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Effects of Leader-Member conflict asymmetry on Member's creativity:

Mediating role of psychological safety and motivation

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Abstract

Effects of Leader—Member conflict asymmetry on Member's creativity: Mediating role of psychological safety and motivation

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We examine the effects of an overlooked concept of leader-member conflict asymmetry, on a member's individual creativity. Considering that the main stream of conflict asymmetry research rarely focused on people at different levels of hierarchical relationships, the present study addressed this limitation by examining the leader-member conflict asymmetry in one-to-multi vertical dyads. Data from 50 leader-member dyads tested our multilevel hypotheses, which showed that leader-member conflict asymmetry (i.e., the member conflict scale subtracted from the leader conflict scale) negatively relates to a member's proactive creativity, but positively relates to member's responsive creativity. The leader's higher perception of conflict decreased the proactive creativity of members but increased their responsive creativity. A member's psychological safety fully mediated the relationship between the leader-member conflict asymmetry and the

member's proactive creativity.

Keywords: conflict asymmetry, task conflict, relationship conflict, leader-member conflict, leader-member exchange (LMX)

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Introduction

Task conflict has received much attention as a predictor of knowledge exchange, team creativity, and team innovation, in previous studies (Hülsheger, Anderson, & Salgado, 2009). Even if task conflict within teams has been broadly examined with mixed results (Farh, Lee, & Farh, 2010), a moderate degree of task conflict has consistently been linked to individual and group creativity. Studies have also shown that relationship conflict among team members diminishes their performance (De Dreu & Weingart, 2003; Jehn, De Wit, Barreto, & Rink, 2015). However, past approaches have overlooked that conflict parties can have different perspectives. Prior studies on conflict in workplaces particularly made a common assumption that all individuals can have similar perceptions on conflict.

Individuals perceive their work group interactions such as conflict differently (Jehn, 1995; Jehn & Chatman, 2000; Jehn, Rispens, & Thatcher, 2010; Klein, Conn, Smith, & Sorra, 2001). One person can perceive conflict, whereas another cannot; or one person can perceive task conflict, whereas another perceives relationship conflict. We shed light on the concept of conflict asymmetry to address this issue; individuals can simultaneously have asymmetrical perceptions on conflict degree and type (Jehn & Chatman, 2000).

Marks et al. (2012) argued that, conflict asymmetry is detrimental to group performance according to a shared mental model. Shared mental model maintains that group performance can be enhanced with an agreement among group members, so that conflict asymmetry, as a form of disagreement, must have adverse effects on the group work. Jehn, Rispens, and Thatcher (2010) similarly

argued that discussing a problem is difficult for all team members when several of them cannot even recognize the existence of problems. Group members can have difficulty developing a clean knowledge structure and fail to establish an organizational routine that is critical and helpful for well-organized group work when they do not share a common understanding of conflict scenarios (Choi & Thompson, 2005). Several researchers have explained the negative impact of conflict asymmetry by referring to collective cognition theory. They argued that group members become confused when they realize that other members do not share the same manner of thinking as theirs (Burke & Stets, 1999; Byron, Khazanchi, & Nazarian, 2010). In particular, one member who perceives conflict can become depressed and discouraged from working together with those members who do not observe the same conflict, which lowers both individual and group performances.

Jehn, Rupert and Nauta (2006) examined the effects of conflict asymmetry on individual satisfaction, work motivation, and absenteeism. The asymmetry of relationship conflict was validated to be a significant factor that harms work motivation. Their experiment shows that, one participant lost her interest in working once she realized that her colleague had a different manner of thinking from hers, and which was precisely about their relationship. Jehn, Rispens, and Thatcher (2010) further investigated how conflict asymmetry affects individual/group performance through social processes and group atmosphere. They measured social processes with frequency of group members' communication, and group atmosphere with the members' attitude in the group. Consequently,

researchers determined that group members communicate and cooperate less with their colleagues when conflict asymmetry is prevalent among them. Group members have decreased satisfaction and performance because of decreased social processes. However, those members who feel inferior group atmosphere after conflict asymmetry still maintained their performance and merely experienced decreased satisfaction.

A more recent study suggests that task conflict asymmetry undermines group performance by lowering one's expectations on his/her partner (Jehn, De Wit, Barreto, & Rink, 2015). Given that group interactions are difficult to evaluate with objective standards (e.g., supervisor ratings), researchers attempted to measure subjective performance (Balkundi & Harrison, 2006). Thus, both objective and subjective performances decreased after the asymmetrical perceptions of task conflict within work group. Individuals are rarely willing to continue their future relationship when perceiving an asymmetrical level of task conflict with their work partners. In particular, those members who do not share their thoughts on conflict scenarios tended to have uncertain anticipations on their partner (Van den Bos and Lind, 2002), feel unsecured, and eventually assessed their collaboration to be ineffective or unsuccessful.

However, one of the remaining limitations of previous studies is probably that conflict asymmetry has been restrictedly considered in peer settings and, not in leader-member settings. Conflict asymmetry that originated from colleagues can have different dynamics with that from leaders and members (DeChurch, Mesmer-Magnus, & Doty, 2013; Xin & Pelled, 2003). Symbolic power differences, such as

separate rooms, flexible working hours, and deregulation of dress code for leaders (Kreindler, Dowd, Star, & Gottschalk, 2012; Tellis-Nayak & Tellis-Nayak, 1984), and authorized power differences, such as increased decision-making power assigned for leaders, can create gaps in views between leaders and members (Smith & Trope, 2006). Individuals can clearly distinguish task conflicts and relationship conflicts in peer settings, whereas they cannot do so with their leaders (Jehn, 1995). Only the leader can maintain a clear separation between the two conflict types when conflict scenarios arise between them and their members. Another prior study indicates that individuals avoid conflict with their leaders as they attempt to compromise with their colleagues (Aquino, K., Tripp, T. M., & Bies, 2006; Yeung, Fung, & Chan, 2015). Similarly, individuals undergo changes not only in their perceptions but also in their behaviors in a vertical relationship structures. This condition infers that leader-member conflict must be separately investigated from conflict among peers.

With particular focus on different perceptions of leaders and members on conflict scenarios (i.e., leader-member conflict asymmetry), we try to concentrate on how it results in a member's individual creativity. Contrary to previous studies that identified individual and group performances as outcomes of peer conflict asymmetry, we observe individual creativity because our study results can be integrated into past literature through new implications. Individual creativity is also closely related to interpersonal tensions (Jehn, Rispens, & Thatcher, 2010) and is a crucial source of simultaneously innovating and revitalizing organizations (Amabile, 1996; Pirola-Merolo & Mann, 2004). As an important tool for retaining

organizational competitive advantage (Anderson, Potočnik, & Zhous, 2014; Sung, Antefelt, & Choi, 2015), demonstrating the effects of leader-member conflict asymmetry on a member's individual creativity can be advanced to the level of groups and organizations in the future.

Leader-Member Conflict Asymmetry

Conflict asymmetry is a deviation in individual perceptions of conflict level (Jehn & Chatman, 2000; Jehn, Rispens, & Thatcher, 2010). In line with the aforementioned concept, we redefine the leader-member conflict asymmetry as a form of dispersion in leader-member perceptions of conflict level. Briefly discussed in the earlier section, individuals reveal distinct attitudes and behavior in vertical and horizontal relationship structures (Yeung, Fung, & Chan, 2015). Therefore, leader being the higher perceiver of conflict is different from member being a higher perceiver of conflict in leader-member conflict asymmetry. We consider those two different scenarios in the following section to describe how leader-member conflict asymmetry influences a member's creativity.

