Impact of Abusive Supervision on Project Performance with the Mediating Role of Relational Conflict and Moderating Role of Conflict Resolution Efficacy

by

Sidra Yousaf

A thesis submitted in partial fulfillment for the degree of Master of Science

in the

2018

"Dedicated to my parents and siblings for their never ending support and unconditional love"

CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY

ISLAMABAD

CERTIFICATE OF APPROVAL

Impact of Abusive Supervision on Project Performance with the Mediating Role of Relational Conflict and Moderating Role of Conflict Resolution Efficacy

by

Sidra Yousaf

MPM163011

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Khurram Shahzad	RIU, RWP
(b)	Internal Examiner	Dr. S. M. M. Raza Naqvi	CUST, Islamabad
(c)	Supervisor	Dr. SAJID BASHIR	CUST, Islamabad

Dr. SAJID BASHIR
Thesis Supervisor
October, 2018

Dr. Sajid Bashir
Head
Dept. of Management Sciences
October, 2018

Dr. Arshad Hassan
Dean
Faculty of Management & Social Sciences
October, 2018

Author's Declaration

I, **Sidra Yousaf** hereby state that my MS thesis titled "**Impact of Abusive Supervision on Project Performance with the Mediating Role of Relational Conflict and Moderating Role of Conflict Resolution Efficacy**" is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad.

At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my MS Degree.

(Sidra Yousaf)

Registration No: MPM163011

Plagiarism Undertaking

I solemnly declare that research work presented in this thesis titled "**Impact of Abusive Supervision on Project Performance with the Mediating Role of Relational Conflict and Moderating Role of Conflict Resolution Efficacy**" is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been dully acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS Degree, the University reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work.

(Sidra Yousaf)

Registration No: MPM163011

Acknowledgements

First of all thanks to the most powerful and most beneficial Allah Almighty who inculcated skills, knowledge and endless effort in me to reach here and accomplish my research work. **He** is the one who indulged and raised my interest in research work. Likewise my parents, siblings and friends proved to be very supportive during every task that I had to do for completing my research work. I am very thankful to my most favorite teacher and supervisor of my thesis **Dr. Sajid Bashir** who guided me very well to complete my research thesis and helped me out whenever I was stuck in some difficulty. I would also like to thank some lovely people in my life including my brother **Adil Yousaf** and my best friend **Ahmed Luqman** for being with me to support me and boost my morale to complete my work well.

Abstract

The intention of this study is to explore the impact of abusive supervision on project performance. Data were collected from a sample of 384 respondents from the project based organizations across Pakistan. Results of this study have shown abusive supervision has negative effect on project performance. Project performance is declined in the presence of relational conflicts. Whereas, abusive supervision is shows direct and significant relation with relational conflict. Continuous abusive behavior towards employees makes them incompatible to work with each other as a team. This leads towards relational conflicts where such conflicts have direct and negative significant relation with project performance.

Results show that relational conflicts are negatively associated to project performance, acts as a mediator. Whereas, conflict resolution efficacy was tested as moderator and this hypothesis rejected. Future research Implications and directions are also discussed.

Keywords: Abusive project manager, project performance, Relational conflict, conflict resolution efficacy

Contents

List of Figures

List of Tables

Chapter 1

Introduction

1.1 Background of the study

Abusive supervision is considered being destructive and negative managerial construct and it's now getting much more attention from practitioners and scholars. Tepper (2000) defined Abusive supervision "As a continuous expression of hostile verbal and nonverbal behavior, excluding physical contact". It involves a specific type of mistreatments for example blaming one for other's mistake, yelling, screaming, lying and undermining. This leads to psychological distress, workplace deviance, turnover (Tepper, 2000), non-helping and less creative behaviors (Liu, Liao, &Loi, 2012), poor task performance (Peng, Schaubroeck& Li, 2014), decrease in job satisfaction, organizational commitment and job performance (Martinko, Hrvey, Brees& Macke, 2013). Abusive supervision is an intersection of destructive leadership and workplace mistreatments (Kemper. 2016).Workplace mistreatment and destructive leadership specifically in terms of abusive supervision and its consequences has been already studied over past fifteen plus years. It has been publishing in number of journals not in the business world context only but in psychology as well (Kemper, 2016; Tepper et al., 2004; Tepper, 2007; Tepper 2017. Many of the modern organizations are struggling with ethical issues of workplace deviance (Mackey et al., 2016) including recent research made by

(Kluemper, 2018) how and when subordinates engage into workplace deviance as a response to abuse.

Kleumper et al. (2018) explored that subordinates with lower in core self-evaluation (CSE) are more exposed to abusive supervision, who in response engage themselves in deviance towards organization and its employees. Zheng & Bednall (2016) recent research has found that there is a positive association between aggression norms and abusive supervision. Victims displace their aggression and hostility directly to other individuals (Mitchell & Ambrose, 2007). So such supervision not only brings the stress but also interfere the relation among subordinates (Tepper, Duffy, Hoobler & Ensley, 2004). Subordinates who think that supervisors are more insulting are more likely to quit their jobs. For subordinates who are still employed, supervision of abuse and low level of job and life satisfaction, lower normative and emotional obligations, higher continuing commitments, family-work conflicts, and psychological distress. Conflict conflicts with most of these effects, and the efficiency of conflict resolution reduces some of the harmful effects of abuse. Recent study by (Hummphery et al, 2017) has demonstrated that relationship conflict brings up task conflicts which in return affect the overall team performance by limiting the flow of information. Dreu & Vianen (2001) also suggested that relational conflict is negatively associated to team performance. Hobfoll, 1989 suggests that stress may negatively affect project performance in four specific situations: 1) Do you know the impact of resource depletion, 2) Whether there is a loss of resources, 3) When individuals think that work needs exceed resources? When, and 4) resources do not bring the expected return (Hobfoll, 2001; Hochwarter, Witt, Treadway, and Ferris, 2006). "Responsible representatives represent the latest sources of information", which is particularly relevant to the status of employees in the organization and provides clues to help reduce variation (Rosen et al., 2011). Of course, subordinates who are satisfied with the supervisor may reduce uncertainty and insecurity. Conversely, a subordinate who feels supervised abuse may be reluctant to seek information about the context from his or her supervisor. A subordinate who is abused often may not be able to rely on their supervisor

to provide clues, as the supervisor may actually be the source of uncertainty and unpredictability.

There are two types of conflicts primarily studied in organizations. Guetzkow and Gyr (1954) they suggested that there were "emotional" and "substantial" conflicts. Emotional conflicts refer to conflicts in interpersonal relations, while core conflicts are conflicts involving collective tasks. Priem and Price (1991) distinguish between cognition, task-related conflicts, and social-emotional conflicts, characterized by differences between persons directly not related to tasks. Coser (1956) imposed goal-oriented conflicts where individuals seek specific gains and emotional conflicts, which are expected setbacks in interpersonal interactions.

Similarly, Pinkley's (1990) multidimensional extension study reveals the task and relationship dimensions of conflict. Jehn (1992) found in the multidimensional extension study of group conflicts that members distinguish between task-centric and relationship-centered conflicts. Conflicts have a different impact on the outcome of the working group. There are significant differences between tasks and relationships in these types, similar to other organizational theories that distinguish between organizational life and interpersonal relationships, such as leadership theory (eg, task and relationship motivation leaders; Fiedler, 1978) and team functions, such as tasks Completion and relationship maintenance, (Bales, 1958; Ancona & Caldwell, 1988). This division of tasks and relationships results in different predictions of the impact of the conflict on the results of the group. Empirical studies have shown that there is a negative relationship between relationship conflicts, productivity and group satisfaction (Ivan, 1965; Gladstein, 1984; Wal Nolan, 1986). In short, conflicts of relations with work related to tasks can conflict because members focus on reducing threats, increasing power and trying to build cohesion rather than tasks. According to Deutsch (1969), conflicts of relations reduce good faith and mutual understanding, thus hampering the completion of organizational tasks. Usually time is spent on team relationships, not on technical tasks and decision-making tasks (Evan, 1965).

Like all social abilities, conflict resolution skills are influenced by personal characteristics such as temperament, parental parenting and other family characteristics, adhering to criteria of group standards, cultural factors such as gender and socialization (Brofenbrenner, 1986; Lind, Huo & Tyler, 1994; Turner, Norman, & Zunz, 1995). Studies have shown that the social cultural background of children is closely linked to the preferred conflict resolution approach, for example, Lind et al. Both sexes and race have been found to influence adolescents' preferences for effective conflict resolution, such as persuasion and negotiation. They found that this difference is reflected in the perceived fairness of the settlement process, although fairness is an essential reason for solving the entire sample.

1.2 Gap Analysis

Mackey et al., (2015) suggest that abusive supervision frequently occurs in Asian countries as compared with United States. Thus this study is to fill a gap of empirical studies in testing the abusive supervision in Pakistani organizations.

Whereas, relational conflicts holds an important position in projects teams, Prior research made by (Wu, Zhao &Zuo, 2017) has found that relational conflict is negatively associated with projects, so there is a need to improve communications between project team in order to avoid such conflicts.

Studies have investigated that relational conflict, the sense of interpersonal incompatibilities includes personal issues and disliking among group members and brings the feelings of tension, annoyance and frustration (Amason, 1996). Second, the project manager should allow the project team to actively contribute to the success of the project (Munns & Bjeirmi, 1996).Teams having high group performance are often found under low levels of relationship conflict (shah &jehan 1993).

In order to resolve conflicts, conflict resolution efficacy is used as a moderator to find out if there is change in results. Conflict resolution efficacy and project performance are important variables of this research. If there is abusive supervision which is being mediated by relational conflict there must be something which can moderate its bad impacts in order to improve projects performances.

Hence, continuing this study further will explain the moderating effect of conflict resolution efficacy and mediating role of relational conflict between abusive supervision and its impact on project performance.

1.3 Problem Statement

In recent decades, there has been little research on the abusive supervision impact's on project performance, and the role of relational conflicts and conflict resolution

efficacy as mediator and moderator. The main problem recently faced by project managers is the ethical and appropriate use of their interpersonal skills to bridge the gap in project performance and the appropriate flow of ethical communication between different subunits in the organization.

The mediating role of relational conflict remains unexplored in order to determine the impact of project manager's abusive supervision on project performance, and performances are not used as a regulator between project managers' abusive supervision and project performance. So this is a new field that has not been studied with all variables (abusive supervision, project performance, relational conflicts and conflict resolution efficacy).

1.4   Research Questions

Based on these issues, this study suggests answers to some questions, and the summary of the questions is as follows;

Question 1: What is the relationship between abuse supervision and project performance?

Question 2: Does the relationship conflict play a mediating role between abuse of supervision and project performance?

Question 3: Does conflict resolution effectiveness mitigate the relationship between abuse supervision and relationship conflicts?

1.5   Research Objectives

The entire goal of this study was to test and develop expected models in order to determine the relation between abuse oversight, relationship conflicts, and project

performance. In addition, the potential moderators (abuse supervision and relationship conflicts) as the variable relationships mentioned in the research model also increase the efficiency of conflict resolution.

The specific objectives of the study are as follows:

1. Explore the relationship between abuse supervision and project performance.

2. Explore the relationship between abuse supervision and project performance through relationship conflicts.

3. Study the role of conflict resolution in regulating the relationship between abuse supervision and relationship conflict.

4. Test based on experience and establish proposed relationships in development projects in Pakistan

1.6 Significance of the study

The study will add content in project management literature about mistreatments from supervisor mainly under category of abusive behavior. The study will open new aspects of abusive supervisions in to relational conflicts in detail. It will also help the development sector of Pakistan to realize the effects of such supervision and conflicts within the projects and its consequences on team performance. Abusive supervision is growing exponentially in modern organizations. Most of the research has been made on its consequences on individual basis; recent studies have explored its effects on team settings. My focus will be on abusive supervision and its consequences on project performance.

