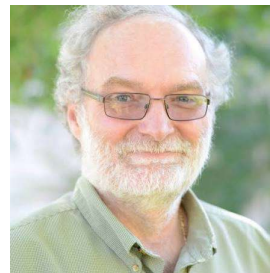


THERE'S MORE THAN ONE WAY TO CRACK AN EGG: BUILDING A CAREER YOU LOVE

PROFESSOR RANDALL S. PETERSON

THANK YOU



What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

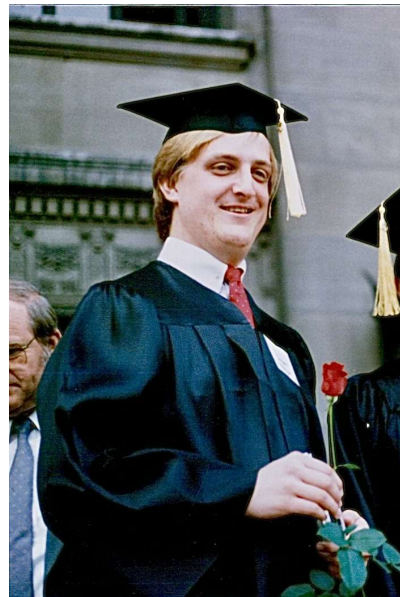
**Be a Good
Teacher**

**Administration
and Service**

**Apply What
You Know**

MY HISTORY

A nonlinear path!



MY HISTORY

A nonlinear path!

