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경영학석사 학위논문

**Efficacy Perception and Individual
Behavior in Teams:
Team Identification as a Mediator**

팀에서의 효능감 인식과 개인 행동:
팀 동일시의 매개효과

2013년 2월

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Team identification as a mediator

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Efficacy perception and individual behavior in teams: Team identification as a mediator

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Abstract

Efficacy perception and individual behavior in teams: Team identification as a mediator

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This study examined the effect of employees' perception of team efficacy on identity formation process, which is followed by individual behavior in teams. Specifically, a moderated-mediation model was proposed to examine the effect of team efficacy perception on Organizational Citizenship Behavior (OCB) and Counter-productive Work Behavior (CWB) through the underlying processes, team identification.

In this study, social cognitive theory was adopted to capture self-understanding process that guides the choice of behavior in workplace. Especially, individual perception of both team efficacy and self efficacy were considered because this study focuses more on "self in the team" to demonstrate intra-dynamics of teams in formation of individual motivation and behavior in teams. Thus so far, unlike previous researches, team

efficacy was theorized and measured at individual-level. Paying attention to individual evaluation of the ability of their team, the cognitive process that forms individual motivation to exert effort to teams was expected to reveal. Moreover, the relative perspective was adopted to measure self efficacy perception, that is, efficacy social comparison. Whenever we confront information about how others, we tend to relate the information to ourselves. Self in teams cannot be free from the process of social comparison and this comparison process is also another motivational cue to individual members in behaving toward the team.

As cognitive, evaluative, and emotional processes underlying the relation between individual perception and behaviors in teams, team identification was demonstrated. Identification with a team closely related to individual's sense of self and promotes individuals to behave in line with this social self-concept. Mediating role of team identification was also analyzed into three sub-dimensions.

Among behavioral constructs that provides the fundamental basis for cooperation and effective teamwork, OCB and CWB were proposed. Since these behaviors are less related to formal job descriptions, rules, and organizational policy that regulate individual behaviors in organization, they reflect individual intention in relation to team dynamics more than task performance does. In other words, OCB and CWB can be better understood

as behavioral outcomes that show the salience of identification to the team and act to fulfill shared goals and norms.

Adding to that, perceived intra-team competition was included as an additional variable that strongly influences resource allocation decision at the end. Realistic conflict theory (e.g., Campbell, 1965) addresses how competition for valuable but scarce resources between groups (also termed *negative interdependence*) impacts intergroup relations. This can be also applied to the intragroup relations, and should be considered as a key contextual factor that leads to inner conflict between self interest and group interest.

Hierarchical regression analyses revealed that perceived team efficacy was positively associated with team identification. Second, a full mediation role of team identification was found on the relationship between efficacy perception and OCB, and team identification partially mediated the link between perceived team efficacy and CWB. However, no moderation effect of either efficacy social comparison or perceived intra-team competition was found.

Additional analysis using three independent dimensions of team identification further found out that all three sub-dimensions mediate the relation between perceived team efficacy and members' behavior. Furthermore, it was concluded that the moderating effect of efficacy social

comparison is only influential on self-categorization (one of sub-dimensions of team identification).

All in all, this study adopted both social categorization theory and social identity theory to underscore the importance of the actual degree to which an individual perceive team efficacy influences individual behavior in teams. Also, findings of this study shed new light on the psychological process through which individual-level team efficacy perception is related to work behavior. In other words, it can be concluded that team identification is a form of social currency whereby employees might increase their commitment to voluntary behaviors and decrease their tempted deviance behaviors. Limitations and suggestions for future research were also discussed.

Key words: Efficacy Perception, Social Comparison, Team Identification, Organizational Citizenship Behavior, Counter-productive Work Behavior

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I . INTRODUCTION

Due to the growing complexity of organizations and tasks, many jobs are being designed for teams. Teams are defined as “two or more individuals who work together toward the accomplishment of a common goal in organizations” (Hackman, 1990). And as there has been substantial consensus on the interdependency of teams within organizations, work motivation as it operates at the team level and within team contexts has been a focus of research as well (Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006; Mathieu, Maynard, Rapp, & Gilson, 2008).

In a working team, individuals strive to obtain knowledge about self because it can guide the extent to which people allocate their cognitive resources. By interpreting team, individual members are able to form a stable and certain self-concept, which provides a sense of self-continuity (Dennett, 1982) and determines choice of behavior in teams.

Among motivational constructs, self-efficacy has been regarded as one of the most important motivational constructs, which influences individual choices, goals, emotional reactions, effort, coping, and persistence (Gist & Mitchell, 1992). Individuals are more likely to engage in tasks or behaviors that they expect to be able to perform successfully (Bandura, 1986). It is widely accepted that individuals who perceive themselves as highly efficacious will make a sufficient efforts and produce successful outcomes, whereas those who are low in self-efficacy are likely to hesitate their efforts on tasks and experience failure (Bandura, 1986).

Likewise, shifting the referent from the individual to the team, individual perception of team efficacy influences what people choose to do as a group, how much effort they put into the group's objective, as well as their persistence when group efforts fail to produce results. Individual perceptions may vary between members in the team, so that the perceptions can be rather captured as an individual-level construct. In such a case, individual evaluation of their team's ability is worth investigating, because it would reveal the cognitive process that forms individual motivation to exert effort to team.

Moreover, comparison nature within the team and the level of competition among members, perceived by members, are invited to explain dynamic nature of behavioral execution of individual members. Individual members' perception on their team efficacy can be understood with the perspective of paradox of two individual motivation, inclusion and differentiation (Brewer, 1991). These two are bi-directional, but co-existed reactions of individual members in social comparison natures (Buunk & Gibbons, 2007). A central issue that nevertheless has received relatively little attention is focusing on the cognitive processes that mediate the relation between social comparison and its attendant outcomes, such as affective, cognitive, and behavioral outcomes.

Using the social identity/self-categorization approach to organizational behavior (e.g., Brickson, 2000; Hogg & Terry, 2000; Randel & Jaussi, 2003; Van Knippenberg, 2000a; 2000b), one's group-based identity tends to constitute an important guideline for the social perception and behaviors of individual group members (Tajfel, 1978; Tajfel & Turner, 1979). I propose that team identification is the mediating mechanism that motivates individual members to engage in

citizenship behaviors directed at helping and cooperating with other team members.

In sum, this study aims to address why, how, and to what extent individuals in teams exert cooperative behaviors within teams. By investigating the way employees shape distinct identification with cognitive evaluation on their own efficacy and team efficacy, this study will narrow the gap between individual cognitive motivation and cooperative behavior in teams. The main aim of the study is to further examine the role of intragroup perception of efficacy of team as well as self on the formation of team identification, which in turn, flourishes group-serving behavior.

II . THEORETICAL BACKGROUDS

1. Efficacy Perception in Teams

Self-understanding is one of human natures. By attaining self-understanding, people can form a stable and certain self-concept, which provides a sense of self-continuity (Dennett, 1982) and determines choice of behavior in personal relationships (Snyder, Gagestad, & Simpson, 1983). Especially, in workplace, individuals need to obtain knowledge about self because it can guide the extent to which people allocate their cognitive resources.

Resource allocation decision is in line with motivation. People motivate themselves and guide their actions anticipatorily through the exercise of forethought. They form beliefs about what they can do, they anticipate likely outcomes of prospective actions, and they set goals for themselves and plan courses of action designed to realize valued futures.

Social cognitive theory (e.g., Bandura, 1991, 1997) proposes that beliefs of personal efficacy play a central role in the self-regulation of motivation. Bandura and Wood (1989) defined *self-efficacy* as a belief in one's capabilities to mobilize the motivations, cognitive resources, and courses of action needed to meet given situational demands. A rich body of literature over three decades has provided subsequent evidences to show the positive relationship between self-efficacy and work-related performance (Saks, 1995; Stajkovic & Luthans, 1998). Hence, enhancing employees' self-efficacy is known as one of the most important motivational factors predicting positive behavioral outcomes within organizations.

TABLE 1: Related Concepts of Efficacy Perception

Concept	definition	characteristics
Self Efficacy	People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986, p.391)	
Other Efficacy	A belief in one's partner's (e.g., coach, teammate) capabilities to perform a given behavior (Lent and Lopez, 2002)	Differs conceptually from self-efficacy insofar as the referent shifts from oneself to another.
Team Efficacy	Team's belief that it can successfully perform a specific task (Lindsley et al., 1995).	Not simply the sum of the efficacy beliefs of individual members (Bandura, 2000; Chan, 1998). The cognition of "can we do this task?" is different from the cognition of "can I do this task?" (Mischel & Northcraft, 1997)
Collective Efficacy	A shared belief in a collective's capabilities to organize and execute the courses of action (Bandura, 1997, p. 477).	Unit of focus : collective group itself Aggregation of self-efficacy
Relative Efficacy	One's judgments of one's capabilities relative to others' belief in their capabilities to organize and execute courses of action required to attain designated types of performance	Compute variable (Self-efficacy) - AVG(Other's self-efficacy)
Relative Status in Group	One's perceived relative standing in his or her immediate reference group (adopted from Bong & Clark, 1999; Vidyarthi et al., 2010).	Including coercive, normative, social power

Yet, recent research has cast doubt on the positive linkage between self-efficacy and task performance (Sonnentag & Volmer, 2009; Vancouver & Kendall, 2006; Yeo & Neal, 2006). There may be negative relationship between self-efficacy and subsequent performance, especially when the study analyzed in within-person level (Vancouver, Thompson, Tischner, & Putka, 2002) or when there were high level of performance ambiguity (Schmidt & DeShon, 2008). Moreover, there is a research stream which focuses on individual-level judgment bias known as overconfidence. This concern also invites the trait of self confidence, entitlement, and shows that entitled employees are more likely to feel frustrated due to their inflated self-perceptions and show undesirable behavior, such as co-worker abuse and political behavior in organizations (Harvey & Harris, 2010).

This is largely because the study on efficacy failed to demonstrate the intra-dynamics of teams in formation of the motivation. Efficacy perception and its subsequent behavioral outcomes in accordance with the team dynamics can be clarified by adopting the perspective of “self in the team”.

1.1. Team Efficacy

When the focus shifts from the individual to the team, the meaning of efficacy definitively changes. *Team efficacy* refers to perceptions of task-specific team capability (Gully, Incalcaterra, Joshi, & Beaubien, 2002). According to Bandura (1997), team efficacy influences what people choose to do as a group, how much effort they put into the group’s objective, as well as their persistence when group efforts fail to produce results. In this sense, team efficacy can be distinguished from self-efficacy.

In some studies, team efficacy was used interchangeably with collective-efficacy (Lidseley, Braass, & Thomas, 1995), but the two concepts are inherently different. Collective-efficacy reflects members' *shared beliefs* in their group's capabilities to mobilize the motivations, cognitive resources, and courses of action needed to produce given levels of attainments on specific tasks (Gibson, 2003). Collective-efficacy emphasizes the sharedness of perceptions and it captures the influence on team-level outcomes, such as team performance and team effectiveness. In contrast, if perceptions are not shared in the team, varying perceptions of individual members regarding the team can be captured as an individual-level construct, team-efficacy. In such a case, any one member's perceptions will be less strongly related to team outcomes and will be more related to individual behavior.

Team efficacy, however, has been mostly studied in group-level and individual perception on team efficacy was aggregated to form collective efficacy beliefs. Recently, there have been some researches that figure out the perception of efficacy in relational context. For instance, Lent and Lopez (2002) proposed two other types of efficacy concept in interpersonal context. Other-efficacy, which refers to a belief in one's partner's (e.g., coach, teammate) capabilities to perform a given behavior, as well as relation-inferred self-efficacy (RISE), which is defined as each partner's beliefs about how his/her efficacy is viewed by the other (e.g., partner A's beliefs about how partner B sees A's efficacy), were invited. They found that within close relationships, self-efficacy exists in dynamic interaction with other-efficacy and RISE.

