			0.13*	0.06	0.12	0.06	0.12	0.06	0.11	0.06
Task Interdependence			0.03	0.16	0.06	0.15	-0.06	0.17	-0.08	0.17
Age Diversity			-0.48	0.25	-0.40	0.24	-0.43	0.24	-0.35	0.24
Diversity on Extraversion			-0.15	0.23	-0.10	0.21	-0.05	0.21	-0.02	0.21
Diversity on Neuroticism			-0.14	0.16	-0.12	0.15	-0.12	0.14	-0.14	0.15
Diversity on Openness			0.01	0.22	-0.02	0.20	-0.03	0.20	-0.06	0.20
Diversity on Agreeableness			0.20	0.25	0.28	0.24	0.22	0.24	0.14	0.24
Diversity on Conscien.			0.27	0.20	0.49*	0.20	0.44*	0.20	0.46*	0.20
Gender Diversity			-0.45	0.42	-0.26	0.39	-0.27	0.38	-0.13	0.41
Race Diversity			-0.28	0.45	-0.53	0.42	-0.64	0.42	-0.54	0.42

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

**Table 8a. (Continued)**

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Conflict Asymmetries</b>										
Task Conflict Asymmetry			0.80**	0.25	0.78**	0.25	0.65*	0.27		
Relation. Conf. Asymmetry			-0.04	0.26	-0.04	0.26	-0.07	0.26		
<b>Moderator</b>										
Emotional Intelligence (EI)					0.35	0.26	0.43	0.26		
<b>Interactions</b>										
Task Conf. Asym X EI							0.84	0.59		
Relation. Conf. Asym X EI							-0.74	0.55		
R <sup>2</sup> (Level 1)	0.38		0.39		0.53		0.55		0.55	

*N* = 80 (teams), *N* = 13 (classes).

\*\**p* < .01    \**p* < .05    unstandardized coefficients are reported.

Table 8b. Team-Level Conflict Asymmetry-Team Commitment Relationship and the Moderating Impact of Team Emotional Intelligence

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Variables</b>										
<b>Controls</b>										
Data Collection Method	0.05	0.28	-0.15	0.23	-0.15	0.26	-0.08	0.27	-0.08	0.27
Mean GPA	0.54	0.40	0.36	0.39	0.31	0.38	0.26	0.37	0.33	0.38
Mean Age	-0.26	0.19	0.11	0.25	0.09	0.26	-0.02	0.26	-0.04	0.26
Proportion of Gender	-0.68*	0.32	-0.31	0.31	-0.26	0.31	-0.24	0.30	-0.21	0.30
Proportion of Race	-0.18	0.32	-0.10	0.31	-0.26	0.31	-0.20	0.31	-0.09	0.32
Mean Extraversion	0.40*	0.17	0.23	0.20	0.17	0.21	0.19	0.21	0.12	0.22
Mean Neuroticism	-0.14	0.14	0.02	0.14	-0.01	0.14	0.04	0.14	0.07	0.14
Mean Openness	-0.03	0.21	-0.10	0.21	-0.10	0.21	-0.15	0.21	-0.10	0.22
Mean Agreeableness	-0.08	0.22	0.26	0.27	0.29	0.28	0.25	0.27	0.20	0.27
Mean Conscientiousness	-0.02	0.16	0.01	0.17	-0.15	0.17	-0.19	0.17	-0.18	0.17
Mean Task Conflict	0.20	0.22	0.33	0.22	0.19	0.23	0.14	0.22	0.15	0.23
Mean Relationship Conflict	-0.68**	0.19	-0.79**	0.19	-0.85**	0.24	-0.78**	0.24	-0.67*	0.25
<b>Predictors</b>										
Team Size				0.18**		0.17**		0.17**		0.16*
Task Interdependence				0.11		0.16		0.19		0.19
Age Diversity				-0.53		-0.52		0.25		0.26
Diversity on Extraversion				-0.39		-0.39		0.23		0.24
Diversity on Neuroticism				0.00		0.05		0.16		0.16
Diversity on Openness				0.22		0.17		0.22		0.22
Diversity on Agreeableness				0.42		0.51		0.26		0.27
Diversity on Conscien.				0.24		0.42		0.22		0.22
Gender Diversity				-0.80		-0.65		0.42		0.45
Race Diversity				0.37		0.18		0.46		0.47

$N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

Table 8b. (Continued)

Models	1		2		3		4		5	
Variables	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Conflict Asymmetries</b>										
Task Conflict Asymmetry					0.73*	0.27	0.72*	0.27	0.59	0.29
Relation. Conf. Asymmetry			-0.05	0.29			-0.06	0.28	-0.10	0.28
<b>Moderator</b>										
Emotional Intelligence (EI)							0.54	0.29	0.61*	0.29
<b>Interactions</b>										
Task Conf. Asym X EI									0.83	0.66
Relation. Conf. Asym X EI									-0.74	0.60
R <sup>2</sup> (Level 1)	0.31		0.38		0.46		0.50		0.49	

N = 80 (teams), N = 13 (classes).

\*\* p < .01 \* p < .05 unstandardized coefficients are reported.

Table 8c. Team-Level Conflict Asymmetry-Team Helping Relationship and the Moderating Impact of Team Emotional Intelligence

Variables	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Controls</b>										
Data Collection Method	0.54	0.37	0.53	0.42	0.51	0.42	0.50	0.42	0.54	0.43
Mean GPA	1.05*	0.50	0.67	0.52	0.65	0.53	0.66	0.53	0.72	0.54
Mean Age	-0.55*	0.24	-0.36	0.36	-0.40	0.36	-0.39	0.37	-0.39	0.38
Proportion of Gender	-0.70	0.40	-0.45	0.42	-0.47	0.42	-0.47	0.43	-0.45	0.43
Proportion of Race	0.45	0.40	0.51	0.40	0.38	0.42	0.37	0.43	0.47	0.45
Mean Extraversion	0.36	0.21	0.28	0.26	0.36	0.29	0.36	0.29	0.27	0.31
Mean Neuroticism	0.10	0.17	0.18	0.19	0.15	0.19	0.14	0.20	0.17	0.20
Mean Openness	0.01	0.26	-0.15	0.27	-0.24	0.29	-0.24	0.29	-0.15	0.31
Mean Agreeableness	-0.16	0.27	0.48	0.35	0.35	0.38	0.36	0.38	0.32	0.38
Mean Conscientiousness	0.49*	0.20	0.38	0.22	0.37	0.23	0.38	0.24	0.41	0.24
Mean Task Conflict	-0.04	0.27	-0.25	0.29	-0.35	0.31	-0.35	0.31	-0.32	0.32
Mean Relationship Conflict	-0.38	0.24	-0.21	0.25	-0.02	0.33	-0.03	0.33	0.09	0.35
<b>Predictors</b>										
Team Size			0.04	0.09	0.04	0.09	0.04	0.09	0.02	0.09
Task Interdependence			0.36	0.22	0.36	0.23	0.38	0.26	0.36	0.26
Age Diversity			-0.45	0.35	-0.43	0.35	-0.42	0.36	-0.31	0.37
Diversity on Extraversion			-0.24	0.31	-0.18	0.32	-0.19	0.33	-0.15	0.33
Diversity on Neuroticism			-0.23	0.21	-0.21	0.22	-0.21	0.22	-0.23	0.23
Diversity on Openness			0.27	0.29	0.21	0.30	0.21	0.30	0.17	0.31
Diversity on Agreeableness			0.78*	0.33	0.69	0.36	0.70	0.37	0.61	0.38
Diversity on Conscien.			0.15	0.28	0.26	0.30	0.27	0.31	0.29	0.32
Gender Diversity			-0.45	0.57	-0.41	0.58	-0.41	0.59	-0.20	0.63
Race Diversity			-0.69	0.59	-0.53	0.63	-0.51	0.64	-0.43	0.66

*N* = 80 (teams), *N* = 13 (classes).

\*\**p* < .01 \**p* < .05 unstandardized coefficients are reported.

**Table 8c. (Continued)**

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Conflict Asymmetries</b>										
Task Conflict Asymmetry					0.25	0.38	0.26	0.38	0.10	0.41
Relation. Conf. Asymmetry			-0.39	0.39			-0.38	0.39	-0.41	0.40
<b>Moderator</b>										
Emotional Intelligence (EI)							-0.08	0.40	0.00	0.41
<b>Interactions</b>										
Task Conf. Asym X EI									0.77	0.92
Relation. Conf. Asym X EI									-0.95	0.85
R <sup>2</sup> (Level 1)	0.25		0.35		0.33		0.32		0.32	

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

**Table 8d. Team-Level Conflict Asymmetry-Team Performance Relationship and the Moderating Impact of Team Emotional Intelligence**

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Variables</b>										
<b>Controls</b>										
Data Collection Method	1.16	3.29	0.93	2.78	1.00	2.72	1.42	2.64	0.94	2.42
Mean GPA	10.06*	3.45	8.31*	3.68	8.24*	3.73	7.71*	3.64	7.83*	3.57
Mean Age	-2.17	1.67	0.75	2.52	0.77	2.55	0.08	2.50	-0.47	2.44
Proportion of Gender	-3.66	2.78	-0.90	2.95	-1.11	3.01	-0.62	2.94	-0.73	2.87
Proportion of Race	1.00	2.71	1.28	2.83	1.70	3.03	2.47	2.98	3.35	3.03
Mean Extraversion	2.11	1.41	2.49	1.88	2.81	2.07	2.90	2.01	3.51	2.05
Mean Neuroticism	-0.30	1.18	-0.14	1.34	0.00	1.37	0.49	1.35	0.89	1.35
Mean Openness	-0.13	1.76	-1.25	1.91	-1.27	2.06	-1.87	2.03	-2.82	2.10
Mean Agreeableness	-2.02	1.79	-1.52	2.48	-1.70	2.69	-2.09	2.63	-2.55	2.61
Mean Conscientiousness	2.59	1.34	1.16	1.54	1.70	1.69	1.29	1.66	0.97	1.65
Mean Task Conflict	-1.27	1.89	0.32	2.06	0.73	2.20	0.58	2.15	-0.17	2.15
Mean Relationship Conflict	1.02	1.62	-0.10	1.77	0.19	2.35	0.76	2.31	1.22	2.41
<b>Predictors</b>										
Team Size			1.92**	0.61	1.93**	0.61	1.97**	0.59	2.14**	0.57
Task Interdependence			1.07	1.60	0.84	1.65	-0.83	1.81	-1.21	1.79
Age Diversity			-2.11	2.47	-2.15	2.51	-2.78	2.46	-3.56	2.50
Diversity on Extraversion			2.28	2.20	2.42	2.29	3.23	2.27	2.99	2.25
Diversity on Neuroticism			1.32	1.53	1.11	1.57	1.26	1.53	0.80	1.52
Diversity on Openness			-2.36	2.07	-2.21	2.15	-2.41	2.10	-2.32	2.09
Diversity on Agreeableness			-0.65	2.40	-1.02	2.59	-1.86	2.55	-2.00	2.61
Diversity on Conscien.			1.38	1.97	1.00	2.17	0.08	2.16	0.50	2.13
Gender Diversity			4.84	4.10	4.48	4.18	4.14	4.07	1.76	4.24
Race Diversity			-0.29	4.25	0.34	4.55	-1.02	4.48	0.57	4.50

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

**Table 8d. (Continued)**

Models	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Conflict Asymmetries</b>										
Task Conflict Asymmetry					-2.21	2.68	-2.84	2.62	-2.44	2.73
Relation. Conf. Asymmetry			-0.10	2.80			-0.25	2.73	-0.73	2.70
<b>Moderator</b>										
Emotional Intelligence (EI)							5.57	2.78	5.89*	2.80
<b>Interactions</b>										
Task Conf. Asym X EI									7.87	6.26
Relation. Conf. Asym X EI									2.85	5.71
R <sup>2</sup> (Level 1)	0.13		0.10		0.06		0.11		0.12	

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 8e. Team-Level Conflict Asymmetry-Team Deviance Relationship and the Moderating Impact of Team Emotional Intelligence

Models	1			2			3			4			5		
	B	SE		B	SE		B	SE		B	SE		B	SE	
<b>Controls</b>															
Data Collection Method	-0.07	0.10		-0.11	0.10		-0.09	0.10		-0.09	0.10		-0.07	0.10	
Mean GPA	0.43*	0.16		0.42*	0.16		0.42*	0.16		0.42*	0.16		0.42*	0.16	
Mean Age	-0.11	0.07		0.09	0.11		0.06	0.11		0.05	0.11		0.07	0.11	
Proportion of Gender	0.20	0.13		0.10	0.13		0.08	0.13		0.08	0.13		0.08	0.13	
Proportion of Race	0.29*	0.13		0.28*	0.13		0.29*	0.14		0.29*	0.14		0.27	0.14	
Mean Extraversion	0.12	0.07		0.14	0.09		0.18	0.09		0.18	0.09		0.15	0.10	
Mean Neuroticism	-0.04	0.06		-0.06	0.06		-0.06	0.06		-0.05	0.06		-0.06	0.06	
Mean Openness	-0.13	0.09		-0.06	0.09		-0.08	0.09		-0.08	0.10		-0.05	0.10	
Mean Agreeableness	0.08	0.09		0.03	0.11		0.00	0.12		0.00	0.12		0.00	0.12	
Mean Conscientiousness	-0.16*	0.07		-0.12	0.07		-0.09	0.08		-0.09	0.08		-0.08	0.08	
Mean Task Conflict	-0.11	0.09		-0.06	0.09		-0.06	0.10		-0.06	0.10		-0.03	0.10	
Mean Relationship Conflict	0.28**	0.07		0.23*	0.08		0.29*	0.11		0.29*	0.11		0.29*	0.12	
<b>Predictors</b>															
Team Size															
Task Interdependence				-0.02	0.02		-0.02	0.02		-0.02	0.02		-0.02	0.02	
Age Diversity				-0.22**	0.07		-0.24**	0.07		-0.25**	0.08		-0.24**	0.08	
Diversity on Extraversion				-0.24*	0.11		-0.22	0.11		-0.23	0.11		-0.20	0.12	
Diversity on Neuroticism				-0.04	0.10		-0.03	0.10		-0.02	0.11		0.00	0.11	
Diversity on Openness				0.05	0.07		0.03	0.07		0.03	0.07		0.05	0.07	
Diversity on Agreeableness				0.10	0.10		0.10	0.10		0.10	0.10		0.08	0.10	
Diversity on Conscien.				0.02	0.11		-0.02	0.12		-0.03	0.12		-0.04	0.13	
Gender Diversity				-0.15	0.09		-0.16	0.10		-0.17	0.10		-0.18	0.10	
Race Diversity				0.06	0.19		0.05	0.19		0.05	0.19		0.11	0.20	
				0.29	0.20		0.34	0.21		0.33	0.21		0.30	0.22	

$N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

**Table 8e. (Continued)**

Variables	1		2		3		4		5	
	B	SE	B	SE	B	SE	B	SE	B	SE
<b>Conflict Asymmetries</b>										
Task Conflict Asymmetry					-0.11	0.12	-0.12	0.12	-0.14	0.13
Relation. Conf. Asymmetry			-0.06	0.13	-0.06	0.13	-0.06	0.13	-0.06	0.13
<b>Moderator</b>										
Emotional Intelligence (EI)							0.05	0.13	0.05	0.14
<b>Interactions</b>										
Task Conf. Asym X EI									-0.17	0.30
Relation. Conf. Asym X EI									-0.16	0.27
R <sup>2</sup> (Level 1)	0.28		0.36		0.35		0.34		0.34	

*N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 9a. Individual-Level Conflict Asymmetry-Satisfaction Relationship