N



Communication



Psychology



Agricultural
Education

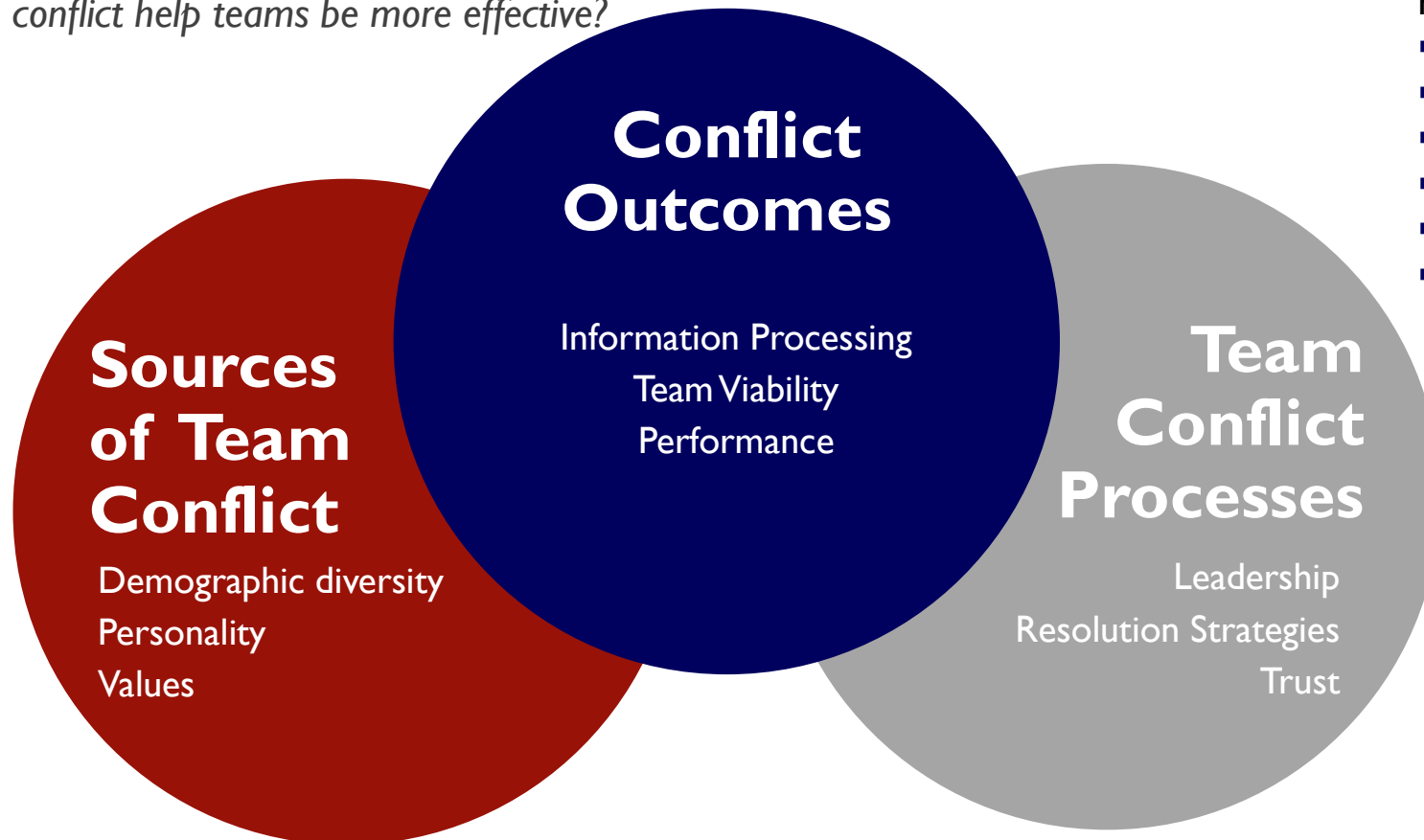


Organizational
Behavior



MY RESEARCH (BROADLY)

How can conflict help teams be more effective?



Research Methods

- Q-sort
- Concept Mapping
- Attribute Alignment
- Longitudinal designs
- Experiments
- Qualitative content analysis

Team Composition Revisited: Expanding the Team Member Attribute Alignment Approach to Consider Patterns of More Than Two Attributes

Kyle J. Emich¹ , Michael McCourt², Li Lu³, Amanda Ferguson⁴, and Randall Peterson⁵

Abstract

The attribute alignment approach to team composition allows researchers to assess variation in team member attributes, which occurs simultaneously *within* and *across* individual team members. This approach facilitates the development of theory testing the proposition that individual members are themselves complex systems comprised of multiple attributes and that the configuration of those attributes affects team-level processes and outcomes. Here, we expand this approach, originally developed for two attributes, by describing three ways researchers may capture the alignment of three or more team member attributes: (a) a geometric approach, (b) an algebraic approach accounting for ideal alignment, and (c) an algebraic approach accounting for the magnitude of alignment. We also provide examples of the methods empirically using a synthetic dataset of team members across four attributes. Then, we provide a method when considering team-member attribute patterns and apply this approach to the Attribute-Alignment-Code) and apply this approach to

Keywords

team composition, attribute alignment, team roles, team

¹Department of Business Administration, Alfred Lerner College of Business and Economics, DePaul University, Chicago, IL, USA

²Intel, Santa Clara, CA, USA

³Department of Management, College of Business & Public Management, University of Illinois at Chicago, Chicago, IL, USA

⁴Department of Management, College of Business, Northern Illinois University, DeKalb, IL, USA

⁵Department of Organisational Behaviour, London Business School, London, UK

Corresponding Author:

Kyle J. Emich, Department of Business Administration, Alfred Lerner College of Business and Economics, DePaul University, Chicago, IL, USA

Organizational Research Methods
1–20

© The Author(s) 2023

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/10944281231166656

journals.sagepub.com/home/orm



Research Article

Kill chaos with kindness: Agreeableness improves team performance under uncertainty



Soo Ling Lim¹ and Peter J Bentley

¹Department of Computer Science, University College London, UK

Randall S Peterson

²London Business School, UK

Xiaoran Hu

³London School of Economics and Political Science, UK

JoEllyn Prouty McLaren

⁴TalentSage LLC, Minnesota, USA

Abstract

Teams are central to human accomplishment. Over the past half-century, psychologists have identified the Big-Five cross-culturally valid personality variables: Neuroticism, Extraversion, Openness, Conscientiousness, and Agreeableness. The first four have shown robustness (being harmonious, altruistic, humble, and cooperative), however, has been inconsistent with team performance. We resolve this inconsistency through a new approach to predict the effects of personality traits on teamwork, and a genetic algorithm to discover which traits correlate with best and worst performing teams. New dependencies revealed by the exploration are corroborated by multiple datasets on team performance to date comprising 3698 individuals in teams without uncertainty, collected over a 10-year period. Our finding is that team performance is moderated by task uncertainty. Combining evolutionary computation for the scientific investigation of teamwork, making new predictions, and validating the potential usefulness of computer modelling for developing work environments are becoming increasingly fluid and uncertain.

Keywords: team performance, evolutionary computation, genetic algorithms, particle swarm optimisation, teamwork

Keywords: machine learning—machine learning approaches—bio-inspired computing—genetic algorithms

London, Gower Street, London WC1E 6BT, UK.