Nonetheless, there is no research that aims to figure out how personal belief in

efficacy of his or her group shapes individual cognition process to the team and consequent behavior toward the team. By paying attention to individual evaluation of their team's ability, the cognitive process that forms individual motivation to exert effort to team would be revealed.

1.2. Efficacy Social Comparison

Comparison is a fact of life; whenever people are confronted with information about how others are, what others can and cannot do, or what others have achieved, they relate this information to themselves (Dunning & Hayes, 1996). Employees form attitudes on the job either by consciously or unconsciously engaging in information processing activities in order to make sense of their world (Salancik & Pfeffer, 1978).

Self efficacy perception should be reconsidered by integrating comparison nature of people in organization. Social comparison is defined as “the process of thinking about information about one or more other people in relation to the self” (Wood, 1996; pp.520-521). In order to understand individual behavioral decision in teams, subjective perception on self-efficacy relative to others will be stronger predictor in the formation of individual behavior.

The relative perspective on the acquisition of self-knowledge is in line with previous psychological approaches to the self (e.g. Festinger, 1954; Higgins, Strauman, & Klein, 1986). These perspectives all share the assumption that people do not evaluate their attributes and abilities in an absolute sense. In other words, one's perception of standing relative to referents influences attitudes and behaviors (Wood, 1989).

TABLE 2: Theoretical Developments of Social Comparison Literatures

Theory	Key papers	Characteristics	Limitation	Expansions
Classical social comparison theory	Festinger (1954)	Upward-drive Emphasis on interpersonal consequences of social comparison Opinion comparison	Underestimated the importance of social comparison process by suggesting the desire for more objective information	performance information from another person as a proxy (Martin, 2000) 'Better-than-average effect' and 'worse-than-average effect' (Alicke & Govorun, 2005; Moore, 2007)
Fear-affiliation theory	Schachter (1959) Kulik & Mahler (1997)	Anxiety reduction Informational value of affiliation Emotions and affect are included		
Downward comparison theory	Thornton & Arrowood (1966) Hakmiller (1966) Gibbons (1986)	Seek and recall information favorable to themselves in order to hold the view that they are superior to others	Distinction between evaluation and affiliation	"downward shift": a lowering of one's preferred comparison level
Social comparison as social cognition	Gibbons & Gerrard (1997)	Cognitive processes that occur during comparison Assimilation vs. Contrast		Two-step process: automatic & decompiling (Gilbert et al., 1995) Social neuroscience
Individual differences in social comparison	Hemphill & Lehman (1991) Gibbons & Buunk (1999)	The relation between personality variables and social comparison processes Social Comparison Orientation		

Based on categorization by Buunk & Gibbons (2007)

Over the past a half of century, investigation on the nature of social comparison has undergone numerous paradigms, approaches, and applications (Buunk & Gibbons, 2007; Suls & Wheeler, 2000). Its theoretical developments encompass (1) classical social comparison theory, (2) fear-affiliation theory, (3) downward comparison theory, (4) social comparison as social cognition, and (5) individual differences in social comparison (summarized in table 2; Buunk & Gibbons, 2007).

To surprise, given the amount of time people spend at their work within a team, social comparison in organizations has received little attention. In work environment, it is important for individual members to verify who they are and what they possess, as well as to determine a direction to exert efforts. Working in a team, individual members are constantly exposed to team-level influences (Hackman, 1990). Especially, with the perspective following the fifth nature of social comparison, individual members can vary in participating comparison processes. For example, Heslin (2003) found that people, especially those with an entity personality theory, used others as referents to evaluate their own career success. Also, people who have high level of social comparison orientation are more likely to feel relative deprivation at work when they are engaged in upward comparison (Buunk et al., 2003).

To carry out evaluation on self, employees use their team members as referents for comparison. Mussweiler and Epstude (2009) have suggested that comparisons in general are so ubiquitous because they allow us to process information in a more efficient manner than more absolute modes of information processing. This may be the case, because comparisons in general, as well as social

comparisons in specific, limit the range of information that has to be considered to evaluate or judge a given object. Assume that individual members were to evaluate their own competence. To do so in an absolute manner, one should consider all the aspects of competence that may exist in workplace. However, considering all of the information is almost endless because one should collect not only objective performance feedback from organization, but also different abilities that can be influential to performance, such as the level of communication skills, ability to plan and execution. In contrast, evaluating own competence within a group in a comparative manner, for example by comparing oneself with his or her group members, is relatively easier and more efficient.

Based on social comparison nature of human in efficacy perception in a team, *Efficacy social comparison* (ESC), which refers to the comparison between one's own efficacy and that of coworkers, is invited to this study. Since employees keep observing and being influenced by other members in a team, efficacy perception may also formed in subjective manner.

ESC is distinguishable, in that ESC is based on within-group social comparison with work group members as the referent point. Relative standing in group increases one's influence and status in the group. Influence occurs when a person's opinion or behavior changes to conform to the suggestion of another without the threat of punishment or the promise of reward. Previous studies revealed that individual members who think is more influential and relatively high in status, show positive affect toward the group and motivate themselves more. In this vein, ESC will be more powerful than self-efficacy beliefs in forming and driving individual motivation in teams.

2. Team Identification

Over the last three decades, salient group identity has often been demonstrated as a positive contributor to people's willingness to behave on behalf of their collective welfare (De Cremer & van Dijk, 2002). Identity situates the person in a given context, delimiting a set of cognitions, affect, and behaviors. *Social identity* is defined as "part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership" (Tajfel, 1978).

Similarly but distinctively, social identification is the process by which information about social groups is related to the self. That is, *social identification* refers to the inclination of a particular individual to perceive him or herself as representative of a particular group, which makes the individual perceive characteristic group features as self-descriptive and leads him or her to adopt distinctive group norms as guide-lines for his or her own behavior. It is also defined as the extent to which one includes a social referent in one's identity, such as relationships, an in-group, or an organization (Aron, Aron, Tudor, & Nelson, 1991).

As more proximal units, teams are perceived by its members to be cognitively closer than organizations are (Mueller & Lawler, 1999). *Team identification* is defined as the extent to which team members perceive characteristic team features as self-refers to a sense that membership in one's team is an emotionally significant aspect of one's identity (van der Vegt & Bunderson, 2005). With high level of team identification, individual team members perceive themselves in terms of the values, goals, attitudes, and behaviors they share with other team members. As

identification with a team closely ties established team attributes to an individual's sense of self, team identification promotes individual team members to behave in accordance with this social self-concept.

According to the paper by Ellemers, Kortekaas, and Ouwerkerk (1999), team identification can be divided into three dimensions. Firstly, cognitive component of team identification is labeled 'self-categorization' and it demonstrates the extent to which individual members aware of their membership in the team. Identification with a group means more than simple inclusion in the group (Tajfel, 1978). This concept of cognitive categorizing is in line with Campbell's (1958) discussion of "entitativity" and Lewin's (1948) discussion of "common fate". They suggested that in-group identification is based in individuals perceiving themselves as similar to other in-group members. Moreover, self-categorization theory (Turner, Hogg, Oakes, Reicher, & Wetherell., 1987) suggested that in-group identification is indicated by a "depersonalized" self-perception, whereby individuals come to "self-stereotype" themselves as similar to other members of their in-group (Oakes, Haslam, & Turner, 1994).

Secondly, evaluative component of team identification is called 'group self-esteem' and it is about the extent to which one possesses more positive value attached to this team membership. In other words, one's identification with an in-group is clearly shown in one's positive feelings about the group and one's membership in it (Tajfel, 1978; Tajfel & Turner, 1979). This component focuses both on positive feeling (i.e., "I feel good about my group. . .") and negative feelings about group membership (i.e., believing that the group has little to be proud of, having little respect for the group). In similar vein, Leach and his

colleagues (2008) categorized the evaluative aspect of identification into 'satisfaction'. They argue that even though satisfaction is likely to be associated with a wide range of group-related phenomena, it should be especially associated with maintaining a positive evaluation of the in-group (Ashmore, Deaux, & McLaughlin-Volpe, 2004). As such, satisfaction may lead individuals to downplay negative events or to resist negative portrayals of the in-group in an attempt to maintain their satisfaction with the in-group.

Lastly, affective component of team identification is called 'Affective commitment to the group' and it refers to a sense of emotional involvement with the team. Based in a psychological bond with, and commitment to, fellow in-group members, it should be associated with a sense of belonging, psychological attachment to the in-group, and coordination with other group members. Such commitment is an investment of the self in the group to which one is bonded, and should be associated with approaching the in-group and group-based activity (Ellemers et al., 1999), rather than avoidance of the in-group and its obligations (Smith, Murphy, & Coats, 1999).

These cognitive, evaluative, and emotional processes underlying team identification elicit a sense of oneness with the team that induces individuals to perceive the team's goals, interests, and norms. As a result, it has been studied that this sense of oneness with the team motivates individual team members to behave in team-typical ways to promote their social identity as team members (Haslam, Powell, Turner, 2000).

TABLE 3: Multi-component Approaches to In-group Identification

Study		Group self-esteem	Commitment	Self-categorization
Ellemers, Kortekaas, & Ouwerkerk (1999)		<i>Public/private</i>	<i>Membership</i>	<i>identity</i>
Luhthanan & Crocker (1991)		<ul style="list-style-type: none"> . I feel good about... . I often regret that I belong... 		
Sellers et al. (1998)		<i>Regard</i> <ul style="list-style-type: none"> . I feel good about... . I am proud to be... . I often regret that I am... 		<i>Centrality</i> <ul style="list-style-type: none"> an important part of my self-image. an important reflection of who I am. <i>Self-categorization</i>
Jackson (2002)		<i>Evaluation/attraction</i> <ul style="list-style-type: none"> . I am glad I am a member... 	<i>Affective ties</i>	
Cameron (2004)		<i>In-group affect</i> <ul style="list-style-type: none">I'm glad to be... . I often regret that I am... 	<i>In-group ties</i> <ul style="list-style-type: none"> . I feel strong ties to... 	<i>Centrality</i> <ul style="list-style-type: none"> . I often think about the fact that I am.. important part of my self-image. <i>Centrality</i> <ul style="list-style-type: none"> . I often think about the fact that I am... . Being ... is an important part of how I see myself.
Leach et al. (2008)		<i>Satisfaction</i> <ul style="list-style-type: none"> . I am glad to be... . It is pleasant to be... 	<i>Solidarity</i> <ul style="list-style-type: none"> . I feel a bond with... . I feel committed to... 	
Adopted from Leach et al.(2008)				

Inspired by Social Identity Theory (Tajfel & Turner, 1986), research has focused on social contextual antecedents of collective identification. For example, relative group size, group status, or the (im)permeability of group boundaries are well known as parameters of intergroup context that affect collective identification and consequently social perception and behavior (Ellemers, 1993; Simon, Aufderheide, & Kampmeier, 2001).

Nonetheless, little research attention has been devoted to the individual-level antecedents and processes that predict the extent to which one perceives team identity. This trend restricts the investigation of identification process on behaviors in organization to collective-level.

Unlike research on group identification, which investigated the collective aspect of identification, this study will shed light on individual perception in terms of the formation of identification and consequent behavior within the team. This is because shared belief may guide collective behavior of team as a whole, but it cannot give any direct behavioral cues to individual members.

