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## The paradox of intragroup conflict

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### Citation

Wit, F. R. C. de. (2013, February 28). *The paradox of intragroup conflict*. *Dissertatiereeks Kurt Lewin Instituut*. Retrieved from <https://hdl.handle.net/1887/20566>

Version: Not Applicable (or Unknown)

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**Title:** The paradox of intragroup conflict

**Issue Date:** 2013-02-28

## Appendix A:

**Information and feedback that participants received during the hidden profile task used in Chapters 3 and 4 (adapted from Toma & Butera, 2009).**

### Shared Information

The collision takes place at the St. Georges intersection, on Monday at 7 p.m. The road is narrow and poorly lit. Two cars and one motorcycle are involved. In the first car, Mr. X—who is 53 years old and has held a driving license for 30 years—and his 17-year-old son return home. The father had just drunk several glasses of spirits during a dinner with his friends. In the second car, Mrs. Y, 27 years old and having held a driving license for only 1 year, is going shopping. Her car's lights are damaged. On the motorcycle, Mr. Z, 28 years old, who has held a driving license for 5 years, is going to meet his sick father who asked him to come rapidly. He is speeding on the N13 road.

### Unshared Information that was provided to the participant by the experimenter (suggesting that the culprit is Mr. X)

‘The guilty person is driving a car. During police inspection, the guilty car owner was discovered to have a 1.5 level of alcohol. The guilty person admits that he was inattentive at the time of the collision.’

### Feedback of group members in the task conflict condition (applicable to Chapters 3 and 4):

The reaction of the first group member: *"Hi all, I don't agree, I don't think Mister X did it. My information said that the guilty person is less than 30 years old and that due to inexperience, the guilty person wasn't able to avoid the collision. Also it said that the guilty person claimed that he or she did not see others approaching the intersection. Therefore I thought it was Mrs. Y.."*

The reaction of the second group member in the task conflict condition was: *"Mhmm.. I don't agree either, I don't think it's X.. But I had Mr. Z because my info said that the guilty person was a man and that a family member was indirectly responsible for the accident and it said that the guilty person was driving at 110km/h... "*

**Feedback of group members in the control condition (only applicable to Chapter 4, Study 2):**

The reaction of the first group member: *"Hi all, I agree and also think it is Mister X. Yet, my information did say that the guilty person is less than 30 years old and that due to inexperience, the guilty person wasn't able to avoid the collision. Also it said that the guilty person claimed that he or she did not see others approaching the intersection.."*

The reaction of the second group member in the task conflict condition was: *"I also think it is Mister X because my info said that the guilty person was a man and that a family member was indirectly responsible for the accident and it said that the guilty person was driving at 110km/h..."*

## Appendix B

### Responses used in Chapter 3 to induce relationship conflict.

#### **Non Relationship Conflict Condition\***

**Group member 1:** “I absolutely adored the work of artist 1. The textures and tones were so effortlessly advanced and elegant. I’m glad to find that someone else sees what I see. I feel like we share a relevant and meaningful connection. Art is the great leveler isn’t it? Glad to know there are other’s intellectual enough to appreciate true art!”

**Group member 2:** “Some of that work was pretty nice but I’d have to say it’s pretty close between 1 and the third artist. I think 1 is the best though because it really just makes me think. I believe that artist 1 appeals because their work requires a higher level of artistic literacy. It feels so great that we’re all in agreeance!”

#### **Relationship Conflict Condition\***

**Group member 1:** “The second artist was my favorite because their work is way better than those other guys, including that of the first artist. Technically, aesthetically, everything . . . I know this is subjective but seriously, I could probably produce stuff like those other artists. It’s ridiculous how much worse those others were, I think our tastes clash and that’s not really good? Maybe reconsider your interpretation?”

**Group member 2:** “I’m not sure about that first artist either. Their work just seemed simplistic and way too entry-level. They were obviously trying to appeal to anyone and everyone, pretty much any poser or try-hard would “appreciate” artist 1, but to be able to see and interpret the understatement and effortless beauty of the third – that’s something I can say I do.”

\*Note that for all participants, their preferred artist was always labeled and referred to as Artist 1, or the first artist.

## Appendix C

### Task instructions (adapted from Cammalleri et al., 1973):

Please imagine that you and the other participant are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged; and because survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 14 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important item, and so on, through number 14, the least important. Please remember that after you have derived your own decision, you and the other crew-member are going to discuss the 14 items, after which you are both asked to provide a final decision.

### **The 14 items and their correct rank in the hierarchical ordering were:**

1. Box of matches	14
2. Food concentrate	4
3. 50 feet of nylon rope	6
4. Parachute silk	8
5. Portable heating unit	12
6. One case of dehydrated pet milk	11
7. Two 100 lb. tanks oxygen	1
8. Stellar map	3
9. Life raft	9
10. Magnetic compass	13
11. 20 liters of water	2
12. Signal flares	10
13. First aid kit with injection needles	7
14. Solar-powered radio	5