Leader: the higher perceiver of conflict

When the leader perceives a higher conflict level compared with the member, collective cognition, social comparison theory, and self-verification theory can be applied to show its effects on the creativity of members. Research on collective cognition indicates that different views impair communication, discussions, and constructive resolution (De Dreu, Kluwer, & Nauta, 2008; Kluwer

& Mikula, 2002). Hence, leaders perceiving a high conflict level and members perceiving a low conflict level or no conflict will have ineffective communication and discussions. Without a common belief, they will have difficulty discussing resolution and exchanging information about conflict (Choi & Thopmson, 2005; Ford & Sullivan, 2004). However, effective communication and flexible information exchange are critical for both individual and group creativity (Amabile, 1996; Madrid, Totterdell, Niven, & Barros, 2016; Phelps, Heidl, & Wadhwa, 2012), particularly for proactive creativity (Sung, Antefelt, & Choi, 2015). Thus, if leaders and member sdo not share the same understanding of conflict scenarios, they will have less interaction and less creatively work in active manners.

Social comparison theory argues that a leader who perceives high conflict level badly influences a member's creativity. Individuals generally tend to determine themselves by comparison with others. They want to lower risks in their opinions and abilities, as well as assure it by comparing themselves to others. Thus, individuals become confused when they have differences from others (Burke & Stets, 1999; Byron, Khazanchi, & Nazarian, 2010; Swann, 1999). Once members realize that an asymmetry or a gap exists with leaders in thoughts, they will also feel discomfort and anxiety. In particular, members will flee in panic with increased distress in conflict scenarios where leaders perceive a higher conflict level (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007). Given that conflict per se causes suffering, conflict that is largely recognized by the leader becomes intolerable, which decreases will, commitment, and performance levels. Members will attempt to match themselves with their leaders, intend to behave with the

leader's guidance, and suggest new ideas when specific problems are brought up by their leaders.

Self-verification theory is similar to social comparison theory (Križan & Gibbons, 2014; Sorrentino & Roney, 2000; Swann, Rentfrow, & Guinn, 2002). Largely concerned with consistency between an individual and others, the former theory implies that members who realize inconsistencies in their interactions with leaders can exhibit negative outcomes (Petriglieri, 2011; Swann, Rentfrow, & Guinn, 2002). Members involved in conflict scenarios, for example, are less satisfied and endeavor less in their work when experiencing asymmetrical views with leaders (Kleiveland, Natvig, & Jepsen, 2015; Swann, Polzer, Seyle, & Ko, 2004). Members can question why their thoughts on conflict are incoherent with those of their leaders' and consider that their ideas are not validated by their leaders (Karen, Joyce, & Aukje, 2006). As previously mentioned, members may not be willing to challenge the status quo and instead maintain it by obeying their leaders. Subsequently, this can decrease members' attitudes to be creative in proactive manners.

Member: the higher perceiver of conflict

When a member perceives a higher conflict level compared with the leader, positive illusion can be utilized to show its effects on a member's creativity. Positive illusion is a form of cognitive bias that allows individuals to perceive something in a more positive manner than objective reality (Biggane, Allen, & Albert, 2016; Taylor & Brown, 1988). By positively distorting the reality, extant

scholars suggest that individuals can obtain psychological, physical, or financial benefits in their organizational lives. We propose that, although the evidence for members' tendency to distort conflict scenarios optimistically is sparse, we propose that members in conflict asymmetry will manipulate scenarios positively. They will particularly consider that a member perceiving a high conflict level is better than a leader perceiving a higher conflict level. This condition is possible because members are not undermined by their leaders without any reasonable grounds, so they can be relatively more satisfied and concentrate more on productive work, such as idea generation (Foo, Uy, & Baron, 2009; Taylor & Brown, 1988; Zacher & Frese, 2011), which is closely associated with proactive creativity. Researchers on conflict management also inferred that members will search for their own approach to develop faith aside from actual scenarios by pretending to satisfy their leaders' demands and requirements (Nguyen & Yang, 2012), playing down their discomforts, or simply conceding to situations (Yeung, Fung, & Chan, 2015). Members can facilitate their intellectual functioning by engaging in positive illusions, such that they will increasingly associate multiple cues or ideas in conflict scenarios, which improves their proactive creativity (Biggane, Allen, & Albert, 2016; Isen & Daubman, 1984).

H1a/b: Leader-member conflict asymmetry is negatively/positively associated with a member's proactive/responsive creativity.

Mediating factors

Psychological safety and motivation can influence individual performance

and creativity as previously suggested (Baer & Frese, 2003; Gong, Cheung, Wang, & Huang, 2012). However, how leader-member conflict asymmetry affects a member's psychological and motivational states, and how they lead to a member's creativity, are still unclear. Therefore, we propose a mediated model, where leader-member conflict asymmetry influences a member's individual creativity through psychological safety and motivational states. We will try to focus on two different forms of member's creativity that depend on triggers, namely, responsive and proactive creativity (Unsworth, 2001). Responsive creativity is associated with a member's passive tendency to resolve given tasks, whereas proactive creativity concerns a member's voluntary participation in problem solving activities (Sung, Antefelt, & Choi, 2015).

Leader-Member conflict asymmetry can influence a member's psychological safety, which refers to "feeling able to show and employ one's self without fear of negative consequences to self-image, status, or career" (Kahn, 1990). When a leader perceives a higher level conflict, members become psychologically threatened and disrupted in performing creative thoughts. However, when a member perceives a higher level conflict, he/she cannot determine any external intimidator and, can feel mentally competent. Leader-member conflict asymmetry can also affect a member's motivational states, which are attributed to extrinsic and intrinsic motivations. In particular, when a leader perceives higher level conflict, members can be extrinsically motivated to complete tasks forced by their leader. However, they can be intrinsically motivated to work or contribute to the problem-solving activities when they perceive a higher level conflict. Thus, we

suppose that leader-member conflict asymmetry is likely to have dual effects on a member's individual creativity. When a leader is the higher perceiver of conflict, leader-member conflict asymmetry can induce a member's psychological threat and extrinsic motivation, which prompts the member's responsive creativity. When a member is the higher perceiver of the conflict, leader-member conflict asymmetry can promote the member's psychological safety and intrinsic motivation, which facilitates the member's proactive creativity.

Psychological safety

Psychological safety is when individuals perceive their surroundings as supportive, unrestricted, accommodating, and gratifying. Creativity is generally closely linked to the psychological safety of those who engage in activities (Baer & Frese, 2003). Individuals intend to engage in creative behavior when they feel psychologically safe, so estimated risks seem to be minimized (Gong, Cheung, Wang, & Huang, 2012; Zhou & George, 2001), and feelings of energy and aliveness are maximized (Kark & Carmeli, 2009). The feeling of threats associated with a member's self-esteem still increases in conflict scenarios where a leader perceives a higher conflict level (Labianca & Brass, 2006). Research on boundary spanning theory explains that surgeons are dissatisfied with treating non-surgeons or surgeons at a different level or status (Callister & Wall, 2001). This infers that leaders may be unwilling to share their cognitive structures with members, and do not prefer to contact beyond the boundary. However, members feel nervous and anxious when discovering something unknown about their leaders (Van Den Bos,

Euwema, Poortvliet, & Maas, 2007). With their self-esteem threatened, we argue that such an interaction can prevent members from voluntarily suggesting ideas and searching for problems for improvement. Hence, members tend to be reactive and passive, and they simply respond to their leaders' demands and expectations.

Another research on conflict management explicated that, even if leaders perceive high conflict level, they cannot engage in conflict because they are usually expected to be objective and neutral as leaders (Lee, 1990; Xin & Pelled, 2003). However, they may have trouble consistently leaving behind a negative affect (Baron, 1987), so they are likely to make unfavorable judgments on their members based on their affects (Baron, 1997). Even if members suggest a useful idea, leaders who have negative feelings are supposed to negatively evaluate such ideas (Simons & Peterson, 2000). Consequently, members begin to regard that their leaders are unwilling to support them, and so they feel psychologically unsafe. Members are assumed to be involved in responsive creativity as they are formally directed to their duties and responsibilities.

Low-level individuals also feel guilt or sadness, whereas high-level individuals feel anger or annoyance in conflict scenarios (Callister & Wall, 2001). That is, members can be depressed, lack in confidence, and feel unsafe to speak up when they can probably be rejected or criticized by their bosses. When selling ideas to superiors, finding any hostile conditions or factors, such as a leader's high conflict perception, can prevent individuals from pursuing their own issues. They sometimes prefer to maintain the status quo because challenging it threatens their social standing. Therefore, we propose that leader-member conflict asymmetry (i.e.

a leader perceives a higher conflict level) will decrease a members' psychological safety, disturb their ordinary jobs (Brown & Leigh, 1996; Edmonson & Lei, 2014), and result in their responsive creativity. Members' cognitive abilities and efforts are spent on worrying about their safety, instead of spontaneously offering ideas.

By contrast, we assume that members feel relatively high psychological safety when they perceive a higher conflict level. As previously mentioned, members delude that the present scenario is far better than when leaders are higher perceivers, even though they are the higher perceives of conflict. Members are not deliberately or baselessly undermined by their leaders because leaders have no critical concern about conflicts. Instead, leaders can perhaps maintain their trust and expectations on their members. Members do not perceive any threat to their self-esteem or social standing, so they are highly likely to show yielding and accommodating behavior toward their leaders. However, members can attempt to pursue their own goals secretly in this process (Nguyen & Yang, 2012) because they know proactive behavior, including creative performance, is critical for their career development and psychological satisfaction (Grant & Ashford, 2008; Kim, Hon, & Crant, 2009). They can attempt to inspire their leaders with new ideas, so they communicate whatever new ideas they come up with. They can also initiatively participate in activities that can help them grow. We then propose that the members, as higher perceivers of conflict, have psychological safety that can facilitate their proactive creativity.

H2: Psychological safety can mediate the effects of leader-member conflict asymmetry on a member's proactive/responsive creativity.

Intrinsic/Extrinsic motivation

Amabile (1979) stated that many researchers have maintained that motivation can affect creative performance. Considering that motivation is internal, intrinsic motivation is often described as enjoying something for its own sake and accomplishing something by one's own desires (Byron & Khazanchi, 2012; Eisenberger & Shanock, 2003; Ryan & Deci, 2001). Motivation derived from the outside is defined as extrinsic motivation, which earns compensation, avoids punishment, and encourages individuals to engage in activities (Sauermann & Cohen, 2010). Individuals without rewards commonly better perform in creative tasks than those with rewards. Outstanding scientists, such as Isaac Newton, are known as exemplars of intrinsic motivation that intensifies self-determination and self-awareness for invention. Despite the strong association between intrinsic motivation and creativity, both intrinsic and extrinsic motivations can enhance individual creativity (Eisenberger & Aselage, 2009; Eisenberger & Shanock, 2003). Individuals are committed to determine as many alternatives as possible and search for opportunities to apply them when intrinsically motivated (Kim, Hon, & Crant, 2009; Sung, Antefelt, & Choi, 2015). They engage in official duties and responsibilities, as well as attempt to look for competent and satisfactory solutions rather than innovative ones, when extrinsically motivated.

Prior research has consistently shown that individual responses to interpersonal conflict are affected by the partner's role (Yeung, Fung, & Chan, 2015). Therefore, individuals are highly likely to be concerned about the identity of

the other party of the conflict and how much he/she cares about the conflict in conflict asymmetry scenarios. On the one hand, individuals become inclined to satisfy a leader's concerns first if the leader is the higher perceiver of conflict. On the other hand, members will attempt to satisfy their concerns first if they are the higher perceivers of conflict. Given that the objectives that individuals pursue differ according to the higher perceiver of conflict, their motivational factors also vary. To be concrete, individuals are supposed to be extrinsically motivated when leaders perceive higher conflict level. They compulsorily concentrate on meeting the leader's demands and avoiding negative work evaluations. Members are highly likely to be responsive in terms of creativity. Otherwise, they become intrinsically motivated because they only need to care about their high perception of tension and not their leader. Members are presumed to exhibit proactive creativity by exploring something new in this case.

As previously discussed, leaders' higher perception of conflict can suppress members which precludes their work commitment and job progress. Members can be restricted in their abilities to obey an order or comply with requests. Therefore, previous researchers have argued that leaders' perception of conflict is detrimental to members' satisfaction, motivation, and creativity (Jehn & Chatman, 2000; Karen, Joyce, & Aukje, 2006). However, these studies have overlooked that members can be extrinsically motivated by leaders perception of conflict. Although the leader-member asymmetrical view itself can depress members, we argue that a leader's higher conflict perception can be an extrinsic incentive to members. Members can be motivated to exploit what they already

have, combine existing knowledge, and search for new alternatives when attempting to satisfy the leaders' demands. That is, the leader's recognition of a problem that members couldn't be aware of, can be an inspirator, an energizer, or a tonic for their work lives.

By contrast, individuals are innately curious with an adventurous spirit for new information and experience without being forced. Thus, a highly activated intrinsic motivation opens individuals to a broad range of creative solutions and activities, which result explorative creativity. In this respect, Amabile (1996) projected that individuals can generate new ideas and items even if they do not have innate skills or abilities. Being intrinsically motivated is more important. Members who perceive higher conflict level than leaders, will attempt to resolve the problem for the sake of their own satisfaction and convenience. Members can be committed to their work, develop their cognitive capacities, and subsequently enhance their proactive creativity because they are not bothered with their strong interests in their leaders' perception.

H3: Intrinsic/extrinsic motivation can mediate the effects of leader-member conflict asymmetry on a member's proactive/responsive creativity.

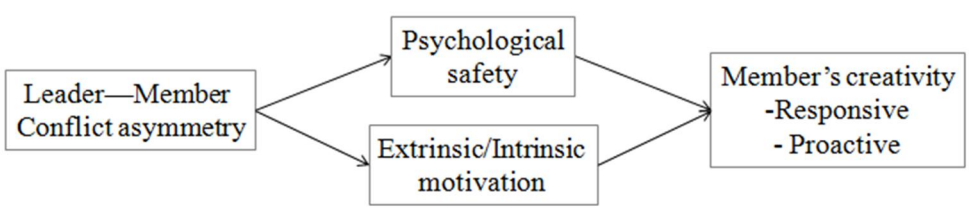


Figure 1. Proposed model of leader-member conflict asymmetry, psychological/motivational processes, and outcomes.

Methods

Sample and procedures

The sample for testing our hypotheses consisted of leader-member dyads at a broad range of management levels. We collected data from work teams in Korean firms including electronics, insurance, and broadcasting companies, as well as public institutions. The teams were involved in sales, office jobs, and research.

We distributed our questionnaires to 1 leader and 2 to 3 members within the same team. The leaders were all immediate supervisors for the subordinates, and the 2 parties completed different questionnaire sets to avoid common method variance. Both leader and member parties evaluated conflict level. Although researchers have frequently utilized supervisory ratings for individual creativity over the last decade (Anderson, Potočnik, & Zhou, 2014; Yuan & Woodman, 2010), only the leaders were asked to evaluate their members' creativity. Members independently provided answers to their psychological and motivational states.

A total of 50 dyads completed our questionnaires, and 50 leaders and 159 members participated in our study. Approximately 15 missing data from members were removed, so our final sample was 159 at the individual level. An average of 2.86 members belonged to each team. The leaders were 40.5% female and 59.5% male, and their mean age was 44.2. Leaders occupied rank-and-file (7.3%), associate (31.7%), manager (17.1%), associate senior manager (24.4%), and senior manager (19.5%) positions. The educational levels of the 50 leaders were high school (16.7%), two-year college (21.4%), undergraduate (38.1%), and graduate (23.8%). The members were 51.7% female and 48.3% male, and their mean age

was 35.78. Members held rank-and-file (51.3%), associate (26.5%), manager (13.7%), associate senior manager (3.4%), and senior manager (5.1%) positions. The educational levels of the 159 employees were high school or lower (10.9%), two-year college (14.3%), undergraduate (63.9%), and graduate (10.9%).

Measures

Leader-member conflict asymmetry. Conflict scale were estimated with six items (α=0.87) suggested by Xin and Pelled (2003), which distinguished leader-member conflict from general conflict among peers. Three items represented task conflict, whereas the other three items represented relationship conflict. A sample item was, "How often does trouble occur between you and your member/leader?" The leader and member answered from 1(not often at all) to 5(far often). We measured leader-member conflict asymmetry with the subsequent equation, $x_i - k_j$, where x_i is the mean conflict scale by the leader, and k_j is that by the member. The leader's conflict perception can be measured based on the gaps between his/her conflict perception and his/her member's conflict perception. A positive score means that the leader perceives a higher conflict level than member, whereas a negative score means that the member perceives a lower conflict level.

Psychological safety. Psychological safety was measured with three items(α=0.89) on the members' questionnaire. We drew three items from Li Ning and Yan Jin's (2009) scale of psychological safety, which were modified from May, Gilson, and Harter (2004) and Edmonson (1999). We revised three items from the initial four items so that they now refer to the interactions between a leader and a

member, rather than those among peers. We removed one item that can be uncertainly delivered to survey participants when translated. Therefore, the items included “I’m afraid to express myself in front of my leader,” “There are some threatening factors with my leader,” “I think my leader deliberately acts in a way to undermine my efforts.”

Intrinsic/extrinsic motivation. We employed a self-report measure on the members’ questionnaire to capture two distinct motivation constructs. We drew six items(α=0.82/ α=0.80) from the Motivated Strategies for Learning Questionnaire. From the initial eight items, we attempted to select the ones that can clearly measure the different aspects of the same construct. We asked three items for intrinsic motivation: “At my workplaces, I prefer several tasks that really challenges me and teach me new things,” “At my workplaces, I prefer several tasks that arouses my curiosity even though they are difficult to learn,” and “When I have an opportunity at my workplaces, I select the tasks that I can learn from even though they do not guarantee a proper reward.” We asked the following for extrinsic motivation, “Getting a proper reward at my workplace is the most satisfying thing for me right now,” “If possible, I want to receive a better reward at my workplaces than most of my peers,” “I want to perform well at my workplaces because showing my capabilities to my family, friends, colleagues, and leaders is important.” The members rated themselves on 5-point Likert scale from 1 (not true at all) to 5 (very true).

Member’s responsive/proactive creativity. We referred to six items(α=0.88/α=0.82) developed by Sung, Antefelt, and Choi (2015) to identify

two different types of the member's creativity (i.e., responsive and proactive). As previously mentioned, the scores of the members' creativity were assessed by the objective outcomes that the leaders submitted. The sample items for proactive creativity include the followings: "This member suggests new ways of performing work in a proactive manner," "This member suggests useful ideas and solutions even without a specific problem to solve," and "This member is a useful source of unexpected creative solutions." The sample items for responsive creativity include the following: "This member exerts acceptable creative efforts but rarely exceeds requirements," "This member comes up with creative solutions with guidance," and "This member suggests new ideas and solutions when presented with a specific problem to solve."

Control variables. We included simple demographic factors for control variables because they can generally influence the quality of leader-member relationships (Tsui & O'Reilly, 1989; Xin & Pelled, 2003). Considering that conflict resolution can be lighter and smoother when the relationship to identify two different types of member's creativity, responsive and proactive between the leader and member becomes longer, we also controlled the leader-member age and individual organizational tenure.

Results

We checked multicollinearity and Chronbach's alphas for the reliability before testing our hypotheses. We performed an exploratory factor analysis (EFA) separately, although we selected the scales for each variable that have been

employed in prior studies. Table 1 shows the means, standard deviations, and intercorrelations among the variables in our study. All of the VIFs of the variables were less than 10, which suggest that multicollinearity need not be discussed in this study. Table 2 shows the EFA results, which verify intrinsic motivation and extrinsic motivation as distinct factors. Table 3 also shows that the six items utilized were related to the two distinctive factors, namely, proactive and responsive creativity.

We conducted a hierarchical linear modeling (HLM) analysis to test the hypotheses. We performed HLM particularly because of the random effects included in the teams. The members in the same team were evaluated by the same leader, which exaggerated the random effects of teams, because we distributed the questionnaires to 1 leader and 2 to 3 members per team. The ICC value was 0.55, so we decided to employ multilevel modeling analysis.

Leader-member conflict asymmetry and member's creativity

Table 4 lists the HLM analysis results that examine the effects of leader-member conflict asymmetry on a member's proactive creativity. Demographic factors, such as gender, age, education level, and team tenure were controlled in the first model. Hypothesis 1a proposes that leader-member conflict asymmetry is negatively associated with member's proactive creativity (b= -0.328, $p < 0.01$). In particular, members denied being creative in proactive ways when the leader perceives a higher conflict level compared to them. The members were intended to spontaneously participate in creative activities when they perceive higher conflict

levels compared with the leader. Hypothesis 1b proposes that, leader-member conflict asymmetry is also positively associated with a member's responsive creativity (b= 0.260, $p < 0.01$). The members were shown to be simply responding to provided scenarios when their leaders perceive higher conflict levels compared to them as listed in Table 5.

Mediating effects of psychological safety and intrinsic/extrinsic motivation

We tested whether a member's psychological safety and intrinsic/extrinsic motivation mediate the effects of leader-member conflict asymmetry on the member's creativity by utilizing HLM analysis as well. Model 3 of Table 4 shows that the mediating effect of psychological safety was significant (b= 0.148, $p <$ 0.05). As expected, the members seemed to be threatened mentally when their leaders feel higher conflict levels than they do. Therefore, they were influenced to be less challenging in their creative performance. By contrast, the level of psychological safety increased, which propels their enthusiasm for creativity, when they perceive higher conflict levels than their leaders. For the members' responsive creativity, psychological safety did not have a mediation effect (b= 0.124, *ns*). In this manner, the indirect effects of leader-member conflict asymmetry through the member's psychological safety are significant only for the member's proactive creativity, which partially supports hypothesis 2. The mediating effects of intrinsic/extrinsic motivation of members are all rejected in Table 4 and Table 5. Such unexpected results will be discussed later.

Supplementary analysis

Multivariate polynomial regression analysis

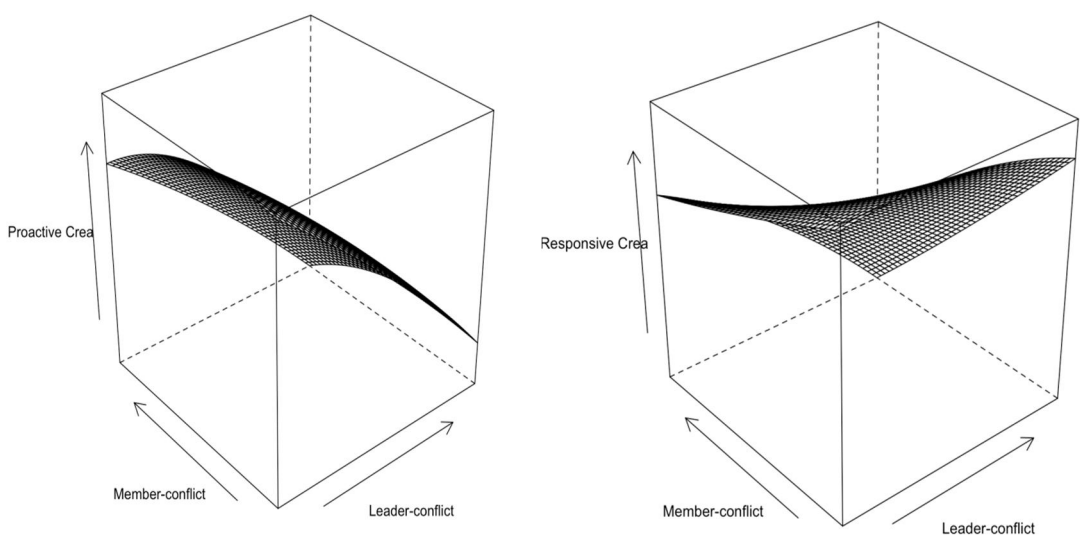
We conducted another analytical strategy and polynomial regression to observe the effects of leader-member conflict asymmetry on a member's creativity. We entered the leader conflict scale(LC) and member conflict scale (MC) into the following equations to predict the member's proactive/responsive creativity(PC/RC):

$$PC = b_0 + b_1 LC + b_2 MC + b_3 LC * MC + b_4 LC^2 + b_5 MC^2$$

$$RC = b_0 + b_1 LC + b_2 MC + b_3 LC * MC + b_4 LC^2 + b_5 MC^2$$

Before conducting multivariate polynomial regression analysis, we centered the predictors to reduce multicollinearity. The explained variance did not increase considerably in both equations as shown in Table 6. The square terms of leader conflict and member conflict, as well as the interaction term of both variables were not significantly associated with any type of member's creativity. When we mapped the outcomes on 3D plots in Figure 2, we could not determine the curvilinear effects of leader-member conflict asymmetry on the member's creativity. However, a consistent support for our Hypothesis 1 is observed, wherein members tended to have only the required jobs done when a leader perceives a higher conflict level in terms of creative performance. They were also likely to be more adventurous and challenging in performing tasks when they perceive higher conflict levels compared to their leader. Results from the multivariate polynomial regression analysis show that a leader's sensitive reaction to conflict can incite a member's passiveness in seeking new ideas and solutions.

Notably, we observed that a member's proactive creativity was higher when leader conflict and member conflict were both low than when they were both high. Responsive creativity was also shown to be higher when leader conflict and member conflict are both low. The common pattern of both creativity types being high when leader-member conflicts are low is actually consistent with the findings of extant studies, which show that minimal conflict helps enhance creativity by stimulating the members' diverse perspectives to see the status quo (De Dreu, 2006; Farh, Lee, & Farh, 2010; Hülsheger, Anderson, & Salgado, 2009). Although Farh's study in 2010 argued that excessive conflict has no relationship with creativity, we determined that it mitigates members' creativity by disturbing their cohesive thinking and lowering their volition to work.



<Figure 2> 3D plots for the leader-member conflict asymmetry and two types of creativity.

Actual conflict and perceived conflict asymmetries

We extend the current study by analyzing a few more models of conflict asymmetries. Independently of our suggested model, we also attempted to observe the effects of perceived conflict asymmetry. Perceived conflict asymmetry can be distinguished from actual conflict asymmetry because it depends on the member's own perspective. In particular, actual conflict asymmetry is akin to between-person asymmetry, whereas perceived conflict asymmetry is similar to within-person asymmetry. We observed the idea that members may or may notbe thinking that they perceive conflict at a similar level with their leaders. A member who perceives conflict at a degree of 7 out of 10 can think that their leader perceives the conflict at 1 even when the leader actually realizes the conflict at 10. The member simultaneously experiences actual conflict (10–7) and perceived conflict asymmetries (1–7) in this case. When another member perceives the conflict at 3 and feels that his or her leader perceives the conflict at 7; if this leader actually perceives conflict at 3, this member will encounter perceived conflict asymmetry (3–7), but not actual conflict asymmetry(3–3). Regardless of actual conflict asymmetries, perceived conflict asymmetries can emerge in this manner.

Consistent with literature on social perception (e.g. Karen, Joyce, & Aukje, 2006; Thompson, 1991), conflict awareness can be more problematic than actual conflict. Therefore, we tested if perceived conflict asymmetries can influence a member's attitudes or behavior apart from actual conflict asymmetries. We previously calculated actual conflict asymmetry by subtracting MC from LC, which were answered by the member and leader, respectively. Perceived conflict

asymmetry can also be calculated by subtracting MC from LC. However, both were answered by members. If the result is a positive value, then members regard that their leaders perceive higher conflict levels than they do (Leader > Member). Conversely, a negative value means that, members consider that their leaders perceive lower conflict levels than they do (Leader < Member). Table 7 shows that, the mean value of perceived conflict asymmetry was 0.18, whereas minimum value was -1.33 and maximum value was 2.5. Given the mean value nearest 0, most individuals seemed to believe that their leaders perceive conflict as much as they do. Unlike the analysis of our primary model, members mostly believed that they and their leaders symmetrically perceive the conflict whereas conflict asymmetries frequently occur between them in reality.

We examined if perceived conflict asymmetry is associated with a member's creative performance by following descriptive statistics. Controlling several demographic factors in the first model of Table 8, we conducted HLM analysis again. A negative association with the member's proactive creativity (b= -0.276, $p < 0.01$) was derived as expected. Thus, members initiatively participated in creative activities when they felt that their conflict level perception is higher than their leaders'. However, they merely tended to be responsive in creative activities (b= 0.186, $p < 0.05$) when the case was reversed. Results provided no support for the mediating effects of psychological safety and motivation.

Task conflict and relationship conflict asymmetries

We segmented the general leader-member conflict asymmetries into task

conflict and relationship conflict asymmetries to provide a more comprehensive examination of conflict asymmetries. Prior research on conflict asymmetries typically shows that task conflict asymmetries aggravate creativity, whereas relationship conflict asymmetries impede group performance (Jehn, Rispens, & Thatcher, 2010). Task conflict asymmetries were later indicated to be detrimental to individual performance as well (Jehn, De Wit, Barreto, & Rink, 2015). Nonetheless, the effect of relationship conflict asymmetries on creativity is yet to be determined. We generated a series of supplementary analysis to address the possibility that two types of leader-member conflict asymmetries exert different influences on a member's creativity.

Although the direct effects of conflict asymmetries have shrunk when fragmented, both types of conflict asymmetries still negatively affected a member's proactive creativity and positively affected a member's responsive creativity. Leaders who perceive increased task conflict and relationship conflict disturbed the members' adventurous contribution on creative achievement, but facilitated their monotonous correspondence in terms of and commands. Maintaining the results provided by extant studies, we also determined that leader-member task conflict asymmetries have a larger influence on creativity than relationship conflict asymmetries do. Table 10 presents that task conflict asymmetry has stronger impacts (b= -0.238, b = -0.193). That is, a leader who perceives a higher task conflict than a member is worse than one who perceives a higher relationship conflict than a member in advocating a member's passionate interests in creativity. Although this supplementary analysis indicated that both task/relationship conflict

asymmetries do not explain a considerable amount of variance in addition to the controls, we can determine a significant mediating effect of psychological safety on a member's proactive creativity (b=0 .108, $p < 0.05$ / b= 0.106, $p < 0.10$).

Motivation: mediator or moderator

As previously discussed, we actualized another opportunity for supplementary analysis, wherein motivation works as a moderator. For practical purposes, we failed to measure a specific aspect of the member's motivation in workplace conflict scenarios. A possible explanation for the lack of a mediating effect of motivation is that survey participants responded about their own dispositions instead of scenario-specific tendencies. Thus, we supposed that the effects of leader-member conflict asymmetry can depend on a member's motivational traits. As to why leader-member conflict asymmetry results in a member's proactive and responsive creativity, with measured motivation, we intended to determine when it leads to a member's proactive and responsive creativity.

When a leader perceives more conflict than a member, an intrinsically motivated member becomes daunted to behave in a progressive manner. Suppressed by the forces of the leader's higher conflict perception, he or she would rather follow the leader's command than challenge for innovation. On the contrary, an extrinsically motivated member is encouraged to play a leading role. He or she promptly conducts business after determining problems to resolve and acknowledges the necessity to improve the scenario. He or she is highly likely to

be enthusiastic about creativity as well. When a member himself or herself recognizes more conflict than a leader, an intrinsically motivated member may be willing to cope with the current scenarios. They may want to reveal the problems that they recognized by viewing the issues from another spectrum and proposing creative ideas. However, an extrinsically motivated can have no interest in seeking new solutions if he or she cannot identify external driving forces. They tended to engage in their formal duties and to be restricted to accomplish the minimum requirements. However, Table 11 shows that the moderating effect of motivation on leader-member conflict asymmetry and creativity is insignificant.

Pure effects of leader-member conflict asymmetry; depending on its magnitude

Following past research, we attempted to observe how leader-member conflict asymmetry affects a member's creativity regardless of who perceives a higher conflict level. We reassessed leader-member conflict asymmetry as the absolute difference score between leader conflict and member conflict, as well as examined if a member's creativity moves depending on the magnitude of leader-member conflict asymmetry. The absolute value of leader-member conflict asymmetry ranged from 0.00 to 3.5.

The hierarchical regression indicates that, the more a leader and a member have different perceptions on conflict scenarios, the higher the member's proactive creativity becomes (b= 0.114, $p < 0.09$). Although prior studies have commonly presented that conflict asymmetry among colleagues is detrimental to individual/group creativity, their results show that conflict asymmetry between a

leader and a member can benefit a member's individual creativity. Different experiences at different status levels seem to activate the knowledge or idea seeking behavior of individuals at the low levels. No significant association between the magnitude of leader-member conflict asymmetry and responsive creativity was determined in this analysis.

Discussion

Existing studies on conflict have assumed that all individuals can perceive conflict scenarios similarly. Researchers have proposed that individuals can have different perceptions on the conflict degree or type to show that the aforementioned condition is not the common case (Jehn & Chatman, 2000; Jehn, Rispens, & Thatcher, 2010). We determined that recent studies on conflict asymmetries were restrictedly examined in the context of peers. Thus, we aimed to reveal whether conflict asymmetries that occur in leader-member relationships have distinct implications on individual/group performance. We demonstrated that leader-member conflict asymmetry among 50 leaders and 159 members in 50 teams is negatively related to a member's proactive creativity, but positively associated to responsive creativity. A leader who perceives a higher conflict than a member results in a member's lower proactive creativity and higher responsive creativity. A leader who perceives a lower conflict than a member leads to a member's higher proactive creativity and lower responsive creativity. We determined that, whoever perceives conflict levels matters in the leader-member relationship. We suggest that other variables, including team creativity or team effectiveness, be further

examined as the multilevel outcomes of leader-member conflict asymmetry based on the reported results.

The current study encompassed the mediating variables, psychological safety, and intrinsic and extrinsic motivation to thoroughly examine the effects of leader-member conflict asymmetry. We developed hypotheses based on theory of positive illusions and conflict management literature results (Nguyen & Yang, 2012 Yeung, Fung, & Chan, 2015). However, the results did not turn out as we expected. Despite the aforementioned statistical findings, we still determined that members in leader-member conflict asymmetries experience changes in their attitudes, such as motivation. Face-to-face interviews with several participants in our study showed that members are intrinsically motivated when they seriously recognize a conflict to resolve. Otherwise, they are discouraged to do something actively and simply tend to satisfy the demands of their leaders when their leaders identify a large problem or conflict between them.

We assume that the only difference between the questionnaires provided to the members and in the face-to-face interview is that the respondents explicitly picture a conflict scenario with their leader during the interview. Therefore, we suppose that the data collected can represent individual traits in their ordinary life, and not their tendency in a specific condition (e.g. workplace conflict scenarios), which affected our expected results and required clarification. Although we have attempted to make the individuals indirectly imagine their workplaces during the survey, our intention seemed to have been incorrectly represented. Considering these limitations, future researchers in conflict asymmetry should opt for objective

variables.

Implications

Prior research on conflict asymmetries have consistently shown that asymmetric perceptions on conflict within the same team are detrimental to individual/group level outcomes (Jehn, De Wit, Barreto, & Rink, 2015; Jehn, Rispens, & Thatcher, 2010; Karen, Joyce, & Aukje, 2006) but have overlooked the idea that leaders and members can also differently perceive conflicts. We expanded our research on conflict asymmetries and leader-member exchange through theoretical arguments of self-verification theory, social comparison perspectives, and positive illusion to integrate the different individual perceptions in teams. We argue that a member's behavior or attitude can be closely associated with who perceives a higher conflict level in the hierarchical structure of relationships by introducing the concept of leader-member conflict asymmetry in this study.

We also contributed to the current literature of social perception, which is highly correlated to individual creative performance. This finding suggested that leader-member conflict itself is a concern related to the workplaces from a member's perspective. Considering that leader-member conflict asymmetry is a factor of the social surroundings, we attempted to explicate that it can influence a member's social perception and psychological safety. We illustrated that members who perceive higher conflict levels than their members feel psychologically safe, spurring their proactive creativity. By contrast, those members whose leaders perceive higher conflict levels feel psychologically unsafe by being responsively

creative. This pattern is consistent with the work of Minji and Jinmo (2014) and Edmonson (1999), which suggest that feeling respected, acknowledged, and accepted enhances individual creativity. Members whose leaders perceive higher conflict levels reported low levels of psychological safety in the current study, which expands the scope of social perception research to conflict literature.

Limitations and Future research

Although we expanded the concept of conflict asymmetry from the horizontal to the hierarchical structure of relationships, our study has several limitations. First, we did not cover all the control variables, such as job grade and task of participants. In fact, we coded these two factors as dummy variables and did regression analysis, but we could not determine any significant difference from the aforementioned results.

Our study results suggest that conflict asymmetry researchers can consider several moderating factors, such as leadership style(e.g., inclusive leadership and abusive supervision) in the relationship of leader-member conflict asymmetry and individual/group outcomes. Although a leader perceives a higher conflict level compared with a member, we determined that member's type of creativity or performance depends on how their leaders behave. Our results explain that members generally do not feel respected and accepted when their leaders perceive higher conflict levels, but several of the respondents noted that they still do even if their leaders emphasize the existence of conflicts. We suppose that it can be determined by the manner their leaders behave within teams. If the said condition

is true, then leader-member conflict asymmetries can find approaches to be readily managed and devote to individual/group level outcomes in positive ways.

Given that prior studies have focused on the task/relationship conflict asymmetries among peers (Jehn, De Wit, Barreto, & Rink, 2015; Jehn, Rispens, & Thatcher, 2010), we also suggest that leader-member conflict asymmetries be examined separately according to the conflict type. In fact, we investigated work teams involved in a broad range of organizations including public institutions, finance and insurance companies, and electronics companies. We identified a visible gap between organizations, wherein some are biased to leader-conflict organizations, where leaders overwhelmingly perceive higher conflict levels than members. Others are biased to member-conflict organizations, where members wildly perceive higher conflict levels. We initially expected individual characteristics to highly/lowly perceive conflicts as we started to design our study and survey. However, we determined that the said condition is a team/organization feature after the data collection and analysis. Therefore, we suggest that future studies examine the effects of leader-member conflict asymmetry on team/organization level outcomes, such as team creativity or team effectiveness.

