COMPETITIVE PAPER WINNER

**Effects Of Social Styles On Student Attitudes About Team Projects:
Changes Between 2005-2007 And 2017**

By
Regina Pefanis Schlee, Seattle Pacific University, Seattle, WA
rschlee@spu.edu
Vicki Blakney Eveland, Seattle Pacific University, Seattle, WA
evelav@spu.edu
Katrin R. Harich, California State University, Fullerton, CA
kharich@fullerton.edu

ABSTRACT

This study compares a sample of business students enrolled in marketing classes from 2005-2007 to a 2017 sample of business students in terms of their social styles and their attitudes towards group projects. The measure of personality is based on the social dimensions developed by Merrill and Reid (1981): Driver, Expressive, Analytical, and Amiable. The advantage of the Merrill and Reid's classification of personalities is that they include cues that can be observed by others. The two cohorts of students enrolled in marketing classes could be classified as Millennials, those born before 1995, and Generation Z, born after 1995. Thus, the earlier sample from 2005-2007 includes primarily early Millennials and the latter sample includes the tail end of Millennials and Generation Z. Our analysis demonstrates significant changes in some attitudes about group projects. Some of the changes in attitudes regarding group projects, especially in the amount of information and/or instructions required by the professor for group assignments, have implications for the way professors structure group project assignments. There are also significant differences in student attitudes regarding groups by social style which may provide additional insights to faculty who assign group projects.