Interpersonal mistreatments are the major cause for relational conflicts. Project managers due to a lot stress become aggressive towards their employees which bring up negative outcomes. This study will be high lighting that how employees feel and work under such conditions to perform their daily tasks successfully with conflict resolution efficacy.

This study also highlights that team level trust and justice is one of the key elements for the success of projects. Project performance will certainly improve when conflict resolution efficacy play role between the supervisor and subordinates relation in bringing back the trust on each other. The field has not yet been explored in Pakistan; therefore, it will make a significant contribution to the research field and will also promote value-added project performance and value-added factors for gaining competitive advantage. Moreover, this research work will encourage the researchers to further study these conflicts and its resolutions that create values and competitive advantage for the projects.

1.7 Supporting theory

Several theoretical perspective have been presented by different researchers which are used worldwide to underpin the studies of abusive supervision and relational conflict like exchange theory, reactance theory, attribution theory but social learning theory and social exchange theory can cover all the variables of the present study.

1.8 Social Exchange Theory

Social exchange theory is a perception of social psychology and sociology. It explains that social change and stability are the process of negotiation and exchange between the two sides. In the past fifteen years, sociology and social psychology have emerged a unique approach called social exchange theory. There are four main leaders: George Homans, John Diob, Harold Kelly and Peter Baru. Women in "Social Behavior in Communication" (1958) consciously attempt to identify and advance this view. In 1961 he expanded his argument about social behavior: its basic form has now been modified. Also in the late 1950s, Thaibot and Kally were constructing their compact concept project in group social psychology (1959). Although different in important respects, their work is consistent with

Hommans's and strengthens the general exchange method. When the exchange and power of Baru (1964) emerged, the future of exchange in this area was guaranteed. The differences between these three major works are equally important for promoting communication methods and their similarities. Although Balu pays more attention to technical and economic analysis, Homans pays more attention to the psychology of tool behavior. However, when he did this, he used a different psychology brand than Thibaut&Kally's representative. In addition, they used different theoretical construction strategies. Thaibaut&Kally started with a psychological concept, built up upwards, and built up from there to small groups. Homans has taken more simplifications and moved in the opposite direction. Due to his considerable knowledge of the relevant knowledge at the group level, he pointed out the psychological principles he emphasized, which he claimed to help explain these principles. However, contrary to these two methods, Peter Peter warns us in the opposite direction that focusing on psychology can lead us to important aspects of social exchange.

The theory of social exchange believes that social behavior is a result in exchange process. The purpose of this exchange is basically to increase revenues and reduce costs. According to the theory put forward by sociologist George Horman, one can weigh the potential benefits and risks of social relationships. When reward risks go beyond, people end or abandon the relationship. Most relationships consist of a certain number of gifts, but that does not mean they are always equal. Social communication shows that it evaluates the benefits and costs of each relationship to determine whether we prefer to continue building social relationships.

Costs include things you think are negative, such as the need to invest money, time and energy in relationships. For example, if your friend always wants to borrow money from you, it will be considered a high cost. These benefits are what you get from relationships, such as fun, friendship, friendship and social support. Your friend may be a little free, but it brings a lot of fun and excitement to your life. When you decide the value of friendship, you may think that the benefit is greater than the potential cost. The theory of social exchange shows that we basically benefit from it and subtract the cost of determining the value of the

relationship. A positive relationship is a successful relationship where the benefits exceed the costs, and a negative relationship occurs when the costs are higher than the benefits.

Chapter 2

Literature Review

2.1 Abusive supervision and project performance

Despite increasing emphasis on active and functional leadership behavior by (Cameron, 2008), several leaders choose to exhibit dysfunction or pessimistic behavior. Especially destructive behavior in form of abusive supervision, noticed more and more in the past decade (Tepper, 2007). Abuse of supervision refers as "subordinates' perception of the extent to which supervisors participates in the continued display of hostile speech and nonverbal behavior, excluding physical contact." (Tepper, 2000). Speech acts frequently include public ridicule (Tepper, 2000; Tepper 2006), explosive outbreaks (Zellars, Tepper, & Duffy, 2002). Non-linguistic behaviors mostly includes negative eye contact, detaining required information according to (Zellars et al., 2002). Of course, this inappropriate workplace behavior is associated with many abnormal consequences (Ashforth, 1997; Burton &Hoobler, 2006; Duffy, Ganster & Pagon, 2002; Harris, Harvey, &Kacmar, 2011; Mitchell & Ambrose, 2007; Tepper, 2000, 2007; Aryee et al., 2007; Tepper, Duffy, & Shaw, 2001; Zellars et al., 2002).In fact, abuse supervision means an unfair reason and it's been shown to lead to negative behaviors as a responses (Tepper, 2000). Since then, researchers have turned to social exchange, resource conservation, self-regulation, and psychological contract violations to explain the

reaction of individual behavior towards abuse (Hoobler & Brass, 2006; Mitchell & Ambrose, 2007; Tepper, 2009; Tepper et al., 2008).

Our first question is whether the abuse of supervision is related to the performance of subordinates. We use Theory of Resource Conservation (COR) and theory of social exchange as a potential explanation framework for predicting the relationship between abuse supervision and project performance.COR theory (Hobfoll, 1989) suggests that stress may negatively affect project performance in four specific situations: 1) Do you know the impact of resource depletion, 2) Whether there is a loss of resources, 3) When individuals think that work needs exceed resources? When, and 4) resources do not bring the expected return (Hobfoll, 2001; Hochwarter, Witt, Treadway, and Ferris, 2006). "Responsible representatives represent the latest sources of information", which is particularly relevant to the status of employees in the organization and provides clues to help reduce variation (Rosen et al., 2011). Of course, subordinates who are satisfied with the supervisor may reduce uncertainty and insecurity. Conversely, a subordinate who feels supervised abuse may be reluctant to seek information about the context from his or her supervisor. A subordinate who is abused often may not be able to rely on their supervisor to provide clues, as the supervisor may actually be the source of uncertainty and unpredictability. Therefore, abused subordinates may try to protect themselves from insecurity by declining the risk of abuse. Reducing the frequency of interactions with abuse supervisors may provide a cushion to help protect abused subordinates from at least one type of uncertainty (Tangirala & Alge, 2006). Abused subordinates will reduce the frequency of interactions with their supervisors, which will result in less work/environmental information he/she receives. As the flow of information to supervisors decreases, subordinates not be able to reduce the perceived uncertainty and have less contact with the organization and its mission. These factors leads to reduction in the participation of citizens as there is no need to return active treatment (Gouldner, 1964).We suggest that these situations produced by abuse supervisor will have a negative impact on subordinate work performance. For example, as long as there is an

abuse manager may require subordinates to spend time and energy "upward management" instead of focusing on their core tasks. In addition, abusive supervisors may actively create these situations and take actions such as threatening (implicit or explicit) to detain valuable resources or make unreasonable demands. The theory of social exchange (Blau, 1964; Cropanzano& Mitchell, 2005) provides another useful perspective for reviewing the abuse of oversight work performance relationships. As a result, subordinates may repay bosses who abuse their positions by reducing their performance. The above logic shows that both theories of social exchange and resource conversation predict the abuse of the supervisor is likely to be related to the decline in project performance.

Hence my first hypothesis can be stated as:

H1: Abusive supervision is negatively related to project performance

2.2 Abusive supervision and relational conflict

Recent academic studies understanding the dark side of organizational life is workplace behavior that focuses on workplace dysfunction or prejudice (Andersson & Pearson, 1999; Ashforth, 1994; Bennett & Robinson, 2000; Duffy, Ganster, & Pagon, 2002; Keashly, Trott, MacLean, 1994). Tierney and Tepper (2007, p. 171) point out that while "the advantages of leadership research are focused on" on a more constructive side, we are increasingly confronting the reality that people in leadership positions sometimes have the ability And power destroys the leadership. "Given the centrality of the leadership process in the workplace and the inherent imbalance of power of oversight-subordinates (Aryee, Chen, Sun, &Debrah, 2007; Ashforth, 1994, 1997; Hoobler& Brass, 2006; Tepper, 2000, 2007), A small but steady amount of research has focused on the abuse or abuse of supervisors; Tepper, Duffy and Shaw, 2001; Tepper, Duffy, Henle, and Lambert, 2006; Zellars, Tepper, and Duffy, 2002) Tepper (2000, p. 178) The definition of abuse supervision as "subordinates" views on the extent to which their supervisors participate

in the continued display of hostile, verbal and non-verbal acts (excluding physical contact) "Examples of abuse of supervisory conduct include public criticism through the use of such as unemployment, detention facilities. Need information, ridicule subordinates, give subordinates silent treatment, and carry out intense eye contact and other threats to threaten them (Keashly, 1998; Tepper, 2000).The procedural justice has found that people are concerned deeply about being treated with respect (Tyler & Lind, 1992) victims of aggression; harsh tones and feel of disrespect are more likely to face personal hostility leading to relational conflict (Bottger&Yetton, 1988).

Recently, Zhang et al. (2008) developed Leadership Exchange Theory (LMX) investigates the impact of situational uncertainty on the relationship between abuse of supervision and organizational bias. Social exchange among supervisor and subordinates is a key construct for LMX. In case of abusive supervision it explains the negative association among supervisor and subordinates which creates relational conflicts. Most of the studies have focus on positive association of LMX relation (Wang, Law, Hackett, Wang, & Chen, 2005).Employees being the victims of abusive leadership get revenge directly from their leader through workplace deviant behavior (Mitchell & Ambrose, 2007). Workplace deviance is such behavior that violates organizational norms, values and its employees (Bennett & Robinson, 2000). According to LMX, as interacting partners expectations are ruined under abusive supervision. This leads towards stress (Xu, Huang, K.Lam& Miao, 2012). Hence, there is a direct link with abusive supervision and relational conflict; it's an aggression caused by the interpersonal mistreatments that forces employees to retaliate (Mitchell & Ambrose, 2007). From the study of (Pierce, Gardner, Cummings & Dunham, 1989) suggested that individualized abuse effects negatively one's self-worth and perception of their standing in team. Therefore, we anticipate that abuse of supervision is related to the psychological strain symptoms of relationship conflicts. Whereas for higher performance in projects, team orientation plays important role, where members feel prestigious and enjoys being part of it (Ammeter &Dukerich2002). Moreover, we can say in the presence of

abusive supervision poor-quality LMX relation is found and its one of the serious consequence is that it results into relational conflict.

H2: Relational conflicts are positively associated to abusive supervision.

2.3   Relational conflict and project performance

Projects performance basically based on project teams orientation, the sense of every individual being the part of team and working together (Ammeter &Dukerich, 2002). Project team's tasks are mostly unique in nature and involve some specific group of expertise (Cohen & Bailey, 1997). Conflicts are inevitable in project teams due to its complex and interdependence nature (Jhen, 1995) there are two types of conflicts task conflict having positive association with project performance, as projects are non-routine tasks acquires task conflicts to engage in deep solutions. On the other hand, relational conflicts have negative association with team performance by hurting team effectiveness because relational conflicts are conflicts more of personal values, norms and taste (Amason, 1996; Jhen, 1995, Simson& Peterson, 2000).

Relational conflicts are like social-emotional conflicts involving disagreements and interpersonal incompatibility among group members. This isn't directly related to the task (Priem& Price, 1991) but includes tensions, anxiety, annoyance and fears ending up into less satisfaction and other commitments (Jhen, 1995). According to past theories such behavior will make task performance suffer. A relational conflict limits the cognitive functioning of the team (Roseman, Wiest, &Swartz, 1994) and also limits the information flow (Pelled, 1996). Relational conflict triggers task conflict, e.g., one member making work difficult for other member (Jhen, 1995). This is how it affects the group performance.

Relational conflict is main cause for three problems. First, it lowers the team efficiency as most of the time they spend on group problems rather than on task (Amason, 1996). Second, it is main source for stress, anxiety and lowers the

satisfaction levels (Jhen, 1995; Jhen&Mannix, 1997). Third, it encourages hostility among other group fellows.