Models	1		2		3	
Variables	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.07	0.24	0.04	0.19	0.07	0.23
Mean GPA	0.36	0.33	0.33	0.33	0.28	0.33
Mean Age	-0.26	0.18	-0.06	0.23	-0.07	0.25
Proportion of Gender	-0.80*	0.31	-0.38	0.29	-0.35	0.30
Proportion of Race	-0.40	0.31	-0.10	0.29	-0.18	0.30
Mean Extraversion	0.23	0.15	0.23	0.18	0.18	0.19
Mean Neuroticism	0.20	0.13	0.23	0.13	0.20	0.13
Mean Openness	-0.10	0.19	-0.14	0.19	-0.12	0.20
Mean Agreeableness	-0.27	0.20	-0.15	0.24	-0.08	0.25
Mean Conscientiousness	-0.02	0.15	-0.04	0.15	-0.15	0.16
Mean Task Conflict	0.15	0.18	0.20	0.18	0.12	0.20
Mean Relationship Conflict	-0.67**	0.15	-0.44*	0.16	-0.55*	0.21
<b>Individual-Level Controls</b>						
Race	0.11	0.13	-0.02	0.12	-0.03	0.12
Gender	0.17	0.14	0.05	0.12	0.05	0.12
Age	-0.09	0.08	-0.04	0.07	-0.04	0.07
Extraversion	-0.01	0.05	-0.02	0.05	-0.01	0.05
Neuroticism	-0.24**	0.05	-0.15*	0.05	-0.14*	0.05
Openness	-0.06	0.07	-0.07	0.06	-0.08	0.06
Agreeableness	0.29**	0.07	0.17*	0.06	0.18*	0.06
Conscientiousness	0.06	0.06	0.00	0.06	0.00	0.06

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

Table 9a. (Continued)

Models	1		2		3	
	B	SE	B	SE	B	SE
<b>Variables</b>						
<b>Team-Level Predictors</b>						
Team Size			0.11*	0.04	0.11*	0.05
Task Interdependence			-0.10	0.15	-0.07	0.15
Age Diversity			-0.49*	0.23	-0.48	0.23
Diversity on Extraversion			0.17	0.21	0.17	0.20
Diversity on Neuroticism			-0.16	0.14	-0.15	0.14
Diversity on Openness			-0.10	0.19	-0.11	0.19
Diversity on Agree.			-0.07	0.23	0.03	0.24
Diversity on Conscientiousness			0.17	0.18	0.30	0.19
Gender Diversity			-0.37	0.39	-0.24	0.39
Race Diversity			-0.26	0.41	-0.49	0.42
<b>Individual-Level Predictors</b>						
Negative Affectivity			-0.02	0.07	-0.04	0.07
Group Attachment Anxiety			-0.13*	0.07	-0.12	0.07
Group Attachment Avoid			-0.46**	0.06	-0.43**	0.06
<b>Conflict Asymmetries</b>						
Team Task Conflict Asymmetry					0.49	0.25
Team Relationship Conflict Asymmetry					0.04	0.24
Indiv. Task Conflict Asymmetry					0.04	0.08
Indiv. Relationship Conflict Asymmetry					-0.07	0.08
R <sup>2</sup> (Level 1)		0.15	0.34		0.34	
R <sup>2</sup> (Level 2)		0.68	0.60		0.70	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 9b. Individual-Level Conflict Asymmetry-Commitment Relationship

Variables	1		2		3	
	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.10	0.29	-0.03	0.20	-0.07	0.20
Mean GPA	0.34	0.39	0.13	0.34	0.12	0.35
Mean Age	-0.17	0.21	0.17	0.25	0.23	0.25
Proportion of Gender	-1.03*	0.36	-0.40	0.31	-0.34	0.31
Proportion of Race	-0.56	0.36	-0.35	0.31	-0.40	0.32
Mean Extraversion	0.37*	0.18	0.22	0.19	0.15	0.20
Mean Neuroticism	0.02	0.15	0.15	0.14	0.14	0.14
Mean Openness	0.03	0.22	0.05	0.20	0.05	0.21
Mean Agreeableness	-0.42	0.23	-0.15	0.26	-0.06	0.27
Mean Conscientiousness	-0.12	0.17	-0.13	0.16	-0.21	0.18
Mean Task Conflict	0.16	0.21	0.31	0.19	0.30	0.21
Mean Relationship Conflict	-0.64**	0.18	-0.44*	0.17	-0.55*	0.23
<b>Individual-Level Controls</b>						
Race	0.22	0.15	0.05	0.13	0.06	0.13
Gender	0.30*	0.15	0.15	0.13	0.15	0.13
Age	-0.12	0.09	-0.06	0.07	-0.07	0.07
Extraversion	0.05	0.06	0.04	0.05	0.03	0.05
Neuroticism	-0.15*	0.06	-0.08	0.06	-0.08	0.06
Openness	-0.10	0.07	-0.11	0.06	-0.10	0.06
Agreeableness	0.31**	0.08	0.17*	0.07	0.16*	0.07
Conscientiousness	0.14*	0.07	0.08	0.06	0.07	0.06

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

Table 9b. (Continued)

Models	1		2		3	
	B	SE	B	SE	B	SE
<b>Variables</b>						
<b>Team-Level Predictors</b>						
Team Size			0.15**	0.05	0.16**	0.05
Task Interdependence			-0.01	0.16	0.03	0.16
Age Diversity			-0.51*	0.24	-0.56*	0.25
Diversity on Extraversion			0.00	0.22	-0.04	0.22
Diversity on Neuroticism			-0.04	0.15	-0.01	0.16
Diversity on Openness			0.05	0.20	0.03	0.21
Diversity on Agree.			0.08	0.25	0.17	0.26
Diversity on Conscientiousness			0.14	0.19	0.19	0.21
Gender Diversity			-0.52	0.41	-0.49	0.42
Race Diversity			0.31	0.44	0.20	0.46
<b>Individual-Level Predictors</b>						
Negative Affectivity			0.04	0.07	0.04	0.07
Group Attachment Anxiety			-0.04	0.07	-0.05	0.07
Group Attachment Avoid			-0.58**	0.06	-0.57**	0.06
<b>Conflict Asymmetries</b>						
Team Task Conflict Asymmetry					0.31	0.26
Team Relationship Conflict Asymmetry					0.06	0.27
Indiv. Task Conflict Asymmetry					-0.15	0.09
Indiv. Relationship Conflict Asymmetry					0.11	0.08
R <sup>2</sup> (Level 1)	0.13		0.36		0.36	
R <sup>2</sup> (Level 2)	0.45		0.60		0.59	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 9c. Individual-Level Conflict Asymmetry-Helping Relationship

Variables	1		2		3	
	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.55	0.36	0.45	0.41	0.45	0.40
Mean GPA	0.89	0.49	0.66	0.53	0.62	0.53
Mean Age	-0.62*	0.25	-0.53	0.38	-0.56	0.38
Proportion of Gender	-0.50	0.42	-0.33	0.45	-0.33	0.45
Proportion of Race	0.59	0.42	0.71	0.43	0.57	0.45
Mean Extraversion	0.35	0.21	0.25	0.27	0.32	0.30
Mean Neuroticism	0.08	0.18	0.16	0.20	0.15	0.20
Mean Openness	0.05	0.27	-0.11	0.28	-0.21	0.30
Mean Agreeableness	-0.06	0.28	0.56	0.36	0.47	0.39
Mean Conscientiousness	0.43	0.21	0.33	0.23	0.28	0.25
Mean Task Conflict	-0.05	0.27	-0.28	0.29	-0.39	0.31
Mean Relationship Conflict	-0.37	0.23	-0.23	0.25	-0.06	0.33
<b>Individual-Level Controls</b>						
Race	-0.27*	0.13	-0.17	0.12	-0.15	0.12
Gender	-0.24	0.13	-0.19	0.13	-0.18	0.13
Age	0.12	0.07	0.11	0.07	0.11	0.07
Extraversion	0.01	0.05	0.02	0.05	0.00	0.05
Neuroticism	-0.02	0.05	-0.04	0.06	-0.04	0.06
Openness	-0.06	0.06	-0.06	0.06	-0.04	0.06
Agreeableness	-0.06	0.07	-0.02	0.07	-0.03	0.07
Conscientiousness	0.05	0.06	0.06	0.06	0.06	0.06

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01    \* *p* < .05    unstandardized coefficients are reported.

Table 9c. (Continued)

Variables	1		2		3	
	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>						
Team Size			0.05	0.09	0.05	0.09
Task Interdependence			0.35	0.23	0.35	0.23
Age Diversity			-0.44	0.36	-0.43	0.36
Diversity on Extraversion			-0.35	0.31	-0.28	0.32
Diversity on Neuroticism			-0.26	0.22	-0.25	0.23
Diversity on Openness			0.32	0.30	0.25	0.30
Diversity on Agree.			0.87*	0.34	0.81*	0.37
Diversity on Conscientiousness			0.13	0.28	0.25	0.31
Gender Diversity			-0.84	0.60	-0.80	0.60
Race Diversity			-0.51	0.61	-0.42	0.65
<b>Individual-Level Predictors</b>						
Negative Affectivity			0.03	0.07	0.03	0.07
Group Attachment Anxiety			-0.21**	0.07	-0.25**	0.07
Group Attachment Avoid			0.23**	0.06	0.20**	0.06
<b>Conflict Asymmetries</b>						
Team Task Conflict Asymmetry					0.37	0.38
Team Relationship Conflict Asymmetry					-0.33	0.39
Indiv. Task Conflict Asymmetry					-0.07	0.08
Indiv. Relationship Conflict Asymmetry					0.14	0.08
R <sup>2</sup> (Level 1)			0.03		0.10	
R <sup>2</sup> (Level 2)			0.30		0.35	

*N* = 359 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 9d. Individual-Level Conflict Asymmetry-Performance Relationship

Variables	1		2		3	
	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.38	0.25	0.17	0.24	0.18	0.25
Mean GPA	0.64	0.35	0.38	0.36	0.33	0.36
Mean Age	-0.30	0.18	-0.02	0.26	-0.05	0.26
Proportion of Gender	-0.53	0.30	-0.23	0.31	-0.23	0.31
Proportion of Race	0.24	0.30	0.25	0.31	0.10	0.31
Mean Extraversion	0.32*	0.15	0.19	0.19	0.22	0.20
Mean Neuroticism	0.05	0.13	0.19	0.14	0.18	0.14
Mean Openness	0.03	0.19	-0.09	0.20	-0.17	0.21
Mean Agreeableness	-0.05	0.20	0.37	0.26	0.35	0.26
Mean Conscientiousness	0.22	0.15	0.19	0.16	0.09	0.17
Mean Task Conflict	0.03	0.19	-0.03	0.20	-0.15	0.21
Mean Relationship Conflict	-0.48**	0.16	-0.49*	0.18	-0.38	0.23
<b>Individual-Level Controls</b>						
Race	-0.35**	0.11	-0.26*	0.10	-0.24*	0.10
Gender	-0.12	0.11	-0.07	0.10	-0.05	0.10
Age	0.05	0.06	0.04	0.06	0.04	0.06
Extraversion	-0.04	0.04	-0.03	0.04	-0.05	0.04
Neuroticism	-0.01	0.04	-0.02	0.05	-0.03	0.05
Openness	-0.03	0.05	-0.03	0.05	-0.01	0.05
Agreeableness	-0.01	0.06	0.03	0.05	0.01	0.05
Conscientiousness	0.03	0.05	0.04	0.05	0.04	0.05

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\*\*  $p < .01$  \*  $p < .05$  unstandardized coefficients are reported.

Table 9d. (Continued)

Models	1		2		3	
	B	SE	B	SE	B	SE
<b>Variables</b>						
<b>Team-Level Predictors</b>						
Team Size			0.07	0.06	0.07	0.06
Task Interdependence			0.26	0.16	0.26	0.16
Age Diversity			-0.45	0.25	-0.45	0.25
Diversity on Extraversion			-0.34	0.22	-0.28	0.22
Diversity on Neuroticism			-0.16	0.16	-0.15	0.15
Diversity on Openness			0.29	0.21	0.23	0.21
Diversity on Agree.			0.58*	0.25	0.57*	0.25
Diversity on Conscientiousness			0.10	0.20	0.23	0.21
Gender Diversity			-0.53	0.42	-0.46	0.41
Race Diversity			0.67	0.44	0.64	0.44
<b>Individual-Level Predictors</b>						
Negative Affectivity			0.01	0.06	0.00	0.06
Group Attachment Anxiety			-0.19**	0.06	-0.25**	0.06
Group Attachment Avoid			0.20**	0.05	0.17**	0.05
<b>Conflict Asymmetries</b>						
Team Task Conflict Asymmetry					0.48	0.26
Team Relationship Conflict Asymmetry					-0.21	0.26
Indiv. Task Conflict Asymmetry					-0.08	0.07
Indiv. Relationship Conflict Asymmetry					0.20**	0.07
R <sup>2</sup> (Level 1)	0.04		0.12		0.14	
R <sup>2</sup> (Level 2)		0.48		0.48		0.54

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

outcomes (i.e., individual performance, satisfaction, commitment, and interpersonal helping). Regarding relationship conflict asymmetry, the results revealed that it had a significant effect on individual performance; however, contrary to the study hypothesis the direction of the effect was positive ( $p < .01$ ). Relationship conflict asymmetry was not significantly related to individuals' satisfaction, commitment, and interpersonal helping behaviors. Hence, Hypothesis 7a was not supported.<sup>12</sup>

Hypothesis 7b predicted that individual conflict asymmetry (both task and relationship conflict asymmetry) would be positively associated with interpersonal deviance behavior. As shown in Table 9e, task conflict asymmetry had no significant effect on deviance behavior. Although the effect of relationship conflict asymmetry on deviance was significant<sup>13</sup>, the direction of the effect was negative ( $p < .05$ ). Hence, Hypothesis 7b was not supported either.

### **5.1.3. Team Emotional Intelligence as a Moderator**

Hypothesis 8a predicted that team emotional intelligence would moderate the negative relationships between team conflict asymmetry (both task and relationship conflict asymmetry) and team performance, satisfaction, commitment, and team-level helping behavior. The findings (see Tables 8a, 8b, 8c, and 8d) indicated that emotional intelligence did not have any moderating effect on the relationship between team conflict asymmetry (both task and relationship conflict asymmetry) and any of these team outcomes. Therefore, Hypothesis 8a was not supported. Hypothesis 8b predicted that team emotional intelligence would moderate the positive relationship between team conflict asymmetry (both task and relationship conflict asymmetry) and team-level

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<sup>12</sup> After removing the control variables, there appeared a significant and negative relationship between task conflict asymmetry and individual commitment and a significant and positive relationship between relationship conflict asymmetry and individual helping.

<sup>13</sup> The effect of relationship conflict asymmetry on deviance was not significant without outliers. Additionally, this relationship disappeared when control variables were removed from the model.

Table 9e. Individual-Level Conflict Asymmetry-Interpersonal Deviance Relationship

Models	1		2		3	
Variables	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	-0.07	0.10	-0.10	0.10	-0.09	0.10
Mean GPA	0.43*	0.16	0.43*	0.16	0.43*	0.17
Mean Age	-0.12	0.08	0.07	0.11	0.06	0.11
Proportion of Gender	0.33*	0.14	0.22	0.14	0.20	0.14
Proportion of Race	0.27	0.14	0.26	0.14	0.27	0.15
Mean Extraversion	0.10	0.07	0.12	0.09	0.15	0.10
Mean Neuroticism	0.00	0.06	-0.03	0.06	-0.03	0.06
Mean Openness	-0.15	0.09	-0.09	0.09	-0.10	0.10
Mean Agreeableness	0.07	0.09	0.04	0.12	0.00	0.13
Mean Conscientiousness	-0.15*	0.07	-0.11	0.07	-0.07	0.08
Mean Task Conflict	-0.12	0.09	-0.06	0.09	-0.07	0.10
Mean Relationship Conflict	0.28**	0.07	0.23*	0.08	0.27*	0.11
<b>Individual-Level Controls</b>						
Race	0.03	0.04	0.03	0.04	0.03	0.04
Gender	-0.12**	0.04	-0.12**	0.04	-0.12**	0.04
Age	0.01	0.02	0.01	0.02	0.01	0.02
Extraversion	0.02	0.01	0.02	0.02	0.03	0.02
Neuroticism	-0.04*	0.02	-0.03	0.02	-0.02	0.02
Openness	0.02	0.02	0.02	0.02	0.01	0.02
Agreeableness	0.01	0.02	0.01	0.02	0.01	0.02
Conscientiousness	-0.01	0.02	-0.02	0.02	-0.02	0.02

$N = 339$  (individuals),  $N = 80$  (teams),  $N = 13$  (classes).

