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**SUMMARY OF THE Ph.D. THESIS**

**CONFLICT IN THE MILITARY ORGANIZATION:  
THEORETICAL, EMPIRICAL AND METHODOLOGICAL  
CONTRIBUTIONS**

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CLUJ-NAPOCA  
2024

## ACKNOWLEDGMENTS

First of all, I would like to express my appreciation and deep gratitude to my PhD scientific coordinator, Prof. Dr. Petru Lucian CURSEU, for his supervision, guidance, patience and constant feedback throughout the entire doctoral program and the process of writing this paper. Your expertise, enthusiasm and commitment to the process of gaining knowledge about organizational conflict have guided me through this process and inspired my interest in research. In addition, I would like to express my appreciation and gratitude to the doctoral guidance committee, Lect. Univ. Dr. Claudia Lenuta RUS, Lect. Univ. Dr. Lucia Claudia Ratiu and Lect. Univ. Dr. Oana Catalina FODOR, for her valuable feedback and unconditional support over the years in the achievement of studies.

I am also grateful to the Commander and the military personnel with whom I have interacted within the unit - the 71<sup>st</sup> Air Base "General Emanoil Ionescu", from Campia Turzii and beyond; for their full contribution to the research process (data collection) and, most of all, for the support and feedback given to reach this point in my doctoral journey. I thank them very much for allowing me to collect relevant data for my doctoral studies and for making it so easy for my operational practice to merge with my scientific one!

Last, but not least, I would like to express my gratitude to my family and friends for their continuous support, their unconditional patience and encouragement, which helped me through the most difficult moments of this wonderful journey.

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## **CHAPTER 1.**

### **THEORETICAL CONTEXT**

Military aviation plays an important role in the functioning of a society. This is a complex, high-risk, highly sensitive area in terms of the safety of seafarers and non-seafarers, as well as their attitudes and behaviors, and the failure of an operation can have catastrophic consequences for all members involved (Gao et al., 2013; 2015; Yeh, 2014). Military personnel (airborne and non-airborne) are involved in the defense of national airspace with air-to-air and ground-to-air means, in providing support to other categories of forces and local authorities in emergency situations ([http://www.roaf.ro/?page\\_id=124](http://www.roaf.ro/?page_id=124)). These personnel are, after all, the main actors actively participating in the military aviation organization, with the objective of executing operational missions in accordance with military procedures and regulations.

The participation in these operational missions is only a part of the work of these soldiers, and most of the time, the duration of these missions is only a fraction of their professional life (Popa, 2019). Mission accomplishment includes not only the immediate and safe completion of missions, but also aspects of the military's ability to cooperate with other crew members, ground personnel and representatives of the military hierarchy (Popa, 2012). Interpersonal interactions thus play a key role in the success of these operations. In order to support the achievement of operational objectives, the Rules of Internal Order lay down the rules of conduct of military personnel in different contexts, the obligations and responsibilities that underlie the relations between them, as well as provisions on the conduct of activities in military aviation units (R.G.-1, 2008).

Military-to-military relations are established through the system of interpersonal connections imposed by the specificity of the military organization (R.G.-1, 2008). Thus, these interpersonal relationships are based on discipline, respect and trust, crystallized and strengthened through instruction and the performance of duties. Military unit personnel relationships are hierarchical and collaborative/cooperative (R.G.-1, 2008). When several soldiers perform an activity or a service together without any subordinate relationship established between them, the commander of the mission is considered the highest-ranking soldier; in the case of equal ranks, the highest-ranking soldier; and if the positions and ranks are equal, the soldier who is part of the higher echelon (R.G.-1, 2008). In the context of military responsibilities, where quick and effective decisions are crucial for the military, how

personnel interpret situations and construct their own perceptions can directly influence the success or failure of a mission.

The military profession and its associated responsibilities can negatively influence their behavior, attitudes, and health and well-being (Rus & Telecan, 2021). Therefore, it is important to describe the specific responsibilities of military personnel (both airborne and non-airborne) within the Romanian Air Force, in order to fully understand their impact on both the individual and the organization. Military personnel within the military aviation organization have the following main duties: (a) to be loyal and devoted to the Romanian State and its armed forces, to fight for the defense of the country, if necessary even to the sacrifice of life, to respect and uphold the values of constitutional democracy; b) to respect the military oath and the provisions of the military regulations, to carry out the orders of their commanders and chiefs accurately and on time, being responsible for the manner in which they carry out the missions entrusted to them; c) to cherish the honor and combat glory of the armed forces of the country, of the army and unit to which they belong, as well as the dignity of the rank and military uniform they wear d) to improve their professional training, to ensure the thorough training and education of their subordinates and to protect their rights; e) to work for the proper maintenance and upkeep of the equipment and weapons and for the efficient use and management of the equipment; f) to strictly maintain military, state and service secrecy, as well as the confidentiality of certain activities and documents (Law 80, 1995).

As noted above, these duties are too complex or dangerous to be accomplished by a single member (i.e., supervision, command, control, tactical and operational tasks; Cannon-Bowers & Salas, 1998). They involve interpersonal interactions that influence expectations of how military personnel participate in such activities and, ultimately, acquire the skills needed to manage these complex tasks. Military institutions are considered as highly credible and reliable organizations (Gabrielli et al., 2020) where characteristics related to situational constraints play a critical role in managing potential conflicts. These constraints include: (a) hierarchical relationships and strict regulatory frameworks; (b) complex, high-stakes tasks involving operations that can lead to loss of life; and (c) the emerging safety culture that shapes interpersonal interactions, emphasizing the importance of camaraderie and cohesion to prevent conflict and dissent (Gabrielli et al., 2020; Liao & Tsai, 2001; Telecan et al., 2024). The empirical literature shows that the evolution of intragroup conflict is largely influenced by individual and dyadic factors (Shah et al., 2021), highlighting the importance of intrapersonal and interpersonal exploration of conflict dynamics (Krueger et al., 2022).

Conflicts that arise within military teams as well as between different military groups (inter-group conflicts) play a critical role for effectiveness (Park et al., 2024; Telecan et al., 2023). Particularly in complex interpersonal contexts such as military settings, in which members function according to a well-established hierarchy, the intra-individual underpinnings of conflict emergence and transformation have the potential to expand our knowledge of conflict dynamics and multidimensionality (Park et al., 2024). To better understand this dynamic, this PhD thesis explores conflict from both relational and intrapersonal perspectives within the military aviation organization.

The relational perspective is approached through the cognitive system of relationships. This refers to how cognitive processes such as perceptions (Krueger et al., 2022; Todorova et al., 2014) interpretations and attributions (Hurt & Welbourne, 2018) influence conflict transformation, escalation and conflict management in interpersonal relationships. This perspective recognizes that individual perceptions and interpretations may vary between actors involved in a conflict and may influence how they respond to relational situations. Thus, it investigates how cognitions and emotions contribute to conflict dynamics, highlighting the importance of understanding cognitive processes in promoting constructive conflict management and improving the quality of interpersonal relationships. Krueger et al. (2022) point out that intragroup conflict can lead to significant relationship restructuring because group members tend to categorize colleagues and supervisors at work into friends or rivals, which can diminish group cohesion and create antagonistic subgroups. This affects not only internal group dynamics but also the effectiveness of collaboration (Krueger et al., 2022). As conflict escalates, members' perceptions of group competence and motivations change by reorganizing members' cognitive representations of their social networks, prioritizing certain relationships over others, which affects both individual perceptions and group dynamics as a whole (Krueger et al., 2022).

From an intrapersonal perspective, conflict behaviors in which individuals express their divergent views (Weingart et al., 2015) frequently occur when they collaborate both within a team and between teams in an organizational system (Luciano et al., 2018; Mathieu et al., 2017). These conflict behaviors reflect how individuals manage internal and external tensions, adapting to conflict demands by self-regulating attention and available cognitive resources (Park et al., 2024). In essence, conflict experience is an intraindividual phenomenon (Ilies et al., 2011; Rispens & Demerouti, 2016). From an intrapersonal perspective, conflict can be conceptualized as an incongruence between activated cognitive representations of interpersonal relationships or different social domains (Krueger et al.,

2022). Intrapersonal conflict is not only a manifestation of differences of opinion, but also a complex process by which individuals navigate and prioritize tasks in a collective environment, such as the military, thereby contributing to team effectiveness and team dynamics (Park et al., 2020).

