REEXAMINING INTRA TEAM CONFLICT: A DYADIC PERSPECTIVE

by

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ABSTRACT

MELISSA HALL. Reexamining Intra Team Conflict: A Dyadic Perspective
(Under the direction of DR. DAVID J. WOEHR).

Conflict is seen as an emergent process when looking at the construct of the team as a whole. Researchers have investigated the interpersonal dynamics that contribute to intrateam conflict. According to researchers, intrateam conflict may be the result of conflict that arises from interactions between members of the team on a dyadic level. The dyadic perspective works under the assumption that conflicts can arise between individual members of a team. Researchers have focused on the perspective of the team rather than the dyadic perspective. In fact, many previous studies have concentrated on conflict and the causes of conflict within the team. However, more recently, there have been studies that lend support to the idea that dyadic conflict is one of the primary sources of conflict within teams. There is a possibility that various members of the same team will experience varying degrees of conflict with the other members of the team. It is possible that members of the team will perceive an increase in the amount of conflict between one another. This research contributed to the perception of generalized and dyadic reciprocity among the members of the team. The Social Relations Model (SRM) round robin design will be utilized in the execution of this study, which will take place in a real-world environment. This study will address the dyadic relationship between team members by using this design. It will rate the team members individually as well as the team as a whole, and it will report on each individual team member. In addition, the survey will include information on demographics, questions to assess dyadic task and relationship conflict, as well as questions regarding Jehn and Mannix's research on team level conflict. The results will be analyzed using the TripleR package in R statistical analysis software.

Keywords: Dyadic conflict, Conflict, Team level construct, Social Relations Model

DEDICATION

Robby Hall

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LIST OF ABBREVIATIONS

SRM	Social Relations Model

CHAPTER 1: INTRODUCTION

For decades, researchers and organizations have studied teams and members collectively as well as individually. Some of the first studies date back to the 1920s and 1930s (Mathieu, Hollenbeck, van Knippenberg, & Ilgen, 2017). For businesses to maintain their competitiveness after the advent of the digital age in the 1990s, they looked for new ways to organize, manage, and use their human resources (Mathieu et al., 2017). Research has examined the effectiveness dynamics to benefit organizational workflow, such as what role(s) teams play in organizations. Teams are believed to be more effective and lead to higher worker satisfaction levels than hierarchical work organizations. Teams are also believed to be more capable of increasing an organization's adaptability to dynamic environments than individuals working alone. Individuals working alone are also less likely to experience job satisfaction (van Woerkom & van Engen, 2009). Teams are defined as groups that have three members or more, in which members recognize themselves as being a part of the team, and in which members have one or more tasks that are measurable, shared, and goal-oriented (Hackman, 1987; K. Jehn, S. Rispens, K. Jonsen, & L. Greer, 2013). Additionally, a work team can be defined as two or more individuals who socially interact with one another, possess one or more shared goals, and are brought together to perform tasks that are relevant to the organization in which they are employed (Mathieu et al., 2017). They are dependent on one another in terms of the workflow, the goals, and the outcomes. They are collectively enmeshed in an all-encompassing organizational system, each with its own distinct roles and responsibilities, as well as boundaries and linkages to the larger system and task environment. (S. W. J. Kozlowski & Ilgen, 2006; Mathieu et al., 2017; Park, Mathieu, & Grosser, 2020). Work teams, which are becoming an increasingly popular form of organizational structure, serve to improve quality, increase efficiency, and ensure the

sustainability of organizations. The fundamental presumption underlying work teams derive significantly from the caliber of the relationships among their members (Desivilya, Somech, & Lidgoster, 2010).

Team members may collaborate on projects that boost morale, performance, and satisfaction. However, when they do not cooperate, it may generate tension and financial consequences. Conflict within a team has different dimensions, including aspects based on relationships and the work being done (K. Jehn et al., 2013; Jehn & Bendersky, 2003). Team members' behaviors in dealing with their real and perceived differences are referred to as conflict management. Some of these behaviors relate to emotionally driven conflicts, which are described as relationship conflicts, while others address the more substantive elements of their discords, which is referred to as task conflict (Desivilya et al., 2010).

Conflict can be compelling within team settings. The process of conflict is complicated and is influenced by a wide variety of factors, such as the nature of the conflict and the degree to which individual members of the group are affected by the conflict (Bergiel, Gainey, & Bergiel, 2015). Disputes between team members have been shown to have the potential to produce both positive and negative outcomes (Bradley, Anderson, Baur, & Klotz, 2015; de Wit, Greer, & Jehn, 2012; Park et al., 2020). Early theorists focused on the negative impacts of conflicts, claiming that it interferes with team performance and decreases member satisfaction because it elicits tension and antagonism. In the 1990s, scholars investigated whether conflict may convey important information about different viewpoints and perspectives within a team (Jehn, 1995; Park et al., 2020; Pelled, Eisenhardt, & Xin, 1999). Moreover, conflicts pertaining to affective and cognitive domains were also considered, broadening the perspectives on conflict. Cognitive conflict arises from differences in perspectives and is a task-oriented disagreement (Mooney,

Holahan, & Amason, 2007). Teams discuss and argue different preferences and viewpoints regarding their tasks when this happens. Affective conflict is also a disagreement that stems from personal dissatisfaction and is individual-oriented (Amason, 1997). Conflicts arising from personal and emotional matters can arise among team members. Conflicts of this nature have the potential to prevent team members from making decisions by causing distractions from the tasks at hand (Amason & Sapienza, 1997).

Disagreements between pairs on a team can give rise to an internal conflict within the group (Jehn, 1997). In any situation involving interactions with other people, there are usually two sides to every story regarding perceptions and behaviors. People are not only capable of perceiving themselves, but they are also the subjects of the perceptions of others. People are not simply actors who behave toward other people but also partners with whom other people interact (Marsh, Richardson, Baron, & Schmidt, 2006). Actors behave toward other people; partners interact with other people (D. A. Kenny, Mohr, & Levesque, 2001). This is because people behave toward other people. In dyadic situations, two participants are involved (Back & Kenny, 2010). Researchers have investigated the interpersonal dynamics that underlie intrateam conflicts, such as the possibility that team conflict may frequently be the result of a conflict initially involving as few as two members that has taken place within the team and may, over time, come to infect or affect, other members of the group. In addition, disagreements between members of a team may frequently be traced back to a dispute that began within the group with as few as two participants (K. A. Jehn, S. Rispens, K. Jonsen, & L. L. Greer, 2013).

Team conflict has traditionally been conceptualized as a team-level construct, meaning conflict is viewed as an emergent process at the team level as team members interact. Consistent with this conceptualization, conflict has traditionally been operationalized as the average rating

across team members of the amount of perceived conflict on the team. In essence, the team serves as the referent for ratings of conflict. Alternatively, more recent work has conceptualized conflict as a dyadic process (Park et al., 2020). The dyadic perspective assumes that conflicts arise between individual team members, and this conflict may be aggregated to the team level. A key distinction with a dyadic view of conflict is that individual team members are specific referents for conflict perceptions. Numerous studies have provided empirical evidence in support of the notion that dyadic conflict constitutes a fundamental origin of team conflict. The research study by Shah et al. (2021) addresses the origin and evolution of conflict. As an outcome of this study, they concluded that the dyad was the source of the conflict. In addition, they concluded that conflicts involving the entire team occurred less frequently than conflicts that began at lower tiers. Furthermore, according to Humphrey et al. (2017), the context in which dyadic conflict is experienced and expressed is the principal factor in understanding how team conflict is expressed and experienced. Dyadic conflict can be the result of differences in perception that lead to mistrust, miscommunications that lead to misunderstandings and insults, poor interactions, and power struggles; incongruent goals or competing interests in negotiations; differences in power and status, or any combination of the aforementioned factors (Shah and Jehn, 1993). When colleagues have a disagreement in the work environment that results from differing personalities between the teammates, it can cause emotional and adverse outcomes for the team.

According to the findings of the research presented by Park et al. (2020), different members of the same team may perceive or experience distinct levels of conflict with other members of the team, which led Park et al. (2020) to the conclusion that conflict may not be uniform within a group. The perception of the quality of the reciprocity between a member and

their teammates regarding the member's contribution of ideas, feedback, and assistance to other members and, in turn, the member's receipt of information, help, and recognition from other team members is what is meant by the term "team member exchange"(Banks et al., 2014; Seers, Petty, & Cashman, 1995). Team member exchange represents the exchange of quality with other team members, not as unique individuals, but as team members in their shared duty (Seers, 1989). The perception of the member of the team is what this research analyzed.

The dyadic conceptualizations of conflict are largely rooted in the context of social exchange. The basic building blocks of social exchange theory are a series of exchanges between individuals, each of whom is dependent on the actions of their respective exchange partner (Blau, 1964; Emerson, 1972; Thomas, Loignon, Woehr, Loughry, & Ohland, 2019). The ability to initiate and reciprocate exchange transactions with one another, as well as build exchange connections, is afforded to teammates who work together over the course of time. According to the social exchange theory, the establishment of a relationship between two individuals takes place as a consequence of the individuals involved engaging in a mental exercise in which they assess the advantages and disadvantages of remaining in the same physical proximity to one another. In other words, it is a measurement that is supposed to help one figure out how much effort an individual puts into a person-to-person connection. According to the social exchange theory, people will seek relationships in which the rewards outweigh the costs (a positive net profit), and they will abandon relationships in which the costs outweigh the gains (net loss). These profits can be measured either immediately or on a cumulative basis over time. Both the value of the costs and the rewards are highly subject to individual interpretation. In social exchange, the relationship between the actors who engage in the exchange serves as the unit of analysis. These actors can be individuals or corporate groups behaving as single units in their

interactions with one another (Tanskanen, 2015). The social exchange theory has led to fruitful empirical applications, not only in personal relationships but also in those between companies. According to the research findings, mutual dependence and trust that influence cooperation, satisfaction, commitment, and reputation are impacted differently depending on whether the exchange results in a positive or negative outcome (Anderson & Narus, 1984, 1990; Jeong & Oh, 2017). A dyadic exchange relationship is the simplest form of an exchange relationship because each team member controls the resources that the other team member values. However, social transactions typically occur not in solitary two-party structures but within the context of exchange systems characterized by competition for limited resources (Tanskanen, 2015).

The primary objective of this research was modelling team conflict at the dyadic level in order to expand existing literature of team conflict at the level of dyads within the team structure. This was done with the intention of expanding on recent research that suggests that team conflict may be better modeled at the level of dyads residing within a team structure. The research looks specifically at how team members perceive the level of conflict with specific teammates rather than just with the team as a whole. In essence, the referent for measures of conflict was individual team members rather than the team. This allowed for parsing of the variance in conflict ratings into different components representing the team, rater, target, and dyadic effects. In addition, I also examined the degree of reciprocity in perceptions of conflict among team members, i.e., if one team member perceives conflict with a specific individual, does that individual also perceive conflict with the team member? I looked at particular conflict perceptions. For example, questions that were posited, are there specific targets with which everyone had a conflict, or are there some people that had a conflict with everyone?

Previous research on team conflict emphasized a consensus model in which members are presumed to have a common perception and agreement regarding the level of conflict that exists on their team. They conceptualized conflict origins diverging from conflict configurations in three diverse ways using research from Shah et al. (2021). For instance, several members of the team might be involved in a conflict, but it could be traced back to just one problematic member of the group. Numerous variations could be invoked to account for a particular beginning. For instance, two members of a five-person team may report team conflict when they are behaviorally involved in conflict with one another. On the other hand, a member of the team may report conflict when multiple dyads are behaviorally involved in the conflict between one another.

Moreover, if the team had a conflict, it was assumed that there was a conflict between all members of the group. Furthermore, some members of a team might not be directly involved in a conflict with the person who is the focal point of attention, but they might be aware of or observe a conflict that that person instigated. It is also possible for multiple members of a team to be at odds with the same person, even if they are not necessarily at odds with one another on the same team.

A minimum amount of research has been done to examine the Social Relations Model's technique using a round-robin methodology. Regarding the dyadic relationship between team members to rate the team members both individually and as a team, reporting on each team member, there had been a gap in the literature. The majority of the research studies that were done were not in real-world settings, but rather non-field environments. Furthermore, it was challenging to use the round robin method because team members had to make sure they remained anonymous when rating one another.

Given a dyadic conceptualization of conflict, the present study utilized the Social Relations Model (SRM) to assess team conflict. The SRM is both a conceptual and operational model for analyzing dyadic data. Understanding social perception was the primary focus of the analysis that was conducted using the SRM (Tasca, 2021). Within the SRM framework, team perceptions can be separated into several independent components: group, rater, target, and dyadic relationships. Using round-robin designs, researchers can estimate individual differences (for example, the average ratings given by and received from each participant), group effects (for example, the group means), and relationship effects when they make use of round-robin designs of their studies (e.g., the extent to which an individual rates another person exceptionally high or low on the measure in question) (Bonito & Kenny, 2010). In this configuration, every group member was given the opportunity to interact with or rate each other, and data were gathered from both members of each dyad.