The Group Dynamics Q-Sort in Organizational Research: A New Method for Studying Familiar Problems

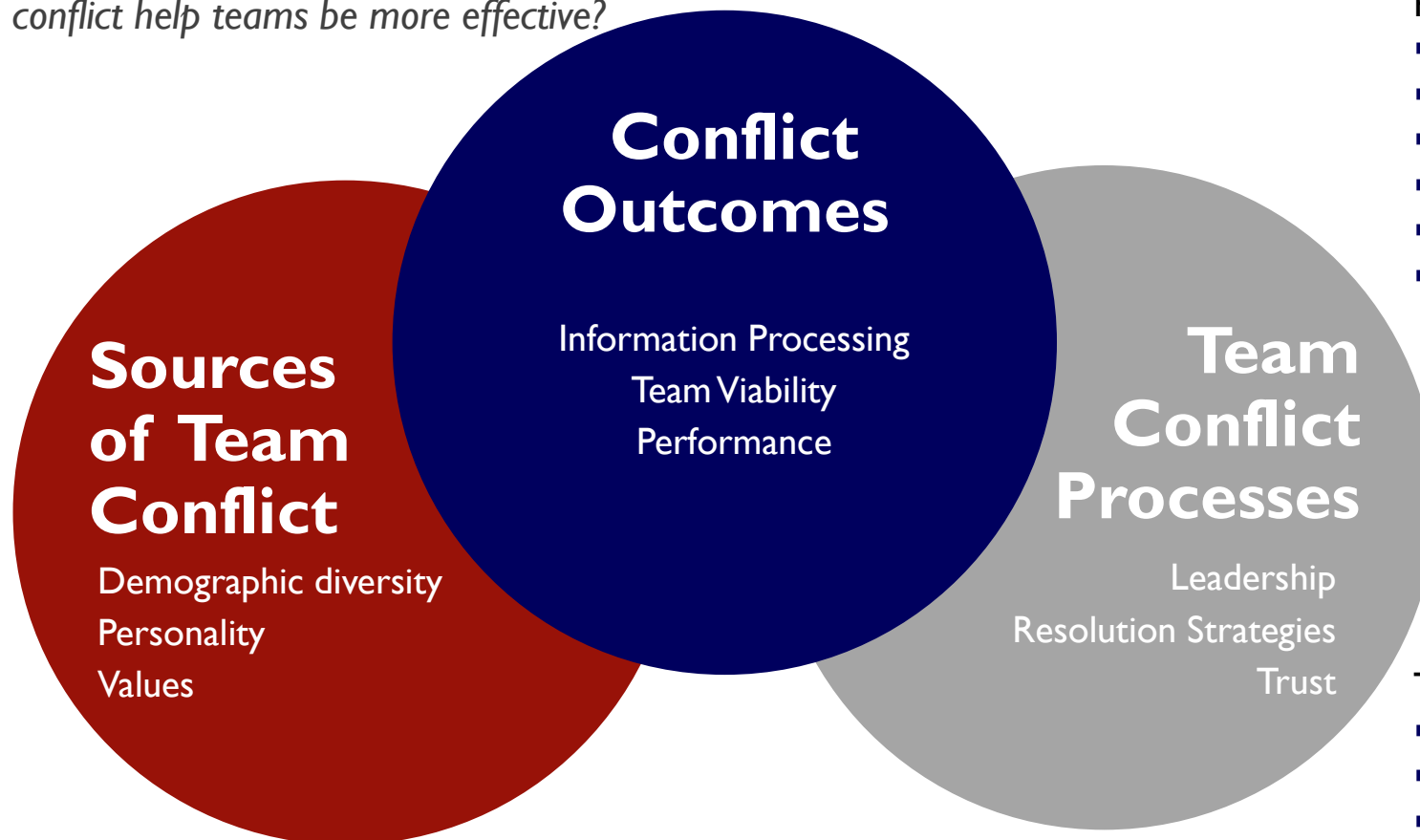
RANDALL S. PETERSON
Cornell University

PAMELA D. OWENS
University of California, Berkeley

PAUL V. MARTORANA
Northwestern University

MY RESEARCH (BROADLY)

How can conflict help teams be more effective?

