

## **STUDENT PERSONALITY TYPE DIVERSITY IN TEAM PROJECTS: THE RELATIONSHIP BETWEEN TEAM DIVERSITY AND SATISFACTION**

**Thomas C. Boyd, Katrin R. Harich, and Matthew P. Lancellotti,  
Mihaylo College of Business and Economics, California State University, Fullerton,  
Fullerton, CA 92834-6848; tboyd@fullerton.edu, kharich@fullerton.edu,  
mlancellotti@fullerton.edu**

### **ABSTRACT**

Marketing educators have long used student team projects in the belief that such projects have a positive effect on the student learning experience. Students hone their leadership, cooperation, and communication skills, and feel generally more motivated. On the other hand, poor team experiences during a student's college career can foster negative attitudes towards working in teams. If educators can find ways to help students anticipate and/or avoid such negative experiences they can better prepare their students for the realities of the workplace. Prior research suggests that knowing the personality types in a team may help students to understand their roles in the team better and also assist educators to manage student teams better. Before trying to manage team interaction, educators should understand whether or not team make-up influences the student's learning experience and the quality of team output. It is possible that students in teams with diverse personalities may experience more conflict within the team, but also produce a better final product. It is also possible that students of like personalities may either get along well or badly, depending on whether those personalities conflict or not. Ultimately, educators should know

whether or not personality combinations on teams effect students' perceptions of team work, student satisfaction, and team quality. This paper investigates whether or not personality type combinations on teams effect students' perceptions of team work, student satisfaction, and team quality. Toward that end, a field study with 67 students was conducted that examined student personalities on 16 student teams from three upper level marketing courses. The results reveal a nuanced relationship between diversity of personality types on a team and students' satisfaction with the team. For some personality types, it appears that as diversity increases, so too does satisfaction with the team and its members' interactions. While the results are interesting they are limited by the small sample size of this exploratory study. Additional work with more classes and larger numbers of students is necessary to determine the true nature of the relationships uncovered, and to confirm the significant relationships found. Understanding and accepting the diverse personalities that exist in a team can help improve team performance. This study further advances this cause.

**References Available on Request**