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Table 1. Means, standard deviations, and intercorrelations among variables

variables	M	SD	1	2	3	4	5	6	7	8	9	10
1.gender	0.47	0.50	1	-	-	-	-	-	-	-	-	-
2. education	3.77	0.78	0.21*	1	-	-	-	-	-	-	-	-
3. age	35.71	6.19	0.16	-0.22*	1	-	-	-	-	-	-	-
4. team tenure	2.36	2.89	0.18	-0.03	0.01	1	-	-	-	-	-	-
5. conflict asymmetry	-0.34	1.09	-0.01	-0.16	0.16	0.10	1	-	-	-	-	-
6. intrinsic motivation	3.36	0.75	0.32**	0.19*	0.02	0.16	0.03	1	-	-	-	-
7. extrinsic motivation	3.49	0.74	0.22*	0.12	0.07	0.12	-0.04	0.49**	1	-	-	-
8. psychological safety	3.40	0.96	0.06	-0.05	-0.04	-0.15	0.38**	0.03	-0.14	1	-	-
9. proactive creativity	3.42	0.69	0.09	0.27**	-0.15	-0.12	-0.40**	0.07	-0.02	-0.01	1	-
10. responsive creativity	2.82	0.76	0.06	0.03	0.11	0.04	0.24**	-0.03	0.03	0.13	-0.17	1

Table 2. EFA results of intrinsic/extrinsic motivation items (N = 159)

Items	Factor 1	Factor 2
Intrinsic motivation		
In my workplaces, I prefer several tasks that really challenge me and teach me new things.	**0.772**	-0.080
In my workplaces, I prefer several tasks that arouse my curiosity even though they are difficult to learn.	**0.843**	0.326
When I have an opportunity at my workplaces, I select the tasks that I can learn from even though they do not guarantee a proper reward.	**0.867**	0.376
Extrinsic motivation		
Obtaining a proper reward in my workplace is the most satisfying thing for me right now.	0.177	**0.808**
If possible, I want to receive a better reward in my workplaces than most of my peers.	0.026	**0.914**
I want to perform well in my workplaces because showing my capabilities to my family, friends, colleagues, and leaders is important.	0.417	**0.706**
Eigenvalue	3.22	1.28
% of variance explained	53.74	21.32
Cumulative % of variance explained	53.74	75.06

Table 3. EFA results of proactive/responsive items (N = 159)

Items	Factor 1	Factor 2
Proactive creativity		
This employee suggests new ways of performing work in a proactive manner.	**0.914**	-0.158
This employee suggests useful ideas and solutions even without a specific problem to solve.	**0.882**	-0.139
This employee is a useful source of unexpected creative solutions.	**0.877**	0.042
Responsive creativity		
This employee exerts acceptable creative efforts, but rarely exceeds requirements.	0.087	**0.879**
This employee comes up with creative solutions with guidance.	-0.113	**0.840**
This employee suggests new ideas and solutions when presented with a specific problem to solve.	-0.215	**0.794**
Eigenvalue	2.75	1.86
% of variance explained	45.77	30.96
Cumulative % of variance explained	45.77	76.73

Table 4. Results of the hierarchical regression analysis for the member's proactive creativity (N = 159)

Variables	Model 1	Model 2	Model 3
Step 1: Controls			
Gender	0.111	0.115	0.098
Education	0.165*	0.124	0.130*
Age	-0.014	-0.010	-0.010
Team tenure	-0.013	0.004	0.022
Step 2 : Main effects			
L—M conflict asymmetry		-0.234**	-0.276**
Step 3 : Mediation			
Psychological safety			0.144*
Intrinsic motivation			0.033
Extrinsic motivation			-0.070
Individual-level variance σ^2	0.361	0.319	0.303
Change in variance $\Delta\sigma^2$		0.042	0.016
Proportion of explained variance		11.6%	5.01%

†p < 0.10, *p < 0.05, **p < 0.01

Table 5. Results of the hierarchical regression analysis for the member's responsive creativity (N = 159)

Variables	Model 1	Model 2	Model 3
Step 1: Controls			
Gender	0.108	0.092	0.084
Education	-0.025	0.020	0.023
Age	0.015†	0.013	0.012
Team tenure	-0.013	-0.026	-0.023
Step 2 : Main effects			
L—M conflict asymmetry		0.170**	0.160**
Step 3 : Mediation			
Psychological safety			0.024
Intrinsic motivation			-0.035
Extrinsic motivation			0.047
Individual-level variance σ^2	0.223	0.222	0.227
Change in variance $\Delta\sigma^2$		0.001	n.a.
Proportion of explained variance		0.4%	n.a.

†p < 0.10, *p < 0.05, **p < 0.01

Table 6. Multivariate polynomial regression analysis for the effects of leader-member conflict asymmetry on a member's proactive/responsive creativity (N = 159)

Variables	Proactive creativity			Responsive creativity		
	Null	Linear	Curvilinear	Null	Linear	Curvilinear
Leader conflict		-0.356**	-0.376**		0.256**	0.277**
Member conflict		0.142*	0.205*		-0.115†	-0.167†
Leader conflict^2			-0.022			-0.042
Leader conflict * Member conflict			0.004			-0.095
Member conflict^2			-0.057			0.008
Individual-level variance σ^2	0.360	0.304	0.309	0.223	0.222	0.225
Change in variance $\Delta\sigma^2$		0.155	n.a.		0.001	n.a.
Proportion of explained variance		15.5%	n.a.		0.1%	n.a.

†p < 0.10, *p < 0.05, **p < 0.01

Table 7. Means, standard deviations, and intercorrelations among variables

variables	M	SD	1	2	3	4	5	6	7	8	9	10
1.gender	0.47	0.50	1	-	-	-	-	-	-	-	-	-
2. education	3.77	0.76	0.18*	1	-	-	-	-	-	-	-	-
3. age	35.52	6.12	0.14	-0.20*	1	-	-	-	-	-	-	-
4. team tenure	2.34	2.82	0.18*	-0.00	0.03	1	-	-	-	-	-	-
5. within-person conflict asymmetry	0.17	0.58	-0.02	-0.14	0.00	0.03	1	-	-	-	-	-
6. psychological safety	3.37	0.95	0.04	-0.06	-0.00	-0.22**	0.18*	1	-	-	-	-
7. intrinsic motivation	3.35	0.74	0.22**	0.15	-0.01	0.07	-0.07	0.07	1	-	-	-
8. extrinsic motivation	3.47	0.74	0.25**	0.09	0.06	0.10	-0.06	-0.13	0.41**	1	-	-
9. proactive creativity	3.43	0.68	0.11	0.25**	-0.13	-0.13	-0.25**	0.00	0.04	-0.01	1	-
10. responsive creativity	2.84	0.76	0.05	0.02	0.07	0.05	0.09	0.09	-0.03	0.02	-.19*	1

Table 8. Effects of perceived conflict asymmetry on a member's proactive creativity (N = 159)

Variables	Model 1	Model 2	Model3
Step 1: Controls			
Gender	0.111	0.101	0.108*
Education	0.165*	0.134 †	0.142 †
Age	-0.014	-0.014	-0.013
Team tenure	-0.013	-0.012	-0.005
Step 2 : Main effects			
Perceived conflict asymmetry		-0.276**	-0.295**
Step 3 : Mediation			
Psychological safety			0.058
Intrinsic motivation			0.004
Extrinsic motivation			-0.064
Individual-level variance σ^2	0.360	0.324	0.323
Change in variance $\Delta\sigma^2$		0.036	n.a.
Proportion of explained variance		10%	n.a.

Dependent variable: proactive creativity

†p < 0.10, *p < 0.05, **p < 0.01

Table 9. Effects of perceived conflict asymmetry on a member's responsive creativity (N = 159)

Variables	Model 1	Model 2	Model3
Step 1: Controls			
Gender	0.108	0.115	0.101
Education	-0.025	-0.012	0.000
Age	0.015	0.013	0.012
Team tenure	-0.013	-0.013	-0.006
Step 2 : Main effects			
Perceived conflict asymmetry		0.186*	0.175*
Step 3 : Mediation			
Psychological safety			0.067
Intrinsic motivation			-0.025
Extrinsic motivation			0.046
Individual-level variance σ^2	0.223	0.212	0.217
Change in variance $\Delta\sigma^2$		0.011	n.a.
Proportion of explained variance		4.9%	n.a.

Dependent variable: responsive creativity

†p < 0.10, *p < 0.05, **p < 0.01

Table 10. Effects of task/relationship conflict asymmetry on a member's creativity (N = 159)

	Proactive creativity		Responsive creativity	
Variables	Task conflict	Relationship conflict	Task conflict	Relationship conflict
Step 1: Controls				
Gender	0.093	0.130	0.098	0.080
Education	0.158*	0.126†	0.007	0.019
Age	-0.010	-0.010	0.012	0.012
Team tenure	0.024	0.006	-0.027	-0.012
Step 2 : Main effects				
Conflict asymmetry	-0.238**	-0.193**	0.155**	0.095*
Step 3 : Mediation				
Psychological safety	0.108*	0.106†	0.031	0.047
Intrinsic motivation	0.018	0.046	-0.024	-0.047
Extrinsic motivation	-0.058	-0.078	0.040	0.052
Proportion of explained variance	2.49%	1.76%	n.a.	n.a.