3. Individual Behavior in Teams

As identification with a team closely ties established team attributes to an individual's sense of self, team identification promotes individual members to behave in accordance with this social self-concept. Enns and Rotundo (2012) argued that categorizing the self as a group member has numerous implications for intergroup relations and it is related to the psychological process that allows individuals to define themselves in terms of a social rather than personal identity—the shift from thinking in terms of “I” to thinking of the self in terms of “we”

(Turner, 1987). In order to capture the effect of identification on individual members' behavior that reflects collective interest, citizenship behavior and counter-productive behavior are more likely to reflect team-typical behavior than in-role performance.

Commonly accepted is of the view that CWB and OCB are negatively correlated (Baker, 2005). Some argues that OCB and CWB are, in nature, the opposite facet of the same continuum. Yet, Dalal (2005) conducted a meta-analysis to clarify the relationship between OCB and CWB. He found out that at the person level at least, OCB and CWB do not exhibit very similar patterns (approaching $\rho = -1.00$) of relationships with external variables, so that the two may not be considered opposite poles of the same latent factor. He further suggested, for instance, that an organizational intervention designed to facilitate OCB may not simultaneously deter CWB and the two behaviors need to be evaluated separately during performance appraisals.

3.1. Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) provides the fundamental basis for cooperation and effective teamwork necessary for success of a team-based organization (Podsakoff & MacKenzie, 1997). OCB refers to a general set of behaviors performed by employees that are helpful, discretionary, and go far beyond normal job requirements. Specifically, OCB is defined as, "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system" (Organ, 1988, p. 4). Some examples include staying late to help a teammate finish his or her part of an important project, helping a new team

member “learn the ropes,” even though this activity is not part of the description and takes much time, or spending many hours helping to resolve a conflict between other team members.

Similar constructs have been proposed to describe similar individual behavior that goes beyond the call of duty: prosocial organizational behavior (Brief & Motowidlo, 1986; George, 1990, 1991), extra-role behavior (Van Dyne, Cummings, & McLean Parks, 1995), civic organizational behavior (Graham, 1991), organizational spontaneity (George & Brief, 1992), and contextual performance (Borman & Motowidlo, 1993, 1997). In their review, Podsakoff and his colleagues (2000) concluded that many, if not all, of these constructs fall into one or more of the seven major categories of OCBs including helping behavior, civic virtue, sportsmanship, organizational loyalty, organizational compliance, individual initiative, and self-development.

More recently, the definition of OCBs has been expanded because research indicates that OCBs are recognized and rewarded (Allen & Rush, 1998; Werner, 1994), and because features of the person and the situation influence the extent to which OCBs are viewed as in-role or extra-role behaviors (e.g., Coyle-Shapiro, Kessler, & Purcell, 2004; Morrison, 1994; Motowidlo, Borman, & Schmit, 1997). Accordingly, Organ (1997) suggested that OCB should be redefined using Borman and Motowidlo’s (1993) definition of contextual performance as activities that “do not support the technical core itself as much as they support the organizational, social, and psychological environment in which the technical core must function” (p. 73).

Scholars have noted previously that when considered in the aggregate, OCB and related concepts reflect teamwork process because they characterize the nature of interaction among team members (LePine et al., 2000). Moreover, scholars have explicitly conceptualized team-level OCB as an indicator of team functioning (De Dreu & Van Vianen, 2001) and have positioned OCB concepts as mediators of the relationship between team inputs and outcomes (Naumann & Bennett, 2002).

Identification should be more strongly related to OCB than to task performance, because OCB is by its definition more discretionary (Organ, 1988) than task performance, which is subject to formal job descriptions, rules, and organizational policy that regulates individual behaviors in organization. Employees who put psychological significance of group membership will be more likely to engage in behaviors for the sake of group as a whole and this committed behavior is better captured by additional effort other than their assigned task. In addition, Van Knippenberg (2000) suggested that team identification should play an important role in motivating this particular type of team-typical behavior. Similarly, meta-analyses on commitment literatures suggest that the relationship between commitment and OCB is far more reliable than the relationship between commitment and task performance (Organ & Ryan, 1995; Podsakoff et al., 2000).

3.2. Counter-productive work behavior

CWB refers to “intentional employee behavior that is harmful to the legitimate interests of an organization (Gruys & Sackett, 2003; Martinko, Gundlach, & Douglas, 2002)”. Due to the prevalence and great cost of CWB to organizations, CWB has become a topic of interest both practitioners and researchers (Penny & Spector, 2002).

The equity theory (Adams, 1965) and theories of aggression (Spector, 1978) invites CWB researches to investigate environmental or situational antecedents of CWB, such as lack of distributive, procedural, or interactional justice (Greenberg, 1990, 1993; Skarlicki & Folger, 1997). Another stream of research has sought to identify individual differences, such as personality or traits that may increase a possibility to engage in CWB (Ones, Viswesvara & Schmidt, 1993).

A number of constructs related to CWB are used in behavioral researches, such as organizational retaliatory behavior (Skarlicki & Folger, 1997), workplace deviance (Bennett & Robinson, 2000) and anti-social behavior (Aquino & Douglas, 2003). Despite these constructs are conceptually different, they are measured in similar way (Spector & Fox, 2005).

CWB is quite a complex phenomena as Spector & Fox (2002) contended that this behavior is normally hidden. Thus we can argue that it is more dangerous for the organizations. “CWB on the other hand is something which can become a worse nightmare for an organization’s management, as employees demonstrating such behavior are not non-productive but are counter-productive, because they tend to play a role which altogether reverses the organization’s progression” (Bukhari & Ali, 2009).

CWB has been examined in the team or organizational context because people engage in CWB when they think they are mistreated by the team or organization. A large number of studies revealed that people who perceive greater unfairness tend to engage in more CWB (Aquino, Galperin, & Bennett, 2004). Moreover, Miles, Borman, Spector, & Fox (2002) relate work environment and emotions with CWB. There are various components of work environment; organizations must attempt to focus each of these components to reduce incidents of CWB. There has been extensive research on emotions and different studies have established the importance of emotions and their subsequent impact on employee and organizational performance. Thus emotions play an important role in determining CWB in the organizations thus Spector and Fox (2002) consider negative emotions as a potential determinant of CWB. The negative emotions like hopelessness, frustration and disgust are generally referred to as cynicism (Anderson & Bateman, 1997) which can result in non-productive behaviors (Storms & Spector, 1987). Individual differences, such as personality, are also investigated as a determinant of CWB (Mount, Ilies & Jhonson, 2006). It is important to note that though external factors contribute towards determining CWB, internal factors do play a role in this regard, thus type of personality also contribute towards explaining the phenomena of CWB. Last but not least, type and level of employment also received attention by researchers some attempted to show which type of employees is more vulnerable to CWB. Temporary workers had lower job performance and exhibited more counter-productive work behaviors (Posthuma, Campion & Vargas, 2005).

III · HYPOTHESES DEVELOPMENT

1. Self-categorization and social identity

The self is reflexive in that it can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classifications. Self-categorization has exactly the same effect as categorization of others—it depersonalizes self-perception in terms of the in-group prototype for the categorization of others.

Traditionally, research on social identity distinguished between social and personal identity. However, since Reid and Deaux (1996), alternative views have raised. They suggested that the cognitive organization of self-structure involves a great deal of linkage between certain (social) identities and certain (personal) attributes. Following that, Brewer and Gardner (1996) categorized the self into three aspects: individual self (personal traits that differentiate self from all others), relational self (dyadic relationships that assimilate self to significant other persons), and collective self (group membership that differentiates “us” from “them”).

No matter how social identities are categorized, social identity perspective agrees on that our sense of who we are is informed, at least in part, by the groups to which we belong. Thus, our self-definition consists not just of idiosyncratic attitudes, memories, and behaviors that distinguish ourselves from other individuals (i.e. personal identities) but also the collective attitudes, memories, and behaviors drawn from the groups to which we belong (social identities).

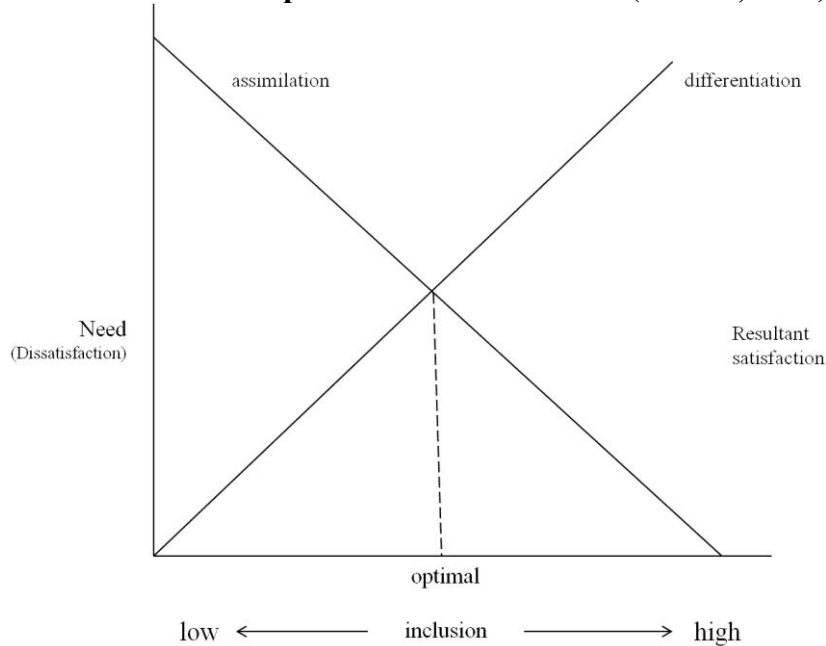
Moreover, social categorization and social identification is not mutually exclusive. In fact, social categorization is subsumed in social identification in that social identification encompasses not only cognitive (self-categorization)

component but also evaluative (self-esteem) and psychological (commitment) components as well (Ellemers et al., 1999). Combining the both aspects, I assume that self-categorization has additional effects; it not only transforms self-conception and generates a feeling of belonging and group identification, but also transforms how we actually feel and behave to conform to the group prototype. The more a person identifies with a salient group the more they view themselves and other group members as interchangeable exemplars of the group prototype, a process referred to as “depersonalization.” This process is assumed to underpin group influence and conformity. As a result, self-categorization causes our thoughts, feelings, perceptions, and behavior to conform to our prototype of the in-group.

2. Paradox of two human motivations: inclusion & differentiation

Meanwhile, fundamental paradox exists between two fundamental human motivations: the need to experience group belonging and the need to feel like a differentiated individual. On one hand, there is a great deal of evidence that a sense of belongingness with others is a powerful human drive (Baumeister & Leary, 1995) and that group identities can be fundamental to a person’s self-concept (Tajfel & Turner, 1979). On the other hand, there are countervailing motivations to differentiate the self from others, a process that is essential in defining the self (Vignoles, Chryssochoou, & Breakwell, 2000).

FIGURE 1: The Optimal Distinctive Model (Brewer, 1991)



Traditional view of social identity perspective has provided a compromise between these two conflicted needs, where the need for belongings is satisfied within in-group assimilation, while the need for differentiation is met through inter-group comparisons.

More recently, however, social identity scholars proposed that the expression of individuality and the formation of a social identity can be reconcilable in interactive groups without the need to make intergroup comparisons (e.g., Rink & Ellemers, 2007). Research findings suggest that when group members develop norms that appreciate the value of individuality and diversity, expressions of individual differentiation may reinforce rather than conflict with the collective identity, and need not necessarily hamper group attachment (Bettencourt & Sheldon, 2001; Jetten, Postmes, & McAuliffe, 2002; Swann, Kwan, Polzer, & Milton, 2003).