Generally, it's said that project teams perform really well in the absence of relational conflict. Every individual feels being the part of team and interpersonal liking. As this is how members will be energetic and helpful towards others. Makes commitment to tasks and organization because teams are all about working together (Ammeter &Dukerich, 2002).

Relational conflicts by being major source of dissatisfaction makes the team performance suffer (Jhen, 1995). Hence, we can say relational conflict negatively effects project performance.

H3: Relational conflicts are negatively associated to project performance.

2.4 Abusive supervision with mediating role of relational conflict

Contrast with the negative impact of abusive supervision, relational conflicts may Incentive team members. High degree of conflict Involving strong interpersonal disagreements and tensions in a team between leader and member usually expressed in negative communication, Lack of cooperation between leader and member anger, distrust, fear and frustration (Jehn, 1 995, 1997; Jehn&Mannix, 2001). The level of relational conflict is more harmonious and harmonious in interpersonal relationship between leader and member through positive communication, showing trust, feelings and mutual respect. Relative to the less conflicting leader and member, More conflicting leader and member are more likely to evacuate the team from their mission (Jehn, 1 995). This one tendency is consistent with the theory of threat rigidity, which shows these Individuals freeze, withdraw, and narrow their sensuous fields; enter information when they feel threatened by the environment (Staw, Sandelands, & Dutton, 1981). In addition, Seo, Barrett and Bartunek (2004) theorize those unpleasant emotional experience - just like typical

high level of relational conflict (Jehn, 1995) - is negative associated with motivational status. One of the most frequently examined role variables in the field of stressors is role conflicts, where the requirements of one role are incompatible with the requirements of another (Kahn, Wolfe, Quinn, Snock, & Rosenthal, 1964). Work - Family conflicts represent a specific form of role conflict that appears in the list of key stressors for literature review (DeFrank & Ivancevich, 1998; Hart & Cooper, 2001; Kahn & Byosiere, 1992). As a manifestation of psychological stress, relationship conflict "refers to personality conflict or over-expansion and the feeling of Consumes one's emotional and material resources" (Maslach & Leiter, 2008, p. 498). It constitutes the first part of the conceptualization of burnout. Burnout, the second component of personality disintegration describes interpersonal alienation or separation, and the third Part, the reduction of personal achievement, refers to the effectiveness of working with clients and colleagues and completing a person's work. Sexual negative self-evaluation. Responsibility (Lee & Ashforth, 1990). Relationship conflicts are considered to be at the heart of burnout (Shirom, 1989). Therefore, we use emotional exhaustion as a symptom of stress, focusing on regulating the relationship between abuse supervision and situational performance. As a source of work stress, abuse supervision is associated with conflicts of relationships (Harvey et al., 2007; Tepper, 2000). Abuse supervision constitutes a form of resource loss in leadership support and taxes individuals' ability to respond to such needs. Lee and Ashforth (1996) argue that when individuals think they don't have enough resources to cope with the pressure they face, they trigger a relationship conflict. Therefore, continued exposure to abuse supervision will exhaust the abused subordinate resources, especially social support, which ultimately leads to conflicts. Therefore, we anticipate that abuse of supervision is related to the psychological strain symptoms of relationship conflicts.

Early abusive supervision studies cited organizational justice theory to explain the effects of abuse on some outcome variables (Aryee et al., 2007; Bies, Tripp, & Kramer 1997; Tepper, 2000). In fact, abusive supervision means an unfair reason and it's been shown to lead to negative behavioral responses (Tepper, 2000; Zellars et al., 2002). Since then researchers have turned to different theories such as LMX,

self-responses to abuse (Hoobler& Brass, 2006; Mitchell & Ambrose, 2007. Tepper, 2009; Tepper et al., 2008). Basically, LMX theory, is a social exchange phenomena between supervisor and its subordinates where, they exchange relations through certain role expectations (Graen, 1976; Graen & Cashman, 1975). Expectations when find fulfilled by the co-workers or supervisors they tend to make high quality LMX (Liden, Wayne, & Stilwell, 1993). Mostly supervisors expect their subordinates being more proficient and capable (Day & Crain, 1992; Dockery & Steiner, 1990; Kim & Organ, 1982). On the other hand subordinates are highly concerned about their interpersonal relation and their mutual understanding with their supervisors to obtain more opportunities and learn more (Dockery & Steiner, 1990; Maslyn & Uhl-Bien, 2001). One of the most frequently examined role variables in the field of stressors is role conflicts, where the requirements of one character are incompatible with the requirements of another (Kahn, Wolfe, Quinn, Snock, & Rosenthal, 1964). Work - Family conflicts represent a specific form of role conflict that appears in the list of key stressors for literature review (DeFrank & Ivancevich, 1998; Hart & Cooper, 2001; Kahn & Byosiere, 1992). Likewise in abusive supervision the main source for stress that they hardly meet expectations of each other thus it continues and culminates in relational conflict (Xu, Huang, K.Lam & Miao, 2012).

We predict that relationship conflicts will have a negative relationship with the two dimensions of project performance and mediate abuse of supervisory-project performance relationships. As a source of stress, abuse of supervision can cause psychological stress (emotional exhaustion) and lead to behavioral stress symptoms that reduce the performance of the project. From a stress perspective, relationship conflicts encourage abused subordinates to protect resources by not over-expanding, leading to a reduction in discretionary roles. Cropanzano, Rupp, and Byrne (2003) report that relationship conflicts are inversely related to civic behavior directed by directors and organizations.Based on these theories, we propose that the aversion experience related to the conflicting role of the mediation relationship will have a negative impact on the psychological empowerment, because this experience may reduce the team members' sense of work autonomy, confidence

in work ability, and impact on the results. sense. Intrinsic enjoyment in their team and the tasks they perform in the team. Similarly, increased conflicts in the team may also result in members feeling less emotionally dependent on their team and organization (ie, lower emotional commitment). Although no empirical studies have so far documented the proposed negative relationship between relationship conflicts and abuse of supervision, Staw et al. proposed a theory. (1981) and Seo et al. (2004; see also Seo&Ilies, 2009) to support this expected negative relationship. Early empirical studies also documented a negative correlation between relationship conflicts and abuse supervision (Mills & Schulz, 2009). In addition, the analysis results of Podsakoff et al. (2007) shows that impeding stress factors - similar to relationship conflicts - perceived by individuals as impeding their personal growth and goal achievement - is positively related to abuse supervision (see Podsakoff et al., 2007). Based on these theories and previous empirical evidence, we can predict the following:

H4: Relational conflicts mediate the relation between abusive supervision and project performance.

2.5 Conflict resolution efficacy as a moderator between eabusive supervision and relational conflict

Conflict is inevitable in all cultures, but each culture is managed in its own way (Brett, 2000). In order to expand management theory to achieve global relevance (not just based on US relevance), and as the number of multinational corporations and international alliances increases, understanding cross-cultural differences in conflict resolution becomes increasingly important (Brett, 2000; Holt and DeVore, 2005; Kozan, 1997; Tinsley, 2001).

Lee and Rogan (1991) compare American with Koreans. The employee self-described organizational conflict resolution behavior and the work of Tinsley and

Brett (2001) compared the conflict management style between the United States and China.These studies found that Asians usually respond to conflicts in a less direct way. Indirectness can be illustrated by, for example, avoiding being in the same place as a disagreeing person and avoiding topics that may be the subject of debate. However, there is reason to believe that Asians differ greatly in their attitudes and behavior patterns by (Abramson & Inglehart, 1995; Kim, 2004; Kim & Leung, n.d.; Leung & Tjosvold, 1998).

As conflict resolution researchers point out (Holt & DeVore, 2005; Rahim, 1992), people use different conflict resolution methods based on the level of authority of the other party in the conflict. Specifically, superiors are more likely to force their interests, employees are more likely to compromise with their peers, and subordinates are more willing to succumb to their own interests. In addition, conflicts between supervisors and subordinates occur in a variety of ways, including subordinate responsibilities, responsibilities, work issues, and supervisor-subordinate communication (Wilhelm et al., 1993).

When people coordinate their interactions at the power level, they form a linear status hierarchy, preferably illustrated by the military command system. In this relationship, privilege and responsibility depend on the level. Lower levels obey and respect superiors, while seniors lead and protect subordinates (Fiske, 1992). Although hierarchical relationships abound and are important in all cultures, they are considered to have powerful power in East Asian countries. They tend to influence how people choose strategies to deal with differences between less than five conflict resolution methods (Black & Morton, 1964; Pruitt & Rubin, 1986; Rahim, 1983; Thomas, 1992). This section discusses potential similarity strategies in the use of these preferences by three East Asian countries. It is widely believed that the main method of conflict resolution can be assessed in two ways: focusing on self and focusing on others (Blake & Mouton, 1964; Pruitt & Rubin, 1986; Rahim, 1983; Thomas, 1992). The combination of the two dimensions produces the following style:

- Integration (Very concerned about themselves and others);

- Helpful (low attention to the self and high attention to others);

- Dominance (high attention to self, low attention to others);

- Avoid (low attention to yourself and others); and

- Compromising (Intermediate attention to themselves and others).

Conflict resolution allows implying conflict resolution strategies (Jhen, 1997). Efficacy is taken as one's capability to achieve desired results (Lee &Bobko, 1994). Bandura (1982) defines that conflict efficacy as the belief of team that it can deal conflicts, because conflict resolution efficacy will at the end contributes to over all team performance. In this context, conflict resolution efficacy will limits the conflicts over time. Very importantly, in case resolving relational conflicts employees will regain their trust among members and respect for each other. Therefore, in the presence of negotiation and open communication will help reducing personal conflicts (Simson& Peterson, 2000). As deep discussions helps understanding issues and decreases the negative emotions for further conflicts. Team with low conflict efficacy are tend to be demoralized hence unable to productively perform (Guzzo, Yost, Campbell & Shea, 1993).

In particular, integration is expected to be the most preferred method, and control would considered to be least preferred method. Since the focus of this study is on how to deal with conflicts with superiors, Power distance refers to the extent to which members of culture accept the decentralized distribution of institutional and organizational power (Hofstede, 1980) and is expected to play a role. High-power remote cultural rules legitimize inequality between high-power positions and low-power positions. As a result, individuals with higher power distances are often less competitive and confrontational when addressing conflicts with competent interpersonal conflicts (Chung and Lee, 1989). Therefore, we exhibit that in the presence of conflict resolution efficacy it will reduce the relational conflicts effects caused due to abusive supervision.

H5: Conflict resolution efficacy moderates the relationship between abusive supervision and relational conflict where high conflict resolution efficacy will weaken the relationship between abusive supervision and relational conflict

2.6 Research Model
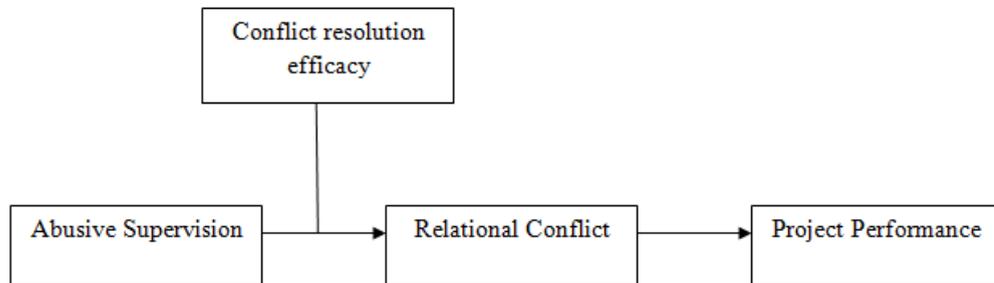
FIGURE 2.1: Research Model of Abusive Project Manager, Its impact on project performance; with a mediating role of relational conflict and moderating role of conflict resolution efficacy

2.7 Research Hypotheses

H1: Abusive supervision is negatively related to project performance.