\*\* $p < .01$  \* $p < .05$  unstandardized coefficients are reported.

Table 9e. (Continued)

Models	1		2		3	
	B	SE	B	SE	B	SE
<b>Variables</b>						
<b>Team-Level Predictors</b>						
Team Size						
Task Interdependence	-0.02	0.02	-0.02	0.02	-0.02	0.02
Age Diversity	-0.23**	0.07	-0.23**	0.07	-0.24**	0.08
Diversity on Extraversion	-0.25*	0.11	-0.25*	0.11	-0.24*	0.11
Diversity on Neuroticism	-0.04	0.10	-0.04	0.10	-0.04	0.11
Diversity on Openness	0.04	0.07	0.04	0.07	0.03	0.07
Diversity on Agree.	0.11	0.10	0.11	0.10	0.11	0.10
Diversity on Conscientiousness	0.02	0.12	0.02	0.12	0.00	0.12
Gender Diversity	-0.14	0.09	-0.14	0.09	-0.15	0.10
Race Diversity	0.05	0.19	0.05	0.19	0.05	0.19
	0.30	0.21	0.30	0.21	0.35	0.21
<b>Individual-Level Predictors</b>						
Negative Affectivity			-0.03	0.02	-0.02	0.02
Group Attachment Anxiety			-0.03	0.02	-0.01	0.02
Group Attachment Avoid			0.01	0.02	0.03	0.02
<b>Conflict Asymmetries</b>						
Team Task Conflict Asymmetry					-0.09	0.12
Team Relationship Conflict Asymmetry					-0.06	0.13
Indiv. Task Conflict Asymmetry					0.01	0.03
Indiv. Relationship Conflict Asymmetry					-0.05*	0.03
R <sup>2</sup> (Level 1)	0.05		0.06		0.07	
R <sup>2</sup> (Level 2)	0.33		0.40		0.40	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\**p* < .01 \**p* < .05 unstandardized coefficients are reported.

deviance behavior. This hypothesis was not supported as the results (see Table 8e) revealed that team emotional intelligence did not significantly moderate the effect of team conflict asymmetry (both task and relationship conflict asymmetry) on team deviance. Thus, Hypothesis 8b was not supported. At the individual level, Hypothesis 9a predicted that team emotional intelligence would moderate the negative relationships between individual conflict asymmetry (both task and relationship conflict asymmetry) and performance, satisfaction, commitment, and interpersonal helping behavior. The results (Tables 10a, 10b, 10c, and 10d) indicated that the moderating impact of team emotional intelligence on the relationships between individual conflict asymmetry (both task and relationship conflict asymmetry) and performance, satisfaction, commitment, and helping were not significant. Therefore, Hypothesis 9a was not supported.

Hypothesis 9b predicted that team emotional intelligence would moderate the positive relationship between individual conflict asymmetry and interpersonal deviance behavior. However, the results (see Table 10e) showed that the cross-level effect of team emotional intelligence on the conflict asymmetry-deviance relationship was not significant for both task and relationship conflict asymmetry. Thus, Hypothesis 9b was not supported either.

## **5.2. Hypothesis Testing with Subjective Conflict Asymmetry**

This study also sought to address the question of “How does the asymmetry measure used influence the relationships tested?” In addressing this question, team-level analyses were repeated using subjective or direct conflict asymmetry measure<sup>14</sup>. In contrast to objective conflict asymmetry (which was measured by taking the standard deviation of team members’ conflict scores), subjective conflict asymmetry was assessed through a survey method in which team members were surveyed about the extent to which different perceptions of conflict exist in the

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<sup>14</sup> Given the description and content of the subjective conflict asymmetry scale, only team-level analyses were repeated using this measure.

**Table 10a. The Moderating Impact of Team Emotional Intelligence on the Individual-Level Conflict Asymmetry-Satisfaction Relationship**

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>								
Data Collection Method	0.11	0.25	0.10	0.25	0.13	0.25	0.12	0.25
Mean GPA	0.24	0.33	0.24	0.33	0.24	0.33	0.24	0.33
Mean Age	-0.11	0.25	-0.11	0.25	-0.11	0.25	-0.12	0.25
Proportion of Gender	-0.34	0.30	-0.34	0.30	-0.34	0.30	-0.33	0.30
Proportion of Race	-0.15	0.30	-0.14	0.30	-0.15	0.30	-0.14	0.30
Mean Extraversion	0.20	0.19	0.20	0.19	0.20	0.19	0.20	0.19
Mean Neuroticism	0.22	0.13	0.22	0.13	0.22	0.13	0.22	0.13
Mean Openness	-0.15	0.20	-0.15	0.20	-0.15	0.20	-0.15	0.20
Mean Agreeableness	-0.10	0.25	-0.09	0.25	-0.10	0.25	-0.10	0.25
Mean Conscientiousness	-0.17	0.16	-0.17	0.16	-0.17	0.16	-0.17	0.16
Mean Task Conflict	0.10	0.20	0.10	0.20	0.08	0.20	0.08	0.20
Mean Relationship Conflict	-0.53*	0.21	-0.53*	0.21	-0.53*	0.21	-0.53*	0.21
<b>Individual-Level Controls</b>								
Race	-0.03	0.12	-0.04	0.12	-0.04	0.12	-0.05	0.12
Gender	0.05	0.12	0.05	0.12	0.04	0.12	0.04	0.12
Age	-0.04	0.07	-0.03	0.07	-0.03	0.07	-0.03	0.07
Extraversion	-0.02	0.05	-0.02	0.05	-0.02	0.05	-0.02	0.05
Neuroticism	-0.14*	0.05	-0.14*	0.05	-0.14*	0.05	-0.14*	0.05
Openness	-0.08	0.06	-0.08	0.06	-0.08	0.06	-0.08	0.06
Agreeableness	0.18*	0.06	0.18*	0.06	0.18**	0.06	0.18**	0.06
Conscientiousness	-0.01	0.06	0.00	0.06	-0.01	0.06	-0.01	0.06

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\**p* < .01 \**p* < .05 unstandardized coefficients are reported.

Table 10a. (Continued)

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>								
Team Size	0.11*	0.05	0.11*	0.05	0.11*	0.05	0.11*	0.05
Task Interdependence	-0.14	0.16	-0.14	0.16	-0.14	0.16	-0.14	0.16
Age Diversity	-0.49	0.24	-0.49	0.24	-0.48	0.24	-0.48	0.24
Diversity on Extra.	0.22	0.21	0.21	0.21	0.23	0.21	0.23	0.21
Diversity on Neuro.	-0.15	0.15	-0.15	0.15	-0.15	0.14	-0.15	0.14
Diversity on Openness	-0.11	0.19	-0.11	0.19	-0.11	0.19	-0.11	0.19
Diversity on Agree.	-0.01	0.24	0.00	0.24	-0.01	0.24	-0.01	0.24
Diversity on Conscien.	0.28	0.20	0.28	0.20	0.30	0.20	0.30	0.20
Gender Diversity	-0.23	0.39	-0.23	0.39	-0.27	0.39	-0.27	0.39
Race Diversity	-0.59	0.42	-0.59	0.42	-0.58	0.42	-0.58	0.42
<b>Individual-Level Predictors</b>								
Negative Affectivity	-0.04	0.07	-0.03	0.07	-0.05	0.07	-0.05	0.07
Group Attach. Anxiety	-0.11	0.07	-0.11	0.07	-0.10	0.07	-0.10	0.07
Group Attach. Avoid	-0.43**	0.06	-0.42**	0.06	-0.42**	0.06	-0.41**	0.06
<b>Conflict Asymmetries</b>								
Team Task Conf. Asymmetry	0.49	0.25	0.49	0.25	0.51*	0.25	0.52*	0.25
Team Rel. Conf. Asymmetry	0.04	0.24	0.04	0.24	0.03	0.24	0.03	0.24
Indiv Task Conf. Asymmetry	0.04	0.08	0.04	0.08	0.04	0.08	0.04	0.08
Indiv Rel Conf. Asymmetry	-0.08	0.08	-0.08	0.08	-0.09	0.08	-0.10	0.08
<b>Team-Level Moderator</b>								
Emotional Intelligence (EI)	0.24	0.26	0.24	0.26	0.24	0.26	0.24	0.26
<b>Cross-Level Interaction</b>								
Conflict Asymmetry X EI			-0.07	0.17			-0.11	0.16
R <sup>2</sup> (Level 1)	0.35		0.35		0.36		0.37	
R <sup>2</sup> (Level 2)	0.70		0.71		0.71		0.70	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 10b. The Moderating Impact of Team Emotional Intelligence on the Individual-Level Conf. Asymmetry-Commitment Relationship

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>								
Data Collection Method	-0.02	0.21	-0.01	0.21	0.01	0.20	0.01	0.20
Mean GPA	0.07	0.34	0.06	0.35	0.03	0.34	0.03	0.34
Mean Age	0.15	0.25	0.15	0.25	0.17	0.25	0.17	0.25
Proportion of Gender	-0.31	0.31	-0.32	0.31	-0.33	0.31	-0.33	0.31
Proportion of Race	-0.34	0.32	-0.35	0.32	-0.42	0.32	-0.42	0.32
Mean Extraversion	0.15	0.20	0.16	0.20	0.14	0.20	0.14	0.20
Mean Neuroticism	0.16	0.14	0.16	0.14	0.16	0.14	0.16	0.14
Mean Openness	0.00	0.21	0.00	0.21	-0.01	0.21	-0.01	0.21
Mean Agreeableness	-0.09	0.27	-0.09	0.27	-0.06	0.26	-0.06	0.26
Mean Conscientiousness	-0.25	0.18	-0.26	0.18	-0.24	0.18	-0.24	0.18
Mean Task Conflict	0.28	0.21	0.27	0.21	0.26	0.20	0.26	0.20
Mean Relationship Conflict	-0.51*	0.23	-0.51*	0.23	-0.49*	0.23	-0.49*	0.23
<b>Individual-Level Controls</b>								
Race	0.06	0.13	0.06	0.13	0.06	0.13	0.06	0.13
Gender	0.16	0.13	0.16	0.13	0.15	0.13	0.15	0.13
Age	-0.07	0.07	-0.07	0.07	-0.07	0.07	-0.07	0.07
Extraversion	0.03	0.05	0.03	0.05	0.03	0.05	0.03	0.05
Neuroticism	-0.08	0.06	-0.08	0.06	-0.08	0.06	-0.08	0.06
Openness	-0.10	0.06	-0.10	0.06	-0.10	0.06	-0.10	0.06
Agreeableness	0.16*	0.07	0.16*	0.07	0.16*	0.07	0.16*	0.07
Conscientiousness	0.07	0.06	0.07	0.06	0.07	0.06	0.07	0.06

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported

Table 10b. (Continued)

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2		1	2	
<b>Variables</b>	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>						
Team Size	0.17**	0.05	0.17**	0.05	0.17**	0.05
Task Interdependence	-0.10	0.17	-0.08	0.17	-0.08	0.17
Age Diversity	-0.57*	0.24	-0.56*	0.25	-0.55*	0.24
Diversity on Extra.	0.03	0.22	0.04	0.22	0.02	0.22
Diversity on Neuro.	0.01	0.15	0.01	0.15	0.00	0.15
Diversity on Openness	0.00	0.20	0.00	0.20	-0.02	0.20
Diversity on Agree.	0.11	0.26	0.10	0.26	0.13	0.26
Diversity on Conscien.	0.13	0.21	0.13	0.21	0.15	0.21
Gender Diversity	-0.54	0.41	-0.52	0.41	-0.59	0.41
Race Diversity	0.03	0.46	0.02	0.45	0.06	0.45
<b>Individual-Level Predictors</b>						
Negative Affectivity	0.04	0.07	0.04	0.07	0.03	0.07
Group Attach. Anxiety	-0.04	0.07	-0.03	0.07	-0.04	0.07
Group Attach. Avoid	-0.57**	0.06	-0.57**	0.06	-0.56**	0.06
<b>Conflict Asymmetries</b>						
Team Task Conf. Asymmetry	0.27	0.26	0.28	0.26	0.28	0.25
Team Rel. Conf. Asymmetry	0.08	0.26	0.08	0.26	0.05	0.26
Indiv Task Conf. Asymmetry	-0.15	0.09	-0.16	0.09	-0.15	0.09
Indiv Rel Conf. Asymmetry	0.11	0.08	0.11	0.08	0.10	0.09
<b>Team-Level Moderator</b>						
Emotional Intelligence (EI)	0.45	0.28	0.45	0.28	0.41	0.28
<b>Cross-Level Interaction</b>						
Conflict Asymmetry X EI						
R <sup>2</sup> (Level 1)	0.36		0.36		0.37	
R <sup>2</sup> (Level 2)	0.62		0.63		0.61	

N = 339 (individuals), N = 80 (teams), N = 13 (classes). \*\* p < .01 \* p < .05 unstandardized coefficients are reported.

Table 10c. The Moderating Impact of Team Emotional Intelligence on the Individual-Level Conflict Asymmetry-Helping Relationship

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2		1	2	
<b>Variables</b>	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	0.44	0.41	0.43	0.41	0.44	0.39
Mean GPA	0.64	0.54	0.64	0.54	0.62	0.52
Mean Age	-0.55	0.38	-0.55	0.39	-0.55	0.38
Proportion of Gender	-0.34	0.45	-0.34	0.46	-0.35	0.45
Proportion of Race	0.56	0.45	0.56	0.46	0.59	0.45
Mean Extraversion	0.32	0.30	0.32	0.30	0.38	0.29
Mean Neuroticism	0.14	0.21	0.14	0.21	0.11	0.20
Mean Openness	-0.20	0.31	-0.20	0.31	-0.32	0.30
Mean Agreeableness	0.47	0.39	0.48	0.39	0.51	0.38
Mean Conscientiousness	0.29	0.25	0.29	0.25	0.28	0.25
Mean Task Conflict	-0.39	0.32	-0.39	0.32	-0.48	0.31
Mean Relationship Conflict	-0.07	0.34	-0.07	0.34	0.03	0.33
<b>Individual-Level Controls</b>						
Race	-0.15	0.12	-0.15	0.12	-0.16	0.12
Gender	-0.18	0.13	-0.18	0.13	-0.18	0.12
Age	0.11	0.07	0.11	0.07	0.13	0.07
Extraversion	0.00	0.05	0.00	0.05	0.01	0.05
Neuroticism	-0.04	0.06	-0.04	0.06	-0.05	0.06
Openness	-0.04	0.06	-0.04	0.06	-0.05	0.06
Agreeableness	-0.03	0.07	-0.04	0.07	-0.04	0.07
Conscientiousness	0.06	0.06	0.06	0.06	0.06	0.06

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 10c. (Continued)

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>								
Team Size	0.05	0.09	0.05	0.09	0.07	0.09	0.07	0.09
Task Interdependence	0.37	0.26	0.37	0.26	0.38	0.26	0.38	0.26
Age Diversity	-0.42	0.37	-0.42	0.37	-0.42	0.36	-0.40	0.36
Diversity on Extra.	-0.30	0.33	-0.30	0.33	-0.37	0.33	-0.38	0.33
Diversity on Neuro.	-0.25	0.23	-0.25	0.23	-0.26	0.22	-0.26	0.22
Diversity on Openness	0.25	0.31	0.25	0.31	0.29	0.30	0.29	0.30
Diversity on Agree.	0.82*	0.37	0.82*	0.38	0.83*	0.37	0.83*	0.37
Diversity on Conscien.	0.27	0.32	0.27	0.32	0.23	0.31	0.23	0.31
Gender Diversity	-0.79	0.61	-0.80	0.61	-0.56	0.60	-0.53	0.60
Race Diversity	-0.39	0.66	-0.39	0.66	-0.62	0.65	-0.61	0.65
<b>Individual-Level Predictors</b>								
Negative Affectivity	0.03	0.07	0.03	0.07	0.04	0.07	0.04	0.07
Group Attach. Anxiety	-0.26**	0.07	-0.26**	0.07	-0.24**	0.07	-0.24**	0.07
Group Attach. Avoid	0.20**	0.06	0.21**	0.06	0.20**	0.06	0.21**	0.06
<b>Conflict Asymmetries</b>								
Team Task Conf. Asymmetry	0.38	0.39	0.38	0.39	0.30	0.38	0.30	0.38
Team Rel. Conf. Asymmetry	-0.34	0.40	-0.34	0.40	-0.39	0.38	-0.40	0.38
Indiv Task Conf. Asymmetry	-0.07	0.08	-0.07	0.09	-0.07	0.08	-0.08	0.08
Indiv Rel Conf. Asymmetry	0.14	0.08	0.14	0.08	0.15	0.08	0.14	0.08
<b>Team-Level Moderator</b>								
Emotional Intelligence (EI)	-0.09	0.41	-0.09	0.41	-0.13	0.40	-0.08	0.41
<b>Cross-Level Interaction</b>								
Conflict Asymmetry X EI			-0.05	0.17			-0.14	0.15
R <sup>2</sup> (Level 1)	0.10		0.10		0.12		0.12	
R <sup>2</sup> (Level 2)	0.33		0.33		0.31		0.31	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