To date, the empirical literature has adopted an inter-individual perspective, investigating conflict dynamics as a result of interactions between individuals through interpersonal behaviors and communication in the context of work groups and teams (Jehn & Chatman, 2000; Jehn et al., 2010; Sinha et al., 2016). The intra-individual perspective, focuses on individuals' perceptions and experiences of conflict within teams (Krueger et al., 2022). It is rooted in conflict theories that illustrate complex and dynamic multilevel systems focusing on team conflict (Cronin & Bezrukova, 2019; Korsgaard et al., 2008). In short, conflict manifests itself on many levels – group, dyadic and individual - and each level can influence the others. This is particularly important in the context of teams in which members have interdependent tasks, goals and outcomes, because their individual interpretations and subsequent actions in a conflict episode impact not only the experiences and behavior of the other team members, but also the interdependent outcomes of the team as a whole.

Although conflicts are often perceived as group phenomena, the Psychological Experience of Conflict (PEC; Krueger et al., 2022) provides a detailed insight into how individuals experience and interpret conflict at the individual level. This model makes a significant contribution to the understanding of conflict dynamics in teams, highlighting that the psychological experiences of individuals in conflict situations are essential for predicting their behavior in conflict escalation and transformation. An essential component of this perspective is the Sense-making, through which individuals try to interpret and make sense of the conflict they experience. This process plays a key role in their psychological experience and determines subsequent attitudes and behaviors in the conflict situation (Krueger et al., 2022). During a conflict episode, individuals try to understand the motives and goals of the other participants in the conflict. This attempt to make sense of the situation is deeply related to their emotions and the way they interpret the behavior of others. This process is influenced by individual differences (i.e., personality traits, previous experiences, beliefs). For example, an individual with a competitive orientation may perceive conflict as a threat, whereas another individual with a cooperative orientation might see it as an opportunity to solve problems and find common solutions (Krueger et al., 2022). The initial interpretation of conflict is influenced by the cues that individuals perceive through their unique frame of reference or lens through which they observe the world (Fiske, 1993; Salancik & Pfeffer,

1978). This suggests that team members will perceive the same conflict using unique frames of reference (Cronin & Bezrukova, 2019; Pinkley, 1990; Weingart et al., 2015). According to Krueger and coworkers (2022), conflict is not just an external event, but a psychological experience that varies considerably between individuals, depending on their personal characteristics, beliefs, reasons and previous experiences. This perspective shifts the focus from viewing conflict as a group-level phenomenon to understanding conflict as a dynamic process, deeply rooted in the cognitive and emotional contexts of the individual. These individual differences influence how an individual makes sense of conflict, including their attitudes towards others and the strategies they choose to manage it.

Conflict is not only an objective manifestation of conflicting interests, but also a mental construct that shapes perceptions of interpersonal relationships and interactions (Krueger et al., 2022). Thus, tensions and contradictions are unavoidable in interpersonal relationships or when military personnel work in teams, but they can be managed through a continuous understanding and adaptation of perceptions and behaviors. This cognitive representation of the conflict is closely associated with the emotional responses it generates, which can escalate or transform the situation, depending on how the conflict is perceived by those involved. The psychological experience of conflict is unique to each individual, influenced by their characteristics and previous experiences, and plays a crucial role in determining their behavior in conflict situations (Krueger et al., 2022). This understanding has significant implications for predicting conflict behaviors and designing interventions to promote more cooperative and positive outcomes within groups and teams. Last but not least, the intrapersonal perspective on distinct social domains emphasizes how individuals process and integrate conflicts from different social contexts (i.e., work-family and family-work conflict) within their own psychological experience. This approach emphasizes that understanding and reactions to these types of conflicts are internally shaped, influenced by personal perceptions and emotions.

In this sense, the intrapersonal perspective brings the complexity of how individuals navigate between social roles and relationships, adapting behaviors and attitudes according to context, thereby influencing subsequent perceptions and interactions in diverse social contexts (Krueger et al., 2022). Perception of conflict and cognitive representations of conflict are key elements in shaping the behavior of the military and, implicitly, the dynamics of relationships in various social contexts. These perceptions influence how soldiers interpret threats, the intentions of others and decide how to behave in conflict situations.



In conclusion, conflict from an intrapersonal perspective involves a discrepancy between an individual's cognitive representations in different social or relational contexts, thus influencing their emotional and behavioral reactions. Understanding this process can help anticipate how conflict episodes occur and identify effective strategies for managing them. In this chapter we have presented the theoretical framework and the major context of the studies in this thesis. In the following chapter, the objectives of each study will be detailed, ensuring continuity and clarity of the research approach.

## CHAPTER II.

### RESEARCH OBJECTIVES AND GENERAL METHODOLOGY

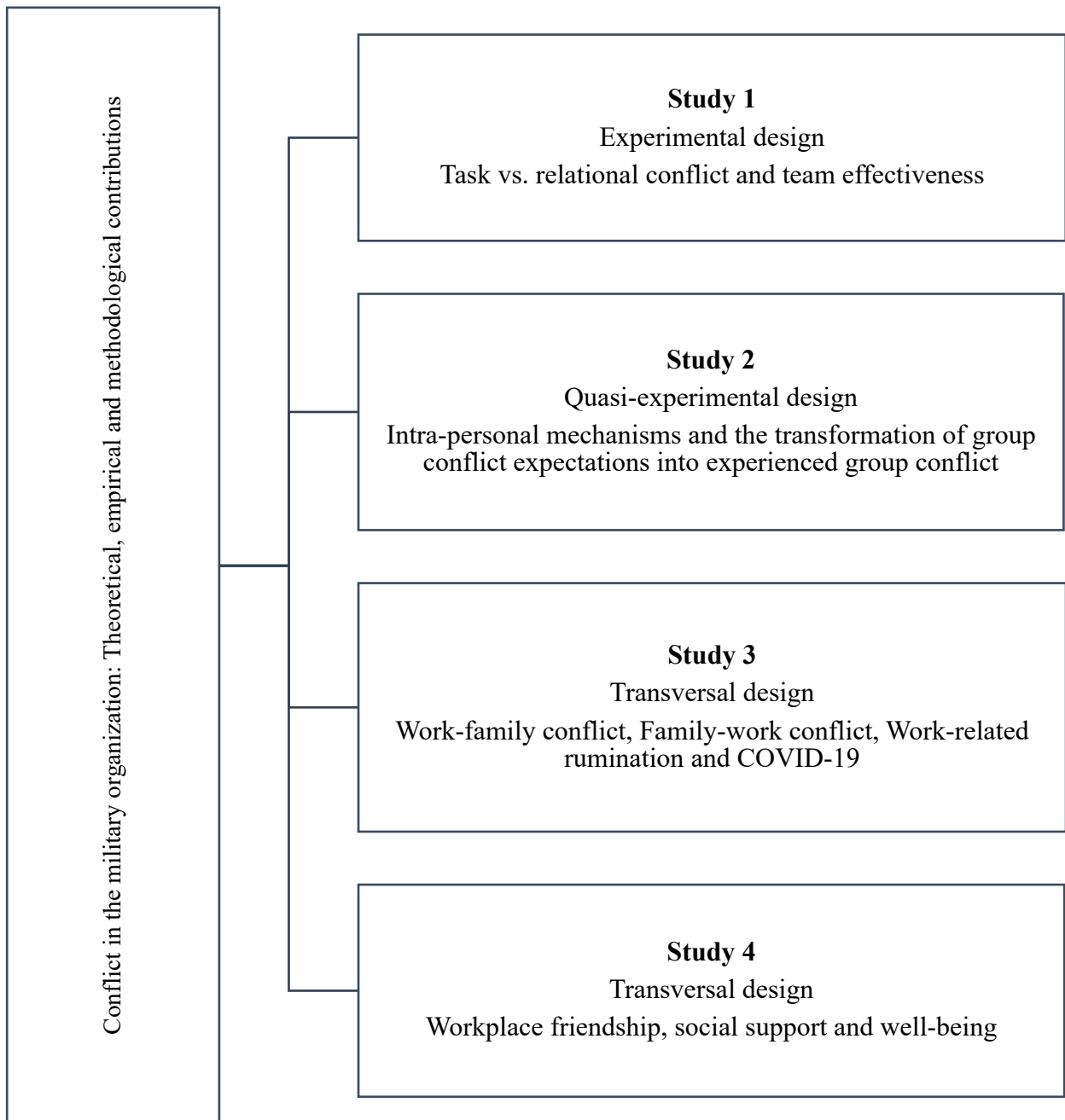
The first study (Telecan et al., 2023) aims to use a vignette experiment to manipulate task and relational conflict in order to test their impact on team effectiveness. First, we tested the relationship between the group-level (perceived effectiveness) and individual-level (positive and negative emotions, attitudes) consequences of the two types of team conflict (task versus relational). Second, we investigated how the gender of the person generating the conflict may have an impact on the consequences of conflict in groups and how the gender similarity between the respondent and the person generating the conflict influences these effects. Finally, we examined the relationship between the type of conflict (task versus relational) and preferences for cooperative or assertive conflict management approaches.

The second study (Telecan et al., 2024) aimed to investigate the intrapersonal mechanisms (Shah et al., 2021) that impact the transformation of group conflict expectations into group conflict experience in military training exercises. The research design used is a quasi-experimental, single-group, quasi-experimental research design, with data collected from military participants, before the onset and after the completion of military training exercises.

The third study (Telecan et al., in press) had two main objectives. First, we set out to test the extent to which changes in work-family conflict caused by the COVID-19 pandemic can be explained by changes in family-work conflict. Second, we tested the extent to which work-related rumination and COVID-19-related rumination influence work-family conflict. Thus, the study set out to explore these relationships in a military context, as military professions have unique occupational characteristics that increase the risk of experiencing work-family conflict (Adams et al., 2006).

In the last study (Telecan et al., 2024), we aimed to distinguish between the costs and benefits of workplace friendship in a military context. The study was based on Social Exchange Theory (SET) Blau, 1964), on the Investment Model of Commitment Processes (IMCP) Rusbult et al., 2012) and on "*Too-Much-of-a-Good-Thing*" effect (TMGT) Grant & Schwartz, 2011.

From a practical point of view, the results of these studies could be an input for the implementation of active, scientifically validated measures, both at the individual, group and organizational level, that human resources in military organizations could use to understand the dynamics and effects of organizational conflict.



**Figure 1.** Graphical representation of the general structure of the thesis. Each study is summarized in terms of the main study variables and the type of design used.

## CHAPTER III. ORIGINAL RESEARCH CONTRIBUTIONS<sup>1</sup>

### 3.1. Study 1.

#### **Is conflict useful after all?**

#### **A scenario experiment on the antecedents and consequences of task and relationship conflict in the military settings**

Building on the key research directions identified in meta-analyses on team conflict (De Dreu & Weingart, 2003; de Wit et al., 2012; O'Neill et al., 2013; DeChurch et al., 2013) and integrating theories of intra-group conflict (Jehn, 1995, 1997), gender role (Eagly & Wood, 1991), relational demography and the similarity-attraction paradigm; Byrne, 1971), the first study proposes a vignette experiment to test a comprehensive model of antecedents and consequences of task and relational conflict. First, we test the interaction between the group-level (perceived effectiveness) and individual-level (positive and negative emotions, attitudes) consequences of the two types of team conflict (task versus relational). Second, we investigate how the gender of the person generating the conflict may have an impact on the probable consequences of conflict in groups and how the gender similarity between the respondent and the person generating the conflict influences these effects. Finally, we examined the relationship between the type of conflict (task versus relational) and preferences for cooperative or assertive conflict management approaches.

The first study extends research on Intragroup Conflict Theory; Jehn, 1995, 1997) by manipulating in a vignette experiment task conflict and relational conflict, which have been investigated so far in non-experimental contexts, to dissociate the effects of task and relational conflict on individual and group outcomes (including preferred conflict management styles). In addition, we manipulated the gender of the conflict-inducing person to investigate the relational moderators of conflict occurrence in groups and to extend the literature on the compositional factors of intragroup conflict. Given that the empirical literature exploring task and relational conflict is non-experimental (DeChurch et al., 2013), the co-occurrence of the two types of conflict made it impossible to draw definitive causal

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<sup>1</sup> This chapter of the thesis is based on the study: Telecan, M.I., Rus, C.L. & Curseu, P.L. (2023). Is conflict useful after all? A scenario experiment on the antecedents and consequences of task and relationship conflict in military settings. *International Journal of Conflict Management*, 34(1), 32-55, <https://doi.org.10.1108/IJCMA-03-2022-0050>

conclusions regarding the conflict-effectiveness relationship. Data were collected using four vignettes, administered to 151 participants from a military organization of the Romanian Air Force.

Our results showed that a high level of relational conflict was more detrimental than task conflict to team effectiveness, harmonious interpersonal relationships, and the expected positive affective climate of the team. Groups experiencing task conflict perform better than those experiencing relational conflict. Task conflict triggers more positive emotions than relational conflict and, as a consequence, team effectiveness is higher in scenarios with task conflict than in those with relational conflict. Female-induced conflict groups perform no better than male-induced conflict groups. Furthermore, we found that the interaction between the gender of the participant and the gender of the person who generated the conflict was only significant for team effectiveness. Cooperative strategies are triggered by task conflict rather than relational conflict, whereas assertive strategies are triggered by relational conflict rather than task conflict. This study provided only an overview of how the relational perspective emphasizes the two types of conflict - task and relational conflict and how they are perceived to be differentially associated with outcomes at the team level (i.e., perceived effectiveness) as well as individual (i.e., emotions, attitudes) in the military context. The findings highlight the differential effect of task conflict and relational conflict not only on team effectiveness, but also on attitudinal and emotional outcomes at team and individual level.

### 3.2. Study 2.

#### **Expectations and experiences of group conflict during military training exercises and their impact on deployment self-efficacy: The role of positive psychological capital<sup>2</sup>**

Military exercises for training purposes are essential for the preparation of armed forces operating in international conflict zones that need to work together effectively both within and between military divisions (DeRidder et al., 2010). Such training sessions are often organized by bringing together groups of soldiers from different military units and sometimes from different countries. Participants are urged to tackle together complex tasks that require cooperation internally as well as within military units, with the aim of such training exercises being to enhance military readiness and resilience in addressing emerging conflicts (Chapman et al., 2021; Johnston et al., 2019). Soldiers enter such training exercises with expectations of task cooperation and interpersonal interactions, and these expectations shape how they engage in training and ultimately learn to master such complex tasks.

It is important to understand how personal expectations and resources shape the manifestation and transformation of task conflicts (i.e., disagreements about how tasks should be accomplished during training; Jehn, 1995) and relational conflicts (i.e., interpersonal disagreements and animosities experienced during training; Jehn, 1995) in such military training operations. Emergent conflict is the exception rather than the rule, thus highlighting the importance of exploring the intrapersonal dynamics of conflict within these organizations. The second study aims to investigate how positive psychological capital (PsyCap), as a personal motivational resource, influences the interplay between expectations and the expression of task and relational conflict, and how such conflicts influence the professional self-efficacy of military personnel after their training period. In Study 2 we employed a quasi-experimental research design using a single group, with data being collected before the onset and after the completion of military training exercises (two data collection times). We assessed positive psychological capital (PsyCap) as well as task and relational conflict

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<sup>2</sup> This chapter of the thesis is based on the study: Telecan, M.I., Curseu, P.L., Rus, C.L. & Ratiu, L.C. (2024). Expectations and experiences of group conflict during military training exercises and their impact on deployment self-efficacy: The role of positive psychological capital. *Team Performance Management: An international Journal*. <https://doi.org/10.1108/TPM-10-2023-0074>

expectations before training ( $N = 116$  participants) and experiencing task and relational conflict as well as work self-efficacy assessed immediately after training ( $N = 84$ ). The information obtained from both time points was then compared for each participant to see if the statistical differences were significant.