The optimal distinctive model (see Figure 1, Brewer, 1991) explained the way person reconcile this fundamental tension between those two different human needs. On the basis of uniqueness theory (Snyder & Fromkin, 1980), this model demonstrated that individuals meet these needs by maintaining some intermediate degree of similarity between the self and relevant others. This approach is of value that emphasizes the importance of intra-group comparison on member's behavior in teams. Hence, in this study, I propose that team identity consideration might also apply to intra-team dynamics. That is, to the extent that memberships in teams are important for people, they should also be concerned about the way they compare to other members of their group, in addition to the question of how their group compares to other groups (Sleebos, Ellemers, & Gilder, 2006).

In sum, this study considers both the formation of social identification from individual members' perception of team efficacy (that is, inclusion) and, at the same time, individual differentiation from social comparison process within the team. Even in a group that people identify themselves to the team, comparison of relative standing in the team is always prevailed.

2.1. Inclusion: Relationship between team efficacy perception and team identification

Sedikides (1993) argued that people pursue not only accurate self-knowledge (self-assessment), but also favorable self-knowledge (self-enhancement) and highly certain self-knowledge (self-verification). people cognitively categorize themselves in order to feel esteem. Even though individuals pursue accurate self-knowledge, they are almost always biased and especially have a motive to self-enhancement.

The Self-Evaluation Maintenance Model (SEM) (Tesser, 1988) clearly shows this tendency. According to this model, one's self-evaluation may be raised to the extent that a close other performs very well on some activity, that is, one can bask in the reflected glory of the close other's good performance.

In team context, one can point out the superiority of her team in performing and thereby increase her own self-evaluation. When they perceive team efficacy relatively low, however, reflecting oneself to the team is not beneficial to gain in self-evaluation because low level of efficacy of team rather can decrease self-evaluation. This has been shown in the literatures, which investigated inter-group status comparison and identity formation. For instance, Ellemers, Van Knippenberg, De Vries, and Wilke (1988) revealed that members of lower status groups are expected to show less social identification than members of groups with higher status. Indeed, empirical investigations have confirmed that ingroup identification is generally less in lower status groups than in groups with high status (Ellemers et al., 1988; Ellemers, Van Knippenberg, & Wilke, 1990; Sachdev & Bourhis, 1991).

***Hypothesis 1.** Perceived Team efficacy is positively related to team identification.*

2.2. Differentiation: Moderating Effect of Efficacy Social Comparison

Another fundamental human motivation is differentiation. This is mostly related to social categorization process, which refers to the social comparison process in that we describe persons who are similar to the self as in-group and persons who are differ from the self as out-group. Ellemers, de Gilder, and Haslam

(2004) asserted that social categorization refers to the notion that in many situations people organize social information by categorizing individuals into groups in order to focus on collective properties that are relevant to the situation at hand, while neglecting the other variations that occur among individuals within the same group; whereas social comparison is the process by which a social categorization is invested with meaning.

Over the past decades, researches on self-enhancing beliefs have revealed that it is important to restore a positive sense of self and make effective use of psychological resources for coping, social comparison. If a member of a team regards him/herself as a superior member of the group, he or she might be more willing to categorize him/herself to the group. Plus, perceived efficacy standing within the work group may provide the impetus for reciprocal attitudes and affects in favor of the group. Consequently, I posit a positive moderating effect of efficacy social comparison on the relation between team efficacy and team identification.

***Hypothesis 2.** The relationship between Perceived Team efficacy and team identification will be moderated by efficacy social comparison such that the positive relationship will be stronger when individual member has high level of efficacy social comparison.*

3. Pro-team Behavior and Personal Sacrifice

Identification should be more strongly related to OCB than to task performance, because OCB is by its definition more discretionary (Organ, 1988) than task performance and is subject to formal job descriptions, rules, and

organizational policy that regulates individual behaviors in organization.

Employees who put psychological significance of group membership will be more likely to engage in behaviors for the sake of group as a whole and this committed behavior is better captured by additional effort other than their assigned task.

It has been suggested that when individuals identify with a group, they use that identity as a reference point for their decision behavior, or in the words of Turner (1987) “the group is the basis of cooperation”. In other words, team identification fosters pro-team behavior. But there is little evidence to support direct relation between group identification and loyalty because even with high team identification, individuals often deny to exert effort to joint or collective interests at the expense of own personal sacrifice.

This is partly because OCB is often likely to pose a conflict between an individual member’s self-interest and the collective interests of a team. A social dilemma arises when (1) individuals in a group or collective have a choice about how to allocate personally held scarce resources; and (2) allocation to the group provides more benefit for the group as a whole than does allocation to any single individual, but allocation to a single individual provides that individual with more benefit than does allocation to the group as a whole (Dawes, 1980). Yamagishi and Cook (1993) argued that any system involving generalized social exchange can be viewed as a social dilemma, because such systems offer the opportunity to free ride on the contributions of others, a classic feature of social dilemmas (Olson, 1965). Discretionary characteristic of OCB can be regarded as social dilemma because engagement in OCB can benefit others (though perhaps partly for self-interested reasons) but is unlikely to guarantee reward (at least in the short term).

Orbell and Dawes (1981) suggested *sucker role*, the role of the team member who carries free riders, as another reason that individual members hesitate to involve in a behavior for collective interests. In many collective situations, there is not only a possibility that one can free ride on other member's contributions, but also a danger that others may free ride on one's efforts. In other words, other members in a team may profit as a result of one of the team members who "play the sucker". Kerr(1983) described the individual reluctance of playing the sucker, or being exploited, as sucker effect. That is, if one has a partner who appears to be free riding on one's efforts, one should reduce one's own efforts rather than play the sucker.

In this sense, unlike in-role performance, which can be directly recognized and rewarded, discretionary behavior requires additional special motivation that directs individual behavior for the benefit of team as a whole.

3.1. Relationship between Team Identification and Individual Behavior

Strengthening group identity (rather than personal identity) increases the value that people attach to pro-social motive, such as collectivism (De Cremer & Van Vugt, 1999; Kramer & Goldman, 1995).

Collectivism is motivation to benefit a valued group as a whole. The ultimate goal is not to increase one's own welfare or the welfare of the specific others who are benefited, but to increase the welfare of the group. Dawes, van de Kragt, and Orbell (1988) suggested that collectivist motivation is a product of group identity and it is especially important in social dilemma situation.

These cognitive, emotional, and evaluative processes underlying team

identification elicit a sense of oneness with the team that induces individuals to perceive the team's goals, interests, and norms as their own (Dutton, Dukerich, & Harquail, 1994; Van Knippenberg, 2000b). This sense of oneness with the team motivates individual team members to behave in team-typical ways (Haslam et al., 2000).

There has been a line of work which provides strong evidence that group identification can increase pro-group behavior that involves personal sacrifice. For example, in a study (Barreto & Ellemers, 2000), participants were forced to choose between working on tasks that would contribute to their own performance or to their group's performance. When group had a progroup behavior norm, higher identifiers chose to help the group whether or not they were accountable to fellow members (i.e. would have to justify their decisions). In contrast, lower identifiers with a group are less committed to group goals and hence are more pragmatic and instrumental, typically engaging in collective action to achieve group goals that coincide with their individual goals (e.g. Ellemers et al., 1999). Recent studies also confirmed that identification often leads to organizational citizenship behaviors directed at the ingroup in organizational settings (Janssen & Huang, 2008; Riketta & van Dick, 2005).

This is also in line with previous empirical study on the relationship between OCB and team cohesiveness; OCBs are more likely when groups are highly cohesive and employees receive feedback on relevant tasks (cf. Borman, Buck, Hanson, Motowidlo, Stark, & Drasgow, 2001; Organ & Ryan, 1995; Podsakoff et al., 2000). In addition, The relationship between the inclination to display prosocial organizational behavior and the extent to which people feel committed to their

group of coworkers has previously been addressed by Becker (1992). Lastly, OCB is thought to be strongly related to motives such as organizational concern (OC) and prosocial values (PV; Finkelstein & Penner, 2004; Rioux & Penner).

Hypothesis 3a. *Team identification will be positively related to organizational citizenship behavior*

Social identity theory provides additional insight as to why individuals, once classified as a group member, may be more prone to create positive reactions surrounding that group membership. It is widely accepted that those individuals who have low levels of identification are likely to be less invested in group membership, and therefore may encourage antagonism and translate into harmful behaviors such as CWB.

CWB can be seen as a viable option that provides both instrumental and expressive functions (Robinson & Bennett, 1997). When employees encounter situations where they are treated poorly compared to another group, they may psychologically distance themselves from their group (Tajfel & Turner, 1979), leading to a decreased inclination to engage in behavior that harms the group. To restore positive comparisons and to benefit their ingroup, we can expect that highly team-identified individuals are less likely to engage in CWB. Therefore, I hypothesize a negative relationship between team identification strength and CWB.

Hypothesis 3b. *Team identification will be negatively related to counter-productive work behavior.*

3.2. Moderating Effect of Perceived Intra-Team Competition

The existence of competition in team means scarcity of resources. In these circumstances, group members believe that if the other group member succeeds, their own welfare is diminished, resulting in antagonism between the members in groups.

Even though identification with a group may lead individual members to behave in favor of the group, it does not necessarily mean that the one with high level of team identification always follow collective interests rather than self-interest. Van Knippenberg (2000a) also pointed out that the influence of identification is contingent on social identity being salient or cognitively activated. In other words, team identification only affects attitudes and behavior to the extent that the individual is “made aware” of the membership in the group. Here, what makes the salience of identity is contextual factor, such as prospect of a merger (van Knippenberg, van Knippenberg, Monden, & de Lima, 2002) and conflict between work groups (Kramer, 1991).

Several researchers have noted, however, that competition arises spontaneously among individuals and among groups in goal setting studies in workplace (e.g., Komaki, Barkwick, & Scott, 1978; Latham & Baldes, 1975; Zander, 1994).

In a competitive environment, team members perceive each other as a potential threat to the personal gain in team context. Competition within teams evokes worries about social dilemmas. As Pruitt and Kimmel (1977) noted, a major obstacle in social dilemmas is that people do not expect their efforts to be reciprocated by others. In such an unpredictable environment, employees are

motivated to focus more on self-interest, rather than collective-interest. Thus, we can expect that intra-team competition reveals the importance of personal motivation to team-typical behavior.

Hypothesis 4a. *The relationship between team identification and organizational citizenship behavior will be moderated by perceived intra-team competition such that the positive relationship will be weakened when individual member perceive high level of competition within the team.*

Hypothesis 4b. *The relationship between team identification and counter-productive work behavior will be moderated by perceived intra-team competition such that the negative relationship will be strengthened when individual member perceive high level of competition within the team.*

4. Mediating Effect of Team Identification

In this study, team identification (driven by efficacy perception within the team) serves as a mediator of the relationship between team efficacy perception and OCB as well as CWB. SIT theorists (Tajfel & Turner, 1986) propose that social identification reflects group members' perceptions of self-concept, and thus individuals are going to be motivated to enhance their positive self-concept by defining themselves as enthusiastic group members, whose obligations align with the interests of a social group. This suggests that team identification plays a pivotal role in the linking between the individual perception of team efficacy and behavior within the team.