†p < 0.10, *p < 0.05, **p < 0.01

Table 11. Moderating effect of motivation on the relationship between leader-member conflict asymmetry and member's creativity (N = 159)

	Proactive creativity		Responsive creativity	
Variables	Model1	Model2	Model1	Model2
Step 1: Controls				
Gender	0.132	0.121	0.087	0.082
Education	0.124†	0.132†	0.021	0.028
Age	-0.009	-0.010	0.012	0.012
Team tenure	0.006	0.004	-0.026	-0.026*
Step 2 : Main effects				
Conflict asymmetry (CA)	-0.240**	-0.907**	0.173**	0.437†
Intrinsic motivation (IM)	0.054	0.086	-0.031	-0.062
Extrinsic motivation (EM)	-0.103	-0.074	0.040	0.048
Step 3 : Moderation				
CA*IM		0.115		-0.079
CA*EM		0.069		0.005
Individual-level variance σ^2	0.320	0.306	0.226	0.228
Change in variance $\Delta\sigma^2$		0.044		n.a.
Proportion of explained variance		4.4%		n.a.

†p < 0.10, *p < 0.05, **p < 0.01

국문초록

리더—멤버 갈등 비대칭 현상의 개인의 창의성에 대한 효과

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개인은 갈등, 리더-멤버 교환, 정보 교환 등과 같은 조직 구성원 간의 상호 작용을 다르게 인식할 수 있다(Klein, Conn, Smith, & Sorra, 2001; Jehn, 1995; Jehn & Chatman, 2000; Jehn et al., 2010). 예를 들어, 두 조직 구성원이 갈등을 경험하는 경우, 한 구성원은 갈등을 인식하는 반면 다른 구성원은 갈등을 전혀 인식하지 못 할 수 있다. 혹은, 한 구성원이 업무갈등을 인식하는 반면 다른 구성원은 관계갈등을 인식할 수 있다. 그럼에도 불구하고, 기존의 갈등에 관한 연구는 모든 구성원이 같은 수준의 갈등 혹은 같은 유형의 갈등을 경험할 것이라고 가정하였다. 따라서, 본 연구는 기존의 갈등 연구가 갈등 비대칭 현상(conflict asymmetry)을 간과했다는 점에 주목하였다.

기존의 갈등 비대칭 연구는 같은 직위에 있는 조직 구성원, 즉, 동료들 간의 갈등 비대칭 현상에 주목해왔으며, 이는 조직 구성원 개인 및 조직의 성과에 부정적 영향을 미친다는 결과를 지속적으로 보여주었다 (Marks et al., 2002; Jehn et al., 2010; Jehn et al., 2006). Marks et al. (2002)은 공유 정신 모형(shared mental model)에 따라 갈등 비대칭이 조직성과에 부정적 영향을 미친다고 주장했다. 공유 정신 모형에 의하면, 조직 구성원 간의 공통적 인지체계는 조직성과 향상에 도움이 된다. 갈등 비대칭은 구성원 간의 인지체계 차이로 간주되어 조직성과 저하를 일으킨다. 같은 맥락에서 Jehn et al. (2010)은 소수의 구성원이 문제 인식 과정에서 다른 의견을 보일 경우, 정보 교환이 어려워져 조직 성과에 부정적 영향을 미친다고 주장하였다. 이렇듯 갈등 현상에 대한 인지체계에 차이를 보임으로써, 구성원들은 공통된 지식 구조 형성에 실패하고, 그에 따라 조직성과도 낮아지게 되는 것이다.

대부분의 조직 구성원은 다른 구성원들과 다른 의견을 가질 때 불안, 혼란을 느낀다 (Byron, Khazanchi, & Nazarian, 2010; Burke & Stets, 1999). 갈등 정도와 무관하게, 갈등 비대칭을 경험하는 구성원은 감정적 열세로 인해 동료들과 협업을 꺼릴 가능성이 있다. 이 또한 조직 내 의사소통 문제, 소극적 교류로 이어져 조직성과를 하락시킬 수 있다. 실제로 갈등 비대칭을 경험하는 조직 구성원은 동료와 소통하고 협업하기 꺼려하였으며 낮은 수준의 사회적 과정을 보이는 것으로 나타났다

(Jehn et al., 2010). 이는 곧 구성원 개인의 낮은 직무 만족도, 낮은 성과로 이어졌으며, 궁극적으로 낮은 조직성과로 나타났다. 이상의 연구결과들을 통해, 동료 간의 갈등 비대칭은 개인의 직무성과 및 조직성과에 부정적 영향을 미치고 있음을 알 수 있다. 그러나 갈등 비대칭 연구가 동료 간의 관계에서 제한적으로 수행되어 온 점을 고려하여, 본 연구는 갈등 비대칭이 더욱 빈번하게 일어날 수 있는 상사-부하 직원 간의 관계에 초점을 맞추고자 한다.

동료 간의 갈등 비대칭과 상사-부하 직원 간의 갈등 비대칭이 다른 구조 및 다른 효과를 가질 수 있다(DeChurch, Mesmer-Magnus, & Doty, 2013; Xin & Pelled, 2003). 분리된 공간, 유연한 근무 시간, 자유로운 복장 등 상징적 권한의 차이와 (Kreindler, Dowd, Star, & Gottschalk, 2012; Tellis-Nayak & Tellis-Nayak, 1984) 결정권 확대와 같은 명시적 권한의 차이는 상사와 부하 직원 간의 인식 차이를 유발할 수 있다. 실제로 개인은 동료들과의 갈등 상황에서 업무갈등과 관계갈등을 확실히 구분한 반면 상사와의 갈등 상황에서는 그렇지 못했다 (Jehn, 1995). 또한, 개인은 동료와의 갈등은 타협하려는 경향을 보이는 반면 상사와의 갈등은 회피하거나 복종하는 경향을 보였다 (Yeung et al., 2015; Aquino et al., 2006). 이렇듯 동료와의 관계에서와 달리 상사-부하 직원 간의 관계에서 개인은 인식과 행동에 차이를 보인다. 이는 곧, 상사-부하 직원 간의 갈등 비대칭이 동료 간의 갈등 비대칭과 별개

로 연구될 필요성을 시사한다고 할 수 있다.

상사-부하 직원 간의 갈등 비대칭에 초점을 맞추는 동시에, 본 연구는 기존 연구들에 대한 몇 가지 보완점을 더하고자 한다. 기존의 연구에서 주목하였던 개인 혹은 조직의 성과가 아닌 개인의 창의성을 살펴볼 것이다. 일반적으로 개인의 창의성이 대인 갈등과 긴밀한 관계를 가진다는 점과 (Jehn et al., 2010), 조직의 경쟁 우위를 확보하고 유지하는데 중요한 수단이 된다는 점을 고려하였다 (Sung et al., 2015; Anderson, Potočnik, & Zhous, 2014). 다음으로 갈등 비대칭과 성과의 관계에서 매개 과정에 관한 연구가 부족했다는 점을 고려하여 (Jehn et al., 2010), 심리적 안정감과 내재적/외재적 동기의 매개 효과에 대해 살펴보고자 한다. 이와 같은 보완점을 바탕으로, 본 연구는 부하 직원의 심리적 안정감과 내재적/외재적 동기가 가지는 매개 효과를 중심으로 상사-부하 직원 간의 갈등 비대칭이 부하 직원의 창의성에 미치는 효과를 살펴볼 것이다.

주요어: 갈등 비대칭, 업무갈등, 관계갈등, 리더-멤버 갈등, 리더-멤버 교환(LMX)

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