H2: Relational conflicts are positively associated to abusive supervision.

H3: Relational conflicts are negatively associated to project performance

H4: Relational conflicts mediate the relation between abusive supervision and project performance.

H5: Conflict resolution efficacy moderates the relationship between abusive supervision and relational conflict where high conflict resolution efficacy will weaken the relationship between abusive supervision and relational conflict.

Chapter 3

Research Methodology

3.1   Research Design

This chapter describes the process of research methods and investigation procedures. The main purpose of the study was to obtain the true relationship between the variables. This chapter includes population, sampling techniques, analytical units, research types, tools, and the reliability of all variables and projects involved in this study.

3.2   Type of Study

This study is used to examine the impact of abusive supervision on project's performance because relationship studies have been used in this study. To this end, Pakistan's project organization aims to obtain the necessary data to achieve tangible results. Initially 600 questionnaires were identified as targets, but 348 true responses were collected. Assume that the sample chosen for this study represents the entire population of Pakistan. This will help to promote sample statistics that the Pakistani population may display.

3.3 Research philosophy and quantitative research

This research uses hypothetical deductive research methods based entirely on deterministic philosophy. Previous studies and existing theories are used to prove and support our hypotheses. Then empirical hypotheses are tested.

In order to reach a large population, the methods are often used and quantified. Therefore, in this study, quantitative studies were used to collect quality data in order to correlate variables and to prove the nature of the relationship between the variables used in the study

3.4 Unit of analysis

Typically, the unit of analysis is the most important feature of any study being analyzed. In research, the unit of analysis can be an individual, or it can be a different group, organization, culture, etc. As this study is focusing on the dyadic relationship between managers and employees, dyadic is the unit of analysis for this study. In order to assess the impact of abusive supervision on project performance through relational conflicts among leader and member, study needed to approach the specific sector of project based organization which basically required and promoted self-resolution efficacy in their tasks, activities and projects under abusive supervision of the project manager.

3.5 Population and sample

3.5.1 Population

The population used in this study included project managers or supervisors and employees working in different project organizations in Pakistan. As the project organization is an emerging source of competitive advantage in Pakistan, the sector

is attracting other foreigners to Pakistan in a number of ways, which in turn increases Pakistan as a globally recognized country for emerging and developing countries. There are more than 1000 companies doing more than 5000 projects in Pakistan every year. Government and private both sectors are included in it. National Highway Authority is doing more than 1000 projects every year in Pakistan. Defense Housing Authority is another big project based company. If we talk about private sector, Bahria Town is the biggest project based organization in Pakistan. Cities are developing their infrastructures. 20 shopping malls started construction in Islamabad only in 2017. These organizations were targeted because they have to deliver big things in short span of time so they use every mean to perform according to organizations' SOPs.

3.5.2 Sample and sampling technique

Due to resource constraints and other time constraints, data cannot be collected from the entire population, so sampling is a common procedure for collecting data. To this end, a specific group of people was selected. They are the true representatives of the entire people. In general, only those project organizations that are critical to the project's performance can be approached so we approached some companies which were purely project based.

Since the present study seeks to focus on the developmental sector projects in Pakistan, the population of the study is the manager and subordinate of the department. The sample mainly includes the management and business aspects of different organizations. Data will be collected through a self-administered paper-and-pencil survey. Almost 600 questionnaires will be distributed. The convenience sampling technique will be used due to time limitations. The cover letter will be explicitly indicating this study is for academic research purposes only and is intended to provide a clear understanding of abuse monitoring and relationship conflicts and other factors that influence project performance. Participants will be assured of their replies and anonymous confidentiality so that respondents can fill out the questionnaire without hesitation.

3.6   Sample Characteristics

The demographics used in this study are; project manager's gender and employee's gender, project manager's age in the project based organizations and employee's age in project based organizations, project manager's qualification and employee's qualification and, project manager's dynamic experience and employees dynamic experience. Sample characteristic's details are following

3.6.1   Age

Age is considered as one of the demographics, to which respondents sometimes feel uncomfortable to disclose openly. Therefore, to facilitate the scope of respondents, use information to collect information about the age of respondents.

TABLE 3.1: Frequency by Age

Age	Frequency	Percent
18-25	80	22.9
26-33	212	60.9
34-41	45	12.9
50 and above	11	3.3
Total	**348**	**100**

It has been shown in Table 3.2 that most of the respondents were having age between the range of 26-33, that means 61% of majority respondent were having age ranging between 26-33, 22.9% of respondents were having age ranging between 18-25 which is depicting the young generation contribution towards development of element of creativity in the projects, 12.9% respondents were having age ranging between 34-41 and only 3.30% of the employees were having age range of 50 or above.

3.6.2 Experience

Again, information about the experiences of the interviewees was collected and different time periods of experience were developed so that each interviewee could easily reflect their specific experience in the relevant project areas.

TABLE 3.2: Frequency by Experience

Experience	Frequency	Percent
01-May	240	68.86
06-Oct	83	24
Nov-15	14	4
16-25	7	2
25 and above	4	1.14
Total	348	100

It can be seen from the Table 3.4 that most of the respondents were having an experience ranging between 01-05 years, which depicts that 68.86% respondents were having experience between the range 05-10 years, 24% respondents were having experience ranging between 06-10 years, 4% respondents were having experience ranging between 11-15 years, 2% respondents were having experience ranging between 16-25 years and only 1.14% of respondents were having experience ranging between 25 years and above. As experience includes gaining knowledge about new procedures and ideas to bring creativity in the tasks, experience is considered as one of the most effective demographics which contribute too much towards the relational conflicts and conflict resolution efficacy domain for the success of the projects.

3.6.3 Gender

Gender is the focus of the goal of maintaining gender equality and therefore it is also considered an important part of demographics because it distinguishes between men and women in a given demographic sample. In this study, trying to resolve the privilege of gender equality, but still observe that the proportion of male managers is much higher than that of female managers.

TABLE 3.3: Frequency by Gender

Gender	Frequency	Percent
Male	249	71.5
Female	99	28.5
Total	348	100

Table 3.1 depicts the ratio of male and female respondents. As we can see majority of the respondents were male, which shows that 71.5% of the respondents were male and 28.5% respondents were female.

3.6.4 Qualification

Education is an important factor in promoting the prosperity of the entire nation, and it is also a basic need for global competition. Therefore, after gender and age, qualification/education is another important aspect of demographics. Education opens up many new and unique ways for performance to gain competitive advantage in all other countries around the world. By improving the efficiency of conflict resolution, education can play an important role in demonstrating project performance.

TABLE 3.4: Frequency by Qualification

Qualification	Frequency	Percent
Matric	0	0
Bachelor	157	45.3
Master	141	40.5
MS/M.Phil.	49	14
PhD	1	0.2
Total	348	100

It has been shown in Table 3.3 that most of the respondents were having qualification of Bachelor, which comprises 45% of the total respondents chosen as the true representative sample of the whole population. 40.5% respondents were having qualification of MS/M.Phil., 14% of the respondents were having qualification of Masters and 0.2% of the respondents were PhD amongst the 348 respondents.

3.7 Instrumentation

3.7.1 Measures

These data will be collected through the use of questionnaires selected from different real sources. The questionnaire was distributed in English but was translated into Urdu when needed. Each project organization visited during the questionnaire distribution distributed 100-150 questionnaires. Survey questionnaires are also distributed online to the project organization's website for quick response. According to past research, collecting data online is a more convenient way to collect data because respondents can easily fill out the questionnaire compared to the process of filling out the questionnaire through a pen program, regardless of how the data collection method is used in the above two methods. All the items i-e abusive supervision, relational conflicts, conflict resolution efficacy were to be filled by the Employee and project performance only has to be filled by the project manager, in order to avoid biasness. All the items of the questionnaire are to be filled on a 5- Point to the Likert scale, where 1 means (very disagree), 2 means (disagree), 3 means (both agree and disagree), 4 means (Agree), 5 means (strongly agree).All these scales were approved by passing them through reliability test.

The Questionnaire includes 20 questions having 4 sections i-e demographics, abusive supervision, relational conflict, project performance and conflict resolution efficacy. In order to make results more authentic following demographic information was included as variables Gender, Age, Qualification and Experience, for accuracy that data provided by participants will be kept secret.

600 questionnaires were distributed in total but only 360 were received. But the actual numbers of questionnaires used for the analysis of data for demonstrating the results were 348. The discarded questionnaires were those which were not having the complete information or many of the questions were unfilled in those questionnaires hence making them not appropriate for the study. So, we had a total response of 60% out of 100%.

3.7.2 Abusive Supervision

To measure the impact of abusive supervision on project performance, 5 item (Mitchell & Ambrose, 2007) was used. The answer was obtained through the 5-point Likert scale, ranging from 1 = very disagreeing 5 = very agree. The size of the project is considering the behavior of the supervisor. You think your supervisor is laughing at your degree, telling you that your feelings are stupid, putting you in front of others, making negative comments on others and telling you that you are incompetent.

3.7.3 Relational Conflict

To measure the mediating role of relational conflict in impacts of abusive supervision on project performance the scale was adopted from (Kankanhalli, Atreyi, bernard, & Wei, 2006). The responses were obtained through 5-point Likert scale, ranging from 1 = very disagreeing 5 = very agree. The scale project is that your team members are opposite each other in personal matters, your team members make negative comments on each other, your team members' negative comments are directed at others, and some of your team members try to mock others and differentiate your team. Experienced interpersonal relationships.

3.7.4 Conflict Resolution Efficacy

A 3 item scale developed by (Jehn, 1995) was adopted to test the conflict resolution efficacy. The responses were obtained through 5-point Likert scale, ranging from 1 = very disagreeing 5 = very agree. The items of the scale used were, Disagreements about the specific work being done are usually resolved in my work unit, and emotional conflicts are usually resolved in my work unit, about who should be the problem that my work unit usually solves.

3.7.5 Project Performance

A 7 item scale was used to assess project performance, developed by (Aladwani & Adel, 2002). The responses were obtained through 5-point Likert scale, ranging from 1 = very disagreeing 5 = very agree. The items were, how your most does recently completed project rate on efficiency of operations, quality of produced work, adherence to budget, adherence to schedules, ability to meet goals, effectiveness of interaction with consultants and amount of produced work.

TABLE 3.5: Instruments

Variables	Source	Items
Abusive supervision (IV)	**Mitchell and Ambrose (2007)**	**5**
Relational conflict (Med)	**Kankanhalli, Atreyi, Bernard, and Wei (2006)**	**5**
Conflict resolution efficacy (Mod)	**Jehn (1995)**	**3**
Project performance (DV)	**Aladwani and Adel (2002)**	**7**

3.8 Statistical Tool

First, a single linear regression analysis was conducted to study the continence of the independent variable "abuse supervision" and the dependent variable "project performance". When we have to study the effects of multiple factors on the dependent variables in the study, regression analysis is often used. Regression analysis will ensure that previous variable studies still support accepting or rejecting the proposed hypothesis.

Then for further analysis three steps of Preacher and Hayes (2008) were used. In these three steps, first we have to put our dependent variable i-e project performance in the outcome column, then our independent variable i-e abusive supervision of Project Manager in the IV column and after that we have to put all the demographics in covariant column. Along with all these steps we have to choose our Model number, as we have to perform both mediation and moderation through Preacher and Hayes we have to separately perform the analysis both for mediation and moderation.

3.9   Pilot Testing

Before going to perform something on a larger scale it would be a very proactive and effective approach to conduct a pilot testing for it, as it will avoid many risks related to wastage of resources and time. Approximately 40 questionnaires were pilot tested to confirm that the results were familiar and consistent with the assumptions presented. After conducting the pilot testing it was concluded that there was no significant problem in the variables and the scales were absolutely reliable for the pilot study conducted.

3.10   Reliability analysis of scales used

Reliability is the process of repeating the same consistent results when testing a particular project over a specific time period, as is the ratio. The reliability of the gauge describes the ability of the gauge to give consistent results when tested. I have tested the reliability with Cronbach alpha, which tells the internal reliability of the variables and tells us if there is a link between these variables. The Cronbach dimensions range from 0 to 1. The higher the value, the more reliable the measurement scales. Values above 0.7 are reliable, and values below 0.7 are considered less reliable in measuring the set of specific structures.

TABLE 3.6: Scale reliabilities

Variables	Cronbach's Alpha	Items
Abusive supervision	0.861	5
Relational conflict	0.81	5
Conflict resolution efficacy	0.796	3
Project performance	0.777	7

In Table 3.6, shows all the proportions of Cronbach used in the data collection. All Cronbach alpha values for the items used in the study were above 0.7. The items i-e abusive supervision and relational conflicts, having values 0.8 shows that these two scales are highly reliable to be used in this study according the context of Pakistan.

3.11 Data Analysis Technique

After collecting research-related data from 348 respondents, the data was analyzed on SPSS software version 20. I have experienced several programs while analyzing the data. These programs are as follows:

1. First, only select the appropriate questionnaire to analyze.

2. Encode each variable of the questionnaire and use each encoding variable for data analysis.

3. Use the frequency table to explain the sample characteristics.

4. Use numerical values for descriptive statistics.

5. Check the reliability of all variables by the Cronbach coefficient alpha.

6. Execute correlation analysis to see if there is significant relationship between variables.

7. Preacher and Hayes (2008) method was used for conducting mediation between the Independent and dependent variables.

8. Process macros method is used for moderation to examine the existence of the of moderator between the Independent variable and mediator variable.

9. Using correlation, Preacher & Hayes and macros method, test hypotheses to check for rejection and acceptance of the proposed hypothesis.

Chapter 4

Results

4.1 Results

This study investigated the impact of abuse supervision on project performance with mediating role of relational conflict and moderating variable conflict resolution efficacy of project based organizations of Pakistan. This chapter contains the detailed results of the research.

4.2 Correlation Analysis

Correlative analysis is generally performed to prove the relationship between variables. In this study, the entire purpose of correlation analysis is to find out the impacts of abusive supervision on projects' performance, with the mediating role of relational conflicts, and moderating role of conflict; making the proposed hypothesis valid.

The correlation analysis is performed to understand the nature of the changes between the two variables if the variables change at the same time. Basic correlation analysis does not require a relationship between two or more variables because it is

different from regression analysis. In the correlation analysis, the Pearson correlation analysis illustrates the strength and nature of the relationship from -0.1 to 0.1 through the Pearson correlation range i-e. Therefore, we can get the correlation in terms of strength of the relationship between the two variables by the amplitude value, and the amplitude value can be generalized by the zero-related distance. If the correlation is far from zero, it means that the relationship between the two variables is stronger, and vice versa. However, if these values are zero, then it directly means that there is no relationship between the ignored variables. The positive and negative signs describe the nature of the relationship. If the sign is positive, it means that the increase of one variable leads to the increase of another variable and is considered as a direct relationship, and in the same way, if the sign is negative, it means that adding a variable will This leads to a reduction in another variable, which will be an indirect relationship.

TABLE 4.1: Means, Standard Deviation, Correlation

S. No.	Variables	1	2	3	4
1	Abusive Supervision	1			
2	Project Performance	-.515**	1		
3	Relational Conflicts	.727**	-.502**	1	
4	Conflict Resolution Efficacy	-.272**	.639**	-.298**	1

** Correlation is significant at the 0.01 level (two-tailed). N = 348. * P <0.05, ** P <0.01, *** P<0.001 (IAS= Impact of Abusive Supervision, PP= Project Performance, RC= Relational Conflicts, CRE= Conflict Resolution Efficacy)

The above table shows the mean, standard deviation, and correlation between the variables being studied in this study. The relevant values depict the nature and magnitude of the relationship between the variables.

Correlation table shows the negative relationship between Impacts of Abusive Supervision and Project Performance, where r = - .515** at P< 0.01. As can be seen from the above table, the impact of abuse supervision is positively related to relationship conflicts, where r = .727** at P < .01. Where r = -.277** at P < 0.01, this means impact of abusive supervision has a negative relation with the conflict resolution efficacy.

There is a significant positive relationship between project performance and conflict resolution efficacy, as r = .639** at P< 0.01. There is a negative correlation between project performance and relationship conflicts, as r = -.502 **, P <.01. Relational conflicts with conflict resolution efficiency are also a significant negative relationship, where r = -.298 **, P <.01.

4.3   Regression Analysis

Since we have conducted correlation analysis to analyze the existence of the relationship between variables used in the study, we do not only rely on correlation analysis because it shows the existence of relationships between variables only by insufficient support and do not explain the casual relationship between variables. Therefore, there is a strong need to perform regression analysis to collect real evidence of the reliance of one variable on another. Regression analysis shows how much the dependent variable changes due to independent variables and how much has changed in the dependent variable due to a unit change in the independent variable. Regression analysis can be done with different tools. I used Hayes (2013) for mediation and moderate regression analysis. Moderation regression analysis is to summarize the impact of abuse supervision and relationship conflict resolution efficiency on relationship conflicts. Similarly, mediation regression analysis is designed to examine the impact of variable relationship conflicts on the relationship between abuse of regulation and project performance.

TABLE 4.2: The mediating effect of Relational Conflicts and moderating effect of Conflict Resolution Efficacy

DV	Effect of AS on RC (a path)		Effect of RC on PP (b path)		Total effect of AS on PP (c path)		Direct effect of AS on PP (c' path)		Bootstrap results for indirect effects	
	B	t	B	t	B	t	B	t	LL 95% CI	UL 95% CI
VI	.5481***	19.70	-.2518***	-4.10	-.362***	-11.1	-.224***	-4.86	-.215	-.0762

Control Variables: age, experience, gender, qualification
N=348, ***p<0.001, **p<0.01, *p<0.05, No. of bootstrap resample = 5000 *IV = Abusive Supervision, M = Relational conflict, DV = project performance

From above table it's shown that abusive supervision has a negative relation with project performance, un-standardized regression co-efficient indicates that (B = -.362, t = -11.1, p=.000), hence it provides the strong justification for the acceptance of first hypothesis H1 i-e "There is a negative relation between abusive supervision and project performance". According to results for hypothesis H2 i-e "There is a positive association between abusive supervision and relational conflict" are also supportive, indicated by un-standardized regression co-efficient (B = .5481, t = 19.70, p=.000), hence H2 is accepted.

It is predicted from the table given above that relational conflicts and project performance also have a negative relationship between each other. Evidence is provided through the un-standardized regression co-efficient as (B= -.2518, t= -4.10, P= .000) and from these values it is concluded that H3 i-e "There is a negative association between relational conflicts and project performance" is totally accepted. Results indicate that relational conflict partially mediates the relationship between abusive supervision and project performance, as the indirect impact of abusive supervision on project performance through relational conflicts has the upper and lower limits of -.215 and -0.742 thus it is concluded that the hypothesis H4 i-e "Relational conflict plays a mediating role between abusive supervision and project performance" is accepted.

4.4 Moderation analysis:

For moderation, we adopted Model 1 of the Process macro through SPSS Hayes (2013). In Hypothesis 5, we assume that the appearance of consistency mitigates the relationship between value inconsistency and loneliness in the workplace.

TABLE 4.3: Moderation analysis

DV	Effect of AS on RC		Effect of CRE on RC		Effect of AS × CRE on RC		Bootstrap results for moderation	
	B	t	B	t	B	t	LL 95% CI	UL 95% CI
MD	.530***	17.97	-.117***	-2.752	.028	.688	-.051	.107

N=348, * p<0.05, ** p<0.01, *** p<0.001, No. of bootstrap resample = 5000 * AS= Abusive Supervision, RC=Relational conflict, CRE=Conflict Resolution Efficacy.

It is concluded that the result for hypothesis 5 H5 i-e "Conflict resolution efficacy moderates the relation between abusive supervision and relational conflict where high conflict resolution efficacy will weaken the relationship between abusive supervision and relational conflict". According to the results from Table 4.3 (B=.028, t=.688, p=.492) clearly rejects the moderation variable. As p=.492 which is insignificant value and zero is present between the bootstrapped 95% of the confidence interval as its upper and lower limit (-.051, .107) different signs proves the presence of zero which leads to the rejection of H5.

4.5 Summary of Accepted/ Rejected Hypothesis:

The table given below will show the summary results of the hypotheses presented in this study.

TABLE 4.4: Hypotheses Summarized Results

Hypotheses	Statement	Result
H1	Abusive supervision is negatively related to project performance.	**Accepted**
H2	Relational conflicts are positively associated to abusive supervision.	**Accepted**
H3	Relational conflicts are negatively associated to project performance.	**Accepted**
H4	Relational conflict plays a mediate the relation between abusive supervision and project performance.	**Accepted**
H5	Conflict resolution efficacy moderates the relation between abusive supervision and relational conflict where high conflict resolution efficacy will weaken the relationship between abusive supervision and relational conflict	**Rejected**

Chapter 5

Discussion, conclusion, practical theoretical significance, research limitations and future directions

5.1 Discussion:

The main purpose of carrying out this study was to assess the answers to many questions that have not been answered in the context of Pakistan, particularly with regard to the impact of abuse supervision on project performance. Conflicts associated with other variables are evaluated as mediation and conflict resolution effectiveness, which is assessed as a regulator between abuse monitoring and project performance impact.

The data on the unaccepted proposed assumptions come from the Pakistan Project Organization. As the first hypothesis H1, which describes the negative correlation between abuse supervision and project performance, approve acceptance. Since relationship conflicts are controversial at almost every level throughout the organization, in order to improve project performance, the second and third hypotheses H2 and H3 are also accepted, suggesting that there is a negative correlation between relationship conflicts and abuse supervision and project performance.

In addition, relationship conflicts act effectively as an intermediary between the abuse of oversight relationships and project performance. Therefore, the fourth hypothesis H4 is also accepted because conflicting relationships, especially conflicting leadership relationships, increase prejudice because it abuses supervision and Intermediary role between project performances. After analysis, the conclusion reached is that the effectiveness of conflict resolution is the host, so H6 is accepted. This means that the moderator (conflict resolution effectiveness) does affect the relationship between abuse supervision and relationship conflict, because when the conflict resolution efficiency is high, it will weaken the relationship between abuse supervision and relationship conflict.

The detailed discussion on each hypothesis is as following:

5.2   Hypothesis H1:

Abusive supervision is negatively related to project performance.

This assumption was accepted. Current research results show a significant relationship (B= -.224, t= -4.86, P= .000).Abusive supervision having the value of t= -4.86, which shows level of the relationship. As the t value which is negative shows that it is negatively related. Hence in this hypothesis the value of t= -4.86 shows negative relation statistically between abusive supervision and project performance.

Hence, the above mentioned results are based on the basis of the past literature (Hoobler & Brass, 2006; Mitchell & Ambrose, 2007. Tepper, 2009; Tepper et al., 2008) also provides evidence for the negative relationship of abusive supervision and project performance.

Abuse supervision is defined as "the perception of subordinates to their supervisors in the continued display of hostile speech and nonverbal behavior". This may be when the supervisor ridicules their employees, gives them silent treatment,

reminds them of past failures, does not give proper trust, mistakenly blames or loses temper. Employees who may appear to be abused by their superiors either retaliate or quit by resigning. In fact, many people attack their employers by participating in abnormal behaviors of the organization. Because employees control many of the organization's resources, they often use or abuse any possible resources. Such resource abuse may occur in the form of time, office supplies, raw materials, finished products or services provided by them.

Workplace experience may prompt workers to take action. Studies that have been conducted have shown that the not respected concept is one of the main reasons for workplace deviation; workplace dissatisfaction is also a factor. Subordinates experienced abuse will reduce the frequency of interaction with their supervisor, which will result in to reduction in the work/environment information he/she receives. As the flow of information to the supervisor decreases, subordinates might not be able to trim down perceived insecurity and may be less connected to the organization and with its mission.

Supervisor has a great responsibility on his /her shoulder so he should be more professional and ethical person in comparison to subordinates. Results clearly indicate that if the supervision is not ethical and professional enough, desired results cannot be derived out of that supervision. Bad and abusive behavior of supervisor has a negative impact on project performance.

5.3   Hypothesis H2:

Relational conflicts are positively associated to abusive supervision.

This assumption was accepted. Current research results show a significant relationship (B= .5481, t= 19.70, P=.000).

Abusive supervision of project manager has the t value of 19.70, which shows positive relationship. As the t value which has a positive sign shows the positive

relation. Hence in this hypothesis the t value of 19.70 indicates statistically positive relation of abusive supervision and relational conflict.

Hence, the above mentioned results are based on the basis of the past literature (Andersson& Pearson, 1999; Bennett & Robinson, 2000; Duffy, Ganster, &Pagon, 2002; Keashly, Trott, MacLean, 1994) relationship between abusive supervision and relational conflict.

Employees being the victims of abusive leadership get revenge directly from their leader through workplace deviant behavior. Workplace deviance is such behavior that violates organizational norms, values and its employees. Hence, there is a direct link with abusive supervision and relational conflict; it's an aggression caused by the interpersonal mistreatments that forces employees to retaliate. Relational conflict is one of the harmful elements and supervisors should be aware of the effects of this particular element. It enhances biasness, getting personal with employees, damaging self-respect of employees' and job dissatisfaction.

Everyone working in any organization has some goals to achieve. They work to get to some place in their lives. All of them should be given equal chances for career progression. Relational conflict is the main hurdle in their way to progress their career.

5.4   Hypothesis H3:

Relational conflict is negatively associated to project performance.

This assumption was accepted. Current research results show a significant relationship (B= -.2518, t= -4.10, P= .000).

Relational conflict has the t value of -4.10, which shoes negative. As the t value has negative sign shows that the results are negative. Hence in this hypothesis the t value of -4.10 indicates negative relation of relational conflict with project performance.

Hence, the above mentioned results are based on the basis of the past literature that supports the negative relation of relational conflict with project performance (Ammeter & Dukerich, 2002; Simson & Peterson, 2000; Maslach & Leiter, 2008).

The most important aspect of project based organization is meeting their competitive market in order to survive as a successful organization, which involves two main dimensions i-e Support of supervisor and end to end performance, which are having a strong link between them because high level of abusive supervision will initiate job dissatisfaction and bad performance in task.

Moreover, such conflicts are considered to be destructive. Teams with high level of relational conflicts, make poor quality decisions and there are fewer commitments to these decisions. Also, the lack of commitment to decision making and poor quality decisions can hinder the team's ability to stay within the program and achieve the project aims.

As discussed earlier, everyone works for his/her career progression, if everyone will not be given equal chances to work or they will not get the equal atmosphere to work, relational conflicts will be born and when the relational conflicts will be there maximum results from employees' capabilities cannot be derived. Results clearly indicate a negative relationship between relational conflict and project performance.

5.5   Hypothesis H4:

Relational conflict plays a mediating role between abusive supervision and project performance.

Mediation hypothesis got accepted. As results shows significant relationship of relational conflict as a mediator between abusive supervision of project performance, as the upper and lower limit (.215, .0762) indicated by the un-standardized regression co-efficient are both positive and there exist no zero in the bootstrapped 95%

interval around the indirect effects of relationship between abusive supervision and project performance through relational conflict.

High degree of conflict Involving strong interpersonal disagreements and tensions in a team between leader and member usually expressed in negative communication, Lack of cooperation between leader and member Anger, distrust, fear and frustration. All these results have come out with the past literature which supports the significant role of relational conflict as a mediator between abusive supervision and project performance.

In contrast to the negative effects of abuse supervision, relationship conflicts may be motivating team members. High degree of conflict involves strong interpersonal disagreements and tensions between the leaders and the members. Usually there is negative communication, lack of cooperative anger between leaders and members, distrust, fear and frustration (Jehn, 1999; 1997; Jehn&Mannix, 2001). In contrast, the team's characteristics are low. Through active communication, interpersonal relationship between leaders and members, the level of relationship conflict is more harmonious and harmonious, showing trust, feelings and mutual respect.

5.6   Hypothesis H5:

Conflict resolution efficacy moderates the relationship between abusive supervision and project performance where high conflict resolution efficacy will weaken the relationship between abusive supervision and relational conflicts.

Moderation hypothesis got rejected. As the results of this study shows insignificant relationship (B= .028, t= .688, P=.492).

The t value of conflict resolution efficiency is .688, indicating that the relationship is of very high importance. Since the value of t is much smaller than 2, the result is not significant. Therefore, here in this hypothesis, the t value of .688 indicates

a statistically in-significant relationship between conflict resolution efficiency as a moderator between abuse supervision and relational conflict.

Self-resolving efficacy is conceptually different from "task." "Description of Morgan et al (1993). The task is to work as a team member, "dedicating to understanding task requirements, discovering rules for performing tasks, establishing interactive models equipped with equipment, exchanging task-related information, developing problem-solving teams, etc. Therefore, the task represents the technology of team tasks. Performance, self-solving effectiveness and team processes are used to guide, adjust and monitor tasks.

5.7   Practical and Theoretical Implications:

In this study, I discovered areas where abuse of supervision has an impact on project performance. This has become very popular and important area in these recent years in order to compete globally among all emerging creative organizations around the world. The main purpose of this study was to find out the effect of abuse supervision on performance of projects. The study also demonstrates that relationship conflicts are mediating effects of abuse of supervision and project performance. In addition, this study explores the unique role of conflict resolution as a regulator of the relationship between abuse of supervision and project performance.

The analysis data for this study were collected through questionnaires and distributed to the project organization in Pakistan. The proposed research and hypotheses support peer-to-peer theories and peer-to-peer exchanges. A total of 600 questionnaires were distributed, but only 348 were used for analytical purposes because these 348 questionnaires had the most appropriate and comprehensive information needed to analyze the research.

The main contribution of this study is that this study has contributed a lot to the current literature because of the limited research on the impact of abuse oversight

on project performance and conflict resolution, as the effectiveness of mediators and conflict resolution as intermediaries. In this study, five hypotheses were analyzed and tested based on the situation in Pakistan.

Moreover, all the assumptions are accepted. This study contributed to a new area in the previous literature, in which the abuse supervision relationship was tested and analyzed with other variables such as project performance. By analyzing the impact of project managers on project performance, this study adds a very important aspect of project

Manager's oversight of past literature abuse. In this study, new relationships have been analyzed, which is important for achieving competitive advantage in this diverse and creative environment of emerging organizations. This study has played an important role in the literature by showing that relationship conflicts serve as an intermediary between abuse supervision and project performance, as well as demonstrating the effectiveness of conflict resolution as a regulator of abuse supervision and project performance. Since the effectiveness of conflict resolution is one of the important and unique variables, the analysis of this variable serves as a unique study that makes a significant contribution to the future of literature. This study is equally important for managers, subordinates, supervisors, and employees because Pakistan is facing a high degree of power distance culture and require a large amount of new research to overcome this aspect of Pakistani culture. This will indicate abuse of supervision of project managers and subordinates.

5.8 Limitations of Research

As each study has some reservations, this study has also some limitations; main cause is limited resources and time. Because the data comes from the project organizations in Pakistan, if the data is collected from other parts of Pakistan, the results may vary greatly.

Since this is a bilateral survey, there are many difficulties in collecting data separately from management and staff. Even if many employees are not paying attention in completing survey, convincing them is a daunting task. Another limiting factor in this study is the use of convenient samples, where resting sampling is used to randomly collect data from a large population and limit generalization. Therefore, the results may not be widely promoted. As the analysis shows, some of the results are different from those expected in previous studies and literature, mainly due to the post-high power culture, so the results may not apply to non-Pakistan backgrounds.

5.9   Future Research Directions

In this study, the abuse monitoring model is subject to the impact of project performance, but for future research trends, these variables can be studied using other dimensions of performance.

There is still a lot of room for further research because the rejected assumptions can be reanalyzed by using different project management departments or areas. As a hypothesis, I believe that the role of the conflict resolution as a moderator has been rejected, but through analysis, we examined the direct relationship between conflict resolution effectiveness and abuse. Alternatively, the same moderator can be tested between abuse of supervision and project performance. hence, more research can be done from this angle to examine these areas in order to improve relationships in the presence of abuse supervision and ultimately improve project performance in Pakistan.

In addition, research on abuse monitoring and project performance requires more attention from researchers because these variables can be further studied in other sectors that require good performance, namely the telecommunications sector, which the sales department associates with such jobs. Therefore, this study can be further enhanced and refined by following several future research guidelines.

Bibliography

Allegro, J. T. ,& Van Breukelen, J. W. M. (2000). The Effects of a New Kind of Labor Flexibility: A Study in the Logistics Sector. Gedrag & Organisatie, 13, 107-125

Ashkanasy, N. M. ,& O'Connor, C. (1997). Value Congruence in Leader-Member Exchange. The Journal of Social Psychology, 137, 647-662.

Baker, D. D. ,&Ganster, D. C. (1985). Leader Communication Style: A Test of Average Versus Vertical Dyad Linkage Models. Group & Organization Studies, 10, 242-259

Bauer, T. N. ,& Green, S. G. (1994). Development of Leader-Member Exchange: A Longitudinal Test. Academy of Management Journal, 39, 1538-1567

Bennett, R. J., & Robinson, S. L. (2000). The development of a measure of workplace deviance. Journal of Applied Psychology, 85, 349360.

Bowers, D. G. , & Seashore, S. E. (1966). Predicting Organizational Effectiveness with a Four-factor Theory of Leadership. Administrative Science Quarterly, 11, 238-263

Brockner, J. ,& Grover, S. (1988). Predictors of Survivors' Job Involvement Following Layoffs: A Field Study. Journal of Applied Psychology, 73, 436-442 .

Brower, H. H. ,Schoorman, F. D. , & Tan, H. H. (2000). A Model of Relational Leadership: The Integration of Trust and Leader-Member Exchange. Leadership Quarterly, 11, 227-250.

Cogliser, C. C. , &Schriesheim, C. A. (2000), Coleman, D. F. (1998), Campbell, J. P. (1977), Coyle-Shapiro, J. , & Kessler, I. (2000) Campbell, J. P. (1977) 'The Cutting Edge of Leadership: An Overview', in J. G. Hunt & L. L. Larson (Eds.), Leadership: The Cutting Edge (pp. 221-234). Carbondale IL: Southern Illinois University Press.

Cogliser, C. C. ,&Schriesheim, C. A. (2000). Exploring Work Unit Context and Leader-Member Exchange: A Multi-level Perspective. Journal of Organizational Behavior, 21, 487-511 .

Coleman, D. F. (1998). An Alternative "Limited Domain" View of Leader-Member Exchange', in F. Dansereau& F. J. Yammarino (Eds.) Leadership: The Multiple Level Approaches (pp. 137-148). Greenwich, CT: JAI Press.

Coyle-Shapiro, J. ,& Kessler, I. (2000). Consequences of the Psychological Contract for the Employment Relationship: A Large Scale Survey. Journal of Management Studies, 37, 903-930 .

Dabos, G. E. ,& Rousseau, D. M. (2004). Mutuality and Reciprocity in the Psychological Contracts of Employees and Employers. Journal of Applied Psychology, 89, 52-72 .

Dansereau, F. (1995). A Dyadic Approach to Leadership: Creating and Nurturing This Approach Under Fire. Leadership Quarterly, 6, 479-490 .

Dansereau, F. , & Markham, S. E. (1987). Superior-Subordinate Communication: Multiple Levels of Analysis. In F. M. Jablin , L. L. Putnam , K. H. Roberts , & L. W. Porter (Eds.), Handbook of Organizational Communication (pp. 343-388). London: SAGE.

Dansereau, F. , Alutto, J. A. , Markham, S. E. , & Dumas, M. (1982). Multi-plexed Leadership and Supervision: An Application of Within and Between

Analysis. In J. G. Hunt , U. Sekaran , & C. A. Schriesheim (Eds.), Leadership: Beyond Establishments Views, (pp. 81-103). Carbondale, IL: Southern Illinois University Press.

Dansereau, F. ,Alutto, J. A. , &Yammarino, F. J. (1984). Theory Testing in Organizational Behavior: The Varient Approach. Englewood Cliffs, NJ: Prentice-Hall.

Dansereau, F. ,Graen, G. B. , &Haga, W. J. (1975). A Vertical Dyad Linkage Approach to Leadership Within Formal Organizations. Organizational Behavior and Human Performance ,13, 46-78.

Dansereau, F. , Yammarino, F. J. , Markham, S. E. , Alutto, J. A. , Newman, J. , Dumas, M. , Nachman, S. A. , Naughton, T. J. , Kim, K. , Al-Kelabi, S. A. , Lee, S. , & Keller, T (1995) . Individualized Leadership: A New Multiple-level Approach. Leadership Quarterly, 6, 413-450 .

Day, D. V., & Crain, E. C. (1992). The role of affect and ability in initial exchange quality perceptions. Group and Organization Management, 17, 380397.

Deluga, R. J. ,& Perry, J. T. (1991). The Relationship of Subordinate Upward Influencing Behaviour, Satisfaction and Perceived Superior Effectiveness with Leader-Member Exchanges. Journal of Occupational Psychology, 64, 239-252 .

Deluga, R. J. ,& Perry, J. T. (1994). The Role of Subordinate Performance and Ingratiation in Leader-Member Exchanges. Group and Organization Management, 19, 67-86 .

Dienesch, R. M. ,&Liden, R. C. (1986). Leader-Member Exchange Model of Leadership: A Critique and Further Development. Academy of Management Review, 11, 618-634 .

Dionne, S. D. , Yammarino, F. J. , Atwater, L. E. , & James, L. R. (2002). Neutralizing Substitutes for Leadership Theory: Leadership Effects and Commonsource Bias. Journal of Applied Psychology, 87, 454- 464.

Dockery, T. M. ,& Steiner, D. D. (1990). The Role of Initial Interaction in Leader-Member Exchange. Group and Organization Studies, 15, 395-413 .

Dreu, C.K.W. , & Vianen, A. E. M. (2001). "Managing relationship conflict and effectiveness of organizational teams." Journal of organizational behavior. 22, 309-328.

Duarte, N. T. , Goodson, J. R. , &Klich, N. R. (1993). How Do I Like Thee? Let Me Appraise the Ways. Journal of Organizational Behavior, 14, 239-249 .

Duchon, D. , Green, S. G. , & Taber, T. D. (1986). Vertical Dyad Linkage: A Longitudinal Assessment of Antecedents, Measures, and Consequences. Journal of Applied Psychology, 71, 56-60 .

Dunegan, K. J. ,Duchon, D. , &Uhl-Bien, M. (1992). Examining the Link between Leader-Member Exchange and Subordinate Performance: The Role of Task Analyzability and Variety as Moderators. Journal of Management, 18, 59-76 .

Evan, W. (1965). Conflict and performance in R&D organizations.Industrial Management Review, 7, 37-46

Fairhurst, G. T. ,& Chandler, D. (1989) . Social Structure in Leader-Member Interaction. Communication Monographs, 56, 215-239 .

Gerstner, C. R. ,& Day, D. V. (1997). Meta-analytic Review of Leader-Member Exchange Theory: Correlates and Construct Issues. Journal of Applied Psychology, 82, 827-844 .

Gmez, C. ,& Rosen, B. (2001). The Leader-Member Exchange as a Link Between Managerial Trust and Employee Empowerment. Group & Organization Management, 26, 53-69 .

Graen, G. B. (1976). Role Making Processes within Complex Organizations. In M. D. Dunnette (Eds.), Handbook of Industrial and Organizational Psychology (pp. 1201-1245) Chicago: Rand McNally.

Graen, G. B. (1990). Designing Productive Leadership Systems to Improve Both Work Motivation and Organizational Effectiveness. In U. Kleinbeck , H-H. Quast , H. Thierry , & H. Hcker (Eds.), Work motivation (pp. 133-156). Hillsdale, NJ: Lawrence Erlbaum Associates.

Graen, G. B. ,&Cashman, J. F. (1975) 'A Role-making Model of Leadership in Formal Organizations: A Developmental Approach', in J. G. Hunt & L. L. Larson (Eds.), Leadership Frontiers (pp. 143-165). Kent, OH: Kent State University Press .

Graen, G. B. ,&Graen, J. A. (2005). Global Organizing Designs (Eds.), Greenwich, CT: Information Age Publishing .

Graen, G. B. ,&Scandura, T. A. (1987) .Toward a Psychology of Dyadic Organizing. In B. M. Staw& L. L. Cummings (Eds.), Research in Organizational Behavior (pp. 175-208). Greenwich, CT: JAI Press .

Graen, G. B. ,&Uhl-Bien, M. (1995) .Relationship-based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership over 25 Years: Applying a Multi-level Multi-domain Perspective. Leadership Quarterly, 6, 219-247 .

Graen, G. B. ,Dansereau, F. , & Minami, T. (1972). Dysfunctional Leadership Styles. Organizational Behavior and Human Performance, 7, 216-236 .

Graen, G. B. ,Dansereau, F. , Minami, T. , &Cashman, J. (1973). Leadership Behaviors as Cues to Performance Evaluation. Academy of Management Journal, 16, 611-623 .

Graen, G. B. ,Liden, R. C. , &Hoel, W. (1982). Role of Leadership in the Employee Withdrawal Process. Journal of Applied Psychology, 67, 868-872 .

Graen, G. B. , Novak, M. A. , &Sommerkamp, P. (1982) . The Effects of Leader-Member Exchange and Job Design on Productivity and Satisfaction: Testing the Dual Attachment Mode. Organizational Behavior and Human Performance, 30, 109-131 .

Graen, G. B. ,Orris, D. , & Johnson, T. (1973) . Role Assimilation Processes in a Complex Organization. Journal of Vocational Behavior, 3, 395-420 .

Graen, G. B. ,Scandura, T. A. , &Graen, M. R. (1986) . A Field Experimental Test of the Moderating Effects of GNS on Productivity. Journal of Applied Psychology, 71, 484-491 .

Green, S. G. ,& Mitchell, T. R. (1979) . Attributional Processes of Leaders in Leader-Member Interactions. Organization Behavior and Human Performance, 23, 429-458 .

Green, S. G. , Anderson, S. E. , & Shivers, S. L. (1996) . Demographic and Organizational Influences on Leader-Member Exchange and Related Work Attitudes. Organizational Behavior and Human Decision Processes, 66, 203-214 .

Guzzo RA, Yost PR, Campbell RJ, Shea Gl? (1993). Potency in groups: Articulating a construct. British Journal of Social Psychology, 32,87-106.

Harris, K. J. ,&Kacmar, K. M. (2006) .Too Much of a Good Thing: The Curvilinear Effect of Leader-Member Exchange on Stress. The Journal of Social Psychology ,146, 65-84 .

Hemphill, J. K. , & Coons, A. E. (1957) . Development of the Leader Behavior Description Questionnaire', in R. M. Stogdill& A. E. Coons (Eds.), Leader Behavior: Its Description and Measurement (pp. 6-38). Columbus, OH: Bureau of Business Research, Ohio State University .

Hersey, P. ,& Blanchard, K. H. (1969) . Life Cycle Theory of Leadership. Training and Development Journal,23, 26-34 .

Hiller, N. J. ,& Day, D. V. (2003). LMX and Teamwork: The Challenges and Opportunities of Diversity', in G. B. Graen (Eds.), Dealing with Diversity (pp. 29-57). Greenwich, CT: Information Age Publishing .

Hogg, M. A. , Martin, R. , Epitropaki, O. , Mankad, A. , Svensson, A. , &Weeden, K. (2005) . Effective Leadership in Salient Groups: Revisiting Leader-Member Exchange Theory from the Perspective of the Social Identity Theory of Leadership. Personality and Social Psychology Bulletin, 31, 991-1004 .

Hogg, M. A. , Martin, R. , &Weeden, K. (2003). Leader-Member Relations and Social Identity. In D. van Knippenberg& M. A. Hogg (Eds.), Leadership and Power: Identity Processes in Groups and Organizations (pp. 18-33). London: SAGE

Hollander, E. P. (1980). Leadership and Social Exchange Processes. In K. J. Gergen , M. S. Greenberg , & R. H. Willis (Eds.), Social Exchange: Advances in Theory and Research (pp. 103-118). New York: Plenum Press.

House, R. J. (1971). A Path-Goal Theory of Leader Effectiveness. Administrative Science Quarterly ,16, 321-338 .

House, R. J. (1996). Path-Goal Theory of Leadership: Lessons, Legacy, and a Reformulated Theory. Leadership Quarterly,7, 323-352 .

House, R. J. ,&Aditya, R. N. (1997). The Social Scientific Study of Leadership: Quo Vadis. Journal of Management, 23, 409-473 .

Hunt, J. G. ,& Larson, L. L. (1974). Contingency Approaches to Leadership. Carbondale, IL: Southern Illinois University Press .

Humphrey, S. E., Aime, F., Cushenbery, L., Hill,A.D., Fairchild,J. (2017). Team conflict dynamics: Implications of a dyadic view of conflict for team performance. Organizational Behavior and Human Decision Processes 142 (2017) 5870

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. Administrative Science Quarterly, 40, 256282. doi:10.2307/2393638

Jehn, K. A., & Bendersky, C. (2003). Intragroup conflict in organizations:A contingency perspective on the conflictoutcome relationship. Research in Organizational Behavior, 25, 187242. doi:10.1016/S0191-3085(03)25005-X

Jehn, K. A., & Mannix, E. (1997). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance.Manuscript submitted for publication, University of Pennsylvania, Philadelphia

Keashly, L., Trott, V., & MacLean, L. M, 1994. Abusive behavior in the workplace: A preliminary investigation. Violence and Victims, 9: 341-357.

Kemper, S. (2016). "Abusive Supervision in the Workplace: An Examination of Current Research and a Proposal for Preventive Measures" University Honors Theses. 303. DOI: 10.15760/honors.248

Keller, T. ,&Dansereau, F. (1995). Leadership and Empowerment: A Social Exchange Perspective. Human Relations ,48, 127-146 .

Keller, T. ,&Dansereau, F. (2001). The Effect of Adding Items to Scales: An Illustrative Case of LMX. Organizational Research Methods, 4, 131-143 .

Kim, K. I., & Organ, D. W. (1982). Determinants of leadersubordinate exchange relationships. Group and Organization Studies,7, 7789.

Kinicki, A. J. ,&Vecchio, R. P. (1994). Influence on the Quality of Supervisor-Subordinate Relations: The Role of Time Pressure, Organizational Commitment, and Locus of Control. Journal of Organizational Behavior, 15,75-82 .

Klein, K. J. ,Dansereau, F. , & Hall, R. J. (1994). Levels Issues in Theory Development, Data Collection and Analysis. Academy of Management Review, 19, 195-229 .

Kluemper, D. H., Mossholader, K. W., Ispas, D., Bing, M. N., Iliescu, D., Ilie, A. (2018). When Core Self-Evaluations Influence Employees' Deviant Reactions to Abusive Supervision: The Moderating Role of Cognitive Ability. Journal of business ethics https://doi.org/10.1007/s10551-018-3800-y.

Kozlowsky, S. W. J. ,& Doherty, M. L. (1989). Integration of Climate and Leadership: Examination of a Neglected Issue. Journal of Applied Psychology, 74, 546-553 .

Lamertz, K. (2002). The Social Construction of Fairness: Social Influence and Sense Making in Organization. Journal of Organizational Behavior, 23, 19-37 .

Le Blanc, P. M. (1994). Leader's Support: A Study of the Leader-Member Exchange Model among Nurses.Amsterdam: Thesis Publishers.

Le Blanc, P. M. , De Jong, R. D. , Geersing, J. , Furda, J. , &Komproe, I. H. (1993). Leader-Member Exchanges: Distinction between Two Factors. European Work and Organizational Psychologist ,3, 297-309 .

Lee C, Bobko .P. (1994). Self-efficacy beliefs: Comparison of five measures. Journal of Applied Psychology, 79,364-369.

Lee, J. (2001). Leader-Member Exchange, Perceived Organizational Justice, and Cooperative Communication. Management Communication Quarterly ,14, 574-589 .

Liden, R. C. ,&Graen, G. (1980).Generalizability of the Vertical Dyad Linkage Model of Leadership. Academy of Management Journal, 23, 451-465 .

Liden, R. C. ,&Maslyn, J. M. (1998). Multidimensionality of Leader-Member Exchange: An Empirical Assessment Through Scale Development. Journal of Management , 24, 43-72 .

Liden, R. C. ,Sparrowe, R. T. , & Wayne, S. J. (1997). Leader-Member Exchange Theory: The Past and Potential for the Future. In G. R. Ferris (Eds.), Research in Personnel and Human Resource Management, (pp.47-119). Greenwich, CT: JAI Press .

Liden, R. C. , Wayne, S. J. , & Stilwell, D. (1993) . A Longitudinal Study on the Early Development of Leader-Member Exchanges. Journal of Applied Psychology, 78, 662-674 .

Lin, L.,Fan, F., Kwok,L., (2011). Effects of task and relationship conflicts on individual work behaviors. International Journal of Conflict Management, 22(2), 131-150,

Liu D, Liao H, Loi R. (2012). The dark side of leadership: a three-level investigation of the cascading effect of abusive supervision on employee creativity. Acad. Manag. J. 55:1187212

Maslyn, J. M., & Uhl-Bien, M. (2001). Leadermember exchange and its dimensions: Effects of self-effort and other's effort on relationship quality. Journal of Applied Psychology, 86, 697708.

Martinko, M. ,& Gardner, W. L. (1987).The Leader/Member Attribution Process' , Academy of Management Review, 12, 235-249 .

Martinko MJ, Harvey P, Brees JR,Mackey J. (2013). A review of abusive supervision research. J. Organ. Behav. 34:12037

Masterson, S. S. , Lewis, K. , Goldman, B. M. , & Taylor, M. S. (2000). Integrating Justice and Social Exchange: The Differing Effects of Fair Procedures and Treatment on Work Relationships. Academy of Management Journal, 43,738-748 .

Maslyn, J. ,&Uhl-Bien, M. (2005) . LMX Differentiation: Key Concepts and Related Empirical Findings. In G. B. Graen& J. A. Graen (Eds.), Global Organizing Designs (pp. 73-98). Greenwich, CT: Information Age Publishing .

Mayer, R. C. , Davis, J. H. , &Schoorman, F. D. (1995) .An Integrative Model of Organizational Trust. Academy of Management Review, 20, 709-734 .

McClane, W. E. (1991). Implications of Member Role Differentiation: Analysis of a Key Concept in the LMX Model of Leadership' .Group and Organization Studies, 16, 102-113

Meindl, J. R. (1989). Managing to Be Fair: An Exploration of Values, Motives and Leadership. Administrative Science Quarterly, 34, 252-276 .

Mitchell, M. S., & Ambrose, M. L. (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. Journal of Applied Psychology, 92, 11591168. doi:10.1037/ 0021-9010.92.4.1159

Murphy, S. E. ,&Ensher, E. A. (1999) . The Effects of Leader and Substitute Characteristics in the Development of Leader-Member Exchange Quality. Journal of Applied Social Psychology, 29, 1371-1394 .

Osgood, C. E. (1962). Studies on the Generality of Affective Meaning. American Psychologist, 17, 10-28.

Osgood, C. E. ,Suci, G. J. , &Tannenbaum, P. H. (1957). The Measurement of Meaning. Urbana, IL: University of Illinois Press .

Paglis, L. L. ,& Green, S. G. (2002). Both Sides Now: Supervisor and Subordinate Perspectives on Relationship Quality. Journal of Applied Social Psychology,32, 250-276 .

Peng AC, Schaubroeck JM, Li Y. 2014. Social exchange implications of own coworkers' experiences of supervisory abuse. Acad. Manag. J. 57:1385405

Phillips, A. S. ,&Bedeian, A. G. (1994). Leader-Follower Exchange Quality: The Role of Personal and Interpersonal Attributes. Academy of Management Journal, 37, 990-1001 .

Pierce, W. D. ,Sydie, R. A. , Stratkotter, R. , &Krull, C. (2003). Social Concepts and Judgments: A Semantic Differential Analysis of the Concepts Feminist, Man, and Woman. Psychology of Women Quarterly, 27, 338-346 .

Priem, Richard, and Kenneth Price 1991 "Process and outcome expectations for the dialectical inquiry, devil's advocacy, and consensus techniques of strategic decision making." Group and Organizations studies. 16: 206-225

Rousseau, D. M. (1998) . LMX Meets the Psychological Contract: Looking Inside the Black Box of Leader-Member Exchange. In F. Dansereau& F. J. Yammarino (Eds.), Leadership: The Multiple Level Approaches (pp.149-154). Greenwich, CT: JAI Press .

Scandura, T. A. (1999). Rethinking Leader-Member Exchange: An Organizational Justice Perspective. Leadership Quarterly, 10, 25-40 .

Scandura, T. A. ,&Graen, G. B. (1984). Moderating Effects of Initial Leader-Member Exchange Status on the Effects of a Leadership Intervention. Journal of Applied Psychology, 69, 428-436 .

Scandura, T. A. ,Graen, G. B. , & Novak, M. A. (1986). When Managers Decide Not to Decide Autocratically: An Investigation of Leader-Member Exchange and Decision Influence. Journal of Applied Psychology, 71, 579-584 .

Schneider, A. (2004). The Ideal Type of Authority in the United States and Germany. Sociological Perspectives, 47, 313-327 .

Schriesheim, C. A. , Castro, S. L. , &Cogliser, C. C. (1999). Leader-Member Exchange (LMX) Research: A Comprehensive Review of Theory, Measurement, and Data-analytic Practices. Leadership Quarterly,10, 63-113 .

Schyns, B. ,& Paul, T. (2005) .Dyadic Leadership and Organizational Outcomes: Different Results or Different Instruments. In G. B. Graen& J. A. Graen (Eds.), Global Organizing Designs (pp. 175-205). Greenwich, CT: Information Age Publishing .

Settoon, R. P. , Bennett, N. , &Liden, R. C. (1996) . Social Exchange in Organizations: Perceived Organizational Support, Leader-Member Exchange, and Employee Reciprocity. Journal of Applied Psychology, 81, 219-227 .

Sias, P. M. ,&Jablin, F. M. (1995). Differential Superior-Subordinate Relations, Perceptions of Fairness and Coworker Communication. Human Communication Research, 22, 5-38 .

Simons, T. L., & Peterson, R. S. (2000). Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust. Journal of Applied Psychology, 85, 102111. doi:10.1037/0021-9010.85 1.102

Sparrowe, R. T. ,&Liden, R. C. (1997).Process and Structure in Leader-Member Exchange. Academy of Management Review, 22, 522-552 .

Stogdill, R. M. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. Journal of Psychology, 25, 35-71 .

Sullivan, D. M. , Mitchell, M. S. , &Uhl-Bien, M. (2003). The New Conduct of Business: How LMX Can Help Capitalize on Cultural Diversity. In G. B. Graen (Eds.), Dealing with Diversity (pp. 183-218). Greenwich, CT: Information Age Publishing.

Tekleab, A. G. ,& Taylor, S. (2003).Aren't There Two Parties in an Employment Relationship? Antecedents and Consequences of Organization-Employee. Agreement on Contract Obligations and Violations.Journal of Organizational Behavior , 24, 585-608 .

Tepper, B.J. (2007). "Abusive supervision in work organizations: Review, synthesis, and Research Agenda". journal of management.33: 261. DOI: 10.1177/0149206307300812

Tepper, B. J., Duffy, M. K., Hoobler, J., & Ensley, M. D. (2004). Moderators of the relationships between coworkers' organizational citizenship behavior and fellow employees' attitudes. Journal of Applied Psychology, 89(3), 455-465.

Tepper, B. J. (2000). "Consequences of abusive supervision". Academy of Management Journal. 43: 178-190. doi:10.2307/1556375

Tepper,B.J., Simon, L., & Park, H. M. (2017). "Abusive supervision". The annual review of organizational behavior and organizational psychology. 4:123-52.

Tsui, A. S. ,Xin, K. R. , & Egan, T. D. (1995) .Relational Demography: The Missing Link in Vertical Dyad Linkage. In S. E. Jackson & M. N. Ruderman (Eds.), Diversity in Work Teams (pp. 97-130). Washington, DC: American Psychological Association.

Uhl-Bien, M. ,&Maslyn, J. M. (2003).Reciprocity in Manager-Subordinate Relationships: Components, Configurations, and Outcome. Journal of Management ,29, 511-532 .

Uhl-Bien, M. ,Graen, G. B. , &Scandura, T. A. (2000). Implications of Leader-
    Member Exchange (LMX) for Strategic Human Resource Management Sys-
    tems: Relationships as Social Capital for Competitive Advantage. Research
    in Personnel and Human Resources Management, 18, 137-185 .

Van Breukelen, W. ,Konst, D. , & Van Der Vlist, R. (2002). Effects of LMX and
    Differential Treatment on Work Unit Commitment. Psychological Reports,
    91, 220-230 .

Vecchio, R. ,&Gobdel, B. (1984). The Vertical Dyad Linkage Model of Leadership:
    Problems and Prospects. Organizational Behavior and Human Performance
    ,34, 5-20 .

Waldron, R. V. (1991). Achieving Communication Goals in Superior-Subordinate
    Relationships: The Multifunctionality of Upward Maintenance Tactics. Com-
    munication Monographs,58, 289-306 .

Wayne, S. J. ,& Ferris, G. R. (1990). Influence Tactics, Affect, and Exchange
    Quality in Supervisor-Subordinate Interactions: A Laboratory Experiment
    and Field Study. Journal of Applied Psychology, 75, 487-499 .

Wayne, S. J. ,Liden, R. C. , &Sparrowe, R. T. (1994). Developing Leader-Member
    Exchanges: The Influence of Gender and Ingratiation. The American Behav-
    ioral Scientist, 37, 697-714 .

Yukl, G. A. (1999) .An Evaluative Essay on Current Conceptions of Effective
    Leadership. European Journal of Work and Organizational Psychology, 8,
    33-48 .

Yukl, G. A. ,& Van Fleet, D. D. (1992). Theory and Research on Leadership
    in Organizations', in M. D. Dunette& L. M. Hough (Eds.), Handbook of
    Industrial and Organizational Psychology (pp. 147-197). Palo Alto, CA:
    Consulting Psychologists Press.

Zhang Y, Bednall TC (2016). Antecedents of abusive supervision: a meta-analytic
    review. J. Bus. Ethics, 139, 455

Certificate

This is to certify that **Sidra Yousaf** bearing Registration No. **MPM163011** has incorporated all the observations made by thesis supervisor. The title of the thesis is: **"Impact of Abusive Supervision on Project Performance with the Mediating Role of Relational Conflict and Moderating Role of Conflict Resolution Efficacy"**

Forwarded for necessary action.

<div align="right">

_____

Dr. SAJID BASHIR

(Thesis Supervisor)

</div>