

ANALYSING THE EFFECTS OF **CONFLICT** ON **TEAM PERFORMANCE** IN AN ENTREPRENEURIAL PROJECT:
A CASE STUDY OF A SWISS HOSPITALITY INSTITUTE
(SHI).

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Introduction

- Collaborative team work is highly appreciated in each and every working field (Pfaff and Huddleston, 2003; de Jong et al., 2005; Gundlach et al., 2006; Kozlowski and Ilgen, 2006; Aggarwal and O'Brien, 2008; Chapman et al., 2010; Cummings, 2004 cited by Israilidis et al., 2015).
- Team work is beneficial for students in higher education as a preparatory practices before employment (Chapman and Van Auken, 2001).
- Certain amount of challenges produced due to diversity of views and opinions that result in a conflict (Bezrukova et al., 2002; Michaelsen et al., 2002 cited by Michaelsen et al., 2008; Somech et al., 2009; Woods, 2010).
- Researchers distinguish between three main types of conflict: task, relationship and process, effects of which vary in different contexts (Chiocchio et al., 2015).

Rationale

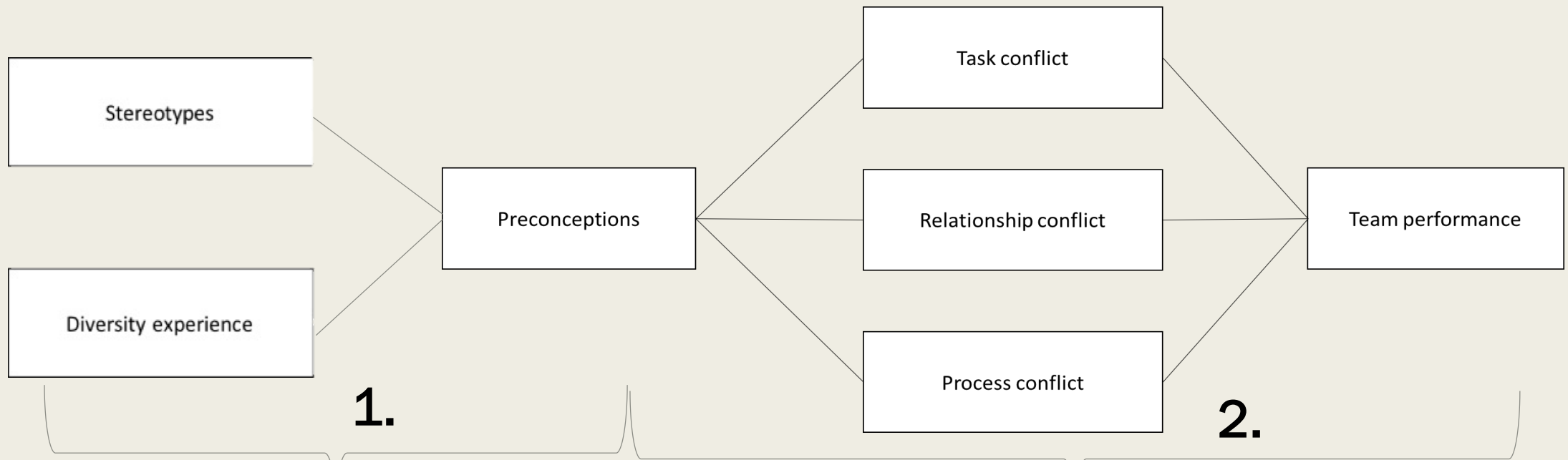
- Studies on relationship between conflict and team performance in an educational context have produced contradictory results based on the conflict types and diversity of team member characteristics (Barcki and Hartwick, 2004; De Dreu and Beersma, 2005; Mannes, 2008; De Wit et al., 2012).
- The moderating effects of actual diversity on team conflict and performance have often been justified through preconceptions, defined as diversity perceptions (Van Knippenberg et al., 2004, Van Knippenberg, 2007).
- Limited research previously done on the role of preconceptions prior to team performance and the impact on performance outcomes.
- Research subjects - entrepreneurial teams in SHI, performing during the semester frame length (SHI Module Outline, 2017).

Aim and objectives

The aim of the current research paper is to assess the effects of diversity preconceptions on team performance in an entrepreneurial project. To achieve the aim of this paper the objectives are defined as follows:

1. To identify preconceptions of the members in the assigned teams
2. To evaluate the performance levels of assigned teams
3. To measure levels of conflict during performance of assigned teams
4. To investigate the role of preconceptions in team conflict initiation