When examining the dynamics of a team, the Social Relations Model is demonstrated to be a helpful framework, specifically in analyzing dyadic relationships within a team. Individual, dyadic, and group effects can be disentangled from one another in order to better understand the total amount of variance in measures of interpersonal phenomena using this model. One can also look at the connections between these effects across multiple constructs. The SRM model can help to understand if there is a conflict with all members of the team or if the conflict may only be between one dyadic relationship within the group. The level of conflict that different members of the team perceive and experience within the team is consistent (Park et al., 2020). Collectively, individuals' overall ratings of team conflict adequately capture all of their dyadic experiences with other members and that different members of the same team will experience the same general level of conflict. Therefore, conceptualizing and testing team conflict using the

consensus of referent shift style variable may overlook any different configurations of dyadic team conflict relations within teams (Park et al., 2020).

To achieve my objectives, I first incorporated much of the work done by prior scholars. Second, I added to the literature by addressing the questions directly. I produced a theoretical framework. Third, I reviewed the relevant literature before developing the hypothesis and research questions. Fourth, I explained my methodological approach, which included an assessment of the research design, participant details, measurements and scales, data collection techniques, and analysis methodologies. Finally, I described the findings and explored their consequences, including practical applications.

CHAPTER 2: LITERATURE REIVEW AND HYPOTHESIS DEVELOPMENT

Teams can be a valuable tool in an organization to complete multi-complex tasks. It is a widespread practice to form teams in order to meet the challenges posed by complex problems and to complete assignments that are too extensive or involved for a single person to manage on their own. The nature and flexibility of task flow among members in work team environments have substantial impacts (Arrow, McGrath, & Berdahl, 2000; Park et al., 2020). Teams are becoming more of a mainstay in dynamic business environments. At the same time, business organizations depend on the quality of teamwork to achieve their maximum level of organizational performance (Suifan, Alhyari, & Sweis, 2020).

Over the course of the last decades, there has been a shift in the focus of research on organizational conflict toward the study of conflict that occurs within groups. The research that is conducted in this setting primarily concentrates on a framework that is centered on identifying various categories of conflict. Whereas previously, a significant amount of time and effort has been invested in research and learning how to form and develop effective teams (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Somech, Desivilya, & Lidogoster, 2009).

Within teams, conflict is an unavoidable component. There is always conflict if one considers interactions between individuals, groups, or organizations (van Kleef & Côté, 2018). Conflict can result in long-lasting effects for the parties involved. In addition, unsatisfactory agreements generate frustration and annoyance, breed continued conflict and disharmony, and undermine profit and productivity. Awareness on the part of the parties involved of discrepancies, incompatible wishes, or desires that cannot be reconciled is the foundation of conflict (Boulding, 1963; Jehn & Mannix, 2001; Park et al., 2020). Conflict is expected within the interpersonal context of teams, as are attempts made to manage these conflicts (Rahim,

Magner, & Shapiro, 2000; Somech et al., 2009; Van de Vliert & De Dreu, 1997). For the sake of maintaining the team's viability, self-criticism, and innovative potential, some level of conflict is considered necessary (Margarida Passos & Caetano, 2005) .

Conflict among team members can generate positive and negative team outcomes (Bradley et al., 2015; de Wit et al., 2012; Park et al., 2020). Team conflict is multidimensional, consisting of both relationship and task-based elements (Jehn & Bendersky, 2003; K. A. Jehn et al., 2013). When there is no contention within the group, members may not notice that there are imperfections (C. K. W. De Dreu & Weingart, 2003). Furthermore, researchers have also attempted to better understand how conflict affects decision-making. Consequently, research has focused on the cognitive and affective aspects of conflict. When teams discuss and argue distinct preferences and viewpoints about their tasks, cognitive conflict arises. It has been determined that when teams are compelled to take into account and combine different points of view, decision-making improves (Amason, 1997). Conversely, affective conflict emerges when team members dispute regarding matters that are emotionally and personally significant (Amason & Sapienza, 1997). This kind of conflict hinders decision-making because it breeds resentment and pulls team members away from the task at hand. Researchers have proposed that decision making improves when teams are able to reap the benefits of cognitive conflict while refraining from the drawbacks of affective conflict, taking into account these dimensions and the effects associated with them (Mooney et al., 2007).

Arguments that take place between members of a team have the potential to evolve into a struggle that is experienced by the entire group if they are not resolved. It is common knowledge that there are always differing sides to situations, each of which has the power to shape people's perceptions and actions, and this is true in any situation that requires interaction with other

people. They are simultaneously the subjects and objects of the perceptions of other individuals. Dyadic interactions in groups have been an increasing phenomenon that has been studied. "The dyad is arguably the fundamental unit of interpersonal interaction and interpersonal relations" (Kenny, Kashy, & Cook, 2006, 2020). The relationship between the team members can create conflict. Park et al. (2020) concluded that the perception of conflict within a dyadic member of the team may or may not be consistent within the group.

Conflict can potentially hinder all levels of goal achievements, which can lead to diminished performance and decreased satisfaction as tension or animosity reduces team members' focus. Therefore, in order for the team to function effectively, individual members should learn to constructively manage conflict within the group (Suifan et al., 2020).

Researchers have investigated the interpersonal dynamics that underlie intrateam conflicts, such as the possibility that team conflict may frequently be the result of a conflict initially involving as few as two team members that has taken place within the team and may come to infect or affect other members of the group. In addition, as the conflict spreads throughout the team, additional team members may become infected or affected by it.

The purpose of this chapter is to review previous research studies as well as the development of the hypotheses to be studied regarding dyadic interaction. Emergent processes will be discussed, with a particular emphasis placed on team conflict as an important emergent state. In addition to this, the section will address the various research studies that have been conducted on team conflict. There will also be a discussion on the process of operationalizing team conflict. Furthermore, it will explain the perceptions of conflict from a dyadic point of view. The Social Relations Model will also be discussed during a discussion of the dyadic

perspective, with an emphasis on generalized and dyadic reciprocity. Lastly, the chapter will wrap up with an exploration of the development of hypotheses.

Emergent Processes

Historically, the concept of team conflict has been conceived of as a team-level construct. This means that conflict is understood to be an emergent process at the team level as a result of the interactions of team members. Emergent states are properties of a team that are defined as being based on thoughts and feelings, such as individual team members' positive attitudes, values, and motivations (Jehn, Greer, Levine, & Szulanski, 2008). Emergent states are not the same as social processes; instead, they are developed in a group through an interactive team process (Jehn & Bendersky, 2003). Emergent states are construed as emerging not only from the shared experiences that develop over time among the members of a team but also through the combination of the distinctive backgrounds, characteristics, and experiences of individual team members (S. W. Kozlowski & Klein, 2000).

Emergent states are considered to represent shared experiences. However, studies have shown that the unique aspects of each individual team number may lead to some degree of disagreement with regard to perceptions of these constructs (Loignon, Woehr, Loughry, & Ohland, 2019). Moreover, processes are defined as members' independent acts, which convert inputs to outcomes through cognitive, verbal, and behavioral activities focused on organizing task work to achieve collective goals. This transformation takes place in order to fulfill the requirements of the collective goals (Marks, Mathieu, & Zaccaro, 2001). Emergent states and behavioral processes are both components of team conflict, and each of these aspects contributes to the team's performance and the affective outcomes of the conflict.

Although processes and states are powerful determinants of important team outcomes, the processes that teams use to manage their differences explain more variance in outcomes than teams' emerged perceptions of the nature and amount of those differences (DeChurch, Mesmer-Magnus, & Doty, 2013). Cohesion is one of many positive states that can emerge in teams (S. W. J. Kozlowski & Ilgen, 2006). Members, who are in a cohesive state, work hard to preserve the group's unity, which boosts the probability that the group will continue to function. The likelihood of high-performance levels is increased when there are positive motivational states that can arise within a team, which intensifies the members' efforts toward the task's successful completion (Jehn et al., 2008).

A second form of an emergent state is psychological safety, which is a general consensus among members of the team that it is acceptable to take risks with one another in the context of the team. The members of the group maintain an attitude of openness and refrain from taking disagreements about the task personally (Bradley, Postlethwaite, Klotz, Hamdani, & Brown, 2012). The benefits of psychological safety are twofold. First, it allows for self-expression and engagement, and second, it promotes learning, which, in turn, increases the effectiveness of the team (Schulte, Cohen, & Klein, 2012). When there is psychological safety, members of the team contribute more ideas, discussions regarding the process of the team should be more prosperous, and teams have more time to spend on constructive problem-solving because they spend less time needing to regulate interpersonal relations. In this environment, not only are unique ideas, suggestions, and points of view that challenge the status quo allowed, but they are actively encouraged (Bradley et al., 2012).

There are individual antecedents and collective climates related to conflict; interteam conflict is primarily dyadic in expression, meaning conflict is expressed from one member to

another (Humphrey, Aime, Cushenbery, Hill, & Fairchild, 2017). Conflict can take on additional forms and meanings as a result of dyadic interactions such as conflict spirals, hostile work environments, etc. However, the foundation of what is defined as intergroup conflict is the expression of conflict by one member towards other members, including the perception and interpretation of that conflict by members. To be more specific, it is a process that takes place within people, but it reaches its conclusion when people engage in dyadic conflict with one another (Korsgaard, Soyoung Jeong, Mahony, & Pitariu, 2008).

Consequently, researchers have begun to question the assumption that all members of a team may comprehend or experience the same aspects of the team's processes in the same manner (Chan, 1998; De Jong & Dirks, 2012; Jehn, Rispens, & Thatcher, 2010). These researchers contend that individuals significantly differ in how they view and participate in processes that occur within their team. The perceptual and behavioral variations and patterns within teams offer more relevant insights for team performance than those that are obtained by simply averaging across the potentially varied individual views that may exist within the team (Harrison & Klein, 2007; Moritz & Watson, 1998; Stewart, Fulmer, & Barrick, 2005). In other words, these researchers believe that individuals dramatically differ in how they view and participate in processes that occur within their team.

Team Conflict Research

Team conflict research has followed a composition model where members are presumed to have a shared perception and consensus concerning how much conflict exists on their team (S. W. Kozlowski & Klein, 2000; Park et al., 2020). Composition models "specify the functional relationships among phenomena or constructs at different levels of analysis…that reference essentially the same context but that is qualitatively different at different levels" (Chan, 1998).

For instance, even though a number of team members are engaged in a dispute, it may be possible to pinpoint one team member as the primary cause, or alternatively, different team members may perceive and feel conflict at the same intensity. In many models of team composition, agreement or similarity among team members is one of the most significant factors (Klein, Dansereau, & Hall, 1994; S. W. Kozlowski & Klein, 2000). There are three models in the within-group agreement: 1) the direct consensus model, 2) the referent-shift consensus model, and 3) the dispersion model. The direct consensus model specifies how a construct that is conceptualized and operationalized at one level is functionally closely related to another form of the contract at a higher level by using the within-group consensus of the lower-level units as the functional relationship (K. J. Klein, Buhl Conn, Smith, & Speer Sorra, 2001). In other words, by utilizing the within-group consensus of the lower-level units as the functional relationship, the direct consensus model explains how a construct that is conceptualized and operationalized at one level is functionally closely related to another form of the contract at a higher level. The referent-shift consensus model is comparable to the group consensus model, with the critical difference being that the lower-level attributes in the referent-shift model are conceptually unique despite being derived from the individual-level construct. The key distinction between the referent-shift consensus model and the group consensus model is that, although originating from the individual-level construct, the referent-shift model's lower-level attributes are conceptually distinct.

In the referent-shift model, members of the team are assumed to share a common perception and agreement regarding the level of conflict that occurs on their team. They formulated conflict origins in three different ways, each of which was distinct from the configurations of conflict (Shah et al., 2021). For instance, several members of the team might

be involved in a conflict, but it might be possible to identify just one member of the team as the root cause of the conflict. To explain further, one could point to a number of different possibilities at once for the conflict. For instance, two members of a five-person team may report conflict when they are behaviorally involved in conflict with one another. This can happen when there is a disagreement about how to handle a situation. Furthermore, a member of the team may report conflict when multiple dyads are behaviorally involved in the conflict between one another.

Dispersion models do not assume that the perceptions of team members will fully coalesce but rather define higher-level constructs based on the degree and pattern of variability within the teams (S. W. Kozlowski & Klein, 2000). It is used to describe the variations that can be found within a group. A variance statistic tool is a tool to index an attribute of a group rather than an attribute of any individual-level response (K. J. Klein et al., 2001).

Subsequently, the model presumes that every team member experiences and perceives consistent levels of conflict with each and every other team member. Individuals do not differentiate between separate groups of conflict with different people. The model assumption presumes that various team members perceive and experience the same level of conflict in their team. Collectively, these assumptions imply that individuals' overall ratings of team conflict represent all their dyadic experiences with other members and that different members of the same team will experience the same general level of conflict (Park et al., 2020).

The discussion regarding the positive aspects of conflict led to the research studied by Jehn (1995, 1997), which contrasted the impact of different bases, or types, of team conflict. Findings suggest that relationship conflict, which can be defined as interpersonal incompatibilities that are not focused on the task at hand, is responsible for members' negative

emotions, which, in turn, limit their abilities to process task-related information (de Wit, Jehn, & Scheepers, 2013; Park et al., 2020), and creative thinking (Park et al., 2020; Yong, Sauer, & Mannix, 2014). In addition, relationship conflict diverts members' attention away from the task at hand, increases frustration, causes members to withdraw from the team, and amplifies adverse reactions (Jehn, 1995; Tekleab & Quigley, 2014).