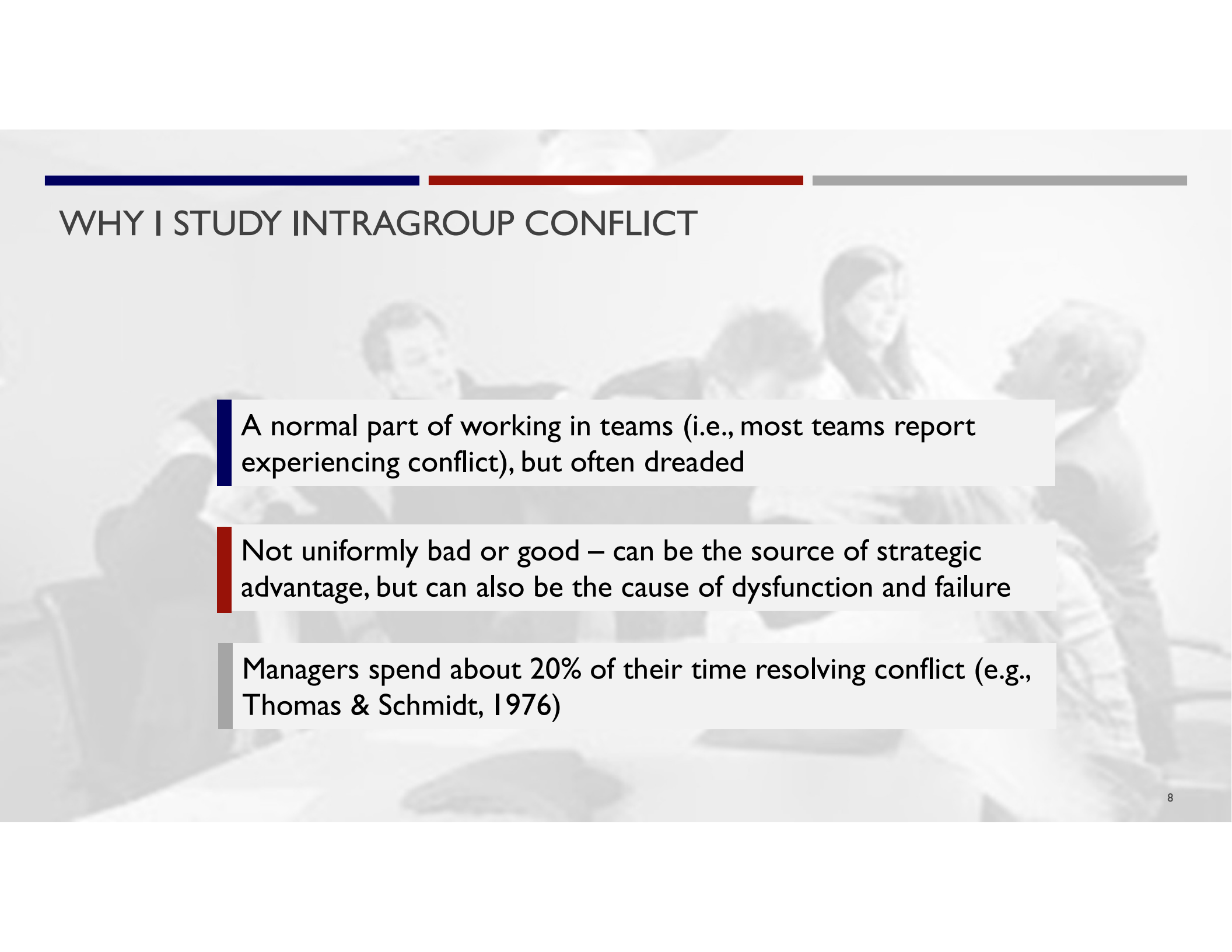


Research Methods

- Q-sort
- Concept Mapping
- Attribute Alignment
- Longitudinal designs
- Experiments
- Qualitative content analysis

Team Types

- Work Teams
- MBA Teams
- TMTs
- Boards

A blurred background image showing a group of people in a meeting or conference room, engaged in discussion. A horizontal bar with blue, red, and grey segments is positioned above the title.

WHY I STUDY INTRAGROUP CONFLICT

A normal part of working in teams (i.e., most teams report experiencing conflict), but often dreaded

Not uniformly bad or good – can be the source of strategic advantage, but can also be the cause of dysfunction and failure

Managers spend about 20% of their time resolving conflict (e.g., Thomas & Schmidt, 1976)

A Short History of Team Conflict Research

Team Conflict 1.0

Team Conflict Processes
1950s to 1990s

Organizational conflict
processes and stages
(e.g., Pondy, 1967)

- Observation of
business and
government conflict
situations
- Conflict resolution

***FOCUS ON
CONFLICT
PROCESSES***

The Impact of Chief Executive Officer Personