Members' Needs, Intragroup Conflict, and Group Performance

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Focusing on "what people want in their group" as a critical antecedent of intragroup conflict, the present study theorizes and empirically investigates the relationships among the psychological needs of group members, intragroup conflict, and group performance. It attends to the within-group average and dispersion of members' psychological needs and examines the effects stemming from group composition of needs on multiple types of conflict. The analyses based on multisource data from 145 organizational teams revealed significant relationships between the groups' composition with respect to the members' need for achievement and task conflict, need for affiliation and relationship conflict, and need for power and status conflict. Some of these relationships were moderated by open communication among members. The analyses also demonstrated that when the 3 types of conflict were considered together, task conflict was a positive predictor of group performance, whereas relationship conflict was a negative predictor. The findings highlight the motivational aspects of intragroup conflict, revealing the multilevel dynamics of the psychological needs in social settings.

Keywords: intragroup conflict, psychological needs, group composition, group performance, open communication

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Researchers have recognized intragroup conflict as a core interactional property that significantly influences group effectiveness (de Wit, Greer, & Jehn, 2012). Thus, they have identified various features of group structure as antecedents of intragroup conflict, such as demographic diversity (Pelled, Eisenhardt, & Xin, 1999), task and incentive structures (Mooney, Holahan, & Amason, 2007), and geographic distribution of members (Hinds & Mortensen, 2005). A few studies have also raised the possibility that the psychological characteristics of group members can trigger conflict among them (Jehn, Northcraft, & Neale, 1999; Mohammed & Angell, 2004; Varela, Burke, & Landis, 2008). Combined with the recent meta-analytic evidence that highlights the performance implications of group members' psychological characteristics (Bell, 2007; Peeters, van Tuijl, Rutte, & Reymen, 2006), these studies suggest that group members' psychological characteristics can drive interpersonal dynamics in groups.

The psychological needs of group members (i.e., "what they want") can be antecedents of intragroup conflict. The characteris-

tics of interpersonal relationships can be significantly affected by what people want and desire (Patrick, Knee, Canevello, & Lonsbary, 2007). This premise suggests that to the extent individuals are motivated to satisfy their psychological needs (Maslow, 1943; McClelland, 1987), their needs will drive their interpersonal behaviors, which will in turn affect their social relationships. The implications of psychological needs can be particularly prominent in a group setting because collaboration in a work group requires a significant level of interpersonal coordination and interaction, which provides a fertile ground for friction, driven by the needs that group members want to fulfill.

In the present study, we examine the relationships between the psychological needs of group members and intragroup conflict. Focusing on different aspects of needs enables us to specifically and systematically explain the emergence of multiple types of conflict. In our study, psychological needs are distinguished from personality characteristics (e.g., extraversion, conscientiousness) in that personality captures the general attitudinal and behavioral tendencies that comprehensively encompass what individuals think and feel, and how they act (cf. Goldberg, 1990), whereas psychological needs capture the specific resources they want and the associated behavioral implications (cf. Sheldon, Elliot, Kim, & Kasser, 2001).

In the present study, we investigate the effects of the groups' composition with respect to three fundamental needs, namely, the need for achievement, affiliation, and power (McClelland, 1975, 1987). The *need for achievement* is defined as the desire for competence, accomplishment, and superior performance. The *need for affiliation* is defined as the desire for positive interpersonal relationships and communion. Finally, the *need for power* is defined as the desire to control and influence other individuals and important social resources. This three-

dimensional conceptualization of needs captures three domains of basic and essential motivation that are pertinent to group functioning. First, work groups are formed with a purpose of achieving their task objectives. Thus, the extent to which each member strives to achieve the objectives will significantly shape the interpersonal dynamics in work groups (Steers, 1975), because it affects how members behave during their task engagement with other members. Second, the collective nature of work groups provides a context in which individuals can desire warm social relationships and in which those desires can be satisfied. Thus, the extent to which group members want intimate social relationships with other members and the extent to which their desire is satisfied in their groups will influence how they behave and react to other members (Wiesenfeld, Raghuram, & Garud, 2001). Finally, although dominance and status are resources that can be conferred on individuals who perform in a group setting, these resources are also finite. Thus, how strongly group members wish to attain dominant positions in a group will determine the competitive relationships among them (Groysberg, Polzer, & Elfenbein, 2011).

By advancing the psychological needs of members as meaningful group composition factors, we propose that the average levels and dispersion of members' need for achievement, affiliation, and power have distinct predictive relationships with the three types of conflict identified in the literature, namely, (a) *task conflict*, defined as the disagreement over the content of tasks being performed; (b) *relationship conflict*, defined as the interpersonal incompatibilities among members in nontask-related areas, such as personalities, values, and beliefs; and (c) *status conflict*, defined as competition among members for dominance and influence (Bendersky & Hays, 2012; Jehn, 1995).

We also adopt in the present study the view that group-level phenomena should be investigated together with their situational conditions to illuminate their precise implications (van Knippenberg & Schippers, 2007). Therefore, we hypothesize the moderating role of open communication in the relationships between needs and conflict. If group members can enhance their understanding of what the other members want through free and candid communication, they can subsequently adjust their interpersonal behaviors and attitudes (Behfar, Peterson, Mannix, & Trochim, 2008; Tekleab, Quigley, & Tesluk, 2009). In addition, to explore the practical ramifications of conflict, we consider group performance as the outcome of conflict. In previous studies, group performance was often perceived as a consequence of conflict (de Wit et al., 2012). However, given the recent development of status conflict (Bendersky & Hays, 2012) as another type of intragroup conflict, examining the unique contributions of the three conflict types (i.e., task, relationship, and status conflict) to group performance will help illuminate the practical implications of intragroup conflict.

In sum, we theorize and validate in the present study the role of group members' psychological needs as a potential trigger for three distinct types of intragroup conflict. We also examine the moderating function of open communication in the needs–conflict relationships as well as the effect of conflict on group performance. Our hypotheses were empirically tested with multisource data collected from 145 work teams in various Korean organizations.

Psychological Needs of Group Members and Intragroup Conflict

Previous studies in the psychological (deep-level) composition literature (e.g., Bell, 2007) have indicated that when individuals form a group, group-level properties can emerge from the configurations of their individual characteristics. This literature has identified the overall levels and/or diversity of task-relevant characteristics held by members as meaningful drivers of groups' emergent states (e.g., justice; Colquitt, Noe, & Jackson, 2002), processes (e.g., learning; Ellis et al., 2003), and outcomes (e.g., task performance; Harrison, Price, Gavin, & Florey, 2002).

In the present study, we argue that the groups' composition with respect to members' psychological needs is a factor that shapes group processes and outcomes. Group composition of psychological needs (conceptualized as the average level and dispersion of such needs) attains group-level properties because a group is a context in which members' psychological needs can confront, fulfill, or discourage each other in the process of the members' interactions. For instance, members with a high need for achievement will generate task-related ideas and behave in a competitive manner for their goal achievement. This behavioral tendency can confront other members who also have a high need for achievement because they will also exhibit opinionated attitudes and competitive behaviors. In contrast, when members with a high need for affiliation behave in a warm and friendly manner, their behaviors can function as resources that satisfy the psychological needs of other members who also have a high need for affiliation and desire amiable relationships with others. Finally, those with a high need for power can attempt to discourage other members' pursuit of dominance and status by establishing their dominion over the group's decision making and control. Therefore, group composition of psychological needs can reveal how group members would behave on the basis of their own needs, how their behaviors would interact with the needs of other members, and finally, how these dynamics would shape interpersonal dynamics in a group.

To examine the intragroup dynamics of members' psychological needs, we draw on the previous studies that have applied both within-group averages and dispersions that capture distinct composition effects in a group setting (e.g., Peeters et al., 2006). For example, a group composed of members with a high need for achievement on average may collectively exhibit a strong task orientation. However, a group with members who demonstrate a moderate level of need for achievement on average can uniformly hold moderate levels of need for achievement, or demonstrate diverse levels of need for achievement, which add up to be moderate overall. These two configurations will result in quite different interpersonal dynamics because the former operates on the basis of similarity, whereas the latter on the basis of difference. Therefore, when an attribute of group members emerges as a group-level property, both the average level and dispersion of the attribute should be considered as meaningful group composition factors that drive interpersonal interactions in the group.

In the present study, we do not propose a unifying mechanism that explains all the relationships that we predict. Rather, we provide differentiated and specified predictions that consider the unique characteristics of each need and conflict domain. With regard to the relationships between needs and conflict, although all

three dimensions of needs can predict all three types of conflict, we only hypothesize the relationships that are expected to hold strong theoretical implications. Therefore, we propose that the groups' composition of members' needs for achievement, affiliation, and power predicts the levels of task, relationship, and status conflict, respectively.

Note that *process conflict*, which is defined as members' disagreement over "how task accomplishment will proceed" (Jehn & Mannix, 2001, p. 239), has also been found to be a unique type of intragroup conflict. Existing studies have demonstrated that process conflict encompasses complex interpersonal dynamics (Behfar, Mannix, Peterson, & Trochim, 2011), including task-related issues (Jehn, 1997), relational issues (Behfar et al., 2011), and power-related issues (Greer, Caruso, & Jehn, 2011). Although developing clear a priori predictions regarding the specific antecedents of process conflict within the present framework appears difficult given its complicated theoretical domains, we empirically examine in the present study the antecedents of process conflict in terms of members' psychological needs and discuss the results in the Post Hoc Analyses section.

The Need for Achievement of Group Members and Task Conflict

Previous studies have indicated that task conflict arises when group members offer different task-related perspectives and ideas (Jehn et al., 1999; Pelled et al., 1999). In this sense, task conflict is a collective phenomenon that occurs when task ideas put forward by group members are met with opposing ideas from other members. Therefore, the main reasons for task conflict include the incompatibility in the content of different task-related ideas and the competitive orientation of group members in task-related interactions.

On the basis of this understanding of task conflict, we propose a positive association between the within-group average need for achievement and task conflict. Members with a high need for achievement are motivated to attain superior group performance (Steers, 1975). Thus, they are more willing to propose task-related ideas they consider to be necessary for better group performance, even when such action may cause friction with the ideas proposed by others. Research indicates that individuals with a high need for achievement tend to be creative, generating a large number of solutions to a given problem (Aitken Harris, 2004; Fodor & Carver, 2000). Therefore, in a group composed of those with high achievement need, members are likely to generate a larger number of heterogeneous ideas and evaluate them with individual criteria. Such criteria often vary across members, causing task-related disputes among them. Moreover, perseverance and determination have been suggested as the underlying mechanisms for the positive relationship between the need for achievement and creativity (Dacey, 1989); thus, members with a high achievement need are likely to express their ideas in an assertive and persistent manner, rendering task conflict more likely. In contrast, members with a low need for achievement are expected to propose fewer work-related ideas because they are not strongly driven to achieve superior group performance, and they are less likely to stubbornly assert their task-related ideas (Aitken Harris, 2004).

Individuals with a high need for achievement also demonstrate a strong motivation toward superior individual performance (Phil-lips & Gully, 1997). Therefore, in a group composed of many individuals with high achievement need, competitive relationships can develop because each member attempts to demonstrate superior competence over others (Epstein & Harackiewicz, 1992). Accordingly, each member will attempt to present unique and valuable task ideas to demonstrate his or her task-related contribution. Moreover, the members will more actively criticize others' ideas to establish their superiority in task performance, leading to a high level of task conflict.

> *Hypothesis 1a:* The average level of the need for achievement held by group members is positively related to the level of task conflict.

The dispersion of the need for achievement is expected to be negatively associated with task conflict. When members exhibit different levels of the need for achievement, members with a relatively low achievement need will be less motivated to propose task-related ideas because they know that the members with higher achievement need will generate many ideas and they will not want to compete with these members (Aitken Harris, 2004; Fodor & Carver, 2000). Members with low achievement need are unlikely to assert their task-related ideas or to criticize the members with a high need for achievement because their achievement and competition orientation is not strong enough to overcome the expected discomfort of task conflict (e.g., negative emotions) with the members who have high achievement need (Dacey, 1989). When some members of a group choose not to confront others' ideas, mutual stimulation among different ideas cannot occur, and a high level of task conflict will not result (Kohn, Paulus, & Choi, 2011; Nijstad & Stroebe, 2006). In contrast, if group members demonstrate similar levels of the need for achievement, they will more freely engage in task-related discussion within their groups. Even though they might anticipate that their task-related ideas can lead to disputes, they would be willing to engage in the disputes because they are as strongly oriented toward achievement as other members. Therefore, members with similar levels of achievement need should be more inclined to speak up their ideas toward each other, which will lead to task conflict.

> *Hypothesis 1b:* The dispersion in the need for achievement held by group members is negatively related to the level of task conflict.

The Need for Affiliation of Group Members and Relationship Conflict

Relationship conflict refers to friction among group members in nontask-related areas. It arises when members perceive discrepancies in personality, values, or beliefs and when the members explicitly manifest these personal characteristics, resulting in interpersonal clashes (Jehn et al., 1999). In other words, the possibility of relationship conflict can be determined by two factors—namely, the extent to which the group members have incompatible personal characteristics and the extent to which they explicitly express these characteristics.

We propose that the within-group average need for affiliation is negatively associated with relationship conflict. Members with a high affiliation need attempt to avoid friction in personal domains as much as possible due to their desire to develop and maintain

favorable relationships with others (Greenhalgh & Gilkey, 1993). They tend to elude problems arising from interpersonal incompatibilities and readily adjust their personal values or beliefs to those of others to secure positive social relationships (Chatman & Barsade, 1995). In contrast, members with a low need for affiliation are less concerned about interpersonal tension and annoyance; thus, they behave in their own ways and are less affected by considerations about others (Mason & Blankenship, 1987). The inadvertent attitudes of members with low need for affiliation can emerge as personal and emotional clashes. Therefore, groups composed of members with a high need for affiliation are expected to experience less relationship conflict than those with low average affiliation need.

Hypothesis 2a: The average level of the need for affiliation held by group members is negatively related to the level of relationship conflict.

We hypothesize that the dispersion of members' need for affiliation is positively associated with relationship conflict. Disparate orientations toward interpersonal relationships can cause interpersonal difficulties, such as miscommunication, misunderstanding, and adverse emotions (Jenkins, 2000). More specifically, members with a low need for affiliation will not hesitate to express their personal opinions or values even when those behaviors may cause discomfort for other members, whereas members with a high need for affiliation will attempt to favorably manage their relationships by adjusting their thoughts and feelings if necessary. When these different people work together, those with a high need for affiliation can feel uncomfortable due to the blunt and sometimes rude attitudes of those with a low need for affiliation. Although they may attempt to understand those with a low need for affiliation and endure the discomfort for a short duration, a substantial gap in interpersonal attitudes can manifest as relationship conflict in the long run because this type of friction touches on personally important domains for them. Supporting this prediction, previous literature has indicated that the perceived disparity in relational interest negatively impacts interpersonal relationships (Vorauer & Sakamoto, 2006). In contrast, if members have similar levels of affiliation need, then what they expect from others, what they would do for them, and what they get from them will be more commensurate, thus buffering the group from relationship conflict.

Hypothesis 2b: The dispersion in the need for affiliation held by group members is positively related to the level of relationship conflict.

The Need for Power of Group Members and Status Conflict

Status conflict arises when group members compete with each other for dominance and influence (Bendersky & Hays, 2012). Such conflict occurs in groups whose members vie for dominance through various tactics such as forming a coalition or discounting the contributions of their rivals. An important feature of status conflict is the considerable level of tension among the group members contending for the dominant position within the group, because dominance and status in a group setting cannot be distributed across many people.

The within-group average need for power is expected to be positively associated with status conflict. The need for power

refers to a person's desire to control, influence, and be in charge of other people or valuable resources so that he or she would see them working in the ways he or she wants (Keltner, Gruenfeld, & Anderson, 2003; McClelland, 1975). Therefore, people with a high need for power tend to seek dominant influences and central positions in their social relationships (Anderson & Kilduff, 2009). However, if multiple members simultaneously pursue social dominance and status, a great deal of conflict will result because these social resources are scarce and difficult to be distributed across multiple members (Overbeck, Correll, & Park, 2005). Conversely, groups composed of members with a low need for power will not experience such conflict because these members are more willing to yield to others in the arena of social dominance and influence.

Hypothesis 3a: The average level of the need for power held by group members is positively related to the level of status conflict.

The dispersion of the need for power is expected to be negatively associated with status conflict. Dominance complementarity theory (Kiesler, 1983) states that individuals who demonstrate assertive and proactive characteristics in social relationships can work better with others who assume submissive and passive roles, and vice versa (Kristof-Brown, Barrick, & Stevens, 2005). Supporting this theory of complementarity, previous studies have reported that individuals pursuing social dominance tend to report better interpersonal relationships when they work with those who do not have such orientation (e.g., Tiedens & Fragale, 2003). The complementarity or dissimilarity of the need for power among members can also promote the division of labor within the group (Grant, Gino, & Hofmann, 2011). Groups are less likely to experience power struggles when some members assume decision-making and leadership roles, whereas others are willing to simply implement the decisions. This case contrasts with a situation in which group members demonstrate similar levels of the need for power. In this situation, confusion and even clashes over who should assume decision-making power and control of resources will ensue because group members pursue dominance and influence to a similar degree. This expectation is consistent with previous findings that the within-group variability of extraversion (i.e., personality dimension of which the need for power is a core facet) is beneficial for group cohesion (Barrick, Stewart, Neubert, & Mount, 1998).

Hypothesis 3b: The dispersion in the need for power held by group members is negatively related to the level of status conflict.

Moderating Effects of Open Communication in Needs–Conflict Relationships

The aforementioned arguments and hypotheses predict the relationships between the groups' composition with respect to psychological needs and intragroup conflict. Applying the perspective that group phenomena should be investigated together with their various contingencies (van Knippenberg & Schippers, 2007), we propose open communication as an important moderating variable. Through free and candid expression of opinions, open communication facilitates members' understanding of what other members want, thereby helping them adjust their behaviors vis-à-vis others (Behfar et al., 2008; Tekleab et al., 2009).

We expect that open communication will strengthen the positive relationship between the average need for achievement and task conflict. In groups composed of individuals with a high need for achievement, open communication will allow the members to recognize that other members are also strongly driven by achievement orientation. Such mutual recognition may increase the potential for task conflict through two distinct mechanisms. First, if group members are collectively aware that they are motivated to enhance group performance, they will recognize that their propositions and criticism regarding task-related ideas will be attributed to task motivation, rather than adverse emotions or interpersonal issues (Huang, 2010; Simons & Peterson, 2000). Therefore, group members will be inclined to propose and criticize task ideas more freely, and such a free flow of ideas will generate stronger and more frequent clashes among a large number of heterogeneous ideas and viewpoints (Kohn et al., 2011; Nijstad & Stroebe, 2006). Second, if group members believe that others are also motivated to enhance individual performance, they will perceive competitive relationships among them and thus behave in a more assertive manner, defending their own viewpoints while criticizing others. Accordingly, the debates on task contents will increase. Considering these two mechanisms, open communication is likely to intensify the link between the average achievement need and task conflict.

Hypothesis 4a: The greater the degree of open communication within a group, the stronger the positive relationship between the group average need for achievement and task conflict.

Open communication may also strengthen the negative relationship between the average need for affiliation and relationship conflict. When members engage in open communication, they develop better comprehension of the interpersonal orientation of others. Thus, in groups with high levels of average need for affiliation, open communication should enhance members' awareness and appreciation of each other's strong motivation to maintain intimate relationships and avoid interpersonal friction (Chatman & Barsade, 1995). In this case, members can easily engage in benevolent interactions to achieve close interpersonal ties (Greenhalgh & Gilkey, 1993), thus further reducing relationship conflict. In contrast, open communication would be less beneficial for groups with low average need for affiliation, because members of these groups do not pursue favorable relationships and would not significantly engage in intimate interactions.

Hypothesis 4b: The greater the degree of open communication within a group, the stronger the negative relationship between the group average need for affiliation and relationship conflict.

Finally, regarding the moderation effect of open communication in the relationship between the average need for power and status conflict, we propose that two different directions of moderation are possible. On the one hand, open communication can weaken the positive relationship between them. As stated in Hypothesis 3a, members with a high need for power tend to compete for limited social resources of status and dominant position (Bendersky & Hays, 2012; Overbeck et al., 2005). However, if members develop a clear understanding of others' high need for power through open communication, they may become more hesitant in demonstrating their own dominance orientation vis-à-vis others who also have

high levels of need for power. They will take into account the possible repercussions from others and adjust their behaviors ex ante, choosing to behave more prudently to avoid intense power games that pose a risk of losing face or actual power within the groups (Anderson, Ames, & Gosling, 2008; Anderson, Srivastava, Beer, Spataro, & Chatman, 2006). Previous evidence suggests that when individuals know each other well, they tend to be more submissive if their partners appear dominant, and vice versa (Tiedens & Jimenez, 2003). Thus, when individuals acquire accurate knowledge about each other through open communication, the possibility of competition for status can be reduced. Moreover, in a work group in which certain levels of coordination and collaboration are required, mutual awareness of the high need for power of multiple members may reduce status conflict because explicit power pursuits will jeopardize not only the individuals themselves but also the entire group through impaired collaboration and coordination among its members (Bendersky & Hays, 2012).

On the other hand, another plausible prediction is that open communication accentuates the positive relationship between the within-group average need for power and status conflict. If a group's high average need for power leads to open and public displays of strong dominance orientation among the members, it can ignite fierce competition over status and control within the group. Similar to the logic of Hypothesis 4a related to need for achievement, as the need-pursuing behaviors of group members become more explicit, others who also have high needs in the focal dimension can be irritated and threatened, consequently engaging in highly competitive behaviors. These two opposing predictions seem plausible for the moderation effect of open communication in the relationship between the average need for power and status conflict; thus, we propose a set of competing hypotheses and empirically explore the direction that exerts a stronger influence.

Hypothesis 4c: The greater the degree of open communication within a group, the weaker the positive relationship between the group average need for power and status conflict.

Hypothesis 4c–Alternative: The greater the degree of open communication within a group, the stronger the positive relationship between the group average need for power and status conflict.

Intragroup Conflict and Group Performance

With regard to the consequences of intragroup conflict, we focus on group performance. Although the existence of conflict itself may pose the risk of deteriorated interpersonal relationships (De Dreu, 2008) and previous studies have indicated relatively mixed results (e.g., De Dreu, 2006; Jehn, 1995; Pelled et al., 1999), we expect the unique contribution of task conflict to group performance to be positive after controlling for the effects of relationship and status conflict. This expectation is in accordance with the conclusion of a recent meta-analysis: When the overlaps between task and relationship conflict can be minimized, the relationship between task conflict and group performance appears to be positive (de Wit et al., 2012). The generation and exchange of different ideas and viewpoints can enhance members' knowledge of the group task processes by informing them about the tasks of other members and the challenges these members encounter (Choi & Sy, 2010). On the basis of such knowledge, the members can coordi-

nate their task activities more effectively, thus creating interpersonal synergy within the group. Moreover, when properly managed, clashes of different ideas can stimulate the creativity of the members, enabling them to see what they would not see alone (De Dreu, 2006).

Relationship conflict is caused by personal attributes, such as personalities, values, and political beliefs. These incompatibilities are difficult to reconcile because they are rooted in fundamental personal differences (Harrison, Price, & Bell, 1998). Moreover, relationship conflict engenders intense negative feelings and diminishes attraction among members (De Dreu & Weingart, 2003). These deteriorated interpersonal relationships can reduce the overall performance of work groups by debilitating the work morale of the members (Jehn, 1995; Jehn et al., 1999) and effective collaboration among them (Choi & Sy, 2010; Jehn & Mannix, 2001). Similarly, status conflict is predicted to have a negative relationship with group performance. Previous research has revealed that dominance competition results in exacerbated emotions among members (Tiedens & Fragale, 2003), thwarted collaboration, and reduced group performance (Bendersky & Hays, 2012). In sum, we propose the following hypothesis:

Hypothesis 5: The level of (a) task conflict is positively related, (b) relationship conflict is negatively related, and (c) status conflict is negatively related to group performance.

Method

Sample and Data Collection

Our sample included data from 145 work teams in 63 Korean organizations that represent a wide range of industries, including telecommunications, heavy equipment, and banking. The questionnaires were initially distributed to 203 team leaders and 1,358 members. After the survey, data from 194 teams were collected (184 leaders and 1,165 members); we removed the questionnaires with incomplete responses (25 members). We also excluded the teams with low within-group response rates (less than 50%; 17 leaders and 86 followers) because missing observations in a group can cause both random and systematic biases, which can be particularly regarding group composition measures that are likely to be distorted by a small number of nonresponding members (Allen, Stanley, Williams, & Ross, 2007). Then, we excluded teams with low interrater agreement ($r_{wg[j]}$ values lower than .50; 28 leaders and 124 followers) for the group-level variables because for these teams, we could not ascertain that conflict existed as collective phenomena with shared perceptions among members (LeBreton & Senter, 2008). After these screening procedures, the final sample included data from 145 teams (139 leaders and 930 members). Note that all analytic results reported in this study remained unchanged (in terms of the statistical significance of hypotheses tests) when we performed the same analyses including the teams that were excluded from the analysis sample due to low response rates and low within-group agreement. These results can be found in the supplementary material of this article. The final response rates at the group and individual levels were 76.3% and 68.5%, respectively.

In the final analysis sample, the average group size was 7.99 ($SD = 3.47$), ranging from 3 to 20. The study participants included 27.3% females, with an average age of 35.31 years ($SD = 7.59$). On average, the participants had worked in their organizations for 7.34 years ($SD = 6.65$) and in their teams for 2.72 years ($SD = 3.39$). The present sample represents employees at different ranks, including rank-and-file employees (32.3%), associates (18.1%), managers (21.8%), associate senior managers (14.7%), and senior managers or higher (10.4%). The participants reported varying educational levels, such as high school or lower (6.9%), 2-year college (9.1%), undergraduate degrees (65.6%), and graduate degrees (16.3%). Finally, 8.8% of the respondents reported that they worked in production lines, whereas the others were predominantly white-collar workers.

Measures

Data were collected from two different sources to avoid potential problems associated with common method variance. Specifically, the team members reported on the three dimensions of needs, the three types of conflict, and open communication, whereas the team leaders reported on group performance. All variables were rated on a 6-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

Three dimensions of needs. We used items from the Manifest Needs Questionnaire (Steers & Braunstein, 1976) that was developed on the basis of McClelland's (1975, 1987) need theory. The hypothesized factor structure was empirically supported by the present data set, as discussed in the Results section. Each need dimension was assessed using four items. Sample items for the need for achievement are "I try very hard to improve on my past performance at work" and "I try to perform better than my co-workers" ($\alpha = .76$). Sample items for the need for affiliation are "When I have a choice, I try to work in a group instead of by myself" and "I try to maintain favorable interpersonal relationships with others" ($\alpha = .79$). Sample items for the need for power are "I seek an active role in the leadership of a group" and "I find myself organizing and directing the activities of others" ($\alpha = .89$). The individual members rated their needs in the three dimensions. These ratings were aggregated at the group level using the mean and the standard deviation, which represent within-group average and dispersion of needs, respectively (Barrick et al., 1998).

Three types of conflict. We adapted the scales reported in Jehn and Mannix (2001) to measure task and relationship conflict using four items each. For status conflict, we used the four items developed by Bendersky and Hays (2012). Sample items for task conflict are "My team members experience conflict of ideas with others" and "My team members frequently have disagreements with others about the task they are working on" ($\alpha = .84$). Sample items for relationship conflict are "My team members experience relationship tensions" and "My team members experience emotional conflict" ($\alpha = .91$). Sample items for status conflict are "My team members frequently take sides (i.e., form coalitions) during conflict" and "My team members experience conflict because of others trying to assert their dominance" ($\alpha = .87$).

The individual-level responses were aggregated at the group level because the conflict is conceptualized as a group-level construct. Therefore, we validated their psychometric properties to empirically justify the group-level aggregation. We computed the $r_{wg(j)}$ for each team (James, Demaree, & Wolf, 1984). The mean values of $r_{wg(j)}$ for task, relationship, and status conflict were .73,

.73, and .88, respectively, suggesting appropriate levels of inter-rater agreement. The three conflict scales also presented acceptable levels of intraclass correlation (ICC)(1) and ICC(2) for task conflict (.18 and .59, $F = 2.43$), relationship conflict (.21 and .63, $F = 2.72$), and status conflict (.20 and .61, $F = 2.56$). In all three cases, the F values were statistically significant (all $ps < .001$), further indicating the presence of shared, collective conflict perceptions at the group level (LeBreton & Senter, 2008).

Open communication. We adapted three items ($\alpha = .90$) of norms for conflict resolution (Jehn, 1995) to assess open communication. Sample items are "My team members are open about expressing their thoughts and ideas" and "My team members express their opinions candidly." The team members rated these items. Aggregation statistics showed acceptable aggregation properties ($r_{wg[j]}$, ICC[1], and ICC[2] values were .71, .15, and .53, respectively, with $F = 2.11$, $p < .001$).

Group performance. Three items from Williams and Anderson (1991) were modified to assess group performance. Team leaders rated their teams with regard to these three items ($\alpha = .90$). Sample items are "My team members adequately complete their assigned duties" and "My team members perform tasks that are expected of them."

Results

To test whether the seven constructs reported by the group members were empirically distinguishable, we conducted a series of confirmatory factor analyses. Individual-level responses to the items for the three dimensions of psychological needs, the three types of conflict, and open communication were included in a single confirmatory factor analytic model. The hypothesized seven-factor model demonstrated reasonable fit to the data, $\chi^2(303) = 1737.38$, comparative fit index (CFI) = .93, and root-mean-square error of approximation (RMSEA) = .071 (Hu & Bentler, 1999). To demonstrate the relative fit of the seven-factor model, we ran an additional set of confirmatory factor analysis for all alternative six-factor models. These models included those that combined multiple need constructs (e.g., a model combining need for achievement and power into a single factor), those that combined multiple conflict constructs (e.g., a model combining task

and status conflict into a single factor), and those that combined need and corresponding conflict constructs (e.g., a model combining need for achievement and task conflict). All six-factor models resulted in a statistically significant deterioration of fit from the seven-factor model (in all $\Delta\chi^2$ tests, $p < .001$) and exhibited less desirable model fit (all CFIs < .90, RMSEAs > .100). Therefore, the seven factors are empirically distinct in the present data. Table 1 reports the means and standard deviations of the study variables, and intercorrelations among them.

Our hypotheses were tested through a series of hierarchical regression analyses. In all regression equations, we included two control variables, namely, group size and task type (0 = teams with clerical tasks; 1 = teams with production tasks). The interaction terms between group average needs and open communication were computed using mean-centered variables to reduce potential collinearity problems (Aiken & West, 1991).

Psychological Needs of Group Members and Intragroup Conflict

Table 2 presents the results of the hierarchical regression equations that tested the effects of the average and dispersion of members' need for achievement, affiliation, and power on task, relationship, and status conflict, and the moderating functions of open communication in these relationships. To test the comprehensive relationships between group composition of members' psychological needs and intragroup conflict, we included the means and standard deviations of all three need dimensions in equations that predict each type of conflict. For relationship and status conflict, group size was a significant predictor, suggesting that relationship and status conflict occur to a greater extent in larger teams. For status conflict, task type was a significant predictor, suggesting that status conflict occurs to a greater extent in production teams.

In Model 1 of Table 2, the mean level and the standard deviation of members' need for achievement were significant positive and negative predictors of task conflict, respectively ($b = .26$, $p < .05$ and $b = -.32$, $p < .05$, respectively). Thus, Hypotheses 1a and 1b were supported. In Model 3, the mean of members' need for affiliation was significantly and negatively related to relationship

Table 1

Descriptive Statistics and Intercorrelations

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Group size	7.99	3.47	—												
2. Task type	.09	.29	.02	—											
3. N-Ach–*M*	4.35	.39	.11	.06	—										
4. N-Ach–*SD*	.61	.28	.14	−.02	.00	—									
5. N-Aff–*M*	4.50	.39	.21	.10	.43	−.02	—								
6. N-Aff–*SD*	.60	.26	.15	.06	−.11	.33	−.05	—							
7. N-Pow–*M*	3.89	.50	.18	.08	.56	−.08	.30	−.19	—						
8. N-Pow–*SD*	.81	.35	.13	.00	.13	.38	.12	.16	−.02	—					
9. Task conflict	3.49	.48	.15	.06	.28	−.20	.12	.00	.29	−.14	—				
10. Relationship conflict	2.74	.60	.15	.10	.07	.05	−.15	−.01	.06	.01	.53	—			
11. Status conflict	2.82	.54	.19	.20	.08	−.08	.00	−.05	.27	−.21	.45	.56	—		
12. Open communication	3.98	.52	−.01	.00	.31	−.31	.38	−.17	.30	−.20	.36	−.18	.07	—	
13. Group performance	4.89	.66	.05	−.06	.10	−.03	.26	.07	.03	−.02	−.01	−.22	−.16	.22	—

Note. $N = 145$. N-Ach = need for achievement; N-Aff = need for affiliation; N-Pow = need for power. Correlations greater than .17 are significant at $p < .05$.

Table 2

Hierarchical Regression Analysis of the Relationships Between Needs and Conflict, and the Moderating Effects of Open Communication

Variable	Outcome: Task conflict		Outcome: Relationship conflict		Outcome: Status conflict	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Step 1: Main effects						
Group size	.02 (.02)	.03 (.02)	.03 (.02)*	.03 (.02)	.04 (.02)*	.03 (.02)*
Task type	.05 (.18)	.06 (.17)	.24 (.18)	.18 (.18)	.40 (.17)*	.36 (.17)*
N-Ach–M	.26 (.12)*	.20 (.12)	.16 (.12)	.12 (.12)	−.04 (.11)	−.03 (.11)
N-Ach–SD	−.32 (.14)*	−.22 (.14)	.06 (.14)	.00 (.14)	−.01 (.14)	.02 (.14)
N-Aff–M	−.04 (.10)	−.15 (.11)	−.30 (.10)*	−.26 (.11)*	−.11 (.10)	−.09 (.11)
N-Aff–SD	.21 (.15)	.22 (.14)	−.08 (.15)	−.06 (.15)	−.02 (.14)	−.05 (.14)
N-Pow–M	.20 (.12)	.18 (.12)	.01 (.12)	.11 (.12)	.31 (.11)*	.28 (.11)*
N-Pow–SD	−.20 (.15)	−.15 (.15)	−.01 (.15)	−.05 (.15)	−.35 (.14)*	−.32 (.14)*
Step 2: Moderation						
OC		.26 (.10)*		−.22 (.10)*		−.03 (.10)
N-Ach–M × OC		−.11 (.10)				
N-Aff–M × OC				−.25 (.13)*		
N-Pow–M × OC						−.30 (.15)*
F	3.73*	4.20*	1.71	2.06*	3.96*	3.62*
R^2	.18*	.24*	.09	.13*	.19*	.21*
ΔR^2		.06*		.04*		.02

Note. $N = 145$. N-Ach = need for achievement; N-Aff = need for affiliation; N-Pow = need for power; OC = open communication. Values in parentheses are standard errors.
* $p < .05$.

conflict ($b = -.30$, $p < .05$), whereas the standard deviation of members' need for affiliation was not significantly associated with relationship conflict ($b = -.08$, *ns*). Thus, Hypothesis 2a was supported, but Hypothesis 2b was not. In Model 5, the mean and standard deviation of members' need for power were positively and negatively related to status conflict, respectively ($b = .31$, $p < .05$ and $b = -.35$, $p < .05$, respectively). Therefore, Hypotheses 3a and 3b were supported.

Moderating Effects of Open Communication in Needs–Conflict Relationships

As reported in Model 2 of Table 2, the effect of the interaction term between group mean need for achievement and open communication was not statistically significant ($b = -.11$, *ns*). Therefore, Hypothesis 4a was not supported. In the case of group mean need for affiliation, the interaction term was a significant predictor of relationship conflict (Model 4; $b = -.23$, $p < .05$). A simple slope analysis (Aiken & West, 1991) enabled us to further examine the specific form of this significant interaction. Figure 1 shows that the relationship between members' need for affiliation and relationship conflict was negative and statistically significant when open communication was high ($b = -.40$, $p < .05$), but not when it was low ($b = -.12$, *ns*). This pattern supported Hypothesis 4b because it suggested that open communication strengthened the negative relationship between members' need for affiliation and relationship conflict.

The interaction term between group mean need for power and open communication was a significant, negative predictor of status conflict (Model 6; $b = -.30$, $p < .05$). Figure 2 shows that the relationship between members' need for power and status conflict was positive and statistically significant when open communication was low ($b = .46$, $p < .05$), but not when it was high ($b = .09$,

ns). This pattern supported Hypothesis 4c but not Hypothesis 4c – Alternative because the pattern showed that open communication attenuated the positive relationship between members' need for power and status conflict.
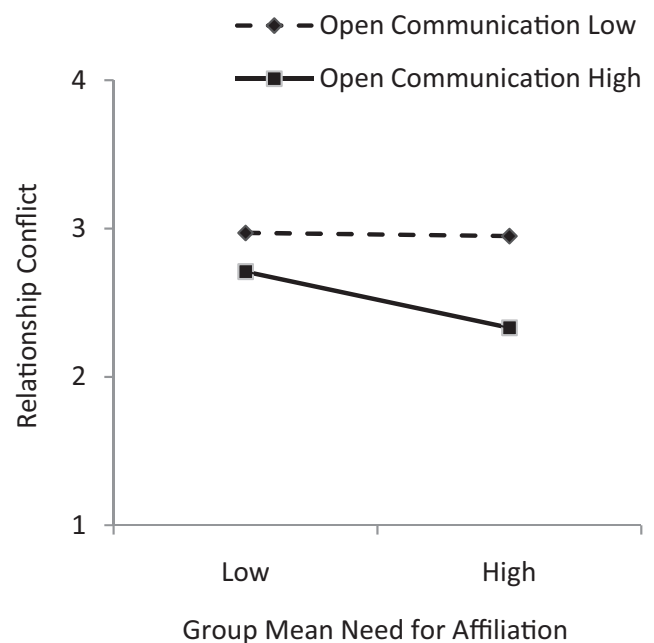

Figure 1. Interaction between group mean need for affiliation and open communication in predicting relationship conflict.
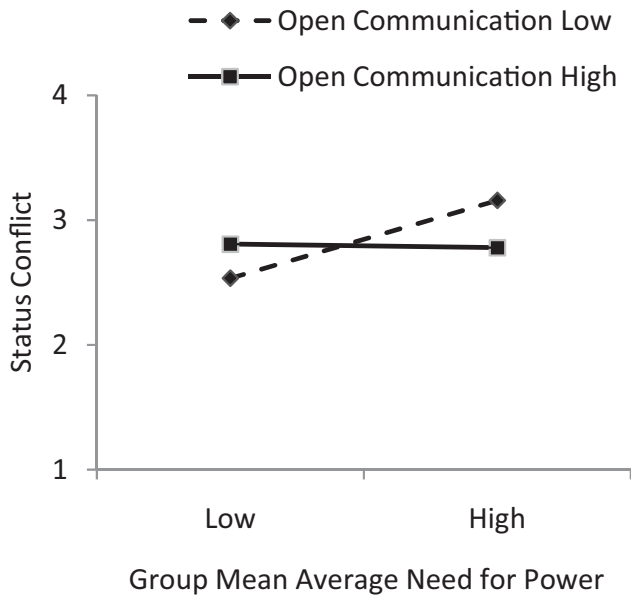
Figure 2. Interaction between group mean need for power and open communication in predicting status conflict.

Intragroup Conflict and Group Performance

In Hypothesis 5, we proposed the effects of conflict on group performance. The regression results presented in Table 3 indicated that task conflict was positively associated with group performance ($b = .25$, $p < .05$), whereas relationship conflict was negatively related to group performance ($b = -.41$, $p < .05$), thereby supporting Hypotheses 5a and 5b. However, the relationship between status conflict and group performance was not statistically significant ($b = -.14$, *ns*). Therefore, Hypothesis 5c was not supported.

Post Hoc Analyses

Aside from the empirical validation of our hypotheses, we conducted two sets of post hoc analyses. First, because our theoretical framework incorporated the needs–conflict–performance link at the group level, we tested the potential indirect relationships between the needs variables and performance through conflict. To this end, the bootstrapping method was used as recommended in the literature (Preacher & Hayes, 2008). When testing the indirect relationship of each need variable, we included the other need variables, along with task type and group size as covariates. As shown in Table 4, with 10,000 bootstrap resamples, group mean need for achievement did not exhibit any significant relationship with group performance through task conflict. In contrast, group mean need for affiliation had a significant positive indirect relationship with group performance through relationship conflict (point estimate = .08, 95% CI [.01, .25]). Group mean need for power had a significant negative relationship with performance through status conflict (point estimate = −.10, 95% CI [−.30, −.00]). No need dispersion variable showed a significant indirect relationship with group performance.

We also explored whether open communication moderated the indirect relationships between group mean needs and group per-

formance by moderating the relationships between group mean needs and conflict. We tested this possibility by using the first stage moderation model proposed by Edwards and Lambert (2007) with 1,000 bootstrap resamples. The moderation was statistically significant for the indirect relationships of mean need for affiliation and power (regarding the need for achievement, no significant pattern was observed). The 95% bias-corrected confidence interval for the moderation effect of open communication in the indirect relationship between the mean need for affiliation and group performance through relationship conflict was between .00 and .33. In case of the need for power (through status conflict), the confidence interval was between .01 and .52. These patterns indicate the validity of the integrated model representing the multistage theoretical flow from group composition of needs to intragroup conflict, and ultimately to group performance.

Second, we left the examination of process conflict as an empirical question in the present framework due to the theoretical difficulty of isolating its definite set of antecedents given its complicated conceptual domain (Behfar et al., 2011; Greer et al., 2011; Jehn, 1997). Thus, we explored the implications of process conflict as part of our post hoc analysis. Our data included a four-item measure of process conflict based on Jehn and Mannix's (2001) study. When all need variables were entered into the regression equation along with group size and task type as control variables, process conflict was significantly predicted by two need variables: group mean need for affiliation ($b = -.29$, $p < .05$) and group mean need for power ($b = .22$, $p < .05$). These needs–conflict relationships are similar to those found for relationship and status conflict (see Table 2). Finally, the relationship between process conflict and group performance was not statistically significant ($b = -.04$, *ns*), and the inclusion of process conflict in the regression equation did not change the relationships between the other types of conflict and group performance reported in Table 3.

Discussion

Focusing on the motivational aspects of intragroup conflict, this study attempts to answer an important question that requires more research attention: What brings about intragroup conflict? Below, we discuss the specific patterns of the findings and their implications, along with the limitations of the present investigation and directions for future research.

Table 3
Regression Analysis of the Relationship Between Conflict and Group Performance

Variable	Outcome: Group performance
Group size	.02 (.03)
Task type	−.10 (.29)
Task conflict	.25 (.13)*
Relationship conflict	−.41 (.18)*
Status conflict	−.14 (.18)
F	2.30*
R^2	.08*

Note. $n = 139$. Values in parentheses are standard errors.
* $p < .05$.

Table 4

Indirect Relationships Between Group Mean Needs and Group Performance Through Conflict

Variable	Group mean need for achievement through task conflict	Group mean need for affiliation through relationship conflict	Group mean need for power through status conflict
Point estimate	−.0268	.0810	−.0967
95% confidence interval	[−.2022, .0428]	[.0068, .2535]	[−.3034, −.0005]

Note. $n = 139$. Number of bootstrapping resamples = 10,000.

Psychological Needs of Group Members and Intragroup Conflict

Our analysis of field data collected from 145 teams revealed that the three dimensions of needs and the three types of conflict had distinct relationships with each other in accordance with their content domains. Specifically, the within-group average need for achievement, affiliation, and power were significantly related to task, relationship, and status conflict, respectively. Therefore, the extent to which group members pursue certain resources apparently shapes the interactive dynamics in a group in corresponding domains.

Previous studies have demonstrated that the overall similarity or congruence among group members reduces conflict (e.g., Jehn et al., 1999). The present findings, however, suggest that within-group dispersion or diversity in the need for achievement and power can reduce the degree of task-related disputes and dominance competition, respectively (Grant et al., 2011; Humphrey, Hollenbeck, Meyer, & Ilgen, 2007; Kiesler, 1983; Tiedens & Fragale, 2003). Thus, the implications of diversity may depend on the domain and conceptualization of diversity. This message resonates with the person–environment fit literature that distinguishes supplementary and complementary fit based on the domain of characteristics (Kristof, 1996).

The negative relationship between the dispersion of the need for achievement and task conflict merits attention because this relationship may appear contradictory to previous studies that revealed negative performance implications of the dispersion of members' conscientiousness (e.g., Peeters et al., 2006). Our theory and empirical findings pertain to whether different levels of members' need for achievement result in fewer disagreements in task-related ideas, which should be differentiated from motivational challenge and reduced group performance. Although a motivational challenge due to differences in aspiration levels can certainly occur in a group with large dispersion of the need for achievement, this situation may not induce intense discussions related to task content if some of the group members avoid confrontation with other members (Aitken Harris, 2004; Fodor & Carver, 2000). The seemingly paradoxical functions of the dispersion of the need for achievement (lowering group performance and task conflict simultaneously) may be better understood by examining the positive relationship between task conflict and group performance found in our analysis.

The dispersion of the need for affiliation had no significant association with relationship conflict. This result may appear inconsistent with previous findings that variability in agreeableness (Mohammed & Angell, 2003; Peeters et al., 2006) or the existence of "bad apples" (Felps, Mitchell, & Byington, 2006) deteriorate the overall group functioning. One possible explanation for this finding is that, as harmful as unsocial and uncooperative individuals are for groups, the existence of highly sociable members can significantly improve the interpersonal relationships of groups (Chatman & Barsade, 1995). Those members with high affiliation need can ameliorate the interactions within a group even when some members show little motivation for harmonious interpersonal relations, thus buffering their negative effects. Assuming the counteracting influences of members with high and low affiliation need on relationship conflict, the dispersion of members' need for affiliation can function as a neutral factor for relationship conflict. This result should be interpreted with caution, given the tentative nature of an account for a null finding.

As noted above, the present research does not propose an overarching principle for the relationships between needs and conflict—this is mainly due to the differences in the nature of needs–conflict linkages in different domains. Instead, we suggest that differing needs generate disparate interpersonal dynamics in groups. Nonetheless, we expect to see future research that provides an overarching principle for the occurrence of intragroup conflict in general.

Moderating Effects of Open Communication in Needs–Conflict Relationships

As predicted, open communication functioned as a moderator in the relationship between the group average need and conflict. Open communication among members strengthened the negative relationship between members' average affiliation need and relationship conflict (see Figure 1), whereas it attenuated the positive relationship between members' need for power and status conflict (see Figure 2). These patterns suggest that open and free communication among members can result in the mutual understanding of each other's motivation regarding specific social resources (Behfar et al., 2008; Tekleab et al., 2009), thus helping members modify their interpersonal attitudes on the basis of their construal of proper behaviors vis-à-vis others within the group.

In contrast, open communication showed no significant moderating effect in the relationship between members' average need for achievement and task conflict. Possibly, when members are aware of others' high need for achievement, they may develop mixed motives. They may become more willing to actively express different ideas to peers who are also motivated to achieve superior performance. At the same time, they may feel the need to tone down their disagreements to avoid intense and lengthy discussions (Snyder, 1974). An intriguing avenue for future research would be

to investigate various intermediate mechanisms through which communication characteristics shape the effects of members' psychological characteristics on group processes.

Intragroup Conflict and Group Performance

The performance effects of conflict observed in the present investigation were largely consistent with previous findings. The positive effect of task conflict on group performance resonates with past findings; when task conflict is effectively managed, members can mutually enrich their understanding of the tasks at hand, engage in successful cooperation, and demonstrate creativity (Choi & Sy, 2010; De Dreu, 2006; de Wit et al., 2012). The negative effect of relationship conflict on group performance indicates that the incompatibilities in personal dimensions can inhibit proper functioning of work groups by shifting the focus from the task domain to interpersonal problems, causing stress and negative emotions that reduce collective performance (De Dreu, 2008; De Dreu & Weingart, 2003).

In contrast to a recent finding (Bendersky & Hays, 2012), status conflict was not a significant predictor of group performance. Nevertheless, when the effect of status conflict was considered in isolation (i.e., without task and relationship conflict in the regression equation), it showed a significant negative effect on group performance ($b = -.29$, $p < .05$). Therefore, status conflict itself appeared to have a negative effect on group performance; however, this effect might have been absorbed by the dominant effect of relationship conflict. These results suggest that status conflict can start as a phenomenon centered on dominance-related issues, but may grow to affect a wider aspect of the interpersonal relationships among people more generally. The nonsignificant relationship between status conflict and group performance (controlling for task and relationship conflict) also implies that status conflict may have mixed effects on group performance. For instance, status conflict can inhibit effective collaboration among members due to their concerns about politics and competition over dominance (Bendersky & Hays, 2012). Nevertheless, status conflict may also induce more helping behaviors among the members who attempt to achieve high status by offering favors to others (Flynn, Reagans, Amanatullah, & Ames, 2006). Moreover, although members can experience the deterioration of performance amid status conflict due to their distracted attention and lack of cooperation, internal competition among members can boost their task efforts if they attempt to gain status through performance-based merits (Ames & Flynn, 2007). Studies on status conflict have appeared in the literature only recently. Thus, the unique functioning of status conflict and the way it unfolds should be addressed in future research.

Practical Implications

The present study provides meaningful messages to practicing managers. From a managerial point of view, although it is difficult to change the levels of group members' psychological characteristics, managers can improve interpersonal dynamics within a group by changing the configuration of work relationships (Humphrey et al., 2007). For example, in order to reduce unnecessary dominance competition among group members, a manager can configure the work relationships of their group members so that

those with a high need for power can work with those who have a low need for power. Moreover, when a group is in a stage where its members should learn how tasks are performed and determine how work processes can be improved, members with similar levels of need for achievement can be paired together to promote free exchange of ideas and mutual encouragement regarding task performance. Finally, facilitating open communication can be a valuable option for improving interpersonal relationships within a group, especially when there are individuals who demonstrate incompatible needs and/or when changing the configuration of work relationships is difficult. Nonetheless, managers should be cautious in promoting open communication as it can amplify both the positive and negative implications of conflict within groups (Jehn, 1995), and extremely open communication can hurt the social dynamics when it enters into interpersonally sensitive domains (e.g., family-related issues).

Study Limitations and Future Research Directions

Several limitations should be noted in interpreting the present findings. First, our research design involves cross-sectional data that preclude any causal arguments (Cook & Campbell, 1979). Although we asserted that group composition of psychological needs would serve as antecedents of conflict, the frustration of an individual's fulfillment of needs due to conflict can increase the salience of the needs (Maslow, 1943). Group performance and conflict can also mutually influence each other over time, creating either a positive or a negative spiral. Although we conducted a series of confirmatory factor analyses to assess the risk of common method variance, the need and conflict variables were drawn from the same source. The triangulation of study variables and longitudinal study designs could be used in future studies in which the relationships between members' characteristics and the interpersonal dynamics among them are examined.

Second, our hypotheses assume work contexts where group members are at least somewhat interdependent in terms of their task performance and interpersonal relationships. This is because conflict may not occur to a significant degree if group members have few chances to collaborate and interact with each other. In a similar sense, task or relational interdependence can moderate the link between needs and intragroup conflict, because friction among group members' needs occur when they interact with each other. Future studies could investigate the role of team and task characteristics in the development of intragroup conflict driven by the members' needs.

Third, a perceptual measure of group performance was used in the present study. In a research setting involving work teams from various industries and companies, the use of direct and objective measures of group performance is not feasible. Previous meta-analyses suggest that the implications of interpersonal dynamics on group performance are contingent on the operationalization of performance (Bell, 2007). For instance, de Wit et al. (2012) indicated that the relationship between task conflict and group performance was more positive when the performance measure captured decision making. Thus, future investigation of the conflict–performance link can benefit from incorporating various strategies to operationalize group performance.

Finally, our sample comprises work teams in Korean organizations that are often characterized by high collectivism. In contrast,

previous studies on intragroup conflict have been predominantly conducted in individualistic cultures such as Europe and America. Further research based on samples from various cultural backgrounds will enhance our understanding of the relationship between group members' psychological characteristics and intragroup conflict. With regard to the present sample, it should also be noted that in the process of creating the final analysis sample, we excluded responses from 24% of leaders and 18% of group members due to either low within-group response rates or low interrater agreement of their responses. Although these procedures did not significantly change our findings as noted above, they do pose potential limits to the generalizability of our findings.

Despite these limitations, the present study represents a meaningful contribution to the literature. By conceptualizing members' needs at the group level, we based our hypotheses on the assumption that what an individual wants within a given social context could provoke clashes with others; therefore, individual needs should not be considered in isolation in a group setting. This multilevel application of individual needs presents new theoretical and empirical insights that cannot be acquired from purely individual-level investigations. To our knowledge, the present research is the first empirical study to conceptualize and operationalize needs at the collective level and investigate their interpersonal implications. Thus, this study offers future possibilities to investigate group composition in terms of various characteristics that have traditionally been considered as purely individual-level variables.

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Correction to Venkataramani et al. (2013)

In the article "Positive and Negative Workplace Relationships, Social Satisfaction, and Organizational Attachment" by Vijaya Venkataramani, Giuseppe (Joe) Labianca, and Travis Grosser (*Journal of Applied Psychology*, 2013, Vol. 98, No. 6, pp. 1028–1039. doi: 10.1037/a0034090), some information about the data collection and a citation were missing from the published version.

The data reported in this article were part of a larger data collection effort, some of which were reported in another published article (Zagenczyk, Scott, Gibney, Murrell, & Thatcher, 2010). The nature and scope of the overlap between these articles were fully disclosed during the review process. The complete citation appears below.

Zagenczyk, T.J., Scott, K.D., Gibney, R., Murrell, A.J., & Thatcher, J.B. (2010). Social influence and perceived organizational support: A social networks analysis. *Organizational Behavior and Human Decision Processes, 111,* 127–138. doi: 10.1016/j.obhdp.2009.11.004.