Relationship conflict is characterized by interpersonal incompatibility among members of a team, as well as arguments that are fueled by hostility, resentment, and annoyance toward one another. It is an indication of disrespect and includes manifestations of interpersonal conflict and rejection, which can put at risk both the fundamental goal of the team as well as interpersonal relationships (Baumeister & Leary, 2017; C. K. De Dreu & Gelfand, 2008; Meier, Gross, Spector, & Semmer, 2013). When colleagues have a disagreement in the work environment that results from differing personalities between the teammates, it can cause emotional and adverse outcomes for the team. Emotional components like tension and friction are part of the makeup of relationship conflict. The ability of the group to process information is hindered when there is relationship conflict because the members of the group spend their time and energy focusing on each other rather than on the issues that are related to the tasks that the group needs to complete (Simons & Peterson, 2000). Relationship conflict is the interpersonal incompatibility between members of a team that results from differences in beliefs, values, and experiences. The existing body of empirical research indicates that relationship conflict is a reflection of dyadic incompatibility (Korsgaard et al., 2008).

According to Humphrey et al. (2017), the sheer appearance of relationship conflict in any dyad within a team is enough to influence the conditions and behaviors of team members. The particular expression of differences in opinion between two members of the team serves as the

team-level representation. Consequently, any dyadic relationship conflict will be detrimental to the team. Hence, it is also presumed that the accurate method for evaluating relationship conflict at the team level is the high capacity of relationship conflict across any dyad that is comprised within the team (Humphrey et al., 2017).

Task conflict is described as disagreements over differing ideas, perspectives, and opinions regarding the group's task (Amason & Sapienza, 1997; Behfar, Peterson, Mannix, & Trochim, 2008). The term task conflict refers to the experience of collaborating with a team and becoming aware of the existence of divergent perspectives and values. Ideas and approaches to the task may clash, leading to tension (Amason & Sapienza, 1997; Jehn & Mannix, 2001). It may coincide with animated discussions and personal excitement. However, it does not involve the intense interpersonal negative emotions more commonly associated with relationship conflict. It includes activities such as discussing the benefits and drawbacks of various options, thinking about alternative courses of action, or analyzing how conflicting evidence relates to the decisions made by the group (Amason, 1996; Jehn, 1995).

The dyadic nature of task conflict is also supported by empirical evidence (Humphrey et al., 2017). Task conflict has its roots in interpersonal tensions, similarly like relationship conflict does. In most cases, disagreements regarding goals and interests, as well as the nature of the work to be performed, are considered to be examples of task conflict. Other examples include theoretical goal incompatibility, power differences, or the structure of the interaction.

In contrast to relationship conflict, which tends to be associated with adverse team outcomes, task conflict can be beneficial to a team's overall performance. The members of the team place more of their attention on the functions and problems they are dealing with, which, in turn, encourages them to collaborate in order to discover solutions to the challenges they

encounter and to make progress toward the goals they have established as a group. The members of the team, when presented with ideas that are in opposition to one another, respond with determination rather than unhappiness. This results in more objectivity toward the conflict. If, in the beginning phases of the team's work together, members concentrate on ideas that are specific to the task at hand, they will find it much easier to focus on topics that share common ground and mutual purpose (Maltarich, Kukenberger, Reilly, & Mathieu, 2018).

Task conflict improves the quality of decisions because the synthesis that results from the conflict is typically superior to the sum of the individual perspectives. (Jehn & Mannix, 2001; Mason & Mitroff, 1981; Schweiger & Sandberg, 1989; Schwenk, 1990). Task conflict and relationship conflict have been referred to as conflict states (O'Neill, McLarnon, Hoffart, Woodley, & Allen, 2018; Okhuysen & Richardson, 2007; Shaw et al., 2011) which are the members of the team's collective perception of the degree to which they disagree with one another (DeChurch et al., 2013; O'Neill et al., 2018).

Researchers have proposed that team conflict is not necessarily a unified share property of teams but may take on different patterns or configurations. These configurations reflect the variability of the perceived conflict interaction among individual members (Crawford & Lepine, 2013; Park et al., 2020). Team conflict can be divided into two categories: conflict over tasks and relationships between team members. Cooperation and integration among members of a team can be strengthened through communication or the enhancement of group benefits well in advance of the emergence of a task-related conflict (Jehn & Mannix, 2001). Relationship conflict has a negative impact on the helping behavior of team members, and as a result, relationship conflict is negatively related to team cooperation (C. K. De Dreu & Van Vianen, 2001; Lee, Lin, Huang, Huang, & Teng, 2015).

Operationalizing Conflict

The amount of perceived conflict on the team has been operationalized as the average rating of all of the team members. Research has been conducted that conceptualizes conflict as a process that takes place between two parties. The dyadic perspective operates under the presumption that disagreements occur between individual members of the team and that these disagreements may be brought up at the team level (Park et al., 2020). The fact that individual members of a team serve as specific referents for conflict perceptions is a crucial distinction with regard to the dyadic view of conflict. There have been a number of studies that lend credence to the idea that dyadic conflict is one of the primary sources of conflict within teams.

The model of team conflict that was proposed by Park et al. (2020) places the emphasis on the dyadic relationship that exists within the group. Their innovative approach acknowledges alternative sources of variance in the ratings of conflict instead of relying on the group's collective perceptions as the sole source of information. Team members who feel that their concerns are not being heard may experience feelings of lessening self-worth and disrespect if they believe that the rest of the group does not share their perception that there is more conflict than they do (Ellemers, Doosje, & Spears, 2004; Tyler, 1999). In particular, Park et al. (2020) conceptualized conflict within the team based on the existence or lack of one or more types of conflict with specific other team members. This research placed an emphasis on the potential for a wide range of variations in the perceived conflict interactions that can take place between different members. Their study concluded that individual members of a team will have different perceptions regarding the degree or type of conflict that appears to exist within their team.

In addition, a team conflict network is the constructed state of a team that is determined by members' perceptions of patterns of dyadic conflict with other members of the group. When

one or two members of a team are identified as directly involved in an interpersonal conflict, they will experience the conflict more vividly than other members. Therefore, members may experience the same conflict situation differently based on their position or role in the conflict and their felt experience. Individuals on a team may have very different ways of perceiving the same conflict, which can lead to a team-level conflict pattern of configuration that represents a structural viewpoint of team phenomena (Crawford & Lepine, 2013; Morgeson & Hofmann, 1999; Park et al., 2020).

Interpersonal factors relative to a conflict are perceptual interface, communication, behavior, structure, and previous interactions. It is typical for this to give rise to conflict within the perceptual interface because the members of the team anticipate that the success of others in achieving their goal will come at the expense of their own plan. Intentions of the other person involve the interpretation of interpersonal factors. When one party's actions appear to be deliberately designed to cause harm to the other in some way, or when the intentions of those involved violate the standards of fairness and equity held by the team, conflict may result (Wall Jr & Callister, 1995). In addition, Hjerto and Kuvaas (2017) highlighted the fact that different intragroup conflict types can be investigated from the viewpoint of complexity. It assumes that conflict during decision-making includes problems with both task-related and person-oriented elements, and both kinds of conflict affect the efficiency with which a team decides on a course of action (Hjerto & Kuvaas, 2017).

Interpersonal perceptions within the team significantly impact conflict expressions' directness and oppositional intensity. Individuals may also use the effectiveness of the team's ability to complete tasks to evaluate the sustainability of the group. The team's ability to complete tasks effectively depends on how cohesive they are, which subsequently affects how

members of the group perceive the group's viability (Tekleab, Quigley, & Tesluk, 2009). Many studies have shown that an improved relationship between task conflict and team performance is associated with higher levels of group potency. Group potency refers to the widespread belief that a team has a chance of achieving its goals (Bradley et al., 2015; Lira, Ripoll, Peiró, & González, 2007).

The most useful way to think about teams is in terms of organizing activities that their members engage. In other words, a team's success (or failure) is determined by how its members structure the interactions that occur among themselves. Teams are more about the relationships that exist between their members than they are about the members themselves. The majority of everyday exchanges take place between two people. The formation of a team can be thought of as the accumulation of dyadic relationships or interactions between its individual members.

Intragroup conflict refers to tension that arises between teammates as a result of their actual or perceived differences (Margarida Passos & Caetano, 2005). This tension can result in a team performance that is less than ideal. The majority of conflicts that arise within a team are of a dyadic nature, which means that they are expressed from one team member to another. However, the expression of conflict by one member toward other team members, in addition to the perception and interpretation of that conflict by teammates, is the foundation of what one considers to be intragroup conflict. Conflict can take on additional forms and meanings as a result of dyadic interactions (Korsgaard et al., 2008). The modeling of team conflict may be more suitable when focused on the dyadic interactions that occur within the team structure.

According to studies conducted on the topic of intragroup conflict, when members of a group experience a high level of conflict, they are less inclined to have confidence in the cooperation and communication of others in their group (Campbell, Simpson, Boldry, & Kashy,

2005). As a result, their level of satisfaction with the group and their level of performance both decrease (Pelled, 1996). Sinha et al. (2016) proposed that specific patterns of conflict perceptions within a team carry substantial conceptual meaning that can explain and resolve past divergent findings that have emerged from the reliance on transitional mean or variance-based operationalization of task conflict. The state of discord that exists within a team due to actual or perceived incompatibilities or differences among its members is referred to as intragroup conflict (C. K. W. De Dreu & Weingart, 2003; Hackman, 1987; Jehn, Northcraft, & Neale, 1999; McGrath, 1984; Shah, Peterson, Jones, & Ferguson, 2021). Critical questions about what conflict looks like in teams and how it influences team performance are being raised by the emergence of doubts about whether the intragroup conflict is uniform, shared, or static. More specifically, the research on intragroup conflict demonstrates a process in which contextual factors that define degrees of interdependence and heterogeneity of goals and interests shape interpersonal relationships among team members, eventually resulting in indicators of group conflict (C. De Dreu, 2007). The focus of intragroup conflict has shifted from the conflict itself to its immediate outcomes, such as the quality of decisions and the level of satisfaction within the team (Amason, 1996). In addition, it has looked into the factors that influence the correlation between intragroup conflict and team performance (Jehn, 1995; Jehn et al., 1999).

It is likely that individuals have different ways of perceiving group conflict, and as a result, they derive a variety of perceptions about the states of groups. The theory of planned behavior asserts that perceptions serve as the foundation for attitudes, which in turn serve as the basis for actual behavior (Ajzen, 1980; Fishbein & Ajzen, 1977). People come into conflict situations with their own set of filters, biases, and histories, all of which influence how they perceive the situation.

Based on the findings of the research that was presented by Park et al. (2020), different members of the same team may perceive or experience different levels of conflict with other members of the team. In accordance with the findings of this study, conflict may not be experienced in the same way by all members of the team. Individuals act based on what they perceive and how they feel. Teams whose members have very different perspectives on the working environment may be unable to overcome their differences in order to conceptualize or put into practice adaptive responses to the environment (K. J. Klein et al., 2001). According to research studies, the perception of a task conflict with another individual effectively motivates the individual to comprehend better and value the other individual's perspectives. (Park et al., 2020; Tjosvold, Hui, Ding, & Hu, 2003). Accordingly, when task conflict goes in one direction, individuals will have a greater incentive to understand the differences between the two parties than individuals who have not recognized the difference in opinion. This is because individuals are more likely to have been the ones to recognize the difference in the first place.

Scholars have researched in order to understand the extent to which member characteristics are noticed and influence team outcomes (Jehn et al., 2010). One way that has been researched is to assess perceived similarity, which refers to the degree to which members view themselves as having few differences from one another. Scholars have been interested in how different teams understand and respond to diversity based on various characteristics (Zellmer-Bruhn, Maloney, Bhappu, & Salvador, 2008).

Asymmetrical situations arise when the members of a team who are engaged in a conflict do not share the same perceptions of the problem. According to findings from research on conflict asymmetry, different members of the same team can have quite different experiences of the same level of conflict. It also demonstrates that there are disparities among team members

regarding their perceptions of conflict. For example, two members perceive a high level of conflict while the third member perceives barely any conflict as having a more substantial adverse influence on group processes and outcomes than raised mean-level perceptions. Consequently, two members may perceive a high level of conflict, while the third member may only perceive a little. The disparities in perception cause the members of the team to experience feelings of dissatisfaction, interact less, and respect each other less. As a result, they also have lower levels of group performance and creativity. Furthermore, the perception of a conflict is likely to bring about emotional responses (Weingart, Behfar, Bendersky, Todorova, & Jehn, 2015).

When analyzing the conflict composition of a team, one of the most important things to do is to compare the levels of conflict that arise from the distinct types of conflict (relationship and task) that occur within the group. The relationship between the three different kinds of conflict can be characterized using the proportional conflict composition model, rather than as an objective level of amount of any one type of conflict, as the level of each type of conflict that is proportional to the other two and to the overall level of conflict that exists within the group (Jehn & Chatman, 2000). Members of one group with the same amount of task conflict but also a high proportional level of relationship conflict will have a distinct experience from members of another group with the same amount of task conflict but also a high proportional level of relationship conflict. A group of teammates who experience a moderate amount of task conflict and no other conflict will have a varied experience than other members (Amason, 1996; Jehn, 1994; Jehn, 1995). On the other hand, members of a group that is experiencing moderate levels of relationship conflict but not task conflict will make an argument over issues that are unrelated

to the current assignment and make personal criticisms of one another based on their personalities or individual habits (Jehn & Shah, 1997).