Theories and concepts

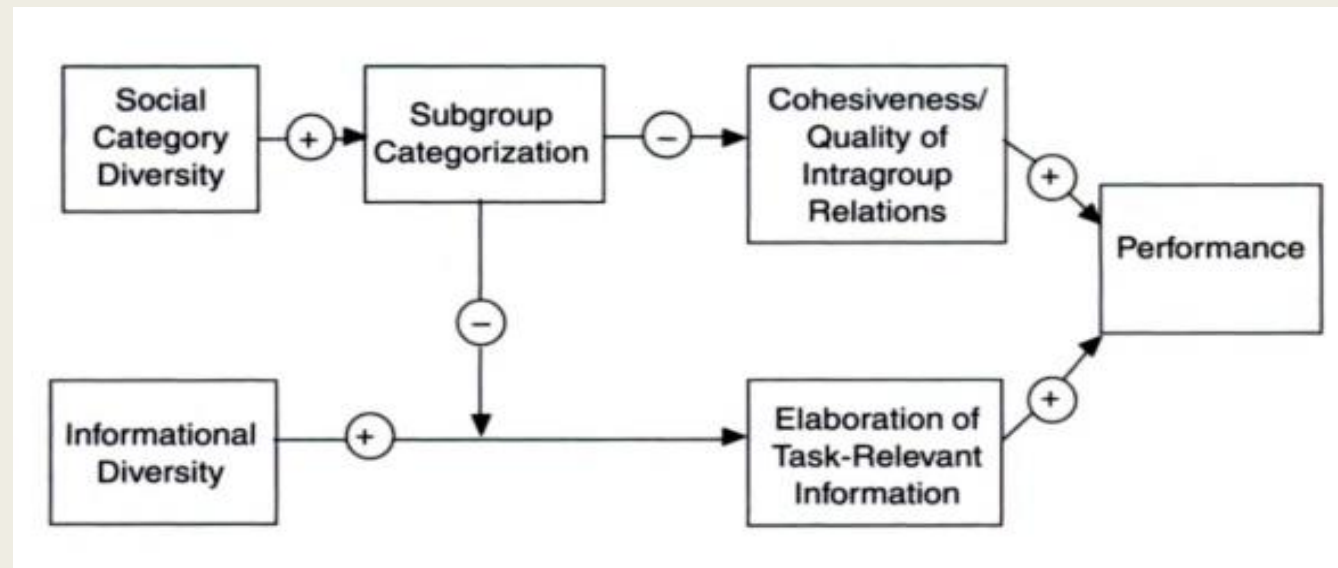


1. Preconceptions constituent model (adapted from Shrivastava and Gregory, 2009, p. 528) and 2. Theoretical framework (adapted from Schilderman, 2011).

- Relationship conflict: defined as a mutual dislike and confrontation, team spends time and energy on non-task related issues- productivity (Jehn, 1995 cited by Kankanhalli et al., 2006, Chiochio et al., 2015)
- Task conflict: diversity of views related to task performance, deprived of excessive negative emotions (Jehn and Mannix, 2001)
- Process conflict: argument on the issue of delegation of task performance and allocating responsibilities (Behfar et al., 2011)

Existing empirical research

- Internal conflict and team performance in educational settings
- Social categorization and team behavior in educational settings



The Categorization-Elaboration Model (CEM) of group composition and task performance (Van Knippenberg, De Dreu and Homan, 2001 cited by Haslam et al., 2003).

Background of the study

- Swiss hospitality Institute
- Various cultures and ethnicities
- Group work is a consistent practice
- Small village community
- 20 week academic semester covering a normal academic year
- Student-centered culture
- Industry practicum
- Entrepreneurial group projects : 15 -17 weeks
- Different levels of task performance and evaluation

(Jung et al. 2014; Mirza et al., 2014 ; SFSO, 2015 ; Duffy et al., 2016; SHI Module Outline, 2017)

Methodology

- Approach: Quantitative
- Sampling and data collection:
 - Purposive sampling (accessibility, project teams)
 - 2-staged-survey (preconceptions and team conflict): likert – scales

I often interact with people from diverse cultures.

1..2...3..4..5

Shrivastava and Gregory (2009)

The person sitting next to me could be a lot like me.

1..2...3..4..5

Section 6: Demographics

The purpose of this section is to collect some basic information about you. Please complete this section by placing checkmarks in the appropriate boxes, and filling in the blanks for written answers.

6.1 Gender

Female Male

6.2 Birthdate (e.g. 09/21/60) Month _____ Day _____ Year _____

6.3 Ethnicity

Native American /Alaskan Native White (except Hispanic)
 Hispanic Black (not Hispanic)
 Filipino Asian or Pacific Islander
 Other _____

6.4 Citizenship: _____

6.5 If you have visited (e.g. on vacations) or lived (e.g. for education or work purposes) in multiple countries, indicate: (a) which countries, (b) for approximately how long, and (c) the purpose of your visit or staying.

A. Country	B. For how long (e.g. days, months, years)	C. Purpose

(use the back of this sheet if you need more space)

6.6 Indicate which language(s) you speak (describe the level of proficiency by using "Native", "Fluent", "Intermediate" or "Minimal" after each language spoken):

Challenges

- Generalization difficulties (Polit and Beck, 2013)
- Primary research longevity to obtain meaningful results
- Time consuming (Hennink et al., 2011)
- Dishonest participants
- Ethical issues (identifying stereotypes)
- Variables other than preconceptions that affect team performance levels

Future steps

- Discussion chapter
- Conclusion and Recommendation
- Corrections

Issues to discuss

There are several performance evaluation measures in qualitative approach (ex. observational scales).

Are you aware of any quantitative measure to evaluate team performance ?

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