Our results show that a high level of PsyCap attenuates expectancies and task conflict transformation, whereas a low level of PsyCap emphasizes expectancies and relational conflict interpretation. In other words, when PsyCap is high, the initial expectation of task conflict actually leads to decreased relatedness as well as task conflict during the training exercise. PsyCap protects against turning expectations of task conflict into actual experienced conflict. When there is a low level of PsyCap, expectations of relational conflict tend to turn into experienced relational conflict. Moreover, when PsyCap is low, relational conflict expectations also tend to trigger task conflict during the training exercise.

The findings of this study have implications for the development of personal strengths such as PsyCap and self-efficacy during military training exercises, as well as for conflict management in military contexts. This study contributes to the literature on the micro-foundations of conflict emergence and explores the intrapersonal factors that influence conflict expression and transformation during training exercises.

### 3.3. Study 3.

#### **The interplay between work-family and family-work conflict during the COVID-19 pandemic in the Air Force service members<sup>3</sup>**

The outbreak of the COVID-19 pandemic has intensified the pressure on family life due to preventive measures, including online education and working from home, which have blurred the boundaries between two essential areas of an individual's life: work and family. As a result, work-life conflict has intensified, becoming more pronounced and visible than ever before (Junker et al., 2021). However, even though this type of conflict is well-known regardless of profession, the military context provides a particularly unique context (Mills & Torte, 2018) to explore the dynamics between work-family conflict (WFC) and family-work conflict (FWC) in the context of the COVID-19 pandemic. Study 3 has two main objectives. The first objective aims to test the extent to which changes in work-family conflict generated by the COVID-19 pandemic are justified by changes in work-family conflict. The second objective is to test the extent to which work-related rumination and COVID-19 predict WFC. Data were collected from 316 participants from the Romanian Air Force using a cross-sectional research design. Participants ranged in age from 20 to 61 years ( $M = 35.50$ ).

Military occupations come with substantial work demands, such as prolonged and frequent involuntary separations from family, frequent relocations, inflexible work schedules, i.e., unusual work schedules, physically and emotionally demanding work, high-risk assignments involving the extreme requirement to sacrifice one's life for the benefit of a country (Huffman et al., 2017; Vuga & Juvan, 2013). As such, it is paramount to understand the dynamics between family and work domains in the military context (Vuga Beršnak et al., 2023). Our study integrates the Work-Home Resources Model (WHR; ten Brummelhuis & Bakker, 2012) and Event Systems Theory (ESTs; Morgeson et al., 2015) to explain how job demands, as well as family demands, are shaped by macro-level disruptive events, such as the COVID-19 pandemic outbreak.

Our results found that the outbreak of the COVID-19 pandemic increased work-family conflict, which in turn increased work-family conflict. In addition, the intensification of work-family conflict due to the COVID-19 pandemic was positively predicted by work-related ruminations and COVID-19. Both work-related and COVID-19-related rumination

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<sup>3</sup> This chapter of the thesis is based on the study: Telecan, M.I., Curseu, P.L. & Rus, C.L. (in press). The interplay between work-family and family-work conflict during the COVID-19 pandemic in Air Force service members.



contributed positively to the intensification of work-family conflict due to the outbreak of the COVID-19 pandemic. Our study therefore responds to recent calls to investigate the impact that contextual events have on work-family dynamics (Allen et al., 2023).

### 3.4. Study 4.

#### How many friends at work are too many?

#### The nonlinear association between the number of friends, social support and mental well-being<sup>4</sup>

Friendship is one of the fundamental values of humanity (Wright, 1984) and can occur in various social domains, including the workplace (Methot et al., 2016). Workplace friendship describes close and informal interpersonal relationships based on mutual interest and instrumental and emotional support (Pillemer & Rothbard, 2018). The employees expect to be able to develop friendships at times, sharing and exchanging benefits, resources, and valuable interests with coworkers and supervisors (Cropanzano & Mitchell, 2005; Cropanzano et al., 2017). Such social exchanges are based on the principle of reciprocity, according to which the time, effort and attention given to friends will eventually be reciprocated. However, the exact terms of reciprocity in social exchanges are vague and inconsistently defined (Blau, 1964).

The fourth study was based on Social Exchange Theory (SET) (Blau, 1964), on the Investment Model of Commitment Processes (IMCP) (Rusbult et al., 2012) and on "*Too-Much-of-a-Good-Thing*" (TMGT) (Grant & Schwartz, 2011) to distinguish between the costs and benefits of workplace friendship in a military context. We rely on SET (Blau, 1964; Cropanzano et al., 2017) to argue that, in line with reciprocity in social relations, friendship brings benefits in the form of social support. To explicit the relational costs of friendship, we rely on the IMCP (Rusbult et al., 2012).

We also relied on the recommendations of Meyer (2009) to motivate the curvilinear effects and argue that as the number of friends increases from low to medium, friendship benefits dominate the costs, while as the number of friends further increases from medium to high, friendship relational costs outweigh the relational benefits. We decided to test this nonlinear hypothesis in the military environment, a highly regulated organizational context that creates strong situational constraints for military employees (Cooper & Withey, 2009). We expected that in such contexts, the ambivalence of friendship would be evident. On the one hand, comradeship is a key relational value because, in the most extreme situations, military

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<sup>4</sup> This chapter of the thesis is based on the study: Telecan, M.I., Curseu, P.L. & Rus, C.L. (2024). How many friends at work are too many? The nonlinear association between the number of friends, social support and mental well-being, *Central European Management Journal*. <https://doi.org/10.1108/CEMJ-09-2023-0372>

employees put their lives in the hands of their comrades (Siebold, 2007; Verweij, 2007; Du Preez et al., 2012). On the other hand, friendships could negatively interfere with the hierarchical structure of military employment relationships. If employees have too many friends, it could overshadow crucial organizational hierarchy, especially in military environments. In other words, we expect that, in military environments, friendship brings both relational benefits to friendships and costs to formal work relationships.

We first considered perceived social support as a precise indicator ("*Proxy*") for relational resources derived from reciprocal social exchanges (Jolly et al., 2021) and, consistent with the TMGT framework (Meyer, 2009; Grant & Schwartz, 2011; Pierce & Aguinis, 2013), we argue that the relational benefits of friendship are overshadowed by costs when the number of friends is too large. Thus, we expect that the perceived social support of military employees is lowest when the number of friends is either too low or too high. Second, we examined the relationship between perceived social support and mental well-being which encompasses emotional, social and psychological aspects of human functioning (Keyes, 2002). Data were collected in a cross-sectional, self-report design from 287 Romanian Air Force employees.

Our results revealed a non-linear relationship between number of friends and perceived social support. Thus, as the number of workplace friends increases from 0 to 9, perceived social support increases proportionally. However, as the number of friends increases above 10, perceived social support tends to decrease rather than increase. In addition, we found that perceived social support mediates the relationship between the number of friends and psychological, social and subjective well-being. These findings may be of interest to both military organizations and employees, as they could inform them as to what extent to promote workplace friendliness in order to increase employees' perceptions of the availability of social support and their psychological well-being.

## CHAPTER 4.

### GENERAL DISCUSSION AND CONCLUSIONS

The main objective of this thesis was to explore and develop a relational and intrapersonal perspective on intragroup conflict within the military population and to contribute to its consolidation as a dynamic and multidimensional construct. The relational perspective encompasses the study of the consequences of task and relational conflict (**Study 1**) and interpersonal relationships (**Study 4**). The intrapersonal perspective is illustrated by investigating the intrapersonal mechanisms that influence the transformation of conflict expectations into experienced conflict during the training period of military cadres (**Study 2**), as well as by studying work-family and family-work conflict (**Study 3**).

In the remainder of this section, I will reflect on the observations that emerged from our research in relation to the objectives set out in the introductory chapters. As we have argued throughout this thesis, conflict is a complex, dynamic and multidimensional psychosocial phenomenon, which does not only occur at the individual level, but influences and is influenced by the interaction of many factors. By considering the multidimensionality of conflict, in particular the existence and investigation of different types of conflict (i.e., task and relational; work-family conflict (WFC) and family-work conflict (FWC)) we seek to understand how it impacts on emotional reactions and interpersonal tendencies. Moreover, any empirically proven information can contribute to the adoption of inputs aimed at reducing intra-group conflict and at increasing the combat capability of each individual soldier and the unit to which he/she belongs.

The first objective of this thesis, helps us to provide an overview of how the relational perspective emphasizes the two types of conflict - task and relational conflict and how they are perceived to be differentially associated with outcomes at the team level (i.e., perceived effectiveness) as well as individual (i.e., emotions, attitudes) in the military context. Starting from the research directions proposed in meta-analytic studies (De Dreu & Weingart, 2003; de Wit et al., 2012; DeChurch et al., 2013; O'Neill et al., 2013) on intragroup conflict, our study (Telecan et al., 2023) makes a significant contribution to the literature by using a vignette experiment and tests a comprehensive model of antecedents and consequences of task and relational conflict derived from the fundamental tenets of Intragroup Conflict Theory (Jehn, 1994, 1995; Jehn & Bendersky, 2003). We tested some of the basic tenets of this theory, showing that both task and relational conflict have a differential impact on individual and team outcomes. To the best of our knowledge, only one study in the empirical literature

(Todorova et al., 2022) has investigated the dissociation of the two types of conflict, examining the intensity of conflict expression and conflict management in an experimental vignette context.

However, we need to interpret these different effects of the two types of conflict in the light of different moderating variables. The gender of group members is one of these variables of interest. For example, we manipulated the gender of the conflict-inducing person to investigate the relational moderators of conflict occurrence in groups and to extend the empirical literature on the compositional factors of intragroup conflict. These issues contribute to the empirical literature by clarifying how the type of conflict and the gender of the conflict initiator affect team dynamics and performance. Our findings allow us to differentially conceptualize the consequences for team and individual outcomes, indicating that high levels of relational conflict were more detrimental than task conflict for team effectiveness, harmonious interpersonal relationships, and the expected positive affective climate of the team. Groups experiencing task conflict perform better than those experiencing relational conflict. This result supports the original theory of task conflict as a precursor to information elaboration and task effectiveness (Jehn, 1994; 1995).

Another contribution of our study is the identification of an affective mechanism in the dynamics of task and relational conflict. This affective mechanism is supported by previous empirical evidence showing that a high level of relational conflict triggers negative emotionality that distracts group members from accomplishing their tasks and ultimately reduces team effectiveness (Simons & Peterson, 2002). We also explored variables related to the emotional climate of the group, as well as attitudes and behavioral intentions towards the member generating the conflict. Our results show that high levels of relational conflict generate more intense negative moods and fewer positive emotions compared to task conflict. Group members who generate relational conflicts are also more likely to be avoided in the future. Relational conflict is often expressed with high oppositional intensity (Ayoko & Pekerti, 2008), is directed at the receiver, and focuses on interpersonal tensions or problems (Jehn, 1997; Jehn & Chatman, 2000). This type of conflict is often characterized by feelings of threat to self-identity or self-esteem (De Dreu et al., 2004; De Wit et al., 2012; Jehn et al., 2008; Staw et al., 1981). These feelings may cause the receivers to blame the other individual and attribute negative intentions to the other individual's behavior, subsequently leading to negative emotions (DeChurch et al., 2013; Greer & Jehn, 2007). Our study reiterates the evidence (Bear et al., 2014; Todorova et al., 2014) on the emotional consequences of conflict, showing that high levels of relational conflict trigger more negative mood and fewer positive

emotions than task conflict. Through these results, we provide a more comprehensive understanding of the emotional and interpersonal aspects that are central to understanding the effects of conflict on group functioning (Jehn et al., 2013; Yang & Mossholder, 2004).

Although initially, our findings did not support the expected direction grounded in the similarity-attraction paradigm (Byrne, 1971) regarding the interaction between the gender of the participant and the gender of the conflict-generator, they do contribute to the Cost Signaling Theory and competitive altruism (Lee et al., 2018). This theory argues that both male and female individuals tend to behave generously and helpful when interacting with the opposite sex because such behaviors signal an attractive characteristic, such as the ability and willingness to care for others (Lee et al., 2018). Empirical literature has shown that attitudes towards the team and other team members influence conflict behavior. Negative interpersonal attitudes cause individuals to become less cooperative and more conflictual with other group members (Ayoko, 2016; Choi & Cho, 2019). In addition, dislike of one team member leads to their avoidance by others (Casciaro & Lobo, 2008; Marineau et al., 2018). Team members can create and implement workarounds for conflict situations by adapting their workflow to avoid other team members (Park et al., 2020). At the same time, we add insight to studies that address conflict management strategies (Maltarich et al., 2018; Peterson & Behfar, 2003) by finding that, cooperative strategies are triggered by task conflict rather than relational conflict, whereas assertive strategies are triggered by relational conflict rather than task conflict. Last but not least, our study responded to the call for research by De Wit et al. (2012) to explore effectiveness in groups experiencing both task and relational conflict.

The second study of the present thesis (Telecan et al., 2024) supports the intrapersonal perspective of conflict and explores the mechanisms that influence the transformation of conflict expectations into experienced conflict during military training. The study draws on SIT Theory (Deutsch, 1949) and the PEC Model (Krueger et al., 2022) to highlight the intrapersonal mechanisms (Shah et al., 2021) that influence the transformation of conflict expectations into conflict experienced during military training exercises. The results of the study revealed that PsyCap, as an intrapersonal resource, is a key moderator in conflict expression and transformation and has a protective role in transforming task conflict expectations into actual experienced conflict. This result is consistent with the empirical literature which argues that PsyCap is a potential intrapersonal resource and a key feature of conflict interpretation that military groups can benefit from to facilitate team learning behaviors and subsequently impact job satisfaction in work groups (Harty et al., 2016; Youssef & Luthans, 2001). This is an important contribution because we explore the

relationship between PsyCap and conflict dynamics, a relationship little investigated in the literature.

By integrating the principles of SIT Theory and the PEC model, our study extends the nomological network of PsyCap and contributes to a deeper understanding of how this personal resource can influence the dynamics of military teams during training. In addition, our study contributes to the existing literature by deepening our understanding of team members' conflict experiences, providing new insights into the different emotions and perceptions related to the existence, intensity, and form of group conflict as conceptualized through the lens of "multiple realities" (Krueger et al., 2022; Park et al., 2020; Nyein et al., 2020). Another particularly important result of our study emphasizes the negative relationship between relational conflict and professional self-efficacy of military personnel. This finding emphasizes the need to implement effective conflict management strategies during training, as the experience of relational conflict considerably reduces the self-efficacy of military personnel in such training. Our study enriches the empirical literature on group conflict escalation and transformation (Jehn et al., 2013; Pluut & Curseu, 2013; Van den Berg et al., 2014; Zhang et al., 2023), given that we know relatively little about conflict processes in military contexts, especially during periods of military training. Although the empirical literature has investigated the relationship between PsyCap and conflict or conflict management in relation to other variables (Gardner & Rasmussen, 2018; Leon-Perez et al., 2016; Zou et al., 2016), none of these have explored the relationship between PsyCap and conflict transformation in a military context.

The third objective of this thesis emphasized conflict from an intrapersonal perspective. Considering this perspective, we investigated the extent to which changes in work-family conflict generated by the COVID-19 pandemic were explained by changes in family-work conflict generated by the pandemic outbreak, work-related ruminations, and COVID-19 among military personnel. From a theoretical perspective, our study uses the principles of EST (Morgeson et al., 2015), the W-HR model (ten Brummelhuis & Bakker, 2012) and COR (Hobfoll, 1989) to explain how occupational as well as family demands are shaped by macro-level disruptive events such as the outbreak of the COVID-19 pandemic. Our results are consistent with the small body of research that has empirically investigated the relationship between both directions of work-family conflict during the COVID-19 pandemic (Elahi et al., 2022). To explain our results, we use the W-HR model (ten Brummelhuis & Bakker, 2012) which conceptualizes the work-family dynamics as the process by which contextual demands in the family domain affect work processes that subsequently lead to the

depletion of personal resources in one domain (i.e., physical, emotional, and cognitive volatile) and impede functioning in the other domain.