Conversely, relationship conflict can hinder a team's capacity to process information because it diverts the members' attention away from the task at hand and toward their personal rivalries. This causes them to expend more energy than necessary. Therefore, relationship conflict brings about a diminished perception of the effectiveness of team decision-making (Margarida Passos & Caetano, 2005).

Jehn and colleagues (2010) studied the effectiveness of individuals and groups and asymmetric conflict perceptions. The conflict asymmetry perspective posits that it is not only the usual amount of conflict that matters for group functioning. Instead, it was concluded that what matters are the various perceptions of group members and how these impact group processes and the attitudes of group members when they are working together.

Within the context of the empirical study, the researchers derived the theories of cognitive processing, positive illusions, and social comparisons to illustrate that perceptual differences regarding conflict result in discrepancies in reported individual performance and satisfaction with a team (Jehn et al., 2010). The research study examined how fifty-one work groups are affected by group and individual asymmetry and its effect on performance. They demonstrated that group conflict asymmetry, meaning the degree to which members differ in perceptions of the level of conflict in their group, decreased group performance and creativity. In addition, individual conflict asymmetry, which is defined as one member of a group perceiving more or less conflict than the other members of the group, explains reported performance and satisfaction with the group. Social processes and a positive atmosphere within the group mediated this effect. Results concluded that high task conflict asymmetry was negatively

associated with creativity ($\beta = -.39$, $\rho < .01$). A high level of conflict asymmetry exists when all of the members of the group experience the same amount of conflict. There was no significant effect of task conflict asymmetry on performance (Jehn et al., 2010).

In addition, researchers theorized with the team based on the existence or lack of one or more types of conflict with particular team members. By taking this approach to research, it emphasizes the potential for a wide range of variability in the perceived conflict interactions that can take place between different members of the group (Park et al., 2020). On the other hand, Humphrey et al. (2017) differed in their study regarding conflict asymmetry. Initially, the researchers argued that conflict arising from tasks and relationships would eventually become distinct, and they did not accept the premise that the asymmetry of these two types of conflict, task, and relationship, is the same.

A study by Wang et al. (2020) further researched the literature on team conflict by moving beyond the influence of team-level distribution in conflict perceptions by investigating the experiences of individuals in those teams. The researchers focused on peer ratings of effectiveness because members of the same team have the best vantage point through which to observe each other's behavior. (Loughry, Ohland, & DeWayne Moore, 2007), making teammates uniquely qualified to gauge performance. Individual team members also have the best understanding of what is required for the task and what constitutes high versus low performance (Shore, Shore, & Thornton, 1992). Their study concluded that high-task conflict perceivers would be more effective teammates. Task conflict asymmetry significantly predicted peer ratings of team effectiveness of ($\beta = .13$; $\rho = .03$), controlling for relationship conflict and process conflict asymmetry as well as mean levels of conflict. (Wang, Homan, & Jehn, 2020). Consequently, the study placed an emphasis on conflict asymmetry in terms of the dyadic

experiences of task conflict that arise within the team, such as asymmetry between dyads. In light of this shift in perspective, the researchers hypothesized that dyadic task conflict asymmetry, provided certain conditions are met, can be advantageous to the team (Humphrey et al., 2017).

The more general perceptions of a team's ability or unity, the more specific perception of the conflict will likely influence conflict expression and, consequently, benefit conflict. The degree to which members of the team have the same interpretation of the conflict is a factor that determines whether or not task conflict benefits performance. Team member exchange refers to the perception of the quality of the reciprocity that exists between a member and their teammates in terms of the member's contribution of feedback, assistance, and ideas to other members and the member's receipt of the information, assistance, and recognition from other team members (Banks et al., 2014). It describes the process of exchanging one's qualities with other members of the team, not as unique individuals but as team members performing their shared responsibilities (Seers et al., 1995). In other words, team member exchange refers to the perception of the quality of the reciprocity that exists between a member and their teammates.

Moreover, team members believe that a conflict can be resolved has an effect on the likelihood that the team will profit from the conflict (Jehn & Shah, 1997). Therefore, for teammates to engage in constructive conflict expressions, it is likely necessary for them to share the same perceptions of the conflict, believe that the conflict can be resolved, and see themselves as a united group (Bradley et al., 2015).

Dyadic Approaches to Conflict

The dyadic conflict between two people can arise from differences in perception, which can lead to mistrust and poor communication, which can lead to disagreements and insults, poor

exchanges, and struggles for power. The conflict has been conceptualized as a dyadic process in a more recent body of research by Park et al. (2020). The dyadic perspective operates under the presumption that disagreements occur between individual members of the team and that these disagreements may be brought up at the team level. The fact that individual members of a team serve as specific referents for conflict perceptions is a crucial distinction with regard to the dyadic view of conflict. The hypothesis that one of the main causes of conflict in teams is dyadic conflict has been supported by a number of studies. The findings of the research conducted by Park et al. (2020) indicate that different members of the same team may perceive or experience different levels of conflict with other team members. As a result of this finding, the research study concluded that conflict may not manifest in the same way throughout a group.

The context of social interaction is where dyadic conceptualizations of conflict have their foundations to a considerable extent. The social exchange theory can provide some understanding of the linkages that emerge between individual and dyadic behavior. The social and reciprocal exchange of benefits between two parties is modeled after this theory. Some researchers have considered the exchange to be the analytical framework in which an individual's behavior in isolation does not necessarily result in conflict. Instead, the behavior of one teammate in relation to the behavior of another teammate, such as a lack of mutual exchange, is what stimulates conflict between the members of the team. According to the social exchange theory, the formation of a relationship between two people takes place as a result of the individuals involved engaging in a mental exercise in which they assess the benefits and drawbacks of continuing to be in the same proximity to one another. This mental exercise takes place after the individuals have been in the same proximity to one another for a period of time. It is a prerequisite for the formation of a relationship between the two people. In other words, it

is a quantification that is supposed to help one figure out how much effort an individual puts into a person-to-person connection, and it does so by comparing the amount of effort that two people put into the connection. The interaction of various behaviors at the individual level ultimately influences the ultimate state of conflict. Individual-level behavior will likely have a more significant positive and more high degree of influence on dyadic exchanges than it will have on group exchanges when viewed from the perspective of social exchange. When there is a high level of interdependence between members of a group, interactions between a pair of teammates will have effects that extend beyond the two teammates explicitly involved in the interaction. Nevertheless, interactions could potentially build momentum into a systemic issue (Korsgaard et al., 2008).

The Social Relations Model (SRM) was used in this study to analyze team conflict. Dyadic conceptualizations of conflict were the basis for this study. A limited amount of research has been executed to investigate the technique of SRM using the round-robin approach. This model is often challenging to obtain as it requires multiple interactions among the participants. Thus, the individual is both the subject and the object of the study. When it came to rating each team member both individually and collectively and reporting on each member, there had previously been a gap in the research regarding the dyadic relationship that exists between members of a team.

While several techniques can be used to estimate the effects of relationships using round-robin data, SRM (Social Relations Model) is becoming an increasingly popular option for analyzing interpersonal perceptions. It conceptualizes relationship and group phenomena at several levels of analysis and provides a flexible analytical framework based on the conceptual model (Bonito & Kenny, 2010). SRM postulates the levels of analysis: the individual level, the

dyadic level, and the group level, specifically, group, perceiver, target, and relationship. Two components make up the individual level: the actor and the partner. The actor effect refers to the degree to which a specific member of the group thinks about or behaves toward other members of the group in ways that are comparable to those thoughts and behaviors. The degree to which a particular member is considered analogously or elicits similar behavior from other individuals is referred to as the partner effect. The relationship effect is the name given to the dyadic level component of the collective. It describes the unique perceptions or behaviors elicited from each other by the cooperative members when they are paired up (Kenny, Gomes, & Kowal, 2015). In addition, the partner effect refers to the influence that a person's tendency to draw a response from others has on the behavior of those around them. This tendency can have an effect on how people behave (Malloy & Kenny, 1986). The relationship component of SRM refers to the singularity that results from the interaction between a person and their environment along a specific behavioral dimension. In addition, the error component is a representation of the measurement error as well as the unstable variance on the particular measures.

SRM breaks down differences in behavior into additive parts. This breakdown allows researchers to determine how much of the difference is due to a general trait (actor effect) and decide how important it is. The difference due to the actor is based on how consistent a person's behavior is with different partners. Hence, this split-up actor variance can be correlated with a certain measure of dispositional fit to get a validity coefficient. When measurement error is considered, correlations between psychometric measures and refined variance partitioned components of the SRM are fixed. This method tends to give coefficients that are higher than those found by correlating a single measure of relevant overt behavior and a personality test score (Malloy & Kenny, 1986). In order to dissect the components of the SRM, one must first

recognize that dyadic interaction is a conversation that goes in both directions. Each perceiver is required to pass judgment on multiple targets, and each target must pass judgment on by multiple perceivers. The most typical application of the SRM is the round-robin design.

The round-robin design requires that every member of the team either rate or talk to every other member of the team. Using this design, researchers are able to estimate individual differences, group effects, such as the mean of the group, and relationship effects, which are defined as the extent to which an individual rates another person as being exceptionally high or low on the measure (Bonito & Kenny, 2010).

The round-robin model is ideal for conducting social relations analyses, which look at how individuals interact with one another in their daily lives (Back & Kenny, 2010). In studies, the researchers and the participants want to know who in the group is liked the most, and they examine each person's target effect in order to make this determination. On the other hand, through fundamental data analysis, the focus of an analysis based on SRM is not on particular outcomes but instead on the variances and correlations between those effects and each other (Kenny et al., 2015).

A perceiver-target correlation is one of the two correlations that are included in SRM. In this correlation, the effects of both the perceiver and the target are correlated across individuals. It determines the degree to which a person's general level of liking for others is associated with the level of liking that person receives from other people (D. A. Kenny, 1994). This phenomenon, which takes place when an individual views or interacts with other people in the same way that they view or interact with him or her, is referred to as generalized reciprocity. Additionally, generalized reciprocity is a term that has been applied to the concept of reciprocity on an individual level. When it comes to interpersonal perceptions, the concept of generalized

reciprocity refers to the extent to which perceiving others in a particular way is generally correlated with being perceived in the same way. The concept of generalized reciprocity describes the extent to which one's actions toward others are generally correlated with those actions taken toward oneself in the same manner. It is also possible for it to have a negative or positive impact. For instance, there is a positive generalized reciprocity of smiling behavior when a member of the team smiles a lot at another member of the team who also smiles frequently but smiles less at a member of the team who does not smile.

Dyadic reciprocity is the second type of correlation. This question asks whether or not a particular liking that one person has for another person is shared by that other person; in other words, whether or not the liking is reciprocal. The degree to which one person's unique behavior toward another person is related to the degree to which that other person's unique behavior toward the first person is indicated by dyadic reciprocity (Back & Kenny, 2010). For instance, a dyadic reciprocity effect would suggest that if person *i* experiences a distinct amount of conflict with person *j*, then person *j* is also likely to experience a specific amount of conflict with person *i*. This is because if person *i* experiences a distinct amount of conflict with person *j*, then person *j* also experiences a specific amount of conflict with person *i*. To use the example of smiling to demonstrate dyadic reciprocity, if a team member *i* smiles more than they typically do towards team member *j*, then team member *j* will, in turn, smile more at team member *i*. Theoretically, the phenomenon of interpersonal covariance can be elucidated by positing that when person A encounters remarkably high levels of task conflict with person B, person A will likewise encounter remarkably high levels of relationship conflict with person B. Moreover, in the event that individual A encounters remarkably high levels of task conflict with individual B, individual B will express remarkably high levels of relationship conflict with individual A.

Kenny (1994) has demonstrated that the perceiver-target correlation is relatively small for generalized reciprocity. On the other hand, dyadic reciprocity is significant if both the perceiver and the target know each other. Furthermore, the positive reciprocity of liking at the dyadic level is almost always the case, whereas the positive reciprocity of liking at the general level is less dependable.

Furthermore, the SRM model contains a concept that is referred to as "spillover" mechanisms, which are effects that can occur. There is evidence that positive experiences spill over from one level to another, and there is evidence that cooperation at one level of interaction increases the efficiency of a team that is operating at a different level. Interactions and conflicts between members of a team can have a ripple effect on a member's interactions with other members of the team. Thommes et al. (2015) conducted research in which they looked for and found examples of behavioral spillovers that had an impact on teams. They came to the conclusion that efficiency for heterogeneous teams reduces conflict through the behavioral spillovers of cooperation and coordination, whereas efficiency for homogeneous teams can improve team performance. This was found to be the case when comparing the two types of teams (Thommes, Vyrastekova, & Akkerman, 2015). The dynamic nature of interaction settings makes it possible for behavioral spillovers to occur, which occur when previous experiences have an impact on subsequent decisions (Bruin, Dekker, & Groot, 2019). In the context of an exchange in a dyadic interaction, this can take place in the following ways: 1) between a single member of a dyadic relationship, 2) between various members of the dyadic relationship, 3) between a member of a team and the rest of all the other members of the team, and 4) between particular members of the team. The members of a team are concerned about how their colleagues view them, and they want to be regarded in a positive light. Cooperation will

spillover in the workplace when individuals take responsibility for their actions in the context of the team (Mas & Moretti, 2009).