Table 10d. The Moderating Impact of Team Emotional Intelligence on the Individual-Level Conf. Asymmetry-Performance Relationship

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>								
Data Collection Method	0.17	0.25	0.18	0.25	0.17	0.25	0.17	0.25
Mean GPA	0.34	0.36	0.34	0.36	0.33	0.36	0.32	0.36
Mean Age	-0.04	0.26	-0.03	0.26	-0.03	0.26	-0.02	0.26
Proportion of Gender	-0.24	0.31	-0.23	0.31	-0.26	0.31	-0.26	0.31
Proportion of Race	0.09	0.31	0.09	0.31	0.10	0.31	0.09	0.31
Mean Extraversion	0.22	0.20	0.22	0.20	0.23	0.20	0.24	0.20
Mean Neuroticism	0.18	0.14	0.18	0.14	0.16	0.14	0.16	0.14
Mean Openness	-0.16	0.21	-0.16	0.21	-0.18	0.21	-0.19	0.21
Mean Agreeableness	0.36	0.27	0.35	0.27	0.36	0.26	0.36	0.26
Mean Conscientiousness	0.10	0.17	0.10	0.17	0.12	0.17	0.12	0.17
Mean Task Conflict	-0.14	0.21	-0.14	0.21	-0.16	0.21	-0.16	0.21
Mean Relationship Conflict	-0.39	0.23	-0.39	0.23	-0.37	0.23	-0.37	0.23
<b>Individual-Level Controls</b>								
Race	-0.24*	0.10	-0.23*	0.10	-0.23*	0.10	-0.23*	0.10
Gender	-0.05	0.10	-0.06	0.10	-0.06	0.10	-0.05	0.10
Age	0.04	0.06	0.03	0.06	0.04	0.06	0.04	0.06
Extraversion	-0.05	0.04	-0.06	0.04	-0.05	0.04	-0.05	0.04
Neuroticism	-0.03	0.05	-0.03	0.05	-0.04	0.05	-0.04	0.05
Openness	-0.01	0.05	-0.01	0.05	-0.01	0.05	-0.01	0.05
Agreeableness	0.01	0.05	0.02	0.05	0.01	0.05	0.01	0.05
Conscientiousness	0.04	0.05	0.04	0.05	0.04	0.05	0.04	0.05

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes).

\*\**p* < .01

\**p* < .05

unstandardized coefficients are reported.

Table 10d. (Continued)

Models	Task Conflict Asymmetry				Relationship Conflict Asymmetry			
	1	2	1	2	1	2	1	2
<b>Variables</b>	B	SE	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>								
Team Size	0.07	0.06	0.07	0.06	0.07	0.06	0.07	0.06
Task Interdependence	0.28	0.18	0.28	0.18	0.30	0.18	0.30	0.18
Age Diversity	-0.44	0.25	-0.45	0.25	-0.42	0.25	-0.42	0.25
Diversity on Extra.	-0.29	0.23	-0.29	0.22	-0.34	0.22	-0.33	0.22
Diversity on Neuro.	-0.15	0.15	-0.15	0.15	-0.16	0.15	-0.16	0.15
Diversity on Openness	0.23	0.21	0.23	0.21	0.25	0.21	0.25	0.21
Diversity on Agree.	0.58*	0.26	0.57*	0.26	0.58*	0.26	0.57*	0.25
Diversity on Conscien.	0.24	0.22	0.24	0.21	0.23	0.21	0.23	0.21
Gender Diversity	-0.46	0.41	-0.44	0.41	-0.39	0.41	-0.40	0.41
Race Diversity	0.67	0.45	0.66	0.45	0.66	0.45	0.66	0.45
<b>Individual-Level Predictors</b>								
Negative Affectivity	0.00	0.06	-0.01	0.06	0.01	0.06	0.01	0.06
Group Attach. Anxiety	-0.25**	0.06	-0.25**	0.06	-0.24**	0.06	-0.24**	0.06
Group Attach. Avoid	0.17**	0.05	0.16**	0.05	0.17**	0.05	0.16**	0.05
<b>Conflict Asymmetries</b>								
Team Task Conf. Asymmetry	0.48	0.26	0.48	0.26	0.43	0.26	0.42	0.26
Team Rel. Conf. Asymmetry	-0.21	0.27	-0.21	0.27	-0.22	0.26	-0.22	0.26
Indiv Task Conf. Asymmetry	-0.08	0.07	-0.09	0.07	-0.08	0.07	-0.08	0.07
Indiv Rel Conf. Asymmetry	0.20**	0.07	0.21**	0.07	0.20**	0.07	0.20**	0.07
<b>Team-Level Moderator</b>								
Emotional Intelligence (EI)	-0.07	0.28	-0.07	0.28	-0.09	0.28	-0.11	0.28
<b>Cross-Level Interaction</b>								
Conflict Asymmetry X EI			0.16	0.14			0.08	0.12
R <sup>2</sup> (Level 1)	0.14		0.14		0.15		0.15	
R <sup>2</sup> (Level 2)	0.52		0.53		0.51		0.51	

N = 339 (individuals), N = 80 (teams), N = 13 (classes). \*\*\* p < .01 \*\* p < .05 \* p < .05 unstandardized coefficients are reported.

**Table 10e. The Moderating Impact of Team Emotional Intelligence on the Individual-Level Conf. Asymmetry-Deviance Relationship**

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2		1	2	
Variables	B	SE	B	SE	B	SE
<b>Team-Level Controls</b>						
Data Collection Method	-0.08	0.09	-0.08	0.09	-0.02	0.09
Mean GPA	0.37*	0.16	0.37*	0.16	0.36*	0.15
Mean Age	0.04	0.11	0.04	0.11	0.03	0.11
Proportion of Gender	0.19	0.14	0.19	0.13	0.16	0.13
Proportion of Race	0.26	0.14	0.26	0.14	0.25	0.13
Mean Extraversion	0.13	0.09	0.12	0.09	0.15	0.09
Mean Neuroticism	0.00	0.06	0.00	0.06	0.01	0.06
Mean Openness	-0.09	0.10	-0.09	0.10	-0.10	0.09
Mean Agreeableness	-0.01	0.12	-0.01	0.12	-0.04	0.11
Mean Conscientiousness	-0.05	0.08	-0.05	0.08	-0.03	0.08
Mean Task Conflict	-0.07	0.09	-0.07	0.09	-0.06	0.09
Mean Relationship Conflict	0.28*	0.11	0.28*	0.11	0.30*	0.10
<b>Individual-Level Controls</b>						
Race	0.02	0.04	0.02	0.04	0.03	0.04
Gender	-0.13**	0.04	-0.13**	0.04	-0.12**	0.04
Age	0.01	0.02	0.01	0.02	0.01	0.02
Extraversion	0.03	0.02	0.03	0.02	0.03*	0.01
Neuroticism	-0.03	0.02	-0.03	0.02	-0.03	0.02
Openness	0.01	0.02	0.01	0.02	0.01	0.02
Agreeableness	0.01	0.02	0.00	0.02	0.00	0.02
Conscientiousness	-0.02	0.02	-0.02	0.02	-0.02	0.02

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

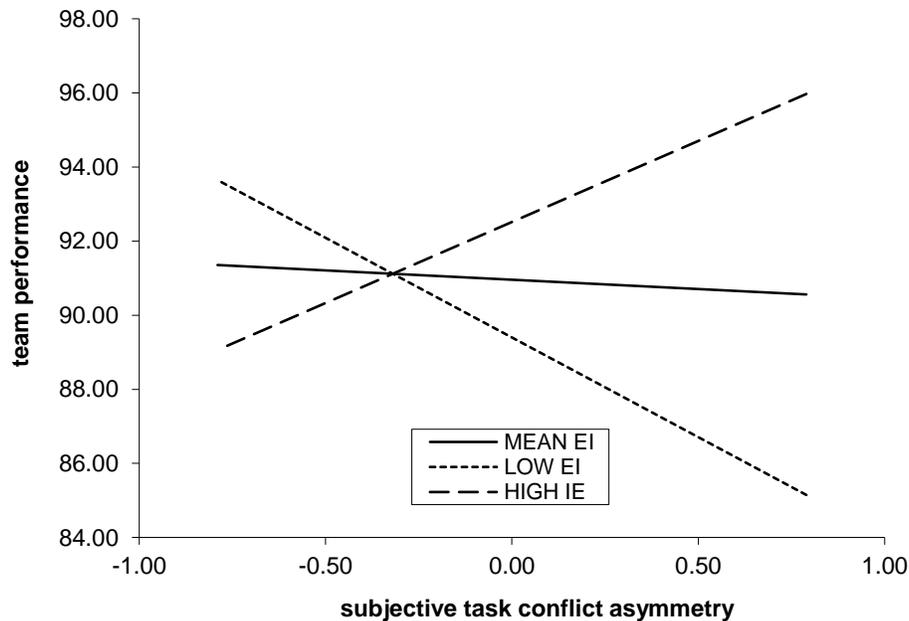
Table 10e. (Continued)

Models	Task Conflict Asymmetry			Relationship Conflict Asymmetry		
	1	2		1	2	
Variables	B	SE	B	SE	B	SE
<b>Team-Level Predictors</b>						
Team Size	-0.02	0.02	-0.02	0.02	-0.01	0.02
Task Interdependence	-0.22*	0.08	-0.22*	0.08	-0.26**	0.08
Age Diversity	-0.23*	0.11	-0.23	0.11	-0.21	0.11
Diversity on Extra.	-0.03	0.10	-0.03	0.10	0.01	0.10
Diversity on Neuro.	0.05	0.07	0.05	0.07	0.05	0.07
Diversity on Openness	0.05	0.10	0.05	0.10	0.08	0.09
Diversity on Agree.	-0.01	0.12	-0.01	0.12	-0.09	0.11
Diversity on Conscien.	-0.16	0.10	-0.16	0.10	-0.15	0.09
Gender Diversity	0.08	0.19	0.08	0.19	0.07	0.18
Race Diversity	0.38	0.21	0.38	0.21	0.33	0.20
<b>Individual-Level Predictors</b>						
Negative Affectivity	-0.03	0.02	-0.02	0.02	-0.01	0.02
Group Attach. Anxiety	0.00	0.02	0.00	0.02	0.00	0.02
Group Attach. Avoid	0.02	0.02	0.02	0.02	0.01	0.02
<b>Conflict Asymmetries</b>						
Team Task Conf. Asymmetry	-0.07	0.12	-0.07	0.12	-0.14	0.11
Team Rel. Conf. Asymmetry	-0.07	0.12	-0.07	0.12	-0.10	0.11
Indiv Task Conf. Asymmetry	0.01	0.03	0.01	0.03	0.00	0.03
Indiv Rel Conf. Asymmetry	-0.06*	0.03	-0.06*	0.03	-0.04	0.03
<b>Team-Level Moderator</b>						
Emotional Intelligence (EI)	0.03	0.13	0.04	0.13	0.10	0.13
<b>Cross-Level Interaction</b>						
Conflict Asymmetry X EI			-0.02	0.06	0.03	0.05
R <sup>2</sup> (Level 1)	0.11		0.11		0.18	
R <sup>2</sup> (Level 2)	0.39		0.39		0.37	

*N* = 339 (individuals), *N* = 80 (teams), *N* = 13 (classes). \*\* *p* < .01 \* *p* < .05 unstandardized coefficients are reported.

team. The results revealed that at the team level, none of the antecedents had a significant impact on subjective task and relationship conflict asymmetry. Likewise, the effects of subjective conflict asymmetries on team outcomes were not significant. In terms of the moderating role of team emotional intelligence, only the interaction effect with subjective task conflict asymmetry on team performance was found to be significant ( $p < .01$ ). Figure 4 shows this interaction effect graphically. As seen from the figure, the effect of subjective task conflict asymmetry on team performance was positive when team emotional intelligence was high, whereas it was negative when team emotional intelligence was low.

**Figure 4. The Moderating Effect of Team Emotional Intelligence on the Relationship between Subjective Task Conflict Asymmetry and Team Performance**



Overall, these findings suggest that the asymmetry measure used in the study (subjective vs. objective conflict asymmetry) did not change the results dramatically, with some slight differences. Regarding the antecedents, while race diversity was significantly related to objective measure of relationship conflict asymmetry, it did not have any impact on subjective conflict asymmetries. In terms of the conflict asymmetry-outcome relationship, all the significant

relationships that were found with objective conflict asymmetry disappeared when subjective conflict asymmetry measure was used. In addition, emotional intelligence did not have any significant interaction effect with objective conflict asymmetries, but there was a significant and positive interaction effect of emotional intelligence and subjective task conflict asymmetry on team performance.

### **5.3. Hypothesis Testing with Trust Asymmetry**

Another question of this dissertation was to investigate whether the direction and the strength of the effect of conflict asymmetry on outcomes will be the same across other team processes. The present study attempted to explore this question by testing asymmetry in team trust. Trust was chosen for comparison as it differs from conflict such that conflict represents a negative aspect of teamwork while trust is a positive team dynamic. Thus, the study examined whether the asymmetry in members' perceptions of trust would have differential relationships with team and individual outcomes.

Team trust can be defined as a "belief in the dependability and trustworthiness of team members" (Tsai, Chi, Grandey, & Fung, 2012, p. 639). Similar to conflict asymmetry, asymmetry in trust can be conceptualized separately at both team and individual levels. Accordingly, team-level trust asymmetry indicates the differences in members' trust perceptions, whereas individual-level trust asymmetry demonstrates whether an individual in a team perceives more or less trust than the rest of the team. A review of the literature reveals a limited number of studies that examine team members' perceptual differences in trust (De Jong & Dirks, 2012; Mach & Lvina, 2012). One of these studies (De Jong & Dirks, 2012) found that mean levels of trust in the team were positively related to team performance and that this relationship was moderated by trust asymmetry such that the positive effect of trust on performance was weaker under high levels of trust asymmetry and

stronger under low levels of trust asymmetry. Another study examining trust asymmetry (Mach & Lvina, 2012) demonstrated that trust in the coach (mean level) had a positive relationship with trust in teammates (mean level), and this relationship was moderated by dispersion in trust in the coach.

While prior research considered trust asymmetry as a moderator, the current study extends this research by examining the direct effects of trust asymmetry on team and individual outcomes. As indicated above, the main objective in testing these relationships was to explore whether the effects of conflict asymmetry can be generalizable to other team processes. Thus, with the purpose of comparing the results of trust asymmetry with those found for conflict asymmetry, this study followed the same analytical procedure for both constructs.

Trust was measured at Time 2 using four items taken from Langfred (2007). All items were rated on a seven point Likert-type scale (1 = strongly disagree; 7 = strongly agree). A sample item is: "I believe that we trust each other a lot in my team." Data for measuring this construct were collected from individuals (both the level of origin and level of measurement is the individual) and the scores on individual items were averaged in order to form a scale score. The internal consistency reliability of the trust scale at the individual level was .89. Team trust was conceptualized using the "direct consensus model" of composition (Chan, 1998), which required within-group agreement to justify the aggregation of individuals' trust scores to the team-level. Thus, the intraclass correlations, ICC (1) and ICC (2), and the mean and median level of  $rwg(j)s$  were computed to assess the agreement of team members (James et al., 1984). The values of the ICC (1) and ICC (2) were .24 and .57, respectively. The ICC (1) value of .24 can be considered as a large effect, suggesting that group membership affected individuals' ratings of team trust (LeBreton & Senter, 2008). The mean and median  $rwg(j)s$  were .73 and .90, respectively,

suggesting strong within-group agreement (LeBreton & Senter, 2008). Taken together, because these results indicated an acceptable agreement among team members, trust scores were aggregated to the team level. The internal consistency reliability based on the aggregated scores (team-level reliability) was .92.

Team trust asymmetry was assessed by taking the standard deviation of team members' trust scores. For measuring individual-level trust asymmetry, the formula below was used:

$$1/n \sum (x_i - k_j)$$

Where  $x_i$  is the trust score of a focal group member,  $k_j$  is the trust score of team member  $j$ , and  $n$  is team size. According to the formula, members with positive scores experience higher levels of trust toward other team members, whereas members with negative scores experience lower levels of trust toward other members in the team.

Tables 11a and 11b show the descriptive statistics and correlations among the variables. The results revealed that, at the team level, team trust asymmetry had no influence on any of the team outcomes (i.e., team performance, satisfaction, commitment, helping, and deviance). Similarly, at the individual-level, trust asymmetry was found to have no significant impacts on individuals' satisfaction, commitment, helping, and performance behaviors. However, the impact of individual-level trust asymmetry on individual deviance behavior was positive and significant ( $p < .05$ ). Taken together, these findings indicate that the effects of trust asymmetry on team outcomes are slightly different than those of conflict asymmetry. Specifically, while there was a significant and positive relationship between task conflict asymmetry and both team satisfaction and commitment, trust asymmetry had no effect on any of these outcomes. Regarding the effects of trust asymmetry at the individual level, it was found that the significant effect of conflict asymmetry on performance disappeared when trust asymmetry was the predictor. Although both

Table 11a. Descriptive Statistics and Correlations (Team-Level)

Variable	Mean	s.d	1	2	3	4	5	6	7	8
1. Data Collection Method	0.20	0.40								
2. Mean GPA	3.20	0.27	0.30**							
3. Mean Age	1.64	0.55	-0.03	0.05						
4. Proportion of Gender	0.50	0.31	0.08	0.18	-0.23*					
5. Proportion of Race	0.50	0.32	-0.23*	-0.40**	0.32**	-0.26*				
6. Mean Extraversion	4.57	0.66	-0.04	-0.01	0.13	0.01	0.11			
7. Mean Neuroticism	3.25	0.67	0.02	-0.07	-0.11	-0.14	-0.07	0.21		
8. Mean Openness	5.18	0.55	-0.11	-0.22*	-0.27*	0.17	0.00	0.47**	0.13	
9. Mean Agreeableness	5.25	0.53	-0.03	0.15	-0.02	0.01	-0.04	0.41**	0.11	0.38**
10. Mean Conscientiousness	5.21	0.57	-0.01	0.18	0.18	-0.04	-0.08	-0.03	-0.32**	-0.02
11. Team Size	4.22	1.68	-0.03	0.00	-0.16	-0.04	0.01	-0.02	-0.14	0.01
12. Task Interdependence	5.57	0.53	0.07	0.12	0.19	-0.20	0.15	0.05	-0.18	-0.06
13. Age Diversity	0.64	0.49	-0.19	-0.08	0.68**	-0.10	0.36**	0.27*	-0.07	-0.14
14. Diversity on Extraversion	1.23	0.52	-0.13	-0.04	-0.13	-0.10	0.02	-0.20	0.12	-0.02
15. Diversity on Neuroticism	1.15	0.55	0.01	0.08	-0.23*	0.01	-0.06	0.00	0.23*	-0.03
16. Diversity on Openness	0.93	0.41	-0.03	-0.03	-0.12	-0.07	0.03	-0.23*	0.00	-0.25*
17. Diversity on Agreeableness	0.87	0.47	-0.01	0.04	0.04	-0.05	0.09	0.06	0.00	-0.11
18. Diversity on Conscientiousness	0.94	0.42	-0.17	-0.10	-0.03	-0.10	0.03	0.02	0.03	0.15
19. Gender Diversity	0.31	0.20	-0.06	0.00	-0.27*	0.00	-0.03	-0.03	0.07	0.07
20. Race Diversity	0.29	0.20	0.00	0.10	-0.13	-0.03	0.14	0.11	-0.21	0.01
21. Mean Trust	5.33	0.88	-0.02	0.24*	0.24*	-0.05	0.10	0.03	-0.21	-0.12
22. Trust Asymmetry	0.97	0.59	-0.12	-0.10	-0.10	0.06	0.04	-0.01	-0.16	-0.04
23. Team Satisfaction	5.68	0.83	0.19	0.26*	-0.04	-0.20	-0.13	0.08	0.06	-0.09
24. Team Commitment	5.62	0.88	0.15	0.23*	0.02	-0.17	-0.05	0.20	-0.01	-0.02
25. Team Helping	5.30	1.06	0.23*	0.29**	-0.05	-0.14	-0.03	0.15	0.03	0.00
26. Team Performance	90.91	7.38	0.14	0.29**	-0.01	-0.09	-0.07	0.10	-0.02	-0.05
27. Team Deviance	1.19	0.36	-0.07	0.17	-0.10	0.18	0.06	0.18	-0.02	0.00

N = 81    \*\*  $p < .01$     \*  $p < .05$

Table 11a. (Continued)

Variable	9	10	11	12	13	14	15	16	17
1. Data Collection Method									
2. Mean GPA									
3. Mean Age									
4. Proportion of Gender									
5. Proportion of Race									
6. Mean Extraversion									
7. Mean Neuroticism									
8. Mean Openness									
9. Mean Agreeableness	0.07								
10. Mean Conscientiousness	-0.05	0.10							
11. Team Size	0.00	0.24*	-0.04						
12. Task Interdependence	0.08	0.06	0.08	0.02					
13. Age Diversity	0.06	0.16	-0.07	0.10	-0.07				
14. Diversity on Extraversion	0.19	-0.01	0.07	-0.01	-0.06	0.20			
15. Diversity on Neuroticism	-0.13	-0.03	0.09	0.10	0.03	0.40**	0.05		
16. Diversity on Openness	-0.42**	0.04	0.08	0.05	0.08	0.38**	0.02	0.15	
17. Diversity on Agreeableness	0.09	-0.18	0.02	0.08	0.02	-0.02	0.07	0.12	0.13
18. Diversity on Conscientiousness	-0.01	0.02	0.32**	-0.10	-0.07	0.10	0.12	0.13	0.05
19. Gender Diversity	0.13	-0.03	0.30**	0.16	0.01	0.10	0.02	0.14	-0.06
20. Race Diversity	0.16	0.13	0.06	0.15	0.14	-0.04	0.04	-0.02	0.08
21. Mean Trust	-0.01	0.30**	0.17	0.01	0.07	0.12	0.18	0.11	-0.04
22. Trust Asymmetry	0.17	0.00	0.09	0.14	-0.19	-0.01	-0.03	-0.02	0.03
23. Team Satisfaction	0.20	-0.01	0.20	0.21	-0.08	-0.06	-0.01	0.04	0.08
24. Team Commitment	0.14	0.22*	-0.01	0.28*	-0.19	0.07	0.05	0.03	0.20
25. Team Helping	-0.06	0.22	0.40**	0.17	-0.08	0.06	0.12	-0.04	0.17
26. Team Performance	-0.03	-0.16	0.00	-0.30**	-0.11	-0.15	0.03	-0.02	0.01
27. Team Deviance									

N = 81

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

Table 11a. (Continued)

Variable	18	19	20	21	22	23	24	25	26
1. Data Collection Method									
2. Mean GPA									
3. Mean Age									
4. Proportion of Gender									
5. Proportion of Race									
6. Mean Extraversion									
7. Mean Neuroticism									
8. Mean Openness									
9. Mean Agreeableness									
10. Mean Conscientiousness									
11. Team Size									
12. Task Interdependence									
13. Age Diversity									
14. Diversity on Extraversion									
15. Diversity on Neuroticism									
16. Diversity on Openness									
17. Diversity on Agreeableness									
18. Diversity on Conscientiousness									
19. Gender Diversity	0.16								
20. Race Diversity	0.00	0.07	0.04						
21. Mean Trust	0.01	-0.15	0.07	-0.35**					
22. Trust Asymmetry	-0.09	-0.01	0.07	0.61**	-0.28*				
23. Team Satisfaction	0.05	-0.12	0.00	0.61**	-0.21	0.88**			
24. Team Commitment	0.10	-0.17	0.15	0.49**	-0.10	0.59**	0.58**		
25. Team Helping	0.00	-0.10	-0.02	0.14	0.03	0.26*	0.28*	0.25*	
26. Team Performance	0.00	0.19	0.15	-0.22	0.08	-0.31**	-0.25*	-0.07	0.07
27. Team Deviance	-0.16	0.06	0.21						

N = 81    \*\*  $p < .01$     \*  $p < .05$

Table 11b. Descriptive Statistics and Correlations (Individual-Level)

Variable	Mean	s.d.	1	2	3	4	5	6	7	8
1. Race	0.50	0.50								
2. Gender	0.50	0.50	-0.19**							
3. Age	1.61	0.85	0.08	-0.11*						
4. Extraversion	4.56	1.29	-0.01	-0.01	0.04					
5. Neuroticism	3.21	1.26	0.01	-0.23**	-0.17**	-0.13*				
6. Openness	5.18	1.02	0.04	0.11*	-0.03	0.37**	-0.20**			
7. Agreeableness	5.24	0.97	-0.06	-0.07	0.08	0.35**	-0.12*	0.35**		
8. Conscientiousness	5.23	1.04	0.01	-0.10	0.19**	0.10	-0.19**	0.02	0.17**	
9. Negative Affectivity	2.24	0.99	-0.07	-0.01	-0.21**	-0.27**	0.54**	-0.17**	-0.16**	-0.32**
10. Group Attachment Anxiety	2.40	0.87	0.07	0.01	-0.08	-0.06	0.17**	-0.07	-0.14*	-0.14*
11. Group Attachment Avoidance	3.15	1.09	-0.12*	-0.01	-0.08	-0.14**	0.24**	-0.10	-0.23**	-0.13*
12. Trust	5.35	1.32	0.13*	0.06	0.09	0.07	-0.24**	0.01	0.17**	0.10
13. Trust Asymmetry	0.00	1.01	0.08	0.11*	-0.01	0.10	-0.21**	0.05	0.18**	0.09
14. Satisfaction with the Team	5.71	1.20	-0.03	-0.01	-0.01	0.10	-0.21**	0.05	0.25**	0.07
15. Commitment to the Team	5.69	1.28	0.01	0.00	-0.01	0.16**	-0.16**	0.04	0.23**	0.11*
16. Interpersonal Helping	5.29	1.26	-0.08	-0.14**	0.04	0.05	0.00	-0.04	0.04	0.13*
17. Performance	5.74	1.01	-0.15**	-0.11*	0.04	0.02	0.01	-0.04	0.07	0.07
18. Interpersonal Deviance	1.19	0.43	0.04	0.01	-0.04	0.15**	-0.08	0.08	0.05	-0.04

N = 342 \*\* $p < .01$  \* $p < .05$

Table 11b. (Continued)

Variable	9	10	11	12	13	14	15	16	17
1. Race									
2. Gender									
3. Age									
4. Extraversion									
5. Neuroticism									
6. Openness									
7. Agreeableness									
8. Conscientiousness									
9. Negative Affectivity									
10. Group Attachment Anxiety	0.27**								
11. Group Attachment Avoidance	0.24**	0.38**							
12. Trust	-0.27**	-0.42**	-0.69**						
13. Trust Asymmetry	-0.27**	-0.34**	-0.52**	0.76**					
14. Satisfaction with the Team	-0.18**	-0.34**	-0.57**	0.51**	0.36**				
15. Commitment to the Team	-0.15**	-0.28**	-0.62**	0.50**	0.36**	0.79**			
16. Interpersonal Helping	-0.02	-0.19**	-0.10	0.15**	-0.08	0.25**	0.21**		
17. Performance	-0.02	-0.25**	-0.13*	0.21**	-0.07	0.33**	0.28**	0.83**	
18. Interpersonal Deviance	-0.06	0.12*	0.12*	-0.07	0.08	-0.14*	-0.13*	-0.01	-0.11*

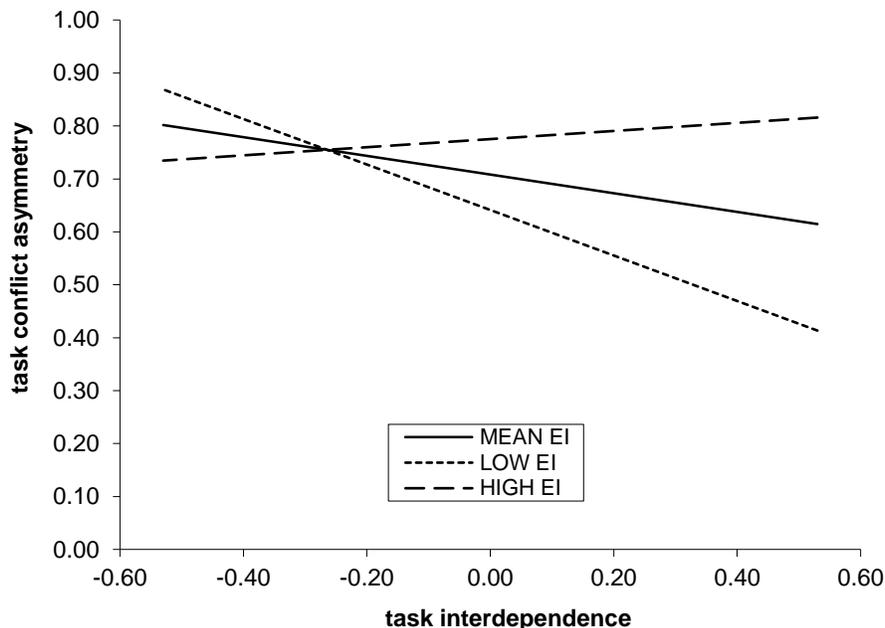
N = 342    \*\*  $p < .01$     \*  $p < .05$

conflict asymmetry and trust asymmetry appeared to have a significant impact on individuals' deviance behavior, the direction of the effects were opposite. That is, relationship conflict asymmetry was negatively related to deviance whereas trust asymmetry was positively related.

#### 5.4. Post-Hoc Analyses

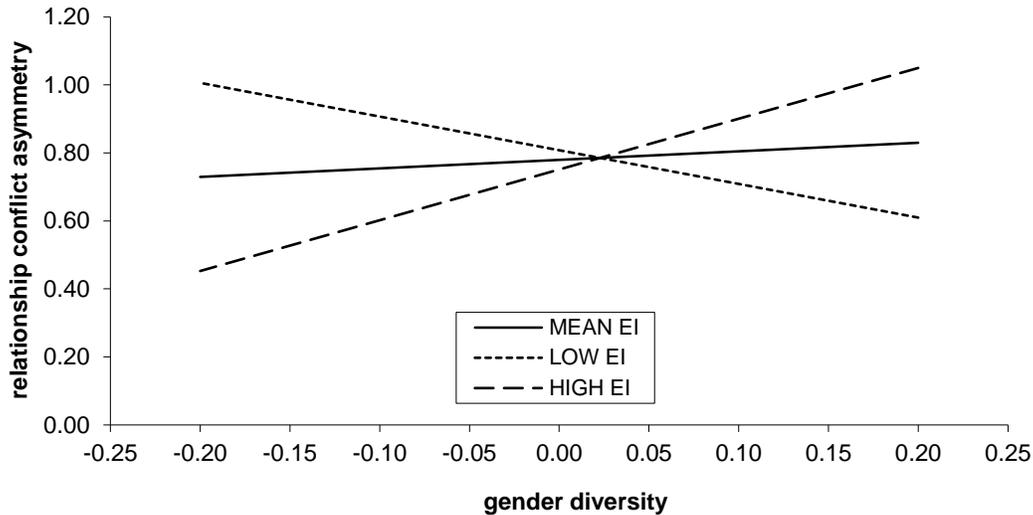
Although it was not hypothesized, this study also tested whether emotional intelligence can have a direct effect on conflict asymmetries. The results revealed that emotional intelligence did not have any significant impact on conflict asymmetries at both team and individual level. Additionally, the study examined whether team emotional intelligence can moderate the relationships between the antecedents and conflict asymmetries (the first link in the research model). At the team level, several of the interaction effects were found to be significant. Specifically, it was found that the interaction effect of team emotional intelligence and task interdependence on task conflict asymmetry was significant and positive ( $p < .05$ ). Figure 5 shows this interaction effect graphically.

**Figure 5. The Moderating Effect of Team Emotional Intelligence on the Relationship between Task Interdependence and Task Conflict Asymmetry**



As seen from Figure 5, when team emotional intelligence was high, the relationship between task interdependence and task conflict asymmetry was positive. On the other hand, when team emotional intelligence was low, the relationship between the two constructs became negative. Similarly, a positive interaction effect was found between team emotional intelligence and gender diversity on relationship conflict asymmetry ( $p < .01$ ). As shown in Figure 6, the effect of gender diversity on relationship conflict asymmetry was positive under high team emotional intelligence, whereas it was negative under low team emotional intelligence.

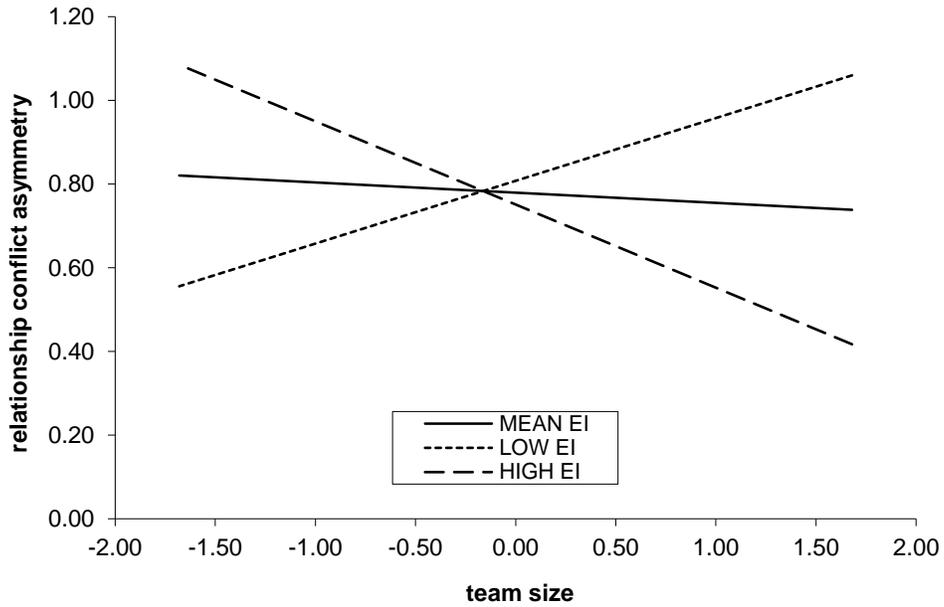
**Figure 6. The Moderating Effect of Team Emotional Intelligence on the Relationship between Gender Diversity and Relationship Conflict Asymmetry**



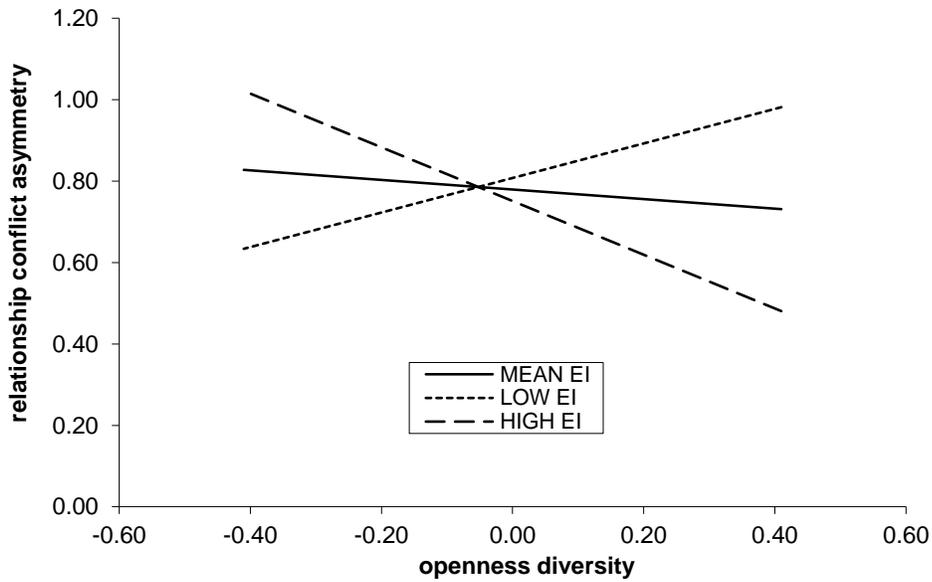
Finally, the interaction effect of team emotional intelligence and both team size ( $p < .01$ ) and openness diversity ( $p < .05$ ) on relationship conflict asymmetry was significant and negative. These interaction effects are demonstrated in Figures 7 and 8. As seen from the figures, the relationship between team size and relationship conflict asymmetry was negative when team emotional intelligence was high while it was positive when team emotional intelligence was low. Likewise, openness diversity had a negative impact on relationship conflict asymmetry in teams with high emotional intelligence but its impact was positive in teams with low team emotional

intelligence. Testing the moderating effect of team emotional intelligence on the individual-level antecedents and conflict asymmetry relationship was not possible due to a convergence problem.

**Figure 7. The Moderating Effect of Team Emotional Intelligence on the Relationship between Team Size and Relationship Conflict Asymmetry**



**Figure 8. The Moderating Effect of Team Emotional Intelligence on the Relationship between Openness Diversity and Relationship Conflict Asymmetry**



## CHAPTER 6: DISCUSSION AND CONCLUSION

The main objectives of this dissertation were to examine the antecedents and consequences of conflict asymmetry from a multilevel perspective and to explore the impact of a contextual factor, team emotional intelligence, on the conflict asymmetry-outcome relationship. In addition, this dissertation also sought to discover if the asymmetry measure used has an impact on the relationships tested and if the effects of conflict asymmetry can be generalizable to other team processes. In this section, I will first present the integration of the findings reported in prior chapters, which will be followed by the limitations and future directions of the present study. Finally, the section will conclude with a discussion of the implications of the current research.

### 6.1. Integration of Findings

To date, numerous studies have been conducted examining the mean level of conflict in teams. Yet, there is still limited research that investigates the variation (or dispersion) of team conflict, which is also known as conflict asymmetry. In filling this gap in the literature, this dissertation sought to explore the antecedents, consequences, and moderators of both team and individual conflict asymmetry. Accordingly, the first research question of this study was: *What are the antecedents of team and individual conflict asymmetry?* In addressing this question, this study identified several factors that could potentially play a role in predicting conflict asymmetry at both the individual and team level. Specifically, at the team level, this study hypothesized that team characteristics—namely team size, team diversity, and task interdependence—would have an effect on the development of shared conflict perceptions among team members. With the exception of race diversity on relationship conflict asymmetry, however, the findings did not reveal support for these hypotheses. That is, members of race-heterogeneous teams were found to have more asymmetrical views of relationship conflict than members of race-homogeneous teams. This

result is well aligned with previous studies suggesting that diversity of team members may lead to decreased communication within the team, which in turn may have a negative impact on the development of shared understandings among team members (Klimoski & Mohammed, 1994; Rentsch & Klimoski, 2001).

It is interesting, though, that only race diversity was found to be related to conflict asymmetry, but not other diversity variables (i.e., age diversity, gender diversity, and personality diversity). However, these findings seem to be consistent with that of Klein et al., (2001) who also showed that diversities with respect to age and gender were not related to variability in members' perceptions of the work environment. Likewise, these results are in agreement with the work of Fisher, Bell, Dierdorff, and Belohlav (2012) demonstrating that gender diversity did not have any impact on team mental model similarity while the effect of race diversity was significant and negative. As indicated by Fisher et al., (2012), perhaps these different effects of diversity might be explained by the diversity salience such that the effects of diversity on team processes and outcomes would be stronger when it is more salient to team members. It may be that since almost all team members have people of different genders and ages in their own families, they did not perceive the differences in these ways as intimidating. On the other hand, perhaps they had little or no sustained interactions with people of other races, which in turn intensified the impacts of racial diversity.

It is not clear, however, why the effect of race diversity only appeared for relationship conflict asymmetry, but not for task conflict asymmetry. A possible explanation for this might be that because personal disagreements are less likely to surface than disagreements about the work, decreased communication (due to high racial diversity) might have a much stronger influence on the team's ability to develop shared understandings regarding the level of relationship conflict. For

example, it might be easier for team members to recognize a task conflict occurring between two of the members. However, this is not true for relationship conflict in that an interpersonal conflict between two of the team members may go unnoticed by other members. Thus, when asked about their relationship conflict perceptions, members experiencing interpersonal conflict may report high levels of relationship conflict while others who are not involved report low levels of relationship conflict. This, in turn, may lead to higher levels of relationship conflict asymmetry. On the other hand, in race-homogeneous teams, due to increased communication, members would easily recognize the personal disagreements that exist in the team, and this may lead to lower levels of relationship conflict asymmetry. Overall, although the effect of race diversity on relationship conflict asymmetry was supportive of the prediction, given the lack of consistent findings, it is difficult to make any conclusive interpretations as to how diversity in general influences team conflict asymmetry.

Another unexpected finding regarding the antecedents of team conflict asymmetry has to do with the effect of team size. Contrary to expectation, team size appeared to have no impact on conflict asymmetry. Actual team sizes in this study ranged from 3 to 9 with an average of 4.22. Thus, one potential explanation for this result might be that average team size in the sample was too small to detect the effect predicted. Further research is hence needed to examine the relationship between team size and team conflict asymmetry using a sample of larger teams. Finally, contrary to what was predicted, task interdependence did not have any influence on team conflict asymmetry. The lack of significant relationship between the two constructs may be attributed to the low ICC (2) value of task interdependence. As mentioned before, low values of ICC (2) imply a potential difficulty in detecting the relationships tested (Bliese, 1998). Although task interdependence had accepted values of rwg(j) and ICC(1) indices, the ICC(2) for this variable

was only .07, indicating a low variability among teams in terms of task interdependence perceptions<sup>15</sup>. The low value of ICC (2) observed in this study might be explained by the fact that the data were collected from similar types of teams from a single university (Bliese, 2000; James et al., 1984). Overall, it is likely that due to the low variability in the task interdependence construct, this dissertation failed to find the relationship predicted between task interdependence and team conflict asymmetry. Nevertheless, future studies are warranted to clarify whether this non-finding might be related to a low ICC (2) value or whether this should be an expected effect of task interdependence.

Regarding the antecedents at the individual level, the results demonstrated positive relationships between group attachment orientations and individual conflict asymmetry (both task and relationship conflict asymmetry). Specifically, team members who scored high on either group attachment anxiety or group attachment avoidance were more likely to perceive conflict in their team than those with low levels of these traits. This result confirms the study hypotheses and is also consistent with previous research showing that members with high levels of group attachment anxiety or avoidance tend to experience strong negative emotions toward team interactions (Rom & Mikulincer, 2003). However, the findings did not reveal support for the hypothesized positive effect of negative affectivity on individual conflict asymmetry. Although prior studies show that individuals with high levels of negative affectivity have a tendency to experience and report negative moods (Watson & Clark, 1984), it is possible that this negative mood may not translate or equate to high conflict asymmetry. Thus, additional research is required to better understand the relationship of negative affectivity with individual conflict asymmetry.

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<sup>15</sup> It is also worth to note that the mean level of task interdependence in the present study was relatively low compared to other studies.

Taken together, in terms of the antecedents of conflict asymmetries, this dissertation provided some evidence that race diversity can be an important driver of the variation in team members' perceptions of relationship conflict (i.e. team conflict asymmetry). Moreover, this study also showed that group attachment orientations can explain why people working in the same team may see the conflict situation through different eyes (i.e., individual conflict asymmetry).

The second research question of this dissertation addressed *the effects of conflict asymmetry on team and individual outcomes*. Previous research by Jehn et al., (2010) attempted to answer this question by examining the effects of conflict asymmetries on such outcomes as performance, satisfaction, and creativity. Expanding this research, this dissertation tested the relationship of conflict asymmetries with a broader range of outcomes, including performance, satisfaction, commitment, helping, and deviance behavior. However, contrary to the study's predictions, several unexpected results were found at both the team and individual level. Specifically, regarding the effects of relationship conflict asymmetry, it was found that relationship conflict asymmetry at the team level had no impact on team performance. This finding was surprising especially given that Jehn and colleagues (2010) observed a negative effect of relationship conflict asymmetry on team performance. However, it is important to note to that the present study differs from the work of Jehn et al., (2010) in several ways. For example, while this study used a sample of student teams, Jehn and colleagues used real organizational teams. Although student teams resemble work teams in certain aspects (e.g., shared goals, shared responsibility), there are potentially differences between the two, which may lead to different results. Moreover, Jehn et al., (2010) employed a cross sectional design with data collected at one specific point in time, whereas this study used a longitudinal research design and collected data at

different times. Thus, the results found here need to be interpreted in light of the context of the present study.

The current research also did not find any significant associations between relationship conflict asymmetry and other team outcomes, namely team satisfaction, commitment, helping and deviance behavior. A close examination of the findings, however, provided evidence that, in the present study, the mean level of relationship conflict had a strong negative effect on both team satisfaction and commitment. Hence, it may be that due to the strong relationships between the mean level of relationship conflict and these outcomes, relationship conflict asymmetry did not account for significant additional variance. In an exploratory manner and to check whether this assumption was true, the analyses were conducted after the mean level of relationship conflict was removed from the model. Confirming the prediction, and also supporting the study hypotheses, the results revealed a significant and negative association between relationship conflict asymmetry and both team satisfaction and commitment.

The effects of task conflict asymmetry reflect those of the relationship conflict asymmetry. Specifically, the findings revealed that task conflict asymmetry at the team level had no influence on team performance, helping, and deviance behavior. Surprisingly, however, there was a positive association between task conflict asymmetry and both team satisfaction and commitment, meaning that the variation in members' task conflict perceptions increased overall team satisfaction and commitment. In terms of team performance, the results are comparable to those of Jehn et al., (2010), who also found no relationship between task conflict asymmetry and team performance. It was not clear, however, why the effects of task conflict asymmetry on team helping and deviance were not significant. Likewise, it is difficult to explain the positive relationships found between task conflict asymmetry and both team satisfaction and commitment.

A likely explanation for these contradictory results might be that the distribution of conflict perceptions among team members may be a more important determinant of team functioning than the absolute variance or dispersion in team conflict (Jehn, Rispens, & Thatcher, 2012; Sinha, Janardhanan, Greer, Conlon, & Edwards, 2016). In other words, it may be that team dynamics are more likely to be influenced by the form or shape of the asymmetry (e.g., uniform, positively skewed or negatively skewed) rather than the absolute asymmetry score. In line with this, for example, a recent study by Sinha et al., (2016) showed that there was a positive relationship between skewed task conflict, which occurs when most members perceive lower levels of task conflict and a very small number of members perceives higher levels of task conflict, and team performance after controlling for both the mean and the variance in task conflict. Moreover, although not directly examined, their results revealed no significant association between task conflict asymmetry or variance in task conflict and team performance. Clearly, more research needs to be conducted to investigate the relative importance of mean, variance, and other configurations of conflict perceptions on team processes and outcomes.

Regarding the consequences of conflict asymmetries at the individual level, contrary to the predictions, no significant associations were found between individual conflict asymmetry and individual outcomes, except a significant impact of relationship conflict asymmetry on individual performance and deviance. However, both of these effects were again in the opposite direction of what was predicted such that relationship conflict asymmetry had a positive impact on individual performance but a negative impact on deviance. This result implies that individuals who perceived more relationship conflict in the team performed better and engaged in less deviance behavior. This finding is counterintuitive and also contradictory to the findings obtained by Jehn et al.,

(2010), who showed a negative relationship between task conflict asymmetry and individual performance while relationship conflict asymmetry was not significantly related to performance.

Generally, it seems possible that these conflicting results might have resulted from the differences in the methodology used for measuring the study constructs. That is, in Jehn et al., (2010), individual performance was assessed through members' own ratings whereas in the present study both performance and deviance were measured using peer ratings. The same source measure in Jehn et al., (2010) might partially explain the differences in the findings. Alternatively, perhaps peer ratings may be biased which may lead to opposing effects observed in this study. For example, it may be that individuals with high relationship conflict asymmetry received higher performance and lower deviance ratings since they were rated by their peers who perceived (relatively) less team conflict. Members perceiving less team conflict (having low conflict asymmetry) may have a more positive view of the situation (i.e. team) and therefore they may be more likely to rate other members favorably. On the other hand, individuals with low relationship conflict asymmetry received lower performance and higher deviance ratings since the members who rated them perceived (relatively) more team conflict. Individuals who experience more team conflict (having high conflict asymmetry) may have a more a negative view of the situation, and therefore they may be more inclined to rate others unfavorably. Overall, given the inconsistent findings obtained, it is difficult to make any general conclusion regarding the effects of conflict asymmetry in teams. It would seem, therefore, that, further investigation is needed to better understand how conflict asymmetry influences team and individual outcomes.

The third research question of the dissertation asked *the moderating role of team emotional intelligence on the conflict asymmetry-outcome relationship*. Researchers have recently argued that the effects of asymmetric conflict perceptions may change depending on whether members

are aware of their different conflict perceptions (Rispens & Jehn, 2011). Based on this argument, this dissertation predicted that team emotional intelligence could be one of the means allowing team members to recognize the asymmetries in their conflict perceptions. Thus, it could moderate the relationships between conflict asymmetry and both team and individual outcomes. The findings, however, demonstrated no significant interaction effects of team emotional intelligence and conflict asymmetries for any of the team or individual outcomes, suggesting that the overall emotional intelligence of a team did not have any influence on the conflict asymmetry-outcome relationship.

At the individual level, these results were understandable given that the relationships between conflict asymmetry and outcomes (i.e. slope) did not vary across teams, except for the effect of conflict asymmetry on individual deviance. Perhaps, the lack of significant slope variation for the individual-level relationships might be explained by the nature of the sample. That is, teams in this study were fairly comparable such that they were all self-managed student teams working on a temporary team project. However, researchers suggested the importance of sampling diverse teams from different settings in order to increase the variability of lower-level slopes (Mathieu, Aguinis, Culpepper, & Chen, 2012). On the other hand, the reason for no moderating effect regarding the conflict asymmetry-deviance relationship could be attributed to the small sample size at the team level. Several studies have argued that cross-level interactions are more likely to be detected by maximizing the observations at the higher level rather than maximizing the lower-level observations (Bassiri, 1988; Snijders & Bosker, 1993). Hence, it is likely that the relatively small number of teams might have constrained the study's ability to detect the cross-level moderation effect. Nevertheless, although team emotional intelligence did not moderate the relationship between conflict asymmetry and deviance, the fact that there was significant slope

variation may also suggest the presence of other moderators. For example, it may be that other variables, such as team affective tone or team trust, would moderate the relationship between the two constructs. Thus, future work may further explore the moderators of the conflict asymmetry-outcome relationship collecting data from not only a higher number of teams but also more diverse teams.

The results of this dissertation also did not reveal any significant interaction effects at the team level, suggesting that the effects of conflict asymmetry on team outcomes did not change depending on the level of team emotional intelligence. However, given the previously demonstrated benefits of high emotional intelligence in teams (Barczak et al., 2010; Chang et al., 2012), additional analyses were conducted to better understand its role with regard to conflict asymmetry. Indeed, the results provided evidence that team emotional intelligence did moderate the relationships between the antecedents and team conflict asymmetries (the first link in the research model). For example, it was found that although team size and diversity in openness did not have a direct effect on conflict asymmetry, their effects were moderated by team emotional intelligence. Specifically, openness diversity had a negative impact on relationship conflict asymmetry in teams with high emotional intelligence but its impact was positive in teams with low team emotional intelligence. Likewise, the relationship between team size and relationship conflict asymmetry was negative when team emotional intelligence was high while it was positive when team emotional intelligence was low. Together, these results imply that the proposed positive impacts of openness diversity and team size on relationship conflict asymmetry tend to disappear (and even become negative) in teams with high emotional intelligence. This might be because team emotional intelligence would create a climate in which members understand each other's emotions (Goleman, 1998), which in turn attenuates the harmful impacts of team characteristics on the

team's ability to develop shared understandings. It was surprising, though, that the impacts of team size and diversity in openness on conflict asymmetry became negative when team emotional intelligence is high. This result was unexpected and warrants further investigation. Additionally, regarding the interaction effects with task interdependence and gender diversity, the results were quite the opposite in that when team emotional intelligence was high, the relationship between task interdependence and task conflict asymmetry was positive. Likewise, the effect of gender diversity on relationship conflict asymmetry was positive under high team emotional intelligence, whereas it was negative under low team emotional intelligence. These results were also counterintuitive and should therefore be replicated before interpretations are made.

Taken together, with regard to the moderating role of team emotional intelligence, the results of this dissertation failed to find support for the proposed effect of team emotional intelligence on the conflict asymmetry-outcome relationships. However, further analyses provided some evidence that team emotional intelligence did play a moderator role between the antecedents and team-level conflict asymmetries.

In addition to these questions, this dissertation also sought to investigate *whether the asymmetry measure used in the study may have an influence on the relationships tested*. Past research on conflict asymmetry (e.g., Jehn et al., 2010) mainly used the standard deviation approach (objective measurement of asymmetry) in measuring the variation in team members' perceptions of conflict. Yet, asymmetry can also be measured through a survey method (subjective measurement of asymmetry) in which team members are asked about the level of conflict that occurs in the team. In line with this, for example, Ferguson et al., (2012) showed that subjective conflict asymmetry negatively influenced team satisfaction and performance over and above objective conflict asymmetry. Extending this research, this dissertation operationalized conflict

asymmetry using both objective and subjective methods, and sought to explore if the results may change depending on the measurement of asymmetry. However, it must be noted that given the description and the content of the subjective conflict asymmetry scale, only team-level analyses were repeated using this measure.

Interestingly, the results revealed that all the significant effects found for objective conflict asymmetry disappeared when a subjective conflict asymmetry measure was used. Specifically, none of the antecedents were significantly related to team level subjective conflict asymmetry, which in turn had no impact on any of the team outcomes. As in the case of task interdependence, there is a possibility that the low ICC (2) values of the subjective conflict asymmetry scale may have led to its non-significant relationships. As described in the previous chapter, while the values of  $r_{wg(j)}$  and ICC (1) for this construct were in the acceptable range, the ICC (2) values were relatively lower, indicating a potential difficulty in finding support for the hypothesized effects (Bliese, 1998). Additionally, the lack of effects found may also be attributed to the fact that the subjective conflict asymmetry scale used in the present study was a newly developed measure and its psychometric properties have not yet been fully established. Thus, more research using alternative measures of subjective conflict asymmetry with higher ICC values is warranted.

With regards to the moderation effects, the only significant relationship found was for the interaction effect of team emotional intelligence and subjective task conflict asymmetry on team performance. Specifically, the results revealed that although the effect of subjective task conflict asymmetry on team performance was not significant, its effect was moderated by team emotional intelligence in such a way that the relationship between the two constructs was positive when team emotional intelligence was high, but negative when team emotional intelligence was low. It can be assumed from this finding that in teams with high emotional intelligence, members are more

likely to recognize the differences in their own and others' perceptions of conflict and produce desirable strategies to deal with this situation. Thus, the detrimental effects of subjective task conflict asymmetry on team performance are attenuated (or even eliminated) in teams composed of members with high levels of emotional intelligence.

In sum, these findings seem to suggest that using a subjective conflict asymmetry measure for hypothesis testing did not influence the results much although there appeared to be some slight differences. However, given the issues described above regarding the subjective conflict asymmetry scale, these results need to be interpreted with caution. Further work with alternative scales is therefore needed in order to have a better understanding of the relative importance of subjective versus objective measures of asymmetry.

The final question of this dissertation referred to whether *the effects of asymmetry were generalizable to other team processes*. As discussed earlier, past research has found conflict asymmetry to be detrimental to team functioning (Jehn et al., 2010). However, the results of the present study revealed mixed findings regarding the effects of conflict asymmetries on team and individual outcomes. Thus, for the purpose of exploring whether the effects of asymmetry might be the same across other team processes, this dissertation attempted to examine asymmetry in another team process—trust in the team. Yet, there has been little research examining the concept of trust asymmetry (e.g., De Jong & Dirks, 2012; Mach & Lvina, 2012). Furthermore, these existing studies mainly focused on investigating team-level trust asymmetry rather than examining individual-level asymmetric trust perceptions. Thus, expanding past research, this dissertation tested the effects of trust asymmetry on both team and individual outcomes.

Surprisingly, the results revealed no significant relationships between trust asymmetry and any of the team and individual outcomes, except a positive relationship between individual trust

asymmetry and individual deviance. Specifically, it was found that members who perceived higher levels of team trust were more likely to engage in interpersonal deviance behavior. This was counterintuitive given that normally members perceiving high trust are expected to demonstrate less deviance behavior. This contradictory result may again be explained by the fact that peer ratings were used for measuring interpersonal deviance. That is, it is likely that individuals who perceived higher levels of team trust (higher trust asymmetry) received higher deviance ratings since they were rated by the members who experienced (relatively) lower levels of team trust. Members experiencing low team trust (lower trust asymmetry) may have a more negative view of the situation (i.e. team) and thus they may be more inclined to rate other members unfavorably.

Overall, it appears from these findings that in general trust asymmetry does not have a direct impact on team and individual outcomes. It is difficult to explain the results at the individual level, as there is no prior evidence to compare. However, at the team level, these findings corroborate those of Mach and Lvina (2012) and De Jong and Dirks, (2012), who also did not report a significant association between trust asymmetry and team performance. It is worth noting, however, that the current research differs from these studies in that they did not explicitly examine the direct effect of trust asymmetry, rather they tested whether trust asymmetry may play a moderating role in the relationship between the mean-level of trust and team performance. In addition, these studies used different approaches in operationalizing team-level trust asymmetry. For example, De Jong and Dirks, (2012) measured trust asymmetry through a peer rating approach while Mach and Lvina (2012) used the Euclidean distance metric. Thus, the results of each study should be interpreted separately.

## **6.2. Limitations and Future Directions**

As with any study, this dissertation has some limitations that highlight avenues for future research. These limitations can be categorized under two areas: methodological limitations and theoretical limitations. With regard to the methodological limitations, first, the external validity of this dissertation is limited in that the data were gathered from student teams working on a temporary team project. Although student teams are similar to work teams in some aspects (e.g., shared goals, shared responsibility), there are certain differences between the two, which limit the generalizability of the findings. For example, the teams in this study worked together for only four to five months, whereas organizational teams often work together for a longer period of time. In addition, students were motivated by course grades while members in work teams are motivated by salaries and other incentives. Moreover, this study used self-managed student teams; however teams in organizations usually work under a manager or leader. Thus, due to these differences, team dynamics would be different in student teams compared to organizational teams. Future studies conducted in organizational settings are hence warranted.

Another methodological limitation of this dissertation has to do with the sample size. Although the sample size at the individual level was moderate (342 individuals), the number of teams in this study was relatively small (81 teams), which may have constrained the study's ability to detect the effects predicted. As discussed above, sampling a greater number of teams is especially important in detecting cross-level moderating effects. Moreover, scholars also emphasize the importance of sampling from diverse teams for cross-level analyses (Mathieu et al., 2012). Thus, further studies of conflict asymmetry should collect data from a larger number of teams working in different settings.

This dissertation also has some limitations resulting from its survey methodology. One limitation is that several of the scales (i.e., task interdependence, subjective conflict asymmetry)

demonstrated relatively low ICC (2) values, indicating low reliability of team means. As discussed in the previous chapter, the low ICC (2) values obtained could be attributed to the small average team size (i.e., 4.22) in the present study. Thus, future research may strive for higher response rates in increasing the accuracy of team means. In addition, the current study used peer ratings in measuring individuals' performance, helping, and deviance behaviors. Although the use of peer ratings may have certain advantages, it may also lead to biased responses. Future studies should therefore collect data from multiple sources in order to minimize any potential bias. Finally, this dissertation measured team-level constructs through the aggregation method. Yet, team-level measures can also be assessed using group discussion or consensus ratings methods. Indeed, some studies show that the group discussion method is a better predictor of team outcomes than the aggregation method (e.g., Gibson, Randel, & Earley, 2000; Kirkman, Tesluk, & Rosen, 2001; Quigley, Tekleab, & Tesluk, 2007). Hence, a future study using team-level scales that do not rely on aggregating individual level responses would be worthwhile.

In terms of the theoretical limitations of this dissertation, first, the theoretical model specified in this study was limited to certain variables. However, there are many other potential variables that could be considered in the study of conflict asymmetry. For example, this research identified negative affectivity and group attachment orientations as predictors of individual conflict asymmetry. However, it seems possible that other factors (e.g., demographic or cultural identities), may also have an influence on individuals' conflict perceptions. Thus, future research should consider additional antecedents of conflict asymmetry. Likewise, this dissertation discussed the role of team emotional intelligence in moderating the relationship between conflict asymmetry and relevant outcomes. Yet, there could be other variables (e.g., team affective tone) that may moderate this association. In this regard, another avenue for future research would be to identify

other factors that may have an influence on the relationship between conflict asymmetry and team and individual effectiveness. Similarly, this study focused on examining the direct effects of conflict asymmetries on the relevant outcomes. However, it is also possible that there may be certain intervening variables through which the effects of conflict asymmetry are transmitted. In line with this, for example, Jehn et al., (2010) found that the relationships between individual conflict asymmetry and both satisfaction and performance were mediated by group atmosphere perceptions and social process experiences. Thus, further researchers may also want to investigate the theoretical mechanisms explaining the effects of conflict asymmetry.

Furthermore, the current framework took a general approach and predicted that the same effects would be observed for both task and relationship conflict asymmetry. However, as the results demonstrated, the two types of conflict asymmetry had differential relationships with the constructs examined. For instance, while relationship conflict asymmetry had no effect on team outcomes, task conflict asymmetry was positively related to team satisfaction and commitment. Likewise, race diversity increased relationship conflict asymmetry, but it did not have any influence on task conflict asymmetry. Hence, in order to develop a more complete understanding of the concept of conflict asymmetry, future studies may focus on investigating the drivers and consequences of task and relationship conflict asymmetry separately.

Finally, the present study operationalized team-level conflict asymmetry using the standard deviation (variance) approach and did not consider the different configurations of conflict dispersion. However, researchers recently demonstrated that different forms of conflict dispersion (i.e., skewed) may have unique effects on team dynamics above and beyond the mean and the variance in conflict (Sinha et al., 2016). Therefore, it would be fruitful to explore how the different distributions of conflict perceptions may have an influence on team processes and outcomes.

### **6.3. Implications**

This dissertation contributes to a small but growing body of literature on the asymmetric perceptions in teams (De Jong & Dirks, 2012; Gardner & Kwan, 2012; Jehn et al., 2010) by providing a multi-level test of the antecedents, consequences, and moderator of conflict asymmetry. Although many of the hypotheses were not supported, the differences between the present findings and previous research may have important implications for further research.

First, this dissertation is one of the first attempts to examine the factors that may lead to asymmetric conflict perceptions in teams. Supporting the research on shared mental models (Mathieu et al., 2005), the findings provided initial evidence that race diversity increases the variation in team members' relationship conflict perceptions. In addition, the results also suggested that group attachment orientations may have an influence on whether individuals experience more or less conflict (both task and relationship conflict) than other team members. Through these findings, this study contributes to the literature on conflict asymmetry and provides an explanation for why differences exist in individuals' perceptions of conflict in teams.

In addition, this dissertation further enriches the literature on conflict asymmetry by testing the relationship of conflict asymmetry with such outcomes as performance, satisfaction, commitment, helping and deviance behavior. Prior research on conflict asymmetry suggested that conflict asymmetry may have detrimental effects on team and individual outcomes (Jehn et al., 2010). However, the present study did not reveal support for this assertion. Moreover, there were also some opposing results, such as the positive effects of task conflict asymmetry on team satisfaction and commitment. The fact that the results differed from prior research makes it difficult to draw any general conclusion as to how conflict asymmetry influences team and

individual effectiveness. Clearly, future research is needed in order to have a better understanding of the effects of conflict asymmetry.

Another contribution of this dissertation was to investigate whether team emotional intelligence could help teams in overcoming the detrimental effects of conflict asymmetries. Although the findings failed to support the predicted effects of team emotional intelligence in the relationship between conflict asymmetry and relevant outcomes, further analyses provided some evidence that team emotional intelligence did play a moderator role in the relationship between the antecedents and team conflict asymmetry. For example, this study found that the expected positive effects of openness diversity and team size on relationship conflict asymmetry tend to disappear in teams with high emotional intelligence. This finding is important in that it suggests that working in an emotionally intelligent team may attenuate the harmful impacts of team characteristics on the team's ability to develop shared understandings. Nevertheless, this result should be interpreted with caution because, unexpectedly, the moderating impacts of team emotional intelligence for some of the antecedents (i.e., gender diversity and task interdependence) were found to be opposite.

In addition to contributing to the literature on conflict asymmetry, this dissertation also advances the limited research on trust asymmetry (De Jong & Dirks, 2012; Mach & Lvina, 2012), by providing a test of the effects of asymmetric trust perceptions in teams. The negative effects of conflict asymmetry found by previous research raises questions about whether the asymmetry in another team process could have the same impacts on team functioning. The findings of this study showed, however, that in general trust asymmetry appeared to have no impact on team and individual outcomes. Given that this research also failed to find support for most of the predicted

effects of conflict asymmetry, it appears that further work is needed to fully understand how the asymmetries in teams influence team and individual effectiveness.

For example, it may be that asymmetry in conflict (or trust) may work as a moderator rather than directly influencing team outcomes. Indeed, the literature on both within-team dispersion and climate strength indicates that within-group dispersion (or consensus) is likely to play a moderating role between the mean-level of a team-level phenomenon and team outcomes. De Jong and Dirks, (2012), for instance, found that asymmetry in trust moderated the relationship between mean-level of trust and team performance. Similarly, Grutterink et al., (2013) found that higher levels of reciprocal expertise affirmation led to more coordinated action, but only when there was a high sharedness of expertise perceptions. Moreover, research on climate strength also provides evidence that within-team consensus or climate strength would moderate the relationship between climate level and team effectiveness (e.g., Calquitt, Noe, & Jackson, 2002). Along the same lines, it is possible that conflict asymmetry could play a moderating role in predicting team outcomes. Thus, further exploration and more empirical studies are needed to better understand the direct and interactive effects of asymmetric perceptions on team and individual effectiveness.

#### **6.4. Conclusion**

This study contributed to the limited literature on conflict asymmetry by examining the antecedents, consequences, and moderators of conflict asymmetry. The findings of the current research demonstrated that race diversity increases the variation in team members' relationship conflict perceptions. Furthermore, the present study also showed that group attachment orientations may have an influence on whether individuals experience more or less conflict than other team members. Although this dissertation provided some evidence regarding the drivers of conflict asymmetry, it failed to find support for most of the effects predicted. The lack of evidence

to support the relationships, however, does not imply that researchers should abandon the study of asymmetric perceptions in teams. Instead, additional research should be conducted on this topic to further understand the findings observed in this and previous studies. Therefore, it is critical that future research move beyond the aggregation-based methods of measuring team-level of phenomena and continue examining the dispersion or variation in team-level variables.

## APPENDIX A: SCALES AND ITEMS

Scale	Items	Source
<b>Personality</b>	<ol style="list-style-type: none"> <li>1. I am the life of the party (E)</li> <li>2. I sympathize with others' feelings (A)</li> <li>3. I get chores done right away (C)</li> <li>4. I have frequent mood swings (N)</li> <li>5. I have a vivid imagination (O)</li> <li>6. I don't talk a lot (E-reversed)</li> <li>7. I am not interested in other people's problems (A-reversed)</li> <li>8. I often forget to put things back in their proper place (C-reversed)</li> <li>9. I am relaxed most of the time (N-reversed)</li> <li>10. I am not interested in abstract ideas (O-reversed)</li> <li>11. I talk to a lot of different people at parties (E)</li> <li>12. I feel others' emotions (A)</li> <li>13. I like order (C)</li> <li>14. I get upset easily (N)</li> <li>15. I have difficulty understanding abstract ideas (O-reversed)</li> <li>16. I keep in the background (E-reversed)</li> <li>17. I am not really interested in others (A-reversed)</li> <li>18. I make a mess of things (C-reversed)</li> <li>19. I seldom feel blue (N-reversed)</li> <li>20. I do not have a good imagination (O-reversed)</li> </ol>	Donnellan et al., (2006)
<b>Negative Affectivity</b>	<ol style="list-style-type: none"> <li>1. distressed</li> <li>2. upset</li> <li>3. guilty</li> <li>4. scared</li> <li>5. hostile</li> <li>6. irritable</li> <li>7. ashamed</li> <li>8. nervous</li> <li>9. jittery</li> <li>10. afraid</li> </ol>	Watson et al., (1988)

Scale	Items	Source
<b>Group Attachment Orientation</b>	<p data-bbox="259 630 284 1428"><i>Attachment Anxiety</i></p> <ol data-bbox="292 630 828 1428" style="list-style-type: none"> <li>1. I sometimes worry that I will be hurt if I allow myself to become too close to my group</li> <li>2. I often worry that my group does not really accept me</li> <li>3. I often worry my group will not always want me as a member</li> <li>4. I don't worry about being alone or not being accepted by my group (<i>reversed</i>)</li> <li>5. I find my group is reluctant to get as close as I would like</li> <li>6. I am not sure that I can always depend on my group to be there when I need it</li> <li>7. Often my group wants me to be more open about my thoughts and feelings than I feel comfortable being</li> <li>8. I sometimes worry that my group doesn't value me as much as I value my group</li> <li>9. I want to be emotionally close with my group, but I find it difficult to trust my group completely or to depend on my group</li> <li>10. I do not often worry about being abandoned by my group (<i>reversed</i>)</li> </ol>	Smith et al., (1999)
	<p data-bbox="925 630 950 1428"><i>Attachment Avoidance</i></p> <ol data-bbox="958 630 1266 1428" style="list-style-type: none"> <li>11. I find it difficult to allow myself to depend on my group.</li> <li>12. I want to feel completely at one with my group (<i>reversed</i>)</li> <li>13. I find it relatively easy to get close to my group (<i>reversed</i>)</li> <li>14. I prefer not to depend on my group or to have my group depend on me</li> <li>15. I am comfortable not being close to my group</li> <li>16. I am somewhat uncomfortable being close to my group</li> <li>17. My group is never there when I need it</li> <li>18. I am comfortable depending on my group (<i>reversed</i>)</li> <li>19. I know that my group will be there when I need it (<i>reversed</i>)</li> </ol>	

Scale	Items	Source
<b>Emotional Intelligence</b>	<p data-bbox="240 1297 266 1566"><i>Self-emotion appraisal</i></p> <ol data-bbox="272 737 412 1566" style="list-style-type: none"> <li>1. I have a good sense of why I have certain feelings most of the time</li> <li>2. I have good understanding of my own emotions</li> <li>3. I really understand what I feel</li> <li>4. I always know whether or not I am happy</li> </ol> <p data-bbox="451 1251 477 1566"><i>Others' emotion appraisal</i></p> <ol data-bbox="483 768 623 1566" style="list-style-type: none"> <li>5. I always know my friends' emotions from their behavior</li> <li>6. I am a good observer of others' emotions</li> <li>7. I am sensitive to the feelings and emotions of others</li> <li>8. I have good understanding of the emotions of people around me</li> </ol> <p data-bbox="662 1381 688 1566"><i>Use of emotion</i></p> <ol data-bbox="695 747 834 1566" style="list-style-type: none"> <li>9. I always set goals for myself and then try my best to achieve them</li> <li>10. I always tell myself I am a competent person</li> <li>11. I am a self-motivated person</li> <li>12. I would always encourage myself to try my best</li> </ol> <p data-bbox="873 1304 899 1566"><i>Regulation of emotion</i></p> <ol data-bbox="906 768 1045 1566" style="list-style-type: none"> <li>13. I am able to control my temper and handle difficulties rationally</li> <li>14. I am quite capable of controlling my own emotions</li> <li>15. I can always calm down quickly when I am very angry</li> <li>16. I have good control of my own emotions</li> </ol>	Wong & Law (2002)
<b>Task Interdependence</b>	<ol data-bbox="1084 659 1354 1566" style="list-style-type: none"> <li>1. Team members have to work together to get group tasks done</li> <li>2. I need to coordinate my work with that of other team members to accomplish my part of the group work</li> <li>3. The way individual members perform their tasks has a significant impact upon others in the team</li> <li>4. Team members frequently have to coordinate their efforts with each other</li> <li>5. The team works best when we coordinate our work closely</li> <li>6. We could not complete a project unless everyone contributed</li> </ol>	Langfred, (2007)

Scale	Items	Source
<b>Conflict</b>	<p><i>Task Conflict</i></p> <ol style="list-style-type: none"> <li>1. How often do people in your team disagree about opinions regarding the work being done?</li> <li>2. How frequently are there conflicts about ideas in your team?</li> <li>3. How much conflict about the work you do is there in your team?</li> <li>4. To what extent are there differences of opinion in your team?</li> </ol> <p><i>Relationship Conflict</i></p> <ol style="list-style-type: none"> <li>5. How much friction is there among members in your team?</li> <li>6. How much are personality conflicts evident in your team?</li> <li>7. How much tension is there among members in your team?</li> <li>8. How much emotional conflict is there among members in your team?</li> </ol>	Jehn, (1995)
<b>Subjective Conflict Asymmetry</b>	<p><i>Subjective Task Conflict Asymmetry</i></p> <ol style="list-style-type: none"> <li>1. In this team, we have different perceptions about to which work-related opinions differ</li> <li>2. Our team members have different perceptions about the amount of work-related debates occurring within this team</li> <li>3. Our team members differ in their opinions of how much they think task conflict occurs in this team</li> </ol> <p><i>Subjective Relationship Conflict Asymmetry</i></p> <ol style="list-style-type: none"> <li>4. Our team members have different perceptions about the amount of personality clashes that occur within this team</li> <li>5. Our team members differ in their opinions about the amount of relationship-related issues within our team</li> <li>6. Our team members have different perceptions about the amount of interpersonal disagreements that exist within the team</li> </ol>	Ferguson et al., (2012)
<b>Trust</b>	<ol style="list-style-type: none"> <li>1. I think I can count on the other team members</li> <li>2. I believe that the other team members know they can count on me</li> <li>3. I believe that we trust each other a lot in my team</li> <li>4. I trust all of the other team members</li> </ol>	Langfred, (2007)

Scale	Items	Source
<b>Satisfaction with the Team</b>	<ol style="list-style-type: none"> <li>1. All in all, I am satisfied with my team</li> <li>2. In general, I don't like my team (<i>reversed</i>)</li> <li>3. I am satisfied with the way I was treated by my team members</li> <li>4. I am satisfied with the friendliness of my team members</li> </ol>	Cammann et al., (1983)
<b>Commitment to the Team</b>	<ol style="list-style-type: none"> <li>1. I feel proud to belong to this team</li> <li>2. I am glad that I belong to this team and not to another team</li> <li>3. I feel very committed to this team</li> <li>4. I am willing to exert extra effort to help this team succeed</li> </ol>	Van der Vegt et al., (2000)
<b>Interpersonal Helping Behavior</b>	<ol style="list-style-type: none"> <li>1. Helped other team members with their work responsibilities.</li> <li>2. Assisted other team members in their work for the benefit of the team.</li> <li>3. Got involved to benefit the team.</li> <li>4. Volunteered to do things for the team.</li> </ol>	Van Dyne & LePine (1998)
<b>Interpersonal Deviance Behavior</b>	<ol style="list-style-type: none"> <li>1. Made fun of someone in the team</li> <li>2. Said something hurtful to someone in the team</li> <li>3. Made an ethnic, religious, or racial remark in the team</li> <li>4. Cursed at someone in the team</li> <li>5. Played a mean prank on someone in the team</li> <li>6. Acted rudely toward someone in the team</li> <li>7. Publicly embarrassed someone in the team</li> </ol>	Bennett & Robinson (2000)
<b>Individual Performance</b>	<ol style="list-style-type: none"> <li>1. Attendance, Effort, &amp; Participation</li> <li>2. Interpersonal Sensitivity</li> <li>3. Intellectual Contribution</li> <li>4. Teamwork</li> </ol>	

## APPENDIX B: IRB APPROVAL

**WAYNE STATE  
UNIVERSITY**

IRB Administration Office  
87 East Canfield, Second Floor  
Detroit, Michigan 48201  
Phone: (313) 577-1628  
FAX: (313) 993-7122  
<http://irb.wayne.edu>

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**NOTICE OF EXPEDITED CONTINUATION APPROVAL**

**To:** Ayse Karaca  
Management  
Department of Management and I

**From:** Dr. Deborah Ellis or designee R. LaCour/BB.  
Chairperson, Behavioral Institutional Review Board (B3)

**Date:** February 05, 2015

**RE:** IRB #: 0210312B3E

Protocol Title: Conflict About Conflict: Antecedents, Consequences, and Moderators of Conflict Asymmetry in Teams

Funding Source:

Protocol #: 1203010672

**Expiration Date:** February 04, 2016

**Risk Level / Category:** Research not involving greater than minimal risk

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Continuation for the above-referenced protocol and items listed below (if applicable) were APPROVED following Expedited Review by the Chairperson/designee of the Wayne State University Institutional Review Board (B3) for the period of **02/05/2015 through 02/04/2016**. This approval does not replace any departmental or other approvals that may be required.

- Actively accruing participants.
  - Research Information Sheet (dated 12/22/2014)
  - Email Recruitment Script (Invitation) for Online Survey
- 

- Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval **before** the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
- All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
- Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (<http://www.irb.wayne.edu/policies-human-research.php>).

**NOTE:**

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at **each** use.

\*Based on the Expedited Review List, revised November 1998

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**ABSTRACT****CONFLICT ABOUT CONFLICT: ANTECEDENTS, CONSEQUENCES, AND  
MODERATORS OF CONFLICT ASYMMETRY IN TEAMS**

by

**AYSE KARACA****December 2016****Advisor:** Dr. Amanuel G. Tekleab**Major:** Business Administration**Degree:** Doctor of Philosophy

The main objectives of this dissertation were to examine the antecedents and consequences of conflict asymmetry from a multilevel perspective and to explore the impact of a contextual factor, team emotional intelligence, on the conflict asymmetry-outcome relationship. In addition, this study also sought to discover if the asymmetry measure used has an impact on the relationships tested and if the effects of conflict asymmetry can be generalizable to other team processes. Hypotheses were tested using 81 self-managed student teams (342 individuals) from a large university in the U.S. The results showed that race diversity positively predicted relationship conflict asymmetry at the team level. However, none of the team characteristics had a significant impact on team task conflict asymmetry. At the individual level, group attachment orientation was found to be positively related to both task and relationship conflict asymmetry. Yet, the findings did not reveal support for the hypothesized effect of negative affectivity on individual conflict asymmetry. In terms of the outcomes of conflict asymmetries, the results demonstrated no significant effect of team relationship conflict asymmetry on any of the team outcomes. On the other hand, team task conflict asymmetry had positive effects on both team satisfaction and commitment, but not on other team outcomes. At the individual level, individual task conflict

asymmetry did not significantly influence any of the individual outcomes. The impacts of relationship conflict asymmetry on individual outcomes were not significant either, with the exception of performance and deviance. Regarding the moderating effect of team emotional intelligence, none of the interaction effects were found to be significant at the team or individual level. Finally, the results showed that the asymmetry measure used in the study (subjective vs. objective conflict asymmetry) did not change the results dramatically, with some slight differences. Likewise, the effects of trust asymmetry on team outcomes were slightly different than those of conflict asymmetry.

## AUTOBIOGRAPHICAL STATEMENT

### ACADEMIC BACKGROUND

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