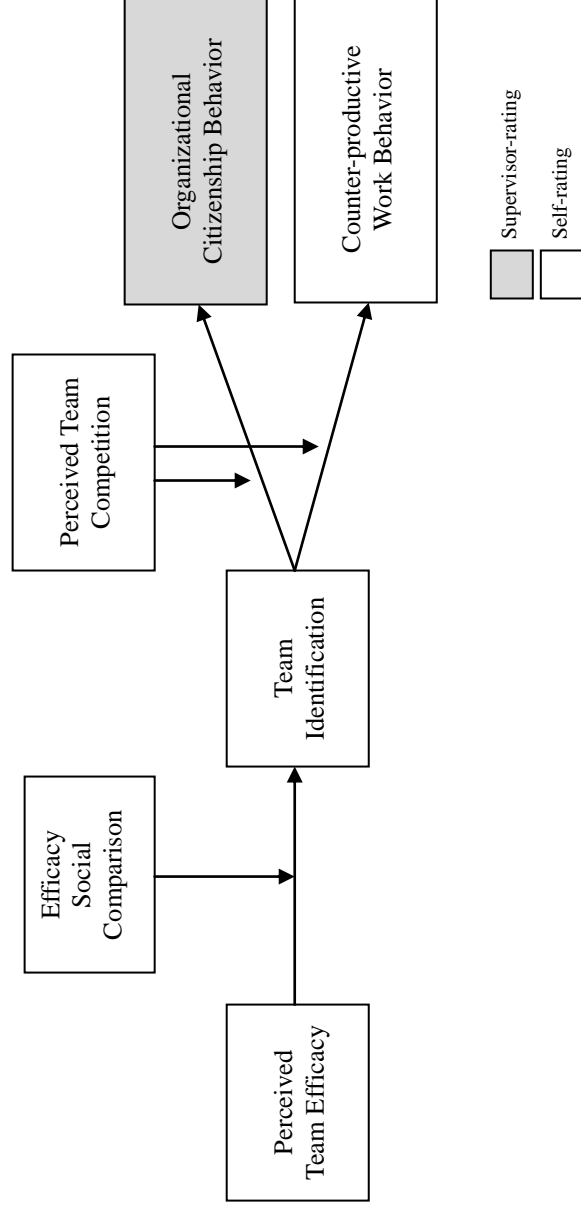
As discussed earlier, individual perception on team efficacy and ESC influences individuals' feelings of self-concept. High perceived team efficacy may enable employees to feel more positively as they enjoy a reflected glory effect as they work in an efficacious group. This, in turn, should facilitate their sense of team identification, focusing on shared interests and the prototypical way in the workgroup). The member is therefore likely to feel s/he is an important part of the workgroup and comes to view the group's successes as her or his own personal successes (Ashforth & Mael, 1989; Mael & Ashforth, 1992). Positive self-concept enables group members to realize the importance of their work roles by contributing their concerted effort to carry out additional work beyond the assigned job duties in order to increase the overall group benefits.

On this basis, I suggest that, when the perception of team efficacy increases, the resulting sense of team identification encourages employees to integrate their self-concept as part of the workgroup, to elevate their commitment to volitional behavior and to reduce harmful behavior in organization. Linking each member's perception of group and self efficacy to his or her behavior toward the team, the extent to which individuals think group as themselves is vital. Thus, I theorize that social identification is a proximal outcome through which perceived team efficacy is associated with more distal outcomes (i.e., OCB and CWB); and predict a full mediation on the relationship.

Hypothesis 5a. *Team identification will fully mediate the relationship between perceived team efficacy and organizational citizenship behavior.*

Hypothesis 5b. *Team identification will fully mediate the relationship between perceived team efficacy and counter-productive work behavior.*

FIGURE 2: Research Model



III . METHOD

1. Sample and Data collection

The data were collected from 265 employees at a variety of industries (21 firms) in the Republic of Korea. Targeted respondents were office full-time workers who work in a team. Each survey package included two types of questionnaires; one for team leaders and another for team members. All the variables, except OCB, were asked to team members. Independent variables (team efficacy, efficacy social comparison, team identification, team competition) are appropriate to use self-report measures because all are conceptually individual perception. OCB was rated by immediate supervisors of the focal members.

Among distributed 350 supervisor – subordinate dyad surveys, 265 were returned (75.71% of response rate). Because of missing data (some participants sent survey paper leaving unanswered), 10 employee-supervisor matched questionnaires were deleted and final data consists of 255 dyad surveys. Data encompasses a wide variety of industries; 27.8% from manufacturing industry, 32.9% from financial industry, 4.7% from construction industry, 3.9% from retailing industry, 22.0% from service industry, and 8.6% from others. The final sample of employees consists of 255 people (63.9% men and 36.1% women), The average age was 29.95 (SD = 5.54). Most respondents are graduated with bachelor degrees (80.8%) and 11.8% of respondents possesses higher than master degrees. On average, their organizational tenure was 50.67 months (SD = 63.34) and their team tenure was 21.14months (SD = 25.35).

2. Measures

The focal employees were asked to respond about their team efficacy perception, self-efficacy, efficacy social comparison, team identification, perceived team competition, and own counter-productive work behavior. Their immediate managers were asked to provide ratings of the focal employees' citizenship behavior. All measures except for efficacy social comparison were rated on a scale ranging from 1 ("strongly disagree") to 7 ("strongly agree"). Surveys were administered in Korean. The surveys were initially written in English and then translated into Korean using the back-translation procedure (Brislin, 1986).

Team efficacy. The measurement of team efficacy was derived from 7 item-scale developed by Riggs and Knight (1994). Sample items included "The team I work with has above average ability," "Some members of this team should be fired due to lack of ability(R)," and "The team I work with is not very effective."

Job Self-efficacy. Self-efficacy scale, which focuses on the perception of ability in terms of the job, consists of 10 items (Riggs, Warka, Babasa, Betancourt, & Hooker, S., 1994). On a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree), sample items included "I have confidence in my ability to do my job," "When my performance is poor, it is due to my lack of ability (R)," and ". I am very proud of my job skills and abilities."

Efficacy social comparison. To measure individual self-efficacy belief in comparison with that of team members, single-item measurement was used by

adapting the questionnaire developed in the previous study (Lam, Van der Vegt, Walter, & Huang, 2011). Original questionnaire was “How do you compare with this team member?” and asked members to answer 1(he/she is doing much worse) to 9(he/she is doing much better). In this study, the questionnaire was slightly changed to refer oneself.; “How do you compare with team members?” and ranging from 1 (I am doing much worse) to 7(I am doing much better).

Team identification. The extent to which individual members perceive characteristic team features as self-refers to a sense that membership in one’s team is an emotionally significant aspect of one’s identity was measured by using 10 item-scale (Janssen, & Huang, 2012). The scale assessed three dimensions of the concept: self-categorization, team self-esteem, and team commitment. Sample items included “My team is an important reflection of who I am (self-categorization),” “I have little respect for my team (reversed; team self-esteem),” and “I would like to continue working with my team (team commitment).”

Intra-team competition. Perceived competition in the team was measured by using 4 items used in previous study by Brown, Cron, and Slocum (1998). Items in this scale include: “My manager frequently compares my results with those of other employees,” “The amount of recognition you get in this company depends on how your performance compares to other employees,” “Everybody is concerned with finishing at the top of the performance rankings,” and “My coworkers frequently compare their performance with mine.”

Counter-productive Work Behavior. Like in most CWB research (e.g., Aquino, Lewis, & Bradfield, 1999; Fox, Spector, & Miles, 2001), CWB was measured through self-report because the behavior is often performed in private. Self-report often provides a more accurate and valid assessment of CWB than other methods (Bennett & Robinson, 2000; Fox & Spector, 1999). For all CWB items, participants were asked, “How often have you . . . ,” and response options ranged from 1 (Never) to 7 (Daily). A short version scale with 10-item list scale from Miles, Borman, Spector, & Fox (2002) was used. Sample items include: “I insulted someone about their job performance”; “I made fun of someone’s personal life”; “I refused to help a coworker”; “I started an argument with a coworker”.

Organizational Citizenship Behavior. Supervisors (mostly team leaders) were asked to rate the focal employee’s OCB. Component items from Williams and Anderson (1991) were used to assess OCB. The original fourteen-item scale is based upon a conceptual model postulating that organizational citizenship is composed of two dimensions regarding the direction of the behavior: OCBI (toward individuals) and OCBO (toward organization). Example items include: “This subordinate helps others who have been absent.”, “This subordinate helps others who have heavy workloads.”, and “This subordinate assists supervisor with his/her work (when not asked).” for OCBI; and “This subordinate gives advance notice when unable to come to work.”, “This subordinate complains about insignificant things at work.” And “This subordinate adheres to informal rules devised to maintain order.” for OCBO.

In terms of the source of dependent variables, OCB is rated by immediate supervisors of the focal members, while CWB is reported by individual members. Spector and Fox (2002) reasoned that although some interpersonally directed CWBs may be easily observable by others, most CWBs are intended by the perpetrators to be private and, hence, unobservable. It therefore follows that supervisors have little basis for judging many CWBs. On the other hand, self-rated OCB is widely accepted and used by a host of researches. Some proposed a possibility that self-serving bias can omit the actual assessment of engagement to OCB (Reference needed). Using different raters can also benefit to avoid possible inflated relationships between OCB and CWB. Sackett, Christopher, Shelly, and Roxanne (2006) have proposed that if supervisors make judgments about both OCB and CWB, an instance of halo error is suspected. That is, a supervisor is likely to assign an employee consistent scores on OCB or CWB— that is, high OCB and low CWB scores if the supervisor has a good impression of the employee and vice versa in the case of a bad impression.

Control variables. Gender and age have been found to be predictors of CWB; older employees tend to engage in fewer counterproductive behaviors such as production deviance or theft (Gruys & Sackett, 2003; Lau, Au, & Ho, 2003), whereas men tend to engage in more theft and interpersonally directed aggressive behaviors (Hershcovis, Turner, Barling, Arnold, Dupré, Inness, LeBlanc, & Sivanathan, 2007; Lau et al., 2003).

Position and education level are also controlled because they influences individual competence in relative job ability among team members. It is also

known that the magnitude of efficacy perception – OCB & CWB relationships may be influenced by the education level of the rater (Sackett et al., 2005).

Given that teams varied considerably in size and that prior research has demonstrated a relationship between team size and both team identification and OCB, team size is included as a control variable in all analysis.

In fact, several researchers have theorized that people may differ in their disposition to compare themselves with others. For instance, Diener and Fujita (1997) suggested that making any comparisons may often be a function of one's personality (p. 349). It is also said that the need for researchers to include measures of social comparison that acknowledge the fact that people may not wish to compare with others to an equal extent (Hemphill and Lehman, 1991). In personality and social psychology literatures, Neuroticism is regarded as the personality that makes one suspicious to the environment. Many researches revealed that neuroticism – a personality trait characterized by worrying, depression, and anxiety – has a moderating effect on social comparison (Van der Ze, Buunk, & Sandermann, 1998; Van der Zee, Oldersma, Buunk, & Bos, 1998). Hence, it is reasonable to include this trait as a control variable for better capturing the role of efficacy perception on members' cognition and behaviors.

3. Analytical strategy

Hierarchical multiple regression analysis is conducted to test study hypotheses (Aiken & West, 1991; Cohen, Cohen, West, & Aiken, 2003). In step 1, control variables, gender, age, position, education level, team tenure, team size and neuroticism were included. Step 2 included the main effect variables (i.e., team efficacy perception and team identification). Following, step 3 included the main effect of the moderator (i.e., efficacy social comparison and perceived team competition) and the product terms of main effect variables and the moderator variables. Before analyzing the moderating effects, the variables were mean-centered to reduce potential collinearity problems (Aiken & West, 1991).

For the test of mediation effects of team identification, the Baron and Kenny's (1986) approach was adopted. This approach recommended four steps to verify mediation: (1) identifying that independent variables have significant effect on dependent variables; (2) demonstrating the significant relationship between independent variable and mediating variable; (3) showing that mediating variable is significantly related to dependent variable while independent variable is held constant; (4) examining whether the relationship between independent variables and dependent variables is constantly significant when mediating variable is included in the regression equation.

To test the mediation hypotheses (H1 & H4), we followed the meso-mediation framework proposed by Mathieu and Taylor(2007). Similar to Baron and Kenny (1986), full mediation occurs when: (1) the independent variable (X) predicts the dependent variable (Y), (2) X predicts the mediating variable (M), and, when regressing Y on both the X and M, (3) M significantly predicts Y, but (4) X no

longer significantly predicts Y. Since H4 involved two mediators (team efficacy and individual self-efficacy, I will also report results from MacKinnon, Lockwood, Hoffman, West, and Sheets' (2002) z' test, which assesses whether an antecedent (X) is related indirectly to a criterion (Y) via each specific mediating or intervening variable (M).

TABLE 4: Factor Analysis of Team Efficacy

Items	Factor loading	α
	1	
1. The department I work with has above average ability.	.73	0.85
2. This department is poor compared to other departments doing similar work.	.74	
3. This department is not able to perform as well as it should.	.65	
4. The members of this department have excellent job skills.	.75	
5. Some members of this department should be fired due to lack of ability.	.63	
6. This department is not very effective.	.65	
7. Some members in this department cannot do their jobs well.	.65	

RMSEA = $\text{SQRT}(F0/DF)$

Point estimate: 0.247

90% confidence interval: 0.220-0.275

N = 263. Numbers in boldface represent factor loadings greater than .4 on the corresponding factors.

TABLE 5: Factor Analysis of Team Identification

Items	Factor loading			α
	1	2	3	
Self-categorization				
1.I identify with other members of the team.	.63	.52	.19	0.84
2.I am like other members of my team.	.70	.27	.17	
3.My team is an important reflection of who I am.	.63	.37	.23	
Team self-esteem				
4.I think my team has much to be proud of.	.51	.55	.38	0.88
5.I feel good about my team.	.56	.48	.49	
6.I have little respect for my team (reversed).	.17	.81	.37	
7.I would rather not tell that I belong to this team (reversed).	.11	.68	.33	
Team commitment				
8.I would like to continue working with my team.	.34	.37	.59	0.88
9.I dislike being a member of my team (reversed).	.15	.60	.69	
10.I would rather belong to another team (reversed).	.09	.37	.80	

RMSEA = $\sqrt{\text{F0/DF}}$

Point estimate: 0.064

90% confidence interval: 0.035-0.093

N = 262. Numbers in boldface represent factor loadings greatest among three.

TABLE 6: Factor Analysis of Team Competition

Items	Factor loading	α
	1	
1. My manager frequently compares my results with those of other employees.	.76	0.69
2. The amount of recognition you get in this company depends on how your performance compares to other employees.	.75	
3. Everybody is concerned with finishing at the top of the performance rankings.	.55	
4. My coworkers frequently compare their performance with mine.	.83	

RMSEA = $\sqrt{F0/DF}$

Point estimate: 0.247

90% confidence interval: 0.220-0.275

N = 262. Numbers in boldface represent factor loadings greater than .4 on the corresponding factors.

TABLE 7-1: Factor Analysis of Organizational Citizenship Behavior (Uni-dimension)

Items	Factor loading	α
	1	
1. This subordinate helps others who have been absent.	.75	
2. This subordinate helps others who have heavy workloads.	.64	
3. This subordinate assists supervisor with his/her work (when not asked).	.66	
4. This subordinate takes time to listen to co-workers' problems and worries.	.67	
5. This subordinate goes out of way to help new employees.	.65	
6. This subordinate takes a personal interest in other employees.	.58	
7. This subordinate passes along information to co-workers.	.67	0.81
8. This subordinate's attendance at work is above the norm.	.48	
9. This subordinate gives advance notice when unable to come to work.	.42	
10. This subordinate takes undeserved work breaks.(R)	.54	
11. This subordinate complains about insignificant things at work.	.55	
12. This subordinate conserves and protects organizational property.	.46	
13. This subordinate adheres to informal rules devised to maintain order.	.45	

RMSEA = SQRT(F0/DF)

Point estimate: 1.070

90% confidence interval: 0.917-1.252

N = 265. Numbers in boldface represent factor loadings greater than the other.

TABLE 7-2: Factor Analysis of Organizational Citizenship Behavior (2-dimensions)

Items	Factor loading		α
	1	2	
OCBI			
1. This subordinate helps others who have been absent.	.61	.39	0.83
2. This subordinate helps others who have heavy workloads.	.50	.36	
3. This subordinate assists supervisor with his/her work (when not asked).	.53	.31	
4. This subordinate takes time to listen to co-workers' problems and worries.	.69	-.04	
5. This subordinate goes out of way to help new employees.	.74	-.20	
6. This subordinate takes a personal interest in other employees.	.68	-.27	
7. This subordinate passes along information to co-workers.	.67	-.02	
OCBO			
8. This subordinate's attendance at work is above the norm.	.11	.44	0.62
9. This subordinate gives advance notice when unable to come to work.	.17	.25	
10. This subordinate takes undeserved work breaks.(R)	.20	.40	
11. This subordinate complains about insignificant things at work.	.22	.38	
12. This subordinate conserves and protects organizational property.	.01	.29	
13. This subordinate adheres to informal rules devised to maintain order.	-.10	.57	
RMSEA = SQRT(F0/DF)			
Point estimate: 1.070			
90% confidence interval: 0.917-1.252			
N = 265. Numbers in boldface represent factor loadings greater than the other.			

TABLE 8-1: Factor Analysis of Counterproductive Work Behavior (Uni-dimension)

Items	Factor loading	α
1. I purposely wasted your employer's materials/supplies	.41	0.84
2. I complained about insignificant things at work	.50	
3. I told people outside the job what a lousy place you work for	.47	
4. I came to work late without permission	.40	
5. I stayed home from work and said you were sick when you weren't	.52	
6. I insulted someone about their job performance	.75	
7. I made fun of someone's personal life	.69	
8. I ignored someone at work	.81	
9. I started an argument with someone at work	.81	
10. I insulted or made fun of someone at work	.77	

RMSEA = $\sqrt{F0/DF}$

Point estimate: 0.134

90% confidence interval: 0.116-0.152

N = 265. Numbers in boldface represent factor loadings greater than .4 on the corresponding factors.

TABLE 8-2: Factor Analysis of Counterproductive Work Behavior (2-dimensions)

Items	Factor loading		α
	1	2	
CWBO			
1. I purposely wasted your employer's materials/supplies	.21	.59	0.83
2. I complained about insignificant things at work	.31	.60	
3. I told people outside the job what a lousy place you work for	.22	.45	
4. I came to work late without permission	.21	.54	
5. I stayed home from work and said you were sick when you weren't	.37	.49	
CWBI			
6. I insulted someone about their job performance	.71	.25	0.72
7. I made fun of someone's personal life	.65	.23	
8. I ignored someone at work	.81	.15	
9. I started an argument with someone at work	.80	.19	
10. I insulted or made fun of someone at work	.77	.15	

RMSEA = SQRT(F0/DF)

Point estimate: 1.070

90% confidence interval: 0.917-1.252

N = 265. CF-Oblique-Quartimax. Numbers in boldface represent factor loadings greater than the other.

II · RESULTS

1. Preliminary Analysis

All variables in this study, except OCB, were responded by individual team members. All items were allowed to load on their respective constructs and a common method factor. The variance explained by the method factor was 22%; smaller than or comparable to 25% average in published studies (Perry, Witt, Penny, & Atwater, 2010; Williams, Cote, & Buckley, 1989). Thus, I determined to proceed to hypothesis testing.

Confirmatory factor analyses with maximum likelihood estimation were used to examine the distinctness of all study measures. The measurement model comprised team efficacy perception, team identification, OCB, and CWB. The fit of this model to the data was reasonable to good. Although the χ^2 to df ratio (χ^2/df) value of 2.40 was higher than the arbitrary ratio of 2 or less considered to indicate good fit (Arbuckle, 1997), the incremental fit index (IFI) and comparative fit index (CFI) were both .90, indicating good fit (Bentler, 1990), and the root mean square error of approximation (RMSEA) value of .068 was between the range of .05 and .08, indicating reasonable fit (Browne & Cudeck, 1993). The extent of same-source variance was assessed using a Harmon's single-factor test. The fit of a single factor model to the data was poor: $\chi^2/df = 9.28$, IFI = .40, CFI = .40, RMSEA = .140. Thus, same-source variance was not pervasive in these data.

TABLE 9: Descriptive Statistics and Correlations

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1. gender	1.36	0.48	--												
2. age	29.89	5.47	-.29**	--											
3. position	1.62	1.08	-.13*	.86**	--										
4. education level	3.01	0.54	-.10	.07	.05	--									
5. tenure(month)	50.30	62.84	-.06	.87**	.09	.04	--								
6. team size	14.12	12.33	-.13*	.09	.04	.04	.01	--							
7. Neuroticism	3.86	0.98	.21***	.01	.09	.26***	.06	.01	--						
8. Team efficacy	5.28	1.00	.02	.04	.03	.00	.04	-.09	-.16*	--					
9. Team identification	5.04	1.02	-.12	.15*	.18**	.01	.16**	-.16**	-.12	.62***	--				
10. OCB	5.26	0.60	-.08	.11	.13*	.05	.09	-.04	-.09	.36***	.47***	--			
11. CWB	1.82	0.62	.01	.01	.07	.03	.04	.04	.26**	-.41***	-.42***	-.48***	--		
Efficacy comparison															
12. social Perceived	4.39	1.08	-.05	.15*	.16**	.10	.13*	.01	.06	.03	.14*	.30***	-.11	--	
13. team competition	3.18	0.97	-.22**	.08	.01	.09	.05	.12	.01	-.12	-.12	-.04	.11	.01	--

Note. N=248. * $p < .05$, ** $p < .01$, *** $p < .001$, two-tailed.

2. Descriptive statistics and correlations

Means, standard deviations, and zero-order Pearson correlations among all variables in this study are presented in Table 9. On average, participants felt rather strongly identified with their team ($M = 5.04$, $SD = 1.02$), indicating that they attached positive value to their team membership and experienced emotional involvement with their team. They also perceived relatively high-level of team efficacy ($M = 5.28$, $SD = 1.00$) and it is highly correlated with team identification ($r = .62$, $p < .001$). Consistent with previous research, team identification is positively correlated with team tenure ($r = .16$, $p < .01$) and negatively correlated with team size ($r = -.16$, $p < .01$). Team identification had positive correlations with OCB ($r = .47$, $p < .001$), whereas the correlation with CWB ($r = -.42$, $p < .001$) was strongly negative. Perceived team competition didn't show any correlation with study variables, except gender ($r = -.48$, $p < .05$). Finally, OCB and CWB were negatively related to each other ($r = -.48$, $p < .001$).

3. Test of Hypotheses

Table 10 reports the regression results relating to Hypotheses 1 and 2. To test Hypothesis 1, I examined the positive relationship between team efficacy perception and team identification. Results in table 10, model 2 shows that team efficacy perception was positively related to team identification ($\beta = .60, p < .001$). Hence, Hypothesis 1 received support. Next, hypothesis 2 expected that efficacy social comparison will positively moderate the relationship between team efficacy perception and team identification. In table 10, model 4 revealed that there is no moderating effect of efficacy social comparison on this relationship (Thus, hypothesis 2 was not supported).

**TABLE 10: Hierarchical Regression Analysis Results for Moderator 1
(Efficacy Social Comparison)**

Variables	Team identification			
	Model 1	Model 2	Model 3	Model 4
(constant)	.10	.59	.62	.60
Step 1: controls				
Gender	-.19	-.28*	-.27*	-.27*
Age	.00	-.01	-.01	-.01
Job-level	.08	.11	.10	.08
Edu-level	.07	.04	.03	.03
Tenure	.00	.00	.00	.00
Team size	-.02**	-.01**	-.01**	-.01**
Neuroticism	-.11	.00	-.01	-.01
Step 2: main effect				
Team efficacy (TE)		.60***	.60***	.59***
Step 3: moderating variable				
Efficacy social comparison (ESC)			.09	.10*
Step 4: moderating effect				
TE * ESC				.06
Overall F	3.22**	22.77***	20.78***	18.90
R ²	.085	.430	.438	.442
Adjusted R ²	.059	.412	.417	.418
△R ²		.345	.008	.004

Note. * p < .05, ** p < .01, *** p < .001. (two-tailed)

Next, hypothesis 3a and 3b suggested that team identification is positively related to OCB and negatively related to CWB. Results in table 11, model 2 shows strongly positive effect of team identification on OCB ($\beta = .47, p < .001$), in that hypothesis 3a was supported. Model 5 in the same table proves that team identification has a strong negative effect on CWB ($\beta = -.41, p < .001$). Hence, hypothesis 3b was also supported.

Moderating roles of perceived team competition on the relationship between team identification and outcome variables were suggested in hypothesis 4a and 4b. Table 11 shows that there is no main or moderating effect of perceived team competition on this model (see model 3 & model 6 in the table). Thus, hypothesis 4a and 4b were not supported.

Lastly, hypothesis 5 proposed that team identification will fully mediate the relationship between team efficacy perception and outcome variables. Following Baron and Kenny (1986)'s four-step approach, the results of table 10 and table 11 confirmed the mediation effect of team identification both on OCB and CWB. More specifically, as shown in the table 11, (1) perceived team efficacy showed strong positive effect on OCB ($\beta = .34, p < .001$) and strong negative effect on CWB ($\beta = -.36, p < .001$); (2) Table 10 confirmed a significant positive relationship between team efficacy perception and team identification ($\beta = .60, p < .001$), as in hypothesis 1; (3) team identification was significantly related to OCB ($\beta = .41, p < .001$) and CWB ($\beta = -.31, p < .001$) when perceived team efficacy was held constant; (4) comparing the model 2 and model 3 in table 12, it can be concluded that team identification has a complete mediation on the relationship between perceived team efficacy and OCB because the effect of perceived team efficacy

(IV) on OCB (DV) became insignificant when team identification was included in the model (Thus, hypothesis 5a was supported).

Meanwhile, perceived team identification showed only a partial mediation on the relationship between perceived team efficacy and CWB. The main effect of perceived team efficacy on CWB diminished from ($\beta = -.36, p < .001$) to ($\beta = -.17, p < .05$) as the model invited team identification (Thus, hypothesis 5b was partially supported, see table 12).

TABLE 11: Hierarchical Regression Analysis Results for Moderator 2 (Perceived Team Competition)

Variables	Organizational Citizenship Behavior			Counter-productive Work Behavior		
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
(constant)	-.10	-.16	-.19	1.40	1.42 [†]	1.42 [†]
Step 1: controls						
Gender	-.10	.01	.01	-.16	-.22	-.22
Age	-.00	-.00	-.00	-.04	-.04 [†]	-.04 [†]
Job-level	.17	.15	.14	.29 ^{**}	.32 ^{**}	.32 ^{***}
Edu-level	.34	.01	.01	-.13	-.11	-.11
Tenure	-.00	-.00	-.00	-.00	.00	.00
Team size	-.00	.00	.00	.00	-.00	-.00
Neuroticism	-.08	-.03	-.03	.27 ^{***}	.22 ^{***}	.22 ^{***}
Step 2: main effect						
Team identification (Tid)		.47 ^{***}	.47 ^{***}		-.41 ^{***}	-.41 ^{***}
Step 3: moderating variable						
Perceived team competition (Tcp)		.02	.02		.07	.07
Step 4: moderating effect						
Tid * Tcp			.02			.02
Overall F	1.209	7.949	7.147	3.624	9.070	8.129
R ²	.034	.230	.230	.095	.253	.253
Adjusted R ²	.006	.201	.198	.068	.225	.222
△R ²		.195	-.003		.157	-.003

Note. ^{*} p < .05, ^{**} p < .01, ^{***} p < .001. (two-tailed)

TABLE 12: Hierarchical Regression Analysis Results for Mediation

Variables	Organizational Citizenship Behavior			Counter-productive Work Behavior		
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
(constant)	5.44	.24	-.04	1.94	1.04	1.24
Step 1: controls						
Gender	-.07	-.16	-.03	-.10	-.11	-.21
Age	.00	-.01	-.01	-.02	-.03	-.04
Job-level	.10	.19	.15	.17	.25	.28
Edu-level	.03	.03	.01	-.08	-.11	-.10
Tenure	.00	-.00	-.00	-.00	-.00	.00
Team size	.00	-.00	.00	.00	.00	-.00
Neuroticism	-.05	-.02	-.02	.18***	.22***	.22***
Step 2: main effect						
Team efficacy		.342***	.084		-.36***	-.17*
Step 3: mediator						
Team identification			.41***			-.31***
<hr/>						
Overall F	1.232	5.223***	8.260***	3.784***	8.828***	10.168***
R ²	.034	.147	.237	.097	.225	.276
Adjusted R ²	.006	.119	.209	.072	.200	.249
△R ²		.113	.090		.128	.051

Note. † p < .01, * p < .05, ** p < .01, *** p < .001. (two-tailed)

3. Additional Analysis

The moderating effect of efficacy social comparison (Hypothesis 2) was failed to gain support in previous research model. Nonetheless, it is possible that individual perception of relative efficacy standing in a team might affect only to a certain sub-dimension of team identification. In other words, efficacy social comparison may have effect only on self-categorization, which is one of three sub-dimensions of team identification: other two are group self-esteem and affective commitment to the group (see pp. 12-14). Considering theoretical background for hypothesis development was on two fundamental individual motivations, inclusion and differentiation, it is more logical to set the moderating effect of efficacy social comparison on the relationship between team efficacy perception and self-categorization.

Hierarchical regression analysis for sub-dimensions of team identification is shown in table 13. Direct main effect of efficacy social comparison was not found on any sub-dimension of team identification. After including computing data of each dimension and team efficacy, efficacy social comparison was found to positively affect on self-categorization ($\beta = .14, p < .05$) and to have moderating effect on the relation between team efficacy and self-categorization ($\beta = .11, p < .05$). Figure 3 plot this interactive effect (Aiken & West, 1991). As expected, to individual members with high efficacy social comparison, high level of team efficacy perception is more likely to be related to self-categorization to the team. Meanwhile, efficacy social comparison was unrelated to the low-level of team efficacy perception (simple slopes test: $B = -0.02, ns$).

FIGURE3: Interactive Effect of Efficacy Social Comparison and Team Efficacy on Team Identification

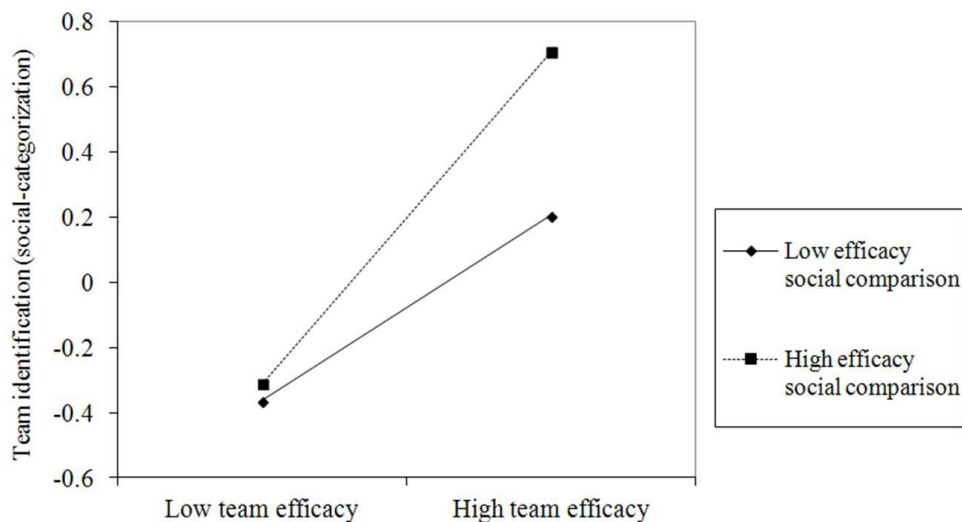


TABLE 13: Additional Analysis

Variables	Self-categorization			group self-esteem			Commitment to the group		
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
(constant)	-.29	.09	.06	.09	.62	.61	.42	.90	.90
Step 1: controls									
Gender	-.23	-.28*	-.28*	-.14	-.23*	-.23*	-.14	-.22 [†]	-.22 [†]
Age	.00	-.01	-.00	-.00	-.02	-.02	-.00	-.02	-.02
Job-level	.03	.04	.01	.10	.12	.11	.07	.09	.09
Edu-level	.17	.13	.14	.06	.03	.03	-.04	-.07	-.07
Tenure	.00	.00	.00	.00	.00	.00	.00	.00	.00
Team size	-.01*	-.01	-.01	-.01**	-.01*	-.01*	-.02*	-.01**	-.01**
Neuroticism	-.01	.06	.06	-.14	-.03	-.03	-.15***	-.04	-.06
Step 2: main effect									
Team efficacy (TE)	.41***	.34***			.62***	.61***		.56***	.55***
Efficacy social comparison (ESC)	.11	.14*			.08	.09 [†]		.06	.06
Step 3: moderating effect									
TE * ESC			.11*			.04			.01
<hr/>									
Overall F	2.078*	8.048***	7.816***	2.681**	22.070***	19.898***	3.529***	10.942***	9.850***
R ²	.057	.232	.246	.075	.453	.454	.093	.391	.391
Adjusted R ²	.029	.203	.215	.049	.432	.431	.066	.368	.365
△R ²		.175	.014		.383	-.001		.302	-.003

Note. [†] $p < .01$. * $p < .05$, ** $p < .01$, *** $p < .001$. (two-tailed)

TABLE 14: Summary of the Results

Hypothesis	Result
H1. Perceived Team efficacy is positively related to team identification.	<i>Supported</i>
H2. The relationship between Perceived Team efficacy and team identification will be moderated by efficacy social comparison such that the positive relationship will be stronger when individual member has high level of efficacy social comparison.	<i>Partially Supported</i>
H3a. Team identification will be positively related to organizational citizenship behavior	<i>Supported</i>
H3b. Team identification will be negatively related to counter-productive work behavior.	<i>Supported</i>
H4a. The relationship between team identification and organizational citizenship behavior will be moderated by perceived intra-team competition such that the positive relationship will be weakened when individual member perceive high level of competition within the team.	<i>Not Supported</i>
H4b. The relationship between team identification and counter-productive work behavior will be moderated by perceived intra-team competition such that the negative relationship will be strengthened when individual member perceive high level of competition within the team.	<i>Not Supported</i>
H5a. Team identification will fully mediate the relationship between perceived team efficacy and organizational citizenship behavior.	<i>Supported</i>
H5b. Team identification will fully mediate the relationship between perceived team efficacy and counter-productive work behavior.	<i>Partially Supported</i>

II . DISCUSSION

1. Overall findings

In this study, I examined the effect of employees' team efficacy perception on individual behavior in teams, through the process of identity formation.

Specifically, I proposed a moderated-mediation model to examine the effect of team efficacy perception and the underlying processes through which it is associated with OCB and CWB. Study results support the hypothesized mediated relationships in the model.

First, this study found that perceived team efficacy was positively associated with team identification. Second, a full mediation role of team identification was found on the relationship between efficacy perception and OCB, and also team identification partially mediated the link between perceived team efficacy and CWB.

Yet, moderation hypotheses failed to receive support in that efficacy social comparison only moderated the relationship between team efficacy perception and self-categorization, which is one of sub-dimension of team identification. This is partly because, relative efficacy standing in a group is only associated with cognitive process of identification formation. Evaluative (i.e., group self-esteem) and emotional (i.e., commitment to the group) identification processes are strongly influenced by individual evaluation on team efficacy, no matter how one compare self with other members. This result provides additional possibility to investigate independent antecedents and moderators on three sub-dimensions of team identification.

Hypothesized moderating effect of team competition was not supported. Although scarce resources appear to encourage antagonism between groups, this may not always translate into harmful behaviors such as CWB being targeted toward the other group in the competition. In addition, if the competition is perceived as fairly and legitimately conducted, the losing group may even acknowledge the superiority of the winning group (Tajfel & Turner, 1979).

2. Theoretical and practical Implications

First, social categorization theory and social identity theory were adopted to underscore the importance of the actual degree to which an individual perceive team efficacy influences individual behavior in teams. Findings suggest that team efficacy perception has a positive relationship with team identification, supporting the notion that high level of perceived team efficacy is associated with a positive self-concept for employees in work teams. This positive self-concept may influence how employees promote collective identity, emphasize common experience, and focus on shared interests. The implication of this is that the more group members feel enhanced by virtue of high efficacy of team, the more they may feel motivated towards behaviors that are in favor of collective interests.

Second, Study findings shed new light on the psychological process through which individual-level team efficacy perception is related to work behavior. Ashforth and Mael (1989) argued that employees with high levels of team identification are likely to be motivated to define themselves based on group values, and therefore tend to perceive group successes and failures as their own. In the present study, team identification was examined as a mechanism linking perceived

team efficacy and individual behavior in teams (OCB & CWB). Team identification was found to fully mediate the relationship between perceived team efficacy and OCB, while partially mediate the relationship between perceived team efficacy and CWB. This suggests that high team efficacy perception can be interpreted in terms of employees' identity to the group and as accommodating to the needs of self-enhancement. Team identification can therefore be seen as a form of social currency whereby employees might increase their commitment to voluntary behaviors and decrease their tempted deviance behaviors.

From a practical perspective, this study revealed that communicating strong team efficacy beliefs to the members of the team is a key to building and fostering team members' identification with the group and hence with their participation in collective action to achieve team favored behaviors. This is important in stimulating members of disadvantaged teams (e.g., inferior groups in organization) to change their attitudes in workplace.

Findings also indicated that individual member's identity formation is largely attributable to individual member's perception of the team and it influences the way team members allocate their resources for the sake of collective team.

3. Limitations and Future Research

Although the current study has the important advantage of external validity with diverse samples from different industries, one limitation is its relatively weak validity in observing comparison in team dynamics. That is, this study employed a large number of samples from 21 companies that represented various industries. A critic could argue that the psychological processes we identified do not necessarily

explain the very nature of team efficacy perception and identification process within a team due to exogenous effect from diverse industries. I do not believe, however, that this is necessarily the case because all the respondents were full-time white collar workers.

Another limitation of the current study is that all the measures on individual behaviors are not based on actual behaviors. However, there are two reasons to suggest that this is not necessarily problematic for the interpretation of the current findings. Van Zomeren, Postmes, and Spears (2008) found that although the effects of injustice and efficacy on collective action were generally smaller on actual behavior than on “proxies” for such behavior (e.g., attitudes, intentions, action tendencies), these effects were still positive and significant. This suggests that using action tendencies as a proxy for behavior might overestimate the size of any obtained effect but does not invalidate its interpretation.

Future research could proceed in at least two different directions. First, research can experimentally identify key antecedents of each dimensions of team identification, which, according to the dual pathway model. Second, one can examine how the expression of group identity as a function of increased group efficacy beliefs relates to participation in collective action. Adding to that, other individual- and organization-level factors can be included in future research on efficacy perception in teams.

4. Conclusion

In conclusion, and despite the limitations outlined above, this study contributes to our understanding on the effects of individual members’ team

efficacy perception and of relative efficacy status in the team on behavior in teams, by focusing explicitly on the mediating effect of team identification. I believe that this study contributes to the literature on individual perception on team efficacy in that it is the first to test a moderated-mediation model of processes whereby an employee's efficacy perception relative to other coworkers within a team is related to her or his work behaviors. Findings provide support for the mediation model I hypothesized, thus confirming that Team efficacy perception influences individual behaviors in team (i.e., OCB and CWB) through team identification. I also showed that members' efficacy social comparison moderates the link between team efficacy perception and social categorization of team identification.

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APPENDIX

Survey Instrument

Team efficacy (Riggs, & Knight, 1994)

1. The department I work with has above average ability.
2. This department is poor compared to other departments doing similar work. (R)
3. This department is not able to perform as well as it should. (R)
4. The members of this department have excellent job skills.
5. Some members of this department should be fired due to lack of ability. (R)
6. This department is not very effective. (R)
7. Some members in this department cannot do their jobs well. (R)

(job) Self-efficacy (Riggs, Warka, Babasa, Betancourt, & Hooker, S., 1994)

1. I have confidence in my ability to do my job.
2. There are some tasks required by my job that I cannot do well.
3. When my performance is poor, it is due to my lack of ability.
4. I doubt my ability to do my job.
5. I have all the skills needed to perform my job well.
6. Most people in my line of work can do this job better than I can.
7. I am an expert at my job.
8. My future in this job is limited because of my lack of skills.
9. I am very proud of my job skills and abilities.
10. I feel threatened when others watch me work.

Efficacy social comparison (*adopted from* Lam, Van der Vegt, Walter, & Huang, 2011)

“How do you compare with your team member?”

1(I am doing much worse) to 7(I am doing much better)

Team identification (Janssen, & Huang, 2012)

1. I identify with other members of the team (self-categorization).
2. I am like other members of my team (self-categorization).
3. My team is an important reflection of who I am (self-categorization).
4. I think my team has much to be proud of (team self-esteem).
5. I feel good about my team (team self-esteem).
6. I have little respect for my team (reversed; team self-esteem).
7. I would rather not tell that I belong to this team (reversed; team self-esteem).
8. I would like to continue working with my team (team commitment).
9. I dislike being a member of my team (reversed; team commitment).
10. I would rather belong to another team (reversed; team commitment).

Team Competition (Brown, Cron, & Slocum, 1998)

1. My manager frequently compares my results with those of other employees.
2. The amount of recognition you get in this company depends on how your performance compares to other employees.
3. Everybody is concerned with finishing at the top of the performance rankings.
4. My coworkers frequently compare their performance with mine.

Organizational Citizenship Behavior (Williams, & Anderson, 1991)

OCBI

1. helps others who have been absent.
2. helps others who have heavy workloads.
3. Assists supervisor with his/her work (when not asked).
4. takes time to listen to co-workers' problems and worries.
5. goes out of way to help new employees.
6. takes a personal interest in other employees.
7. passes along information to co-workers.

OCBO

1. attendance at work is above the norm.
2. gives advance notice when unable to come to work.
3. takes undeserved work breaks.(R)
4. great deal of time spent with personal phone conversations.(R)
5. complains about insignificant things at work.

6. conserves and protects organizational property.
7. adheres to informal rules devised to maintain order.

Counter-productive Work Behavior (Spector, Bauer, & Fox, 2010)

1. Purposely wasted your employer's materials/supplies
2. Complained about insignificant things at work
3. Told people outside the job what a lousy place you work for
4. Came to work late without permission
5. Stayed home from work and said you were sick when you weren't
6. Insulted someone about their job performance
7. Made fun of someone's personal life
8. Ignored someone at work
9. Started an argument with someone at work
10. Insulted or made fun of someone at work

국 문 초 록

팀에서의 효능감 인식과 개인 행동: 팀 동일시의 매개효과

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박 세 민

본 논문은 종업원의 팀 효능감 인식이 팀 동일시 형성에 미치는 영향과 그로 인한 팀 내의 행동에 대한 연구이다. 최근 변화무쌍한 경영환경에서 팀 기반 조직의 활용이 증가하고 있다. 이에 따라 팀 단위 조직 내의 다양한 영향관계에 대한 연구는 조직의 효과성을 고취하기 위해 반드시 필요한 탐구 영역이 되었다. 이에 본 연구에서는 팀 내에서 역학관계를 보다 잘 반영하기 위하여 ‘팀에서의 개인’에 보다 집중하였다.

자기 자신에 대한 이해는 팀에서의 서로 다른 행동을 결정짓는데 있어 가이드 역할을 한다고 알려져 있다. 이 때, 팀에 대한 인식과 팀 속에서 자기 자신에 대한 인식을 모두 필요로 하게 된다. 따라서 본 연구에서는 사회인지이론(Social Cognitive Theory)의 효능감 인식 개념을 도입하여 팀과 자기자신에 대한 개인의 인식으로 측정하였다. 하지만 팀 효능감은 공유된 팀의 능력에 대한 합의가 아닌, 개인 수준에서의 인식으로 정의하여 가설화하였고, 자기 효능감 또한 상대적

관점을 적용하여 팀과 개인의 상호작용을 강조하여 기존의 접근방식과 다소 다른 방식을 취하고 있다.

개인 구성원의 팀 내 행동 결과 변수로는 조직시민행동 (Organizational Citizenship Behavior)과 비생산적 업무행동(Counter-productive Work Behavior)이 사용되었다. 이는 이들 두 변수가 개인의 역할 내 성과변수보다 팀을 위한 개인 구성원의 자율적 행동을 더 잘 설명할 수 있기 때문이다. 또한, 개인의 인식과 팀에서의 행동을 연결하는 인지적, 평가적, 감정적 과정으로서 팀 동일시(Team Identification) 개념이 매개변수로 제시되었다. 동일시 과정을 통해 개인은 팀에 보다 더 자기 자신을 투영하게 되고 사회적 자아를 위한 행동, 즉 팀을 위한 행동을 하게 된다. 추가적 분석에서는 이 팀 동일시 개념을 3 가지 하위요소로 나누어 상호작용효과와 매개효과의 차이점을 분석하였다. 마지막으로 팀 동일시와 개인행동의 연결과정에서 개인이 인식한 팀 내의 경쟁 정도가 조절변수로 고려되었다. 결국 인지적 자원을 배분하는 과정에서 팀 내의 경쟁 강도는 개인이 가지고 있는 한정된 자원을 보다 자신에게, 혹은 팀에 유리하게 사용할 것인가를 결정하게 될 것이다.

정리하면, 본 연구에서는 팀 효능감 인식이 조직시민행동 (OCB)과 (CWB)에 미치는 영향을 팀 동일시라는 매커니즘을 통해 조절-매개 모형을 제시·분석하였다. 위계적 회귀 분석 결과 인지된 팀 효능감은 팀동 일시와 긍정적 연관관계를 가지는 것으로 나타났다. 또한, 팀 동일시가 팀 효능감 인식과 OCB 의 관계는 완전 매개하고, CWB 와의 관계에서는 부분 매개함도 보였다. 그러나 효능감 사회적 비교의 상호작용효과나 팀 내 경쟁인식의 조절효과는 발견되지 않았다. 팀 동일시 하부요인에 대한 추가적 분석결과, 세가지 하부요인은 모두 매개효과를 나타냈으며, 특히 ‘자기 범주화(self-categorization)’에서 본 분석에 나타나지 않았던 효능감 사회적 비교의 상호작용효과가 발견되었다.

결과적으로, 본 연구는 사회적 비교이론과 사회적 자아 이론을 이용, 개별 구성원들이 팀의 효능감에 대해서 어떻게 인식하느냐가 그의 팀에서의 행동을 좌우할 수 있다는 점을 밝혀냈다. 또한 개인 수준의 팀 효능감 인식이 직장 내 행동으로 이어지는 심리적 과정을 팀 동일시라는 개념을 통해 효과적으로 밝혔다는 것에 의의가 있다.

주요어: 효능감 인식, 사회적 비교, 팀 동일시, 조직시민행동, 비생산적 업무행동

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