Hypothesis Development

SRM decomposes dyadic ratings of conflict into four different components: target, rater, relationship, and group. The target is the overall rating averaged out from all raters for a particular target (b_j). When it comes to teams, do the members of the team, regardless of who is providing the rating, tend to generate a high or low rating of conflict? The target effect is the degree to which all of the other members of the group have the same perception of or interaction with person *j*. For instance, if person A provokes greater levels of task conflict from all of his or her teammates, then person A also provokes greater levels of relationship conflict. After deducting the group mean, the target effect (b_j) represents the average rating that person *j* receives from all raters. This rating is then reflected in the target variable. If the target effect is significant and negative, this would imply that person *j*'s teammates are less likely to disagree with him or her.

The second component is the rater, which is the rater is equal to the weighted average rating of all targets assigned to a particular rater (a_i). It posits the question, irrespective of who is being evaluated, do teammates on teams have a tendency to report high or low levels of conflict with the other members of the group as a whole? This person's propensity to perceive or interact with all of the other members of the group in the same way is reflected by the rater effect (a_i). In the context of ratings of conflict, a considerable, positive rater effect for a particular group member would imply that the individual does, on average, engage in conflict with the other people in the group. In other words, if individual A reports greater levels of task conflict with all his or her teammates, individual A also reports greater levels of relationship conflict.

The third component is relationships. This is defined as the rating that person *i* gives to person *j* after taking into account the group effect, person *i*'s rater effect, and person *j*'s target effect. It poses the question, "Do particular pairs of teammates experience remarkably high or low levels of conflict with each other beyond how their group members see them and how they generally see their teammates?" This is in addition to how their group members see them and how they generally regard their teammates. Upon removing the average level of the phenomenon within the team, the rater's behavioral tendencies, and the inclination for the target to elicit particular levels of ratings, the unique rating that person *i* has of person *j* is known as the relationship effect.

Moreover, it emphasizes that a considerable positive relationship effect for task conflict would suggest that person *i* experiences more conflict with person *j* than the average level of task conflict in the team, the extent to which person *i* tends to see conflict in others, and person *j*'s tendency to elicit conflict from others. This is along with the fact that person *i* tends to see conflict in others and person *j*'s tendency to elicit conflict from others. It should also be noted that the effects of relationships are directional, which means that they do not require perceptions or interpersonal behaviors to reciprocate in order to take place.

The group effect constitutes the fourth component. This group effect is the average rating of all members of the group (m). The question that is being pondered is whether or not different teams experience a different level of conflict on average. The effect that was perceived at the group level would have an effect on each individual member of the group. The crux of the dyadic approach is that dyadic/ relationship/ interaction effects are a key source of team conflict. Thus, I hypothesized:

H1: Dyadic relationship effects will account for a significant proportion of the variance in the perception of team conflict.

In a research study conducted by Jehn et al. (2010), they concluded that the three distinct types of conflict are interrelated in such a manner that the existence of one type of conflict changes the effect that another type of conflict will have on the group process and outcomes. If a member of the group believes that there is less conflict in the team than other members of the group, it is reasonable to assume that they have a more positive or optimistic perspective on the amount of conflict that exists in the team (Taylor & Brown, 1988). Beliefs that constructively diverge from the truth and that can be linked to the members of the group in their capacities as social perceivers and interpreters of group activities are referred to as having a positive illusion. Therefore, it is reasonable to anticipate that a positive perceiver on a team will both contribute more effectively and derive greater fulfillment from their involvement with the team (Jehn et al., 2010).

Negative perceivers, on the other hand, have a limited ability to process positive information and, as a result of the depressive nature of their opposing views, have a diminished capacity to view their own experiences and the communication they have with others as being positive and cooperative (Felson, 1984; Greenwald, 1980; Isen & Daubman, 1984). As a result, they have lower expectations of their performance. People in groups that experience more conflict are more likely to be dissatisfied with their lives overall because they experience higher levels of anxiety and distress regarding the future. They frequently exhibit behaviors consistent with withdrawal, and they have the impression that others do not respond favorably to them.

According to the findings of a study that was conducted by Jehn and Chatman (2000), the presence of perceptual composition conflict is a principal factor in determining how effective a

team will be. It was also reported that performance and attitudes were negatively affected by the degree to which team members disagreed about the levels of relationship and process conflict that existed. In addition, the researchers came to the conclusion that the members of the team performed lower and had more negative attitudes the more disagreement there was among them regarding the levels of relationship and process conflict that were present. It was also determined that individuals who had a unique perspective of the nature of the relationship and the way it processes conflict were less likely to be committed to and satisfied in the relationship. In addition, they had a lower likelihood of believing that their team was cohesive, a lower possibility of thinking that they performed well individually, and a lower probability of being a part of groups that performed well.

Through the application of SRM, generalized reciprocity describes the situation in which an individual interacts with others in the same way that they interact. In addition, general reciprocity refers to how members of the team perceive and treat one another, as well as how other members of the team perceive and treat them.

Several critical questions emerge with respect to the degree to which perceptions of conflict are reciprocated among team members. For example, to what degree are team members who perceive high levels of conflict with all of their teammates also seen as a source of conflict? As reflected in Table 1, this question is defined within the SRM framework as generalized reciprocity. Generalized reciprocity is assessed as the covariance between rater and target effects. While generalized reciprocity focuses on group level interactions, reciprocity may be unique to specific pairs of team members. The question here is if a team member experiences an exceptionally high level of conflict with another specific teammate, does that teammate also report similar levels of conflict? Thus, I hypothesized,

H2a: A significant level of generalized reciprocity will be found among team member ratings of conflict.

Dyadic reciprocity can reflect an effect exclusive to particular pairs of teammates. This effect, in particular, is reflective of the covariance between the relationship effect for a dyad among the team. A notable dyadic reciprocity covariance would imply that individuals have a tendency to reciprocate their individual ratings for one another if there is a significant correlation between the two. Within the SRM framework, this question was defined as dyadic reciprocity and was reflected in the covariance between relationship effects for members of specific dyads (team member *i* with team member *j).* Given the interpersonal nature of the interactions within teams, I postulated that there will be a high degree of reciprocity among team members with respect to perceptions of dyadic conflict. As a result, I hypothesized,

H2b: A significant level of dyadic reciprocity will be found among team member ratings of conflict.

In a research study by Margarida Passos et al. (2005), they came to the conclusion that task conflict encourages members of a team to consider multiple perspectives, which in turn enhances critical thinking and, as a result, the perceptions of how effectively decisions are made. The majority of the members of the team who have noncontentious task communications, such as low task conflict, are likely to feel a high sense of cohesion and will be able to move forward in their task decisions as they share a common mental schema. This is because they are more likely to avoid disagreements regarding the tasks. The majority of team members who experience low levels of task conflict are better able to reflect on the information that has been shared, as well as being more likely to see and integrate such information, consider more alternatives, and

feel a strong impulse to improve the current situation (Brett, Shapiro, & Lytle, 1998; Van de Vliert & De Dreu, 1994).

In addition, differences in people's perceptions of the conflict have proven to have unique predictive effects in addition to the impact of shared perceptions (Loignon et al., 2019). When individuals are given the opportunity to express their own perspectives on matters that require a group decision, the result is a higher level of affective acceptance of the decision made by the group at the individual level. Teams are better able to build and maintain unity as the acceptance of decisions increases; as a result, a greater perception of team-level cohesion will emerge from the shared perceptions of team members (Tekleab et al., 2009). There have been limitations of conflict research in that it frequently relies on the presumption that all members of the group perceive the same amount of conflict. However, in some groups, members may have varying perceptions about the amount of conflict that exists within the group. This is one of the reasons why it is important to take into account members' individual perspectives when conducting research on conflict (Amason, 1996; C. K. W. De Dreu & Weingart, 2003; Jehn, 1995). A configurable team property that reflects the diversity of perspectives held by members of the team is referred to as conflict symmetry.

Scientific disciplines such as mentoring, negotiation, workplace friendship, coworker-exchange relationships, employee-organization relationships, and employee-customer relationships are typical places where dyadic constructs have been defined (Tse & Ashkanasy, 2015). Research on group-level constructs that were specific to a within-group agreement was carried out by Klein et al. (2001). According to the findings of their study, social interaction and work interdependence among members of the team foster within-group agreement in perceptions of the working environment (K. J. Klein et al., 2001). Members of a team with similar

perspectives are more likely to enjoy interacting with one another and perform exceptionally well when they do so together. Henceforth, there is a high likelihood of reciprocal causality.

There are systematic differences in the degree of team conflict experienced by different dyads, or pairs, of team members. Interpersonal conceptualizations of team conflict emphasize the importance of these differences. Members are less likely to be able to focus on goals when they are distracted by interpersonal conflict, and they are also less certain about how to interpret criticism as either positive or negative when both relationship and task conflict are present (Jehn & Chatman, 2000). When both of these types of conflict are present, members are less likely to be able to focus on goals. Similarly, members of a team that are experiencing moderate levels of relationship conflict but no task or process conflict will make the argument about issues that are not related to the task at hand and make personal attacks toward one another regarding their personalities or individual routines (Jehn & Shah, 1997).

The concept of perceptual conflict composition investigates the extent to which individual members of a team perceive levels of conflict in a manner that is dissimilar to that of other members' perceptions of conflict to the perceptions of all other members in the team (Jehn & Chatman, 2000). Disagreements in perceptions of the level of conflict will have a negative impact not only on the effectiveness of the team but also on the attitudes of its individual members. When some members of a team have been through conflict while others around them do not, the members of that team will feel awkward and unequal, which will lead to dissatisfaction with the overall experience of working together as a team (Lind & Tyler, 1988). The members of the team who believe that what they are experiencing is not being validated by the other members of the team will begin to question their own perception of reality, which may lead to a decline in their motivation, effort, satisfaction, and performance (Swann Jr, 1996). The

observations that members of a team make of one another serve as the basis for the formation of perceptions. Researchers have conducted studies to understand the member characteristics and influence team outcomes.

The composition of the team's conflict, specifically their low levels of conflict (relationship, task, and process), has a significant impact on the effectiveness of the group. It is presumed that low levels of conflict, regardless of the relationship, the task, or the process, will lead to low or moderate levels of performance but not to high levels of performance (Amason, 1996; Cosier & Rose, 1977; Jehn, 1995). Effective groups require moderate levels of task conflict in order to function effectively (Jehn et al., 2010). Even though it will be beneficial to have low levels of relationship conflict and process conflict, the absence of meaningful discussion will limit the quality of decision-making and the performance of the team (Jehn & Shah, 1997). Task conflict asymmetry is advantageous for teams with high levels of conflict; in particular, team performance is highest when teams have both a high level of task conflict and a high level of dyadic task conflict asymmetry (Humphrey et al., 2017). However, when there is little conflict overall, it creates the kind of teamwork that people enjoy being a part of, which boosts morale and contentment.

Researchers have provided evidence that positive experiences spill over from one level to another, and there is evidence that cooperative behavior at one level of interaction increases the effectiveness of a team operating at a higher level (Thommes et al., 2015). The chances of a conflict being beneficial to a team are highest when the members of the team focus on the benefits of the conflict that arises from the task at hand rather than allowing it to devolve into personal disagreements (Jehn & Mannix, 2001).

The term "spillover" effects reflect the extent to which the form of conflict (e.g., task conflict) leads to or is associated with other forms of conflict (i.e., relationship conflict). Within the SRM framework, spillover effects can be operationalized in terms of the degree of covariance between different sources of variance. There are a number of possible spillover mechanisms. For example, task and relationship may be confounded:

1. Among a single member of a dyadic relationship. If the person *i* experiences task conflict with a specific teammate (person *j*), is person *i* also more likely to report experiencing relationship conflict with this teammate (person *j)?* In essence, are a team member's dyadic perception of task conflict associated with their perceptions of relationship conflict (correlation between person *i*'s dyadic effects for task conflict with person *i*'s dyadic effects for task conflict with person *i's* dyadic effects for relationship conflict)?
2. Among different members of a dyadic relationship. If person *i* experiences task conflict with a specific teammate (person *j*), is person *j* more likely to report experiencing relationship conflict with this teammate (person *i*)? In essence, are a team member's dyadic perceptions of task conflict associated with the dyadic perceptions of relationship conflict by their dyadic partner (correlation between person *i*'s dyadic effects for task conflict with person *j*'s dyadic effects for relationship conflict)?
3. Among a team member and the rest of all the other members of the team. That is, if person *i* generally experiences task conflict with most of his or her teammates, is person *i* also experiencing relationship conflict across all of his or her relationships? Within the SRM, this effect corresponds to a positive correlation between an

individual's rater effect for task conflict and the same person's rater effect for relationship conflict (a_i – task conflict with a_i – relationship conflict).

4. Among specific individuals on the team. To what extent are particular individuals viewed as sources of both task and relationship conflict (correlation between specific individual's target effects for task and relationship conflict)?

Finally, since the dyadic approach to conflict reflects an alternative conceptualization and operationalization of team conflict, to what extent do dyadic measures of conflict overlap with more traditional team level conflicts? I expected there to be significant overlap to the extent that both reflect team conflict. However, little research to date has addressed this question. Therefore, I addressed the following research question:

RQ1: To what extent do the various components underlying dyadic ratings of team conflict overlap with team member measures of conflict?

CHAPTER 3: METHODOLOGY

The present chapter is partitioned into five distinct sections. The initial section presents a comprehensive outline of the research study and how the data was managed per the guidelines set forth by the Institutional Review Board (IRB) at the University of North Carolina at Charlotte (UNCC). The subsequent section provides an overview of the study's participants and outlines the anticipated sample size. The third section provides an overview of the methodologies employed in conducting the study. The fourth section provides an overview of the measures and variables utilized in the study. The concluding section delineates the method for data analysis. In conclusion, this research culminates with a comprehensive summary.

Research Design Overview

The current study utilized a cross-sectional survey design in which participants completed a brief survey. The survey consisted of three parts with a total of twenty-one items (Appendix B-Team Survey Form). Part I contained six questions assessing dyadic task and relationship conflict with participant's team members. The conflict items were administered in a round robin format in which participants were asked to rate each of their team members on each of the six conflict items. Thus, the actual number of survey items completed for this section depended on team size. With a four-person team, each participant completed the six conflict items for each of their three teammates for a total of eighteen responses. In Part II, participants completed nine items assessing team level conflict (Jehn & Mannix). Finally, Part III collected demographic information (Questions 1-6). All participants were duly notified that their participation in the survey was voluntary and that their responses would be kept confidential. Furthermore, it was explicitly communicated that the data gathered would solely be utilized for research objectives (Appendix C- Consent Form).

Participants

The individuals involved in this study were employed at a Behavioral Healthcare organization. The target population comprised of staff members who provide services to individuals diagnosed with Mental Illness or Intellectual/ Developmental Disabilities. I participated in the staff meetings either in person at the designated physical venues or via the Teams platform. A total of 151 potential participants were engaged in discussions regarding the research study through two mediums, namely face-to-face interactions, and the virtual platform. I engaged in a scripted conversation with the participants, discussing the project and inviting their participation while also requesting their consent through the signing of a consent form. In total, 151 participants were offered an opportunity to participate in the study. Of the 151 potential participants, 18 chose not to participate, and 13 did not return the completed surveys. The final data was based on 120 participants nested within 30 teams (with 4 individuals per team).

Demographic data was collected as part of the survey. Participants were 78.3% female, of which 59.2% were Black, with a mean age of 44.97 (minimum = 20, maximum = 72. Tenure with the organization ranged from less than one year, 1-2 years, 2-5 years, and 5+ years, with a mode at 5+ years (41.7%). Modal year tenure was less than one year. In addition, the majority of participants (67.5) were full-time employees. Complete demographic information is provided in Table 4.

Procedure

The data was gathered during scheduled staff meetings, both in person and virtually, held during regular working hours. The choice between an electronic survey or a paper survey was made based on the availability of the teams, and the selected method was then used to administer the survey to the participants. All of the participants involved in the study were a minimum of

eighteen years old. All individuals interested in the study carefully examined and provided their consent to the Consent Form. In order to uphold the principle of confidentiality, the final four digits of the cell phone number belonging to each teammate were employed as a means of differentiation during the round robin design. Upon reaching a consensus to participate in the study, the team members proceeded to record a unique set of 4-digit numbers. Each team consisted of four members. Initially, all participants were required to respond to the round robin questions and subsequently evaluate their respective teammates. Each member of the team provided ratings for every other team member. The team members subsequently completed the nine items, which served as an assessment tool for team-level conflict, focusing specifically on task, relationship, and process. Thereafter, the team members fulfilled the six items by evaluating the dynamics of the relationship and task aspects at a dyadic level. Finally, team successfully concluded the demographic questionnaire. On average, it required a time frame of approximately 10 to 15 minutes for each participant to fully complete the survey.

Measures

Team Conflict

Team level conflict was assessed with the original team level referent conflict measure developed by Jehn & Mannix (2001). These are the same questions used to evaluate dyadic conflict but with a team level referent. The first three items assessed relationship conflict: “How much relationship tension in your work group?” “How often do people get angry while working in your group?” “How much emotional conflict of ideas is there in your work group?” The second set of three questions addressed task conflict, “How much conflict of ideas is there in your work group? “How frequently do you have disagreement within your work group about the task project you are working on?” and “How often to people in your work group have conflicting

opinions about the project you are working on?" The last three questions addressed process conflict. "How often are there disagreements about who should do what in your work group?" How much conflict is there in your group about task responsibilities?" and "How often do you disagree about resource allocation in your work group?" Items were rated on a 5-point Likert scale ranging from 1-*none at all* to 5- *very much or very often.*

Dyadic conflict

Participants were asked to respond to three items regarding task conflict and three items pertaining to relationship conflict, with each specific teammate as the referent for each set of questions. The items were adapted from existing conflict scales (Jehn & Mannix, 2001). Specifically, the referent for these items was changed from the team to each specific team member. Participants completed round robin ratings of each member of the team on these items. Task conflict was assessed with the following items: "How much conflict of ideas was there between you and this team member?" "How frequently did you have disagreements with this team member about the task you were working on?" and "How often did you and your team member have conflicting opinions about the task you were working on?" Relationship conflict was assessed with these items: "How much relationship tension was there between you and this team member?" "How often did you and your team member get angry with one another while working together?" and "How much emotional conflict was there between you and this team member?" Responses will be provided using a 5-point Likert scale ranging from 1-*none at all* to 5- *very much or very often*.

Initial Analysis and Data Verification

I reviewed each survey for completeness and adequacy. Descriptive summaries and scale evaluations were examined for all of the measures in SPSS. In addition, Data analyses were

applied using the SRM model to the dyadic ratings of conflict. These analyses focused on decomposing the variability in task and relationship dyadic rating into the specific sources of variance (as specified in Table 1). Triple R package (Schonbrodt, Back, & Schmukle, 2012) in R statistical analysis software was used for data analysis. TripleR uses an ANOVA-based estimation process to decompose dyadic data in independent sources. This ANOVA-based approach was well-suited for conducting variance decomposition and testing different forms of reciprocity. The research question was evaluated by examining the correlation of the variance sources of variance from the SRM analyses with the team level measures of conflict.

CHAPTER 4: RESULTS

Means, standard deviations, coefficient alpha reliability estimates, and correlations for all study variables are presented in Table 5. All scales demonstrated adequate reliability, with coefficient alpha estimates ranging from .912 to .919. Examination of both the dyadic and team level conflict measures indicated that participants generally reported low levels of conflict. Through the use of SPSS software, descriptive statistics were obtained for the analysis. In addition to SRM, additional analysis was implemented using the TripleR Package in R.

Hypothesis Tests and Results

Park et al. (2020) present several propositions that question the commonly held belief that the main factor contributing to consistent variations in team conflict ratings is the differences observed between teams. For this research study, the analyses were initiated by employing the Social Relations Model (SRM) to partition the variance of task and relationship conflict ratings into distinct origins, as noted in Table 2.

Hypothesis 1 proposed that the influence of dyadic relationships would account for a significant proportion of the variance in the perception of team conflict. The TripleR Package in the R was utilized to perform the SRM analysis to evaluate H1. The variables of rater, target, relationship, group, and error were subjected to analysis. The variance observed between teams was minimal, with task conflict accounting for 7% and relationship conflict accounting for 5%, as noted in Table 2. In relation to the evaluation of task conflict, the rater effect accounted for 14% of the observed variability, while the relationship effect accounted for 59% of the observed variability, thereby establishing both as statistically significant sources of variability.

Similarly, these two sources played a substantial role in accounting for the variability observed in ratings of relationship conflict, with percentages of 9% and 40% attributed to each

variable. The study conducted by Park et al. (2020) revealed that the presence of task and relationship conflict within teams can be attributed to specific combinations of team members. However, the significant level of variability associated with the raters suggests that particular team members may have a higher tendency to perceive conflict with all members of their group, regardless of the individual being assessed. This finding of H1 indicated that, in addition to the presence of unique interpersonal relationships among individuals within a group, specific team members demonstrated a higher inclination to perceive conflict within the group.

Moreover, a significant correlation was observed, with a dyadic variance indicating a value of .26 with task conflict and the variance component of the relationship. The dyadic effect explained approximately 60% of the variability observed in the ratings. The perception of individuals as sources of conflict was not widespread. The variance of the relationship conclusion was the value of .23, which was significant. According to the findings of Park et al. (2020), it is evident that the occurrence of task and relationship conflicts can be attributed significantly to the distinct combinations of team members. Therefore, team members displayed a greater propensity to sense conflict in the group.

Nevertheless, the considerable degree of variance ascribed to raters implied that certain team members possess a greater propensity to perceive conflict with all members of their group, irrespective of the individual being evaluated. Apart from the distinct interpersonal dynamics within a group, specific individuals within a team are more prone to perceiving conflict within the group (Korsgaard et al., 2008). As a result of the findings, this study's findings supported Hypothesis 1, which posited a significant relationship between task and relationship for the dyadic effect.

Furthermore, the SRM technique was implemented to analyze the covariance between the distinct sources of conflict, with the aim of assessing the extent to which reciprocity provided support or lack thereof for Hypotheses 2a and 2b. As mentioned earlier, the Social Relations Model (SRM) offers estimations of individual-level generalized reciprocity and dyadic-level dyadic reciprocity (Kenny et al., 2006). The measurement of general reciprocity involves the evaluation of the covariance between the effects of the rater and the target. Generalized reciprocity primarily pertains to interactions at the group level, while it is important to emphasize that reciprocity can also manifest in distinct dyadic relationships. Hypothesis 2a posited that a significant level of generalized reciprocity would be evident in the evaluations of conflict among members within the team. It was hypothesized that teammates who perceive elevated levels of conflict with all members of their group are also regarded as a cause of conflict. The findings revealed that the numerical values were not significant, $r = .00$ and $r = .01$, for task conflict and relationship conflict, respectively. Subsequently, the confirmation for Hypothesis 2a was not observed. Team members who had a perception of elevated conflict levels will not be considered the instigators of conflict by their fellow team members.

Hypothesis 2b posited that a notable level of dyadic reciprocity would be observed in the evaluations of conflict among team members. Dyadic reciprocity refers to the measure of the relationship effect covariance within a dyad among the team. The concept of dyadic reciprocity covariance suggests that individuals exhibit a propensity to reciprocate their evaluations of each other when a substantial correlation exists between their respective ratings. H2b pertained to whether an individual who encounters significantly elevated or diminished levels of conflict with a fellow group member was inclined to report a comparable degree of conflict. In order to analyze H2b, a systematic analysis using SRM was conducted, yielding task scores of $\sigma^2 = .06$

(rater) and σ^2 = .03 (group), respectively, for task conflict. In addition, the relationship scores were σ^2 = .05 (rater) and σ^2 = .03 (group). Therefore, the hypothesis H2b was not supported by the empirical evidence. Team members who exhibited minimal levels of conflict within the collective team dynamic were unlikely to be perceived as a significant source of conflict by other team members.

Spillover Effects

Park et al. (2020) posit that conflicts may emerge within a team involving a subset or the entirety of its members. Given this context, I performed a bivariate Social Relations Model (SRM) analysis by integrating assessments of both task and relationship conflicts. The findings of this study hold considerable implications for comprehending the potential spillover impact of task conflict on relationship conflict, as well as the reciprocal association between the two. The analyses provided evidence that conflict can arise simultaneously within a team through multiple pathways, as illustrated in Table 3. The interpersonal covariance in dyads explains that if person A experiences high levels of task conflict with person B, person B will report exceptionally high levels of relationship conflict with person A. However, the results of the study did not yield any evidence to support the hypothesis that individuals who experience high levels of task conflict with a team member will also experience high levels of relationship conflict with that individual ($r = -.03$; p = ns). Additionally, the interpersonal covariance indicated that if person A has a lot of task conflict with person B, person A will also have high levels of relationship conflict with person B. The analysis uncovered a significant correlation between exceptionally high levels of task conflict and relationship conflict with a specific team member ($r = .81$; $p < .001$).

It is important to highlight that a strong positive correlation ($r = .76$) was observed between team members' perception of task conflict within their relationships and their experience

of relationship conflict during these interactions. The question posited is that if a person reports higher levels of task conflict with all of his or her teammates, the person also reports more elevated levels of relationship conflict. Additionally, the results indicate that individuals who elicit higher levels of task conflict within their team members also tend to produce higher levels of relationship conflict, exhibiting a strong positive correlation with a coefficient of $r = .80$.

Demographics

The evaluation of conflict at the team level was carried out utilizing the initial team-level reference conflict measure formulated by Jehn and Mannix (2001). The evaluation of team ratings focused on the examination of task, relationship, and process conflicts. The data set pertaining to relationship conflict significantly correlated with task-relationship conflict, task-process conflict, and relationship-process conflict was reviewed. Notably, the levels of task conflict and relationship conflict were found to be highly significant, with a correlation coefficient of .842. The task and process conflict levels were .855, and the relationship to process conflict levels was .846. Please refer to Table 6 for further information. Among the 120 responses, it was observed that the team's tenure was predominantly less than one year, indicating that the team was relatively emerging and had not yet established a significant duration of collective experience. In addition, upon reviewing the data, it was observed that there is no significant correlation between conflicts and age. Furthermore, it is important to mention that according to the data, there is a lack of significant correlations observed between any of the demographic variables and the levels of task, relationship, or process conflict.

Research Question Test and Results

The research question (RQ1) was posited, “To what extent do the various components underlying dyadic ratings of team conflict overlap with team member measures of conflict?”

The results of this study, as determined through Social Relations Model (SRM) analysis, demonstrate the presence of a positive correlation between task conflict and relationship conflict within a team. In the context of team dynamics, it is observed that individuals who encounter a significant degree of task conflict with a team member are prone to also experiencing relationship conflict with the same team member. Moreover, in relation to the data, there is not a significant variance in the probability of team members presenting ratings of conflict that align with either their general perception or how particular team members perceive them.

CHAPTER 5: DISCUSSION

The main objective of the research study was to investigate whether there is a variation in the levels of team conflict, not only at the team level but also at the level of dyadic interactions. The present study focused on the individual perceptions of team members regarding the extent of conflict experienced with particular teammates, as opposed to the overall conflict within the team. The SRM was employed as the analytical framework for this research study. Essentially, the focus of conflict measures was on individual team members rather than the team as a whole.

Furthermore, an analysis was conducted to assess the decomposition of conflict ratings variance into distinct components that capture the influences of team, rater, target, and dyadic factors. Moreover, the research study was conducted to assess the level of reciprocity, generalized and dyadic, in the perceptions of conflict among members within a team. The findings of this study provide support that the influence of dyadic relationships plays a significant role in explaining a considerable amount of the variation observed in the perception of team conflict.

Contributions to the Dyadic Teams Literature

Historically, team conflict has been understood and defined as a construct that operates at the level of the team. The emergence of conflict is observed at the team level through the interactions among team members. In accordance with this conceptual framework, conflict has conventionally been measured by calculating the mean rating assigned by team members to the level of perceived conflict within the team. Conflict can manifest in various forms and acquire additional meanings through dyadic interactions, such as conflict spirals and creating hostile work environments. Nevertheless, the fundamental basis of intragroup conflict lies in the manifestation of conflict by a particular group member towards other members, encompassing

the perception and understanding of said conflict by the group as a whole. Hence, as mentioned above, the phenomenon is an internal process that occurs within individuals, yet it culminates when individuals engage in dyadic conflict with one another (Korsgaard, Soyoung Jeong, Mahony, Pitariu, 2008).

This research study offered empirical evidence in favor of the assumptions and propositions posited by Park et al. (2020). The dyadic perspective posits that conflicts emerge at the level of individual team members and can subsequently be aggregated to the team level. Based on the findings of Park et al. (2020), it has been observed that individuals within a team may possess varying perceptions or experiences of conflict with their fellow team members. Consequently, it can be inferred that conflict does not necessarily manifest uniformly across the entirety of a group. This research study provided additional evidence to support the hypothesis that the influence of dyadic relationships plays a significant role in explaining a considerable amount of the variation observed in the perception of team conflict. One of the conclusions drawn from this study was that there existed a low level of conflict within the teams. The average score for conflict was 1.28 on a scale of 1 to 5, with 5 being the highest possible score.

Subsequently, the research conducted by Park et al. (2020) unveiled that the occurrence of task and relationship conflict within a team can be ascribed to particular compositions of team members. The present investigation revealed that the rater factor contributed to 14% of the observed variability, while the relationship effect accounted for 59% of the observed variability. These findings indicate that both factors are statistically significant sources of variability. The observed level of variability in raters suggests that specific individuals within the team may exhibit a greater inclination to perceive conflict with all members of their group, irrespective of the particular individual being evaluated. This finding provides additional evidence in line with

prior scholarly works suggesting that when there are distinct interpersonal connections among individuals in a group, certain team members are more likely to perceive conflict within the group.

Prior studies on team conflict, exemplified by Shah et al. (2021), have underscored the significance of a consensus model wherein team members are assumed to possess a shared perception and concurrence regarding the extent of conflict present within their team. Conflict may arise among multiple team members; however, it can be attributed to a singular problematic member within the group. There are numerous possible variations that can be considered to explain a specific origin. In the event of team conflict, it was generally presumed that conflict existed among all team members.

Thommes et al. (2015) have reached a conclusion in their research that positive experiences have a spill-over effect across different levels. Furthermore, Park et al. (2020) proposed the existence of a separate spillover phenomenon arising from the interaction between task and relationship conflict. The present research investigation observed a swift convergence of task and relationship conflict within the teams, combining these two distinct origins of conflict. Based on the theoretical framework posited by Park et al. (2020), it is expected that certain team members may face challenges in their forthcoming performance due to their constrained ability to effectively manage task conflict without simultaneously experiencing relationship conflict. The implications of the study's findings have significant relevance for understanding the potential spillover effects of task conflict on relationship conflict, as well as the reciprocal relationship between the two. The analysis presented empirical evidence indicating that conflict has the potential to emerge within a team through various pathways. Nevertheless, the findings of the research did not provide any substantiation to suggest that

individuals who encounter significant levels of task conflict with a team member will also experience substantial levels of relationship conflict with that particular individual ($r = -.03$; $p =$ ns).

A significant association was observed between the perception of task conflict among team members and the quality of their relationship. When a team member experiences elevated levels of task conflict with all their teammates, they also tend to report higher levels of relationship conflict. Following the analysis, it was observed that individuals who generate elevated levels of task conflict among their team members also tend to generate elevated levels of relationship conflict, as evidenced by a coefficient of $r = .80$.

There was a lack of evidence to substantiate the notion that demographic factors played a substantial role in either team dynamics or dyadic relationships. Nevertheless, it is important to acknowledge that a significant correlation was observed between task conflict at the team level and the rater effect, with a correlation coefficient of .347. Furthermore, considerable conflict emerged in the relationship impact, as indicated by a coefficient of .304. The assertion implies that the way individuals perceive others has a significant impact on how they evaluate conflicts related to tasks and relationships.

This study employed the Social Relations Model (SRM) to examine the conflict dynamics among all participants involved in the implementation of the round design methodology. In the past, there was a scarcity of research studies employing the round robin approach in contexts other than non-field environments. The present study successfully filled the existing research gap using a real-world empirical investigation. According to Kenny et al. (2006), their research on SRM reveals that it encompasses both generalized reciprocity at the individual level and dyadic reciprocity at the dyadic level. Generalized reciprocity pertains to

the degree to which an individual's behaviors toward others are reciprocated in a similar manner by those individuals toward oneself. Dyadic reciprocity refers to the extent to which an individual's distinct behavior towards another individual is associated with the extent to which the latter individual's distinct behavior towards the former individual is indicated. SRM encompasses both a theoretical framework and a practical approach for examining data collected from dyadic relationships.

The primary objective of the analysis conducted by Tasca (2021) was to gain a comprehensive understanding of social perception through the utilization of the SRM. The SRM framework delineates team perceptions into distinct components, namely group, rater, and target, as well as generalized reciprocity and dyadic reciprocity. In their study conducted in 2010, Bonito and Kenny examined the round robin design. This design allowed each member of a group to engage in interactions and provide ratings for one another, taking into account individual differences, group effects, and relationship effects. The implementation of SRM was undertaken in order to evaluate the degree to which reciprocity provided support for the hypotheses.

I hypothesized that there would be a substantial degree of generalized reciprocity observable in the evaluations of conflict among members within a team. The inquiry that was raised pertained to whether teammates who perceive heightened levels of conflict with every member of their group are also perceived as instigators of conflict. The findings of this study suggest that the hypothesis was not substantiated. Team members who perceive high levels of conflict are unlikely to receive reciprocal responses from their fellow team members.

The dyadic reciprocity hypothesis suggests a relationship between the levels of conflict among team members. Specifically, when an individual experiences either high or low levels of

conflict, it is expected that other team members will also report similar levels of conflict. Nevertheless, the hypothesis regarding dyadic reciprocity was not substantiated. Team members who demonstrate either high or low levels of conflict are unlikely to be perceived as a significant source of conflict by their fellow team members.

Additional Future Research

The research has been acknowledged for its contribution to demonstrating the practical implementation of the SRM in emergent states. It is crucial to point out that there are other ways in which this framework can be employed to improve our understanding of team-level phenomena. The utilization of round-robin ratings to assess members' individual performance in specific roles within a group presents an intriguing prospect. This analysis allows individuals to determine whether perceptions of conflict arise from different sources depending on whether they involve relationships between leaders-subordinates, subordinates-subordinates, or leaders-leaders.

Additionally, there is inherent significance in investigating the dynamics of interpersonal conflict and its temporal progression. Several advantageous advancements have been observed in the field of SRM, which could prove valuable for conducting longitudinal studies.

Limitations

The current research study was conducted in a natural setting, in contrast to most previous studies conducted in controlled, non-field environments. The current research would benefit from an expanded sample size. Furthermore, the present investigation was conducted with participants associated with a singular institution. Adding additional organizations possess the capacity to influence the relationship that exists within teams. Additionally,there could also be some possible limitation as a result of the turnover in which the employees would not have

completed the study could have been as a result of conflict as a result that they no longer worked for the organization. If the employees has remained employeed, would there have been an increase in conflict? However, overall, it was determined that there was little conflict at this organizaiton.

Practical Implications

The findings of the research provide definitive backing for the first hypothesis. It would be beneficial for managers to have knowledge of the ways in which tasks and relationships and their effects on teams. The inability of members of the team to agree on their perceptions of the intensity of the conflict will have a negative effect not only on the productiveness of the group as a whole but also on the mindsets of its individual contributors. When some team members have experienced conflict, but others around them have not, the team members will feel awkward and unequal, which will lead to dissatisfaction with the overall experience of working together as a team (Lind & Tyler, 1988). In addition, when a team conflict is not validated, it can lead individual members of the team to question their own perception of reality, which in turn can lead to a decline in motivation, effort, satisfaction, and performance (Swann Jr., 1996). Mangers and other personnel in the practical field would find benefit in the perceptions of conflict in teams to increase the team's ability to work together to increase productivity and overall performance.

Conclusion

In summary, the primary goal of this research study was to examine the viability of a dyadic approach to team conflict. While team conflict has traditionally been conceptualized and operationalized as a team-level construct, the current research study made a significant contribution, both theoretically and methodologically, to the existing body of literature on dyads

and teams. The all-encompassing nature of the findings and the utilization of SRM analysis were vital factors in this goal's successful completion. The SRM was used to decompose the variance of interpersonal ratings of team conflict into four sources (i.e., raters, targets, dyads, and groups). The SRM was also used to evaluate the degree to which conflict was reciprocated among team members and how two forms of conflict (e.g., task and relationship) became infused together. The results of this study significantly contributed to our comprehension of the idea of generalized and dyadic reciprocity among the team members. The current study offered valuable insights to practitioners regarding the impact of task and relationship variables on conflict dynamics within a team. The results of this study may have direct implications with respect to the conceptualization and operationalization of a critical team emergent state. This study has the potential to support in the identification of potential challenges in team and dyadic relationships for various individuals within the workplace. These individuals include team members, managers, supervisors, and other personnel. This study also has the potential to help identify potential challenges in team and dyadic relationships.

In addition, SRM is a comprehensive theoretical and analytical framework that is well-suited for advancing our current knowledge in the field of teams and group literature. SRM is a framework that was developed specifically for the purpose of studying teams and groups. In the current research study, SRM was utilized to evaluate the validity of its fundamental principles in the context of team conflict, as outlined by Park et al. (2020). The round robin method was used in a setting that was more representative of the real world. In addition, the dyadic relationships were investigated in this study by employing this particular design methodology in order to do so. The study provided feedback on each individual team member, evaluating the team as a whole in addition to each team member individually and providing both sets of results. The

research made use of a survey that not only gathered demographic information but also included inquiries aimed at evaluating dyadic and relationship conflict, drawing from Jehn and Mannix's previous work on conflict at the team level. The research was carried out by using a combination of qualitative and quantitative methods. Therefore, not only does this study provide preliminary support for a variety of hypotheses, but it also serves as an interesting demonstration of the potential utilization of SRM in examining other ideas connected to teams, such as emergent states.

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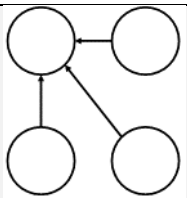
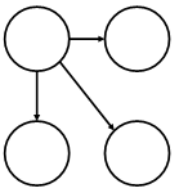
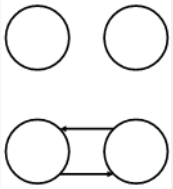
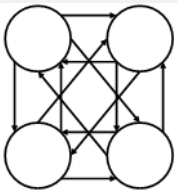
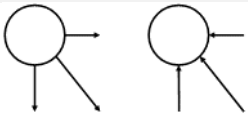
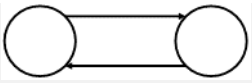
Zellmer-Bruhn, M. E., Maloney, M. M., Bhappu, A. D., & Salvador, R. (2008). When and how do differences matter? An exploration of perceived similarity in teams. *Organizational behavior and human decision processes, 107*(1), 41-59. doi:10.1016/j.obhdp.2008.01.004.