By investigating the underlying mechanisms that explain family functioning and how they are related to work outcomes, we contribute an intrapersonal perspective in helping employees and military organizations prevent negative influences and facilitate positive ones at home that subsequently impact the workplace. Our study provides indirect support for the W-HR model (ten Brummelhuis & Bakker, 2012), suggesting that conditional factors such as individual characteristics (key resources, such as those depleted by work-related ruminations and COVID-19) and the context in which individuals live (macro resources, such as those depleted by the measures imposed by COVID-19 quarantine and the alert situation - lack of childcare and taking on the role of educator) may prevent and mitigate interference between the family and work domains. In addition, through COR theory (Hobfoll, 1989), we emphasize that repetitive thoughts directed toward work-related problems can deplete the considerable cognitive and energy resources required by military employees. Our study makes several important contributions to our knowledge of the relationships between work-family conflict (WFC) and family-work conflict (FWC) during a macro-level event such as the COVID-19 pandemic.

Although existing literature has extensively explored each type of conflict in relation to various variables (Reimann et al., 2022), few studies have examined the relationship between them (Elahi et al., 2022). Our study contributes to the literature by investigating family-work dynamics among military occupations (Vuga Beršnak et al., 2023), the literature investigating them rather separately (Allen et al., 2023). Whereas family-work conflict has received less attention in the empirical literature compared to work-family conflict (Orellana et al., 2023), our study extends the knowledge of family-work conflict mainly in the context of macro-level events and among military occupations. Moreover, our results show that the intensification of work-family conflict due to the COVID-19 pandemic was positively related to work-related ruminations. Thus, our study deepens the knowledge about the range of consequences of work-related ruminations on work-family interference. As COVID-19 (Nikolova et al., 2021) rumination is a relatively new construct, our study adds knowledge on COVID-19-related rumination outcomes other than health and well-being. To date, few previous studies have examined COVID-19-related rumination in relation to work-family conflict. We contribute to this small body of knowledge by revealing that higher levels of COVID-19-related rumination are associated with increased work-family conflict among military personnel during the pandemic.



The ultimate aim of this thesis was to provide additional insights into the relational perspective that encompasses the specific mechanisms through which the effects of workplace friendship emerge and subsequently impact on mental well-being. Through this study, we highlight friendship as a key interpersonal resource in the military context. More specifically, our study draws on the IMCP Model (Rusbult et al., 2012), the SET framework (Blau, 1964) and TMGT (Grant & Schwartz, 2011) to investigate the differences in costs and benefits related to workplace friendships in a military context. While the empirical literature studying workplace friendship has used SET as a theoretical framework (Methot et al., 2016), our study uses the TMGT meta-theoretical framework to distinguish the costs and benefits associated with workplace friendship in military organizations.

Our results show that as the number of workplace friends increases from 0 to 9, perceived social support increases proportionally. However, as the number of friends increases above 10, perceived social support decreases. At the same time, in this study, we responded to calls for further studies on the effect of TMGT (Grant & Schwartz, 2011; Busse et al., 2016; Pierce & Aguinis, 2013), on the potential benefits of workplace friendships on mental well-being and the mechanisms involved in the emergence of these benefits (Craig & Kuykendall, 2019) and its drawbacks (Pillemer & Rothbard, 2018). Our results are in line with RRT theory (Lakey & Orehek, 2011), they suggest that social support benefits the mental well-being of military members. These findings complement previous studies that have extensively emphasized the importance of social support for both military and civilian employees' health and well-being (Kim et al., 2018), considering military employees' mental well-being as a multidimensional construct. Social support functions as a network of relational resources and helps to understand how the number of friends in the workplace influences employees' mental state. While some studies have examined well-being from a global perspective (Jackman et al., 2020), our study contributes to the existing literature by considering mental well-being from a multidimensional perspective (Keyes, 2002). Our results are important because an increased number of peer friends could also be related to burnout. This is because friendly relationships with colleagues and supervisors create feelings of responsibility and obligation, and require the investment of attention and energy to maintain. Thus, while there are positive effects of having a large network of friends at work, there may also be negative consequences, such as burnout and reduced well-being, which are subsequently related to low task effectiveness of military personnel (LePine et al., 2005).

Knowing this information not only helps us from a theoretical point of view to determine the optimal size of a network of friends at work, but also to manage the

composition of teams in order to optimize mental well-being and, ultimately, work effectiveness. Employees who have larger networks of friends at work communicate intimately, providing more accurate and detailed information, which leads to increased well-being, thus acquiring a more complete and efficient way to accomplish operational tasks. Given these findings, future theories about the impact of social relationships on effectiveness should consider how peer friendships impact on peer well-being, which then influences social support (Methot et al., 2015).

From a practical perspective, this thesis can provide a number of recommendations for both military organizations and their HR departments to help prevent intra-group conflict. Given the double-edged nature of conflict in groups, we recommend that military supervisors be alert to situations where conflict can be perceived as beneficial rather than harmful (by promoting involvement, triggering task conflicts that can stimulate creativity, information sharing, group/team effectiveness) and when it can become a burden if mismanaged (triggering relational conflict).

Another conflict-anchored suggestion comes from our results on team members' conflict expectations and experiences during military training exercises. Military supervisors should be aware that emotion regulation strategies have an impact on how their perceptions of conflict might generate and escalate relational conflicts within the team. This highlights that team members could effectively use emotion regulation strategies (as a coping mechanism) to prevent task conflict from becoming relational. Finally, effective emotion regulation strategies have conflict resolution potential. Our results highlight that military supervisors should understand this effect and invest in psychological counseling programs on emotional regulation in their teams.

Furthermore, our results have highlighted one of the personal resources that can lead to both individual and organizational success - PsyCap (Avey et al., 2011; Rus & Jesus, 2010). Another suggestion anchored in the present case comes from the results obtained, together with those of existing studies in the literature, which have examined the influence of some programs and trainings on the increase of psychological capital (Lupşa et al., 2020; Luthans et al., 2008) and can be an input for human resource management practices in military organizations.

Taking into account both the PEC model (Krueger et al., 2022) and the result of our study (Telecan et al., 2024) we highlight some practical implications on how military supervisors and organizations can intervene to de-escalate team/work group conflict. Interventions at the intra-individual level can encourage military members to perceive conflict

in a predominantly positive way and to manage their reactions so that they do not become stuck in their opinions and do not engage in problematic behaviors that can escalate into potential (i.e. relational) conflict. Interventions can be implemented that promote reflective processing of information, encouraging individuals to take time to reflect, plan and adapt (West, 2002). This approach has been associated with deeper information assimilation and more frequent information sharing (De Dreu, 2007), less competitive conflict management behaviors (O'Neill et al., 2017), and positive team outcomes (Widmer et al., 2009). It may also include interventions that encourage cognitive reappraisal, where team members reinterpret a situation (Lazarus & Alfert, 1964). In this context, we can refer to those that promote perspective shifting (Finkel et al., 2013; Rodriguez et al., 2020), which have been shown to be effective in decreasing attitudinal rigidity (Tuller et al., 2015). Less rigidity is likely to lead to less intense opposition to other people's ideas, more cooperative approaches to conflict management and less conflict escalation.

Another practical recommendation stems from our findings on workplace friendship. The present research can help military supervisors understand when it is beneficial to promote workplace befriending to enhance social support and well-being. Wheelan (2009) argues that team size is a crucial factor in increasing or decreasing social support. It is therefore useful to know this information, as well as about the influence that the number of friends has on the social support and well-being of members within the military organization, to help supervisors determine the optimal size of a work buddy group to increase social support and well-being. In addition, organizations should look for ways to promote harmonious workplace friendships. This is particularly important for employee well-being, as previous studies have proven its importance for various organizational behaviors, such as, higher engagement, better performance, and lower absenteeism (Fisher, 2010; Craig & Kuykendall, 2019). As employees place a high value on relationships, they tend to have higher effectiveness in organizations where they feel valued, trusted and can have meaningful social interactions. Therefore, by encouraging employees to cultivate friendships in the workplace, military supervisors can help improve their sense of belonging to their group and the military organization. This promotes well-being in the workplace, facilitating the development of skills and competencies, increasing social support, and subsequently team effectiveness (Fisher, 2010).

Finally, another practical recommendation derives from our findings on the dynamics of work-family and family-work conflict during the COVID-19 pandemic. Military organizations could consider establishing flexible work schedules for their employees and

encourage family-oriented activities, thereby helping their employees maintain clear boundaries between work and personal family life (Rîglea et al., 2021). Furthermore, offering regular counseling sessions to employees to help them cope with work and family problems can be beneficial in preventing and reducing both types of conflict. Also, a supportive climate in military organizations would lead to the free sharing of family problems without being blamed or judged. When employees feel supported by their organizations, they realize that their personal and family needs are appreciated and recognized. In addition, this can be beneficial for organizations because employees tend to be appreciative in turn and perform their tasks with more commitment and determination (Vişeu et al., 2021). Military supervisors should pay particular attention to workload and overtime, which can intensify stress and unnecessarily shift employees from one job position to another (Gözükara & Çolakoğlu, 2015; Rîglea et al., 2021).

Also, before intervening on these variables, organizations and military supervisor(s) should focus on their antecedents (i.e., family-centeredness values, family illness situations, work hours, physical or mental workload), as these are aspects that favor the existence of the types of conflict analyzed (Schonfeld & Chang, 2017). At the labor level, alternative work arrangements can be implemented that can facilitate the management of the work-family dyad, such as flexitime, i.e., military employees working a fixed number of hours per day and then being able to manage their daily activities; or shared work, i.e., the same tasks being performed by two or more people; or facilitating shift work - for example, one employee can work the morning shift and another the afternoon shift (Neves, 2014). To increase opportunities for employees to have positive experiences at home and share them with their loved ones, organizations can offer family-friendly policies and promote work-life balance. For example, military organizations can set clear limits on overtime work and cell phone use outside of work hours so that employees can enjoy positive family events and interact with significant others at home, thereby reducing work-related grumbling. It would also be beneficial to provide employees with psychological counseling programs and implement emotion management strategies (problem-centered coping and emotion-focused coping) to help them better understand and cope with both workplace and family problems in a constructive manner (Ye et al., 2020).

Finally, in each of the chapters in which experimental or cross-sectional design studies were presented, we indicated a number of limitations and future research directions. These could be an input for replication of the results obtained and empirical testing of other variables and hypotheses or explanations launched from this thesis. Beyond these

contributions, it is also important to mention the limitations that restrict the generalization level of the obtained results. Thus, in the first study we have only provided a snapshot of how the two types of conflict relate to various team and individual outcomes in a military context. Conducting a meta-analytic or systematic study on team conflict may reveal significant relationships on different variables measured at the individual or focus group level. In the second study, it is important to consider the influence of the emergence, escalation, transformation, expression and management of conflict on other organizational variables.

Misunderstandings between group members can be overcome by sharing and integrating the differences in their perspectives (Cronin et al., 2011; Cronin & Weingart, 2019), suggesting that the first step towards resolving these misunderstandings is to recognize that these differences exist. For example, individuals who report higher levels of relational conflict in the workplace develop more cynical attitudes toward their work, more intrapersonal tension, less engagement at work, and a greater propensity toward leaving the job or organization (Shaukat et al., 2017). Future studies should investigate the experiences and behaviors of individuals in conflict situations at different points in time in multilevel studies and longitudinally. Although research of this type may be more difficult and require more time and resources to conduct than cross-sectional research, we believe that the results will be essential both theoretically and practically, as they will more strongly reflect the actual lived experiences of group members (Krueger et al., 2022), particularly military ones. A basic assumption of the PEC model, and the empirical studies it incorporates (Krueger et al., 2022; Cronin & Bezrukova, 2019; Korsgaard et al., 2008), is that meaning-making processes are the perceptual core from which all interactions within a conflict episode flow. The processes through which individuals construct meaning transform the expressions and behaviors of others into conflict-relevant perceptions, which in turn become inputs that influence their behavioral responses.

A significant consequence of this is that individuals do not attribute meaning to an episode of conflict without considering a pre-existing context. Military members attribute meaning to the actions of others in the context of an individual's previous behavior, perceptions about that individual, and beliefs about the group to which that individual belongs. Future studies should consider the relationships that military members have and how this filtering mechanism shapes psychological experiences of conflict behaviors. For example, military members who have come to trust someone over time are more likely to experience positive emotions such as compassion and empathy towards them and to integrate their views (Cronin & Weingart, 2019). The third study presents the need to use experimental or

longitudinal research designs that are capable of capturing causality, dynamics, pre-post intervention change in work and family dynamics in relation to other variables. The limitations of the fourth study are similar to those of the third study. While the empirical literature has analyzed conflict types and team conflict as a group phenomenon, we offer an intra-individual and relational perspective that attempts to explain the psychological process by which individuals experience conflict at both the individual and group/team level. Such an understanding of how a military member copes with a conflict situation provides a more nuanced perspective on previous findings in the literature. In addition, by understanding and managing the potential pitfalls and pitfalls of different facets of conflict, military organizations, teams and supervisors can more effectively prevent this pervasive phenomenon and bring positive change to their work environments.

**Table 1. Summary of the main results and conclusions**

Study	Age range	Main variable	Description of the procedure/task	Main results
<b>Study 1</b>	20 and 61 years	Team effectiveness Interpersonal attitudes Intention to avoid the person Positive emotions Negative mood Task Conflict Relational conflict Conflict management strategies (i.e. assertive and cooperative)	Obtaining the acceptance of the military organization to conduct the study and the consent of the participants; Building and testing scenarios: task and relational conflict; The order of the scenarios: crossing the two manipulations - the type of conflict (task versus relationship) and the gender of the person generating the conflict (male versus female); Presentation of the scenario + questions on the effect of the conflict situation on: <ul style="list-style-type: none"> <li>- Team effectiveness;</li> <li>- Perceived positive emotions and mood within the team;</li> <li>- Relationship dynamics (interpersonal attitudes and the intention to avoid the</li> </ul>	Significant effect of conflict type $F(1,148) = 38.09$ ( $p < .001$ ), $\eta^2 = .20$ , $\pi = 1.00$ .  Higher team effectiveness for groups experiencing task conflict ( $M = 5.71$ , $SD = .104$ ) compared to groups experiencing relationship conflict ( $M = 4.10$ , $SD = .151$ ).  Significant effect of conflict type on reported negative mood, $F(1,148) = 37.65$ , $p < .001$ , $\eta^2 = .20$ , $\pi = 1.00$ ; for task conflict, reported overall negative mood is lower ( $M = 1.79$ , $SD = .049$ ) than for relational conflict ( $M = 2.60$ , $SD = .63$ ).

Study	Age range	Main variable	Description of the procedure/task	Main results
			<p>person who caused the conflict);</p> <ul style="list-style-type: none"> <li>- Conflict management strategies.</li> </ul>	<p>Significant effect of conflict type on positive emotions, <math>F(1,148) = 29.69</math>, <math>p &lt; .01</math>, <math>\eta^2 = .17</math>, <math>\pi = 1.00</math>; fewer positive emotions are reported for scenarios with relational conflict (<math>M = 3.57</math>, <math>SD = .115</math>) than for those with task conflict (<math>M = 5.11</math>, <math>SD = .103</math>).</p> <p>Significant effect of conflict type on managing conflict cooperatively, <math>F(1,148) = 19.03</math>, <math>p &lt; .01</math>, <math>\eta^2 = .11</math>, <math>\pi = .99</math>.</p> <p>Tended to more cooperatively approach scenarios depicting task conflict (<math>M = 4.41</math>, <math>SD = .90</math>) than scenarios depicting relationship conflict (<math>M = 3.28</math>, <math>SD = 1.19</math>).</p>



Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>Significant effect of conflict type on managing conflict cooperatively, <math>F(1,148) = 3.57</math> (<math>p=.06</math>), <math>\eta^2 = .02</math>, <math>\pi = .47</math>.</p> <p>There is a tendency to more confidently approach scenarios depicting relational conflict (<math>M = 4.77</math>, <math>SD = .67</math>) than scenarios depicting task conflict (<math>M = 4.66</math>, <math>SD = .65</math>).</p> <p>The effect indirectly mediated by positive emotions is <b>positive and significant</b> <math>.85</math>, <math>SE = .13</math>, 95% CI <math> [.59; 1.11]</math>.</p> <p>The indirectly mediated effect of</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>negative mood is significant .23, <i>SE</i> = .12, 95% CI [.004; .47]</p> <p>demonstrating that group climate mediates the effect of conflict type (task vs. relational) on team effectiveness.</p> <p>Cooperative and assertive conflict management strategies will mediate the relationship between conflict type (relational vs. task) and team effectiveness.</p> <p>Only cooperative conflict management strategies have a significant indirect effect .16, <i>SE</i>=.07, 95% CI [.01; .30].</p> <p>The indirect effect of assertive</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				strategies is negative but not significant $-.01$ , $SE = .01$ , 95% CI $[-.04; .02]$ .
<b>Study 2</b>	20 and 40 years	Task conflict Relational conflict Positive psychological capital Self-efficacy	<p>Participants completed a survey twice, once before the start of the military training exercises and once immediately after the end of the exercises.</p> <p>Data were collected between May and June 2023 in pencil-paper format.</p> <p>All responses were anonymous.</p> <p>To match the pre- and post-military training exercise surveys, we asked participants to construct an anonymized code.</p>	<p>PsyCap leads to task-conflict mismatch, a pattern of results that opposes what we hypothesized in Hypothesis 1.</p> <p>Although the interaction effect is significant and the conditional effects support a moderating role for PsyCap in the relationship between expected and experienced task conflict, the interaction model is not aligned with what we hypothesized.</p> <p>The effect of the interaction between PsyCap and the expected relational conflict on the experienced relational</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>conflict is significant and, PsyCap favors the de-escalation of the relational conflict (for a low psychological capital, the slope of the relationship between the expected and the experienced relational conflict is positive and significant).</p> <p>The first significant indirect effect is observed when PsyCap is high and, under these conditions, the transformation of conflict from task conflict expectancies to experienced relational conflict was significant (indirect effect = 0.07, <i>SE</i> = 0.04, 95%CI [.001; 0.17]) on job self-efficacy.</p> <p>Two other significant indirect effects</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>are observed when PsyCap is low, for the effect of relational conflict escalation on military training self-efficacy (indirect effect = <math>-.07</math>, <math>SE = .04</math>, 95%CI <math>[-.17; -.003]</math>).</p> <p>The negative relationship between experienced relational conflict and military training self-efficacy is significant.</p> <p>The relationship between expected and experienced task conflict and military training self-efficacy was negative but not significant.</p> <p>Based on the results of the mediation analyses, we can emphasize that the transformation of task conflict</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				expectations into relational conflict and the escalation of relational conflict are the only significant indirect relationships that explain military training self-efficacy.
<b>Study 3</b>	20 and 61 years	Work-family conflict before and during COVID-19 Family-household conflict before and during COVID-19 Work-related rumination COVID-19-related rumination	Larger project on the consequences of the COVID-19 pandemic on military personnel and military organization; Participants were invited to be part of a study on the consequences of the COVID-19 pandemic; Completion of the questionnaire that included scales to assess the variables included in the study; Completing pencil-and-paper tools; Cross-sectional design and data were	The indirect effect between the change in WFC before and during the pandemic ( $\Delta WFC = WFC \text{ before} - WFC \text{ during COVID-19}$ ) is <b>partially explained by</b> demonstrating the change in family-work conflict (FWC) ( $\Delta FWC = FWC \text{ before} - FWC \text{ during COVID-19}$ ) before and during the pandemic .03; $SE = .01$ $CI_{low} = .01$ ; $CI_{high} = .06$ ); The direct effect of pandemic on WFC change ( $\Delta WFC$ ) is <b>positive and significant</b> .07; $SE = .02$ , $CI_{low} =$

Study	Age range	Main variable	Description of the procedure/task	Main results
			analyzed at the individual level.	<p>.03; <math>CI_{high} = .11</math>).</p> <p>The indirectly mediated effect between sex and <math>\Delta WFC</math> is also <b>significant</b> with <math>\Delta FWC</math> (.04, <math>SE = .03</math>, <math>CI[.001; .11]</math>);</p> <p>The indirectly mediated effect between sex and <math>\Delta FWC</math> is <b>not significant</b> with <math>\Delta WFC</math> (.07, <math>SE = .03</math>, <math>CI[-.01;.06]</math>).</p> <p>The indirectly mediated effect between age and <math>\Delta WFC</math> is <b>significant</b> with <math>\Delta FWC</math> (-.002, <math>SE = .001</math>, <math>CI[-.004; -.0001]</math>).</p> <p>The indirectly mediated effect between age and <math>\Delta WFC</math> is <b>not</b></p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p><b>significant</b> with <math>\Delta</math>WFC (<math>-.001</math>, <math>SE = .0008</math>, <math>CI[-.003; .00]</math>).</p> <p><b>Positive and significant</b> effect between the two moderators of WFC estimated <b>before COVID-19 onset</b> and the effect of work-related rumination: (<math>\beta = .42</math>, <math>p &lt; .001</math>).</p> <p><b>Insignificant</b> effect of COVID-19-related rumination: (<math>\beta = .06</math>, <math>p = .28</math>).</p> <p><b>Positive and significant</b> effect between the two estimated WFC moderators <b>during the COVID-19 pandemic</b>: <math>\beta = .43</math>, <math>p &lt; .00</math> for work-related rumination in general and <math>\beta = .12</math>, <math>p = .02</math>. for COVID-19-related rumination.</p>



Study	Age range	Main variable	Description of the procedure/task	Main results
				<p><b>Positive and signified</b> effect between work-related rumination <math>\beta = .13</math>, <math>p = .02</math> and COVID-19-related rumination <math>\beta = .15</math>, <math>p = .007</math>.</p>
<b>Study 4</b>	20 and 61 years	Number of friends Social support received from supervisor and colleagues Psychological well-being Emotional well-being Social well-being	Obtaining the organization's agreement to conduct the study and participants' consent Voluntary study participation Completing pencil-and-paper tools; Cross-sectional design; data were analyzed at the individual level Using the MEDCURVE procedure (Hayes & Preacher, 2010)	<p>The nonlinear association between number of friends and perceived social support from supervisors and peers was significant (<math>B = -.007</math>, <math>SE = .009</math>, <math>p = .004</math>).</p> <p>The main effect of number of friends was also significant (<math>B = .136</math>, <math>SE = .046</math>, <math>p = .007</math>).</p> <p>Perceived social support from supervisor and peers was closely related to all dimensions of mental well-being (for emotional well-</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>being, <math>B = .101</math>, <math>SE = .035</math>, <math>p = .004</math>;  social well-being, <math>B = .11</math>, <math>SE = .047</math>, <math>p = .019</math>; psychological well-being, <math>B = .093</math>, <math>SE = .035</math>, <math>p = .008</math>).</p> <p>MEDCURVE procedure - indirect association between the number of friends and the three dimensions of well-being at three levels of the independent variable (low, medium and high).</p> <p>Emotional well-being - the indirect effect of number of friends mediated by social support had a significant effect for low and medium number of friends, <math>\theta_{low} = .013</math>, 95% CI = [.004, .035], <math>\theta_{medium} = .007</math>, 95% CI =</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>[.002, .018] and <math>\theta_{\text{high}} = .003</math>, 95% CI = [-.004, .005].</p> <p>Psychological well-being - the indirect effect of number of friends was also significant only at low and medium levels of the independent variable: <math>\theta_{\text{low}} = 0,012</math>, 95% CI = [.002, 0,03], <math>\theta_{\text{medium}} = 0,006</math>, 95% CI = [.001, 0,015], and <math>\theta_{\text{high}} = 0,003</math>, 95% CI = [-.003, 0,004].</p> <p>Social well-being - the mediation effect of social support was significant only at the low and medium level of the independent variable: <math>\theta_{\text{low}} = 0,014</math>, 95% CI = [.001, 0,036], <math>\theta_{\text{medium}} = 0,007</math>, 95% CI = [.006, 0,019] and <math>\theta_{\text{high}} = 0,003</math>,</p>

Study	Age range	Main variable	Description of the procedure/task	Main results
				<p>95% CI = [-.004, 0,006].</p> <p>The association between the number of friends and social support is positive from zero to nine friends (B = .07, z = 2.64, p = .007), while beyond nine friends the relationship becomes negative and significant (B = -.08, z = 2.21, p = .026).</p> <p>Given the similar estimates obtained by the two procedures, we conclude that the inflection point is somewhere between 9 and 10 friends.</p>

## CHAPTER 5. REFERENCES

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