APPENDIX A: TABLES

Summary of Social Relations Model of Interpersonal Ratings of Team Conflict

Component	Definition	Visual Summary	Description of Source of Variance for Task and Relationship Conflict Ratings
Target	Average rating from all raters for a specific target (bj)		Do teammates, regardless of the person providing the rating, elicit high or low ratings of conflict?
Rater	Average rating of all targets from a specific rater (ai)		Do teammates, regardless of who is being rated, tend perceive high or low levels of conflict with all other group members?
Relationship	Person i's rating of person j after removing the group effect, person i's rater effect, and person j's target effect		Do specific pairs of teammates experience exceptionally high or low levels of conflict with each other, beyond how their group members see them and how they see generally their teammates?
Group	Average of group members' ratings (M)		Does the average level of conflict differ across teams?
Error	Variability in ratings across multiple measures (e.g., multiple items, repeated administrations)		Variability in conflict ratings unaccounted for by four other sources.
Generalized Reciprocity	Covariance between rater and target effects (a_i with b_j)		Are teammates who perceive high levels of conflict with all of their group members also seen as a source of conflict?
Dyadic Reciprocity	Covariance between relationship effects for person *i* and person *j* (g_{ij} with g_{ji})		If a teammate experiences exceptionally high or low levels of conflict with another group member, does that person report similar levels of conflict?

Variance Decomposition of Task and Relationship Conflict Ratings from Social Relations Model

Variance Component	Task Conflict			Relationship Conflict		
	σ^2	SE	%	σ^2	SE	%
Rater	.06	.04	14%	.05	.05	9%
Target	.01	.03	2%	.03	.04	5%
Relationship	.26**	.05	59%	.23**	.05	40%
Group	.03		7%	.03		5%
Error	.08		18%	.14		14%
	r			*r*		
Generalized Reciprocity	.00			.01		
Dyadic Reciprocity	.06			.03		

Note. N = 30 teams, 120 individuals. Coefficients are unstandardized. % = Variance component.
** $p < .01$

Partial correlations with self-ratings (controlled for group membership):

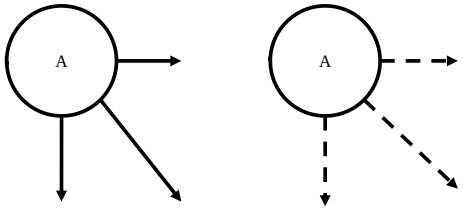
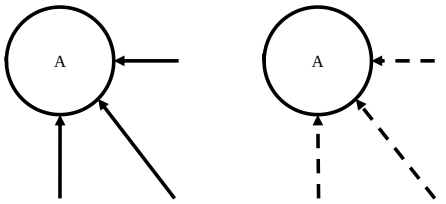
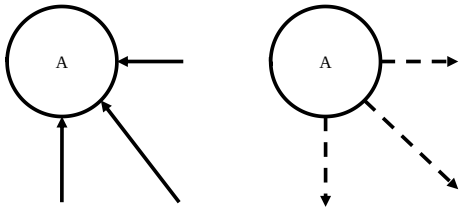
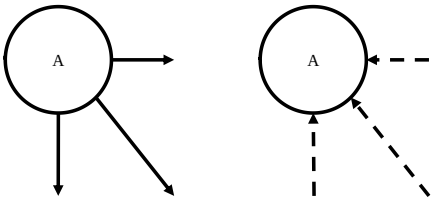
Task Conflict:

	r	t	df	p
self-rating with Perceiver effect (assumed similarity)	.241	2.341	89.000	.021
self rating with Target effect (self-other agreement)	.266	2.607	89.000	.011

Relationship Conflict:

	r	t	df	p
self-rating with Perceiver effect (assumed similarity)	.308	3.055	89.000	.003
self-rating with Target effect (self-other agreement)	.237	2.303	89.000	.024

Bivariate Social Relations Model of Conflict Ratings

Type of Effect		Visual Summary	Interpretation of Effect	r	p
Task Conflict	Rel. Conflict				
Rater	Rater		• If person A reports higher levels of task conflict with all of his or her teammates, person A also reports higher levels of relationship conflict.	.76	<.001
Target	Target		• If person A elicits higher levels of task conflict from all of his or her teammates, person A also elicits higher levels of relationship conflict.	.80	<.001
Target	Rater		• If person A elicits higher levels of task conflict with all of his or her teammates, person A reports higher levels of relationship conflict.	.27	<.001
Rater	Target		• If person A reports higher levels of task conflict with all of their teammates, person A does not elicit higher levels of relationship conflict.	.36	<.001
Intrapersonal Covariance			• If person A experiences exceptionally high levels of task conflict with person B, person A will *also* experience exceptionally high levels of relationship conflict with person B.	.81	<.001
Interpersonal Covariance			• If person A experiences exceptionally high levels of task conflict with person B, person B will report exceptionally high levels of relationship conflict with person A.	-.03	ns

Note. N = 30 teams, 120 individuals. Degrees of freedom for individual-level covariances are 118 and 233 for dyad-level covariances. Solid lines reflect ratings of task conflict and dashed lines reflect relationship conflict. ** $p < .05$.

Demographic Frequency Data

Variable			
	Minimum	Maximum	Mean
Age	20	72	44.97
Team Tenure		Frequency	Percent
	Less than 1 year	29	24.2
	1-2 years	16	13.3
	2-5 years	20	16.7
	5+ years	50	41.7
Hours worked per week		Frequency	Percent
	Less than 20 hours	4	3.3
	21-35 hours	32	26.7
	36-40 hours	81	67.5
Gender		Frequency	Percent
	Female	94	78.3
	Male	18	15
	Prefer not to respond	1	0.8
Race		Frequency	Percent
	Black	71	59.2
	Hispanic	1	0.8
	Other	6	5.0
	Prefer not to answer	8	6.7
	White	30	25

Summary Descriptive Statistics

Variable	Mean	Std. Deviation	N	Cronbach's Alpha
Team -Task	1.71	.980	118	.919
Team- Relationship	1.84	1.14	118	.918
Team-Process	1.77	1.11	118	.912
Dyadic- Task	1.10	.412	118	.806
Dyadic-Relationship	1.25	.700	118	.864

Summary Descriptive Statistics – Correlation Dyadic Conflict

Variable	Mean	Std Dev	N	Tenure	Work Hrs	Gender	Race	Team Tenure	Task Conflict	Relationship Conflict	Process Conflict
Tenure	2.79	1.25	117	--							
Work Hrs.	2.65	.562	117	-.017							
Gender	.21	.470	117	-.042	-.073						
Race	.26	.439	117	-.061	-.157	-.017					
Team Tenure	2.34	1.18	117	.752**	-.065	-.071	-.138				
Task Conflict	1.71	.910	117	.042	-.038	-.053	.017	.115			
Relationship Conflict	1.84	1.06	117	.025	-.016	-.068	-.053	.101	.842**		
Process Conflict	1.77	1.02	117	.029	-.038	-.102	.008	.100	.855**	.846**	

**Correlation is significant at the 0.01 level (2-tailed)

APPENDIX B: TEAM SURVEY FORM

Part I

Instructions: Each team member should put their last 4 digits of their cell phone number Rate different team members by circling the most appropriate response using the key below. Do not rate yourself.

Key:

1	2	3	4	5
None or not at all	Occasionally	Neutral	Frequently	Very much or very often

Questions	Team member 1 Last 4 digits of cell phone: _____	Team member 2 Last 4 digits of cell phone: _____	Team member 3 Last 4 digits of cell phone: _____	Team member 4 Last 4 digits of cell phone: _____
1. How much conflict of ideas was there between you and this team member?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. How frequently did you have disagreements with this team member about the task you were working on?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. How often did you and your team member have conflicting opinions about the task you were working on?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. How much relationship tension was there between you and this team member?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. How often did you and your team member get angry with one another while working together?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. How much emotional conflict (annoyed, frustration, stressed, upset, etc.) was there between you and this team member?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Part II

Instructions: Please circle the most appropriate response based on your opinion.

Key:

1	2	3	4	5
None or not at all	Occasionally	Neutral	Frequently	Very much or very often

Questions	*None or not at all*	*Occasionally*	*Neutral*	*Frequently*	*Very much or very often*
1. How much relationship tension is there in your work group?	*1*	*2*	*3*	*4*	*5*
2. How often do people get angry while working in your group?	*1*	*2*	*3*	*4*	*5*
3. How much emotional conflict is there in your work group?	*1*	*2*	*3*	*4*	*5*
4. How much conflict of ideas is there in your work group?	*1*	*2*	*3*	*4*	*5*
5. How frequently do you have disagreements within your work group about the task project you are working on?	*1*	*2*	*3*	*4*	*5*
6. How often do people in your work group have conflicting opinions about the project you are working on?	*1*	*2*	*3*	*4*	*5*
7. How often are there disagreements about who should do what in your work group?	*1*	*2*	*3*	*4*	*5*
8. How much conflict is there in your group about task responsibilities?	*1*	*2*	*3*	*4*	*5*
9. How often do you disagree about resource allocation in your work group?	*1*	*2*	*3*	*4*	*5*

Part III

1. Age: _____

2. How many years have you been with the agency? (check one)
   ☐Less than one year
   ☐1 year to 2 years
   ☐2 years to 5 years
   ☐5 + years

3. How many hours do you currently work per week at the agency? (check one)
   ☐Less than 20 hours
   ☐21-35 hours
   ☐36 -40 hours

4. What gender best describes you? (check one)
   ☐Female
   ☐Male
   ☐Prefer not to answer.

5. Please specify the choice that best describes your race/ethnicity. (check one)
   ☐White
   ☐Black or African American
   ☐Hispanic or Latino
   ☐Other _____
   ☐Prefer not to answer.

6. How long have you worked with this team? (check one)
   ☐Less than one year
   ☐1 year to 2 years
   ☐2 years to 5 years
   ☐5 + years

APPENDIX C: CONSENT FORM

Consent to be Part of a Research Study

Title of the Project: Reexamining Intra Team Conflict: A Dyadic Perspective
Principal Investigator: Melissa Hall, Doctoral Candidate, UNC-Charlotte
Faculty Advisor: Dr. David Woehr, Faculty Advisor, UNC-Charlotte

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to help you decide whether or not to participate. If you have any questions, please ask.

Important Information You Need to Know

- The purpose of this study is to examine the dyadic interactions amongst team members in the workplace.
- You will be asked to complete a survey either electronically or hard copy. You and three members of your team will rate each other by answering a series of questions about your perceptions of your teammates and conflict.
- If you choose to participate it will require approximately 15 minutes of your time.
- We do not believe that you will experience any risk by participating in this study.
- You will not benefit directly from participating in this study.
- If you choose not to participate, you may stop the survey at any time.

Please read this form and ask any questions you may have before you decide whether to participate in this study.

Why are we doing this study?

The purpose of this study will look at how team members perceive conflict with other team members instead of the team as a whole. The study will see if conflict is reciprocal among the team members.

Why are you being asked to be in this research study.

You are being asked to be in this study because you are employed at Monarch, a behavioral healthcare organization and you are over 18 years of age.

What will happen if I take part in this study?

If you choose to participate in this study, you will be asked to complete a survey consisting of twenty-one questions. The questions will also include demographic information in addition to specific team conflict questions. The surveys will be completed prior to or after a staff meeting, either in person or virtually. The responses will be private. A team of four will be completing the survey. In order for the team to rate each other, including themselves, the survey will ask for each team members last 4 digits of their cell phone number. This will be used for team members to know which team member they are rating. Although all four members of the team of a shift will be participating to create a valid group, there is not requirement do to so and participation is completely voluntary.

Your time commitment will be about 15 minutes to complete the survey.

What are the benefits of this study?

You will not benefit directly from being in this study. However, others might benefit because the results of this research study will have direct effects on how we think about and work with teams and conflict in a practical business setting.

What risks might I experience?

We do not believe that there will be any risk to participate in this research study. None of the participants will be privy to each other's responses on the survey. There is not any economic risk nor physical risk.

How will my information be protected?

All hard copies of the survey will be stored in a secure location until the de-identified data is entered into the computer. The hard copies will then be destroyed. Also, for surveys that are completed electronically, once they are de-identified and entered into the TripleR software for analysis, the electronic version of the survey will be permanently deleted.

We plan to publish the results of this study. To protect your privacy, we will not include any information that could identify you as the data will be de-identified.

How will my information be used after the study is over?

After this study is complete, study data may be shared with other researchers for use in other studies without asking for your consent again or as may be needed as part of publishing our results. The data we share will NOT include information that could identify you. Data will not be deposited in a public or other repository.

Will I receive an incentive for taking part in this study?

No incentives are being offered for your participation in this study.

What are the costs of taking part in this study?

No costs will be incurred to participate in this study.

What are my rights if I take part in this study?

It is up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you choose to stop at any time during the study, the survey will be destroyed and not entered as part of the study.

Who can answer my questions about this study and my rights as a participant?

For questions about this research, you may contact:

Primary Investigator:
Melissa Hall,
mhall107@charlotte.edu
Phone: 910-334-9045

Faculty Advisor:
Dr. David Woehr
dwoehr@charlotte.edu
Phone: 704-687-5452

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the Office of Research Protections and Integrity at uncc-irb@charlotte.edu.

Consent to Participate

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will receive a copy of this document for your records. If

you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____

Name (PRINT)

_____

Signature Date

_____

Name and Signature of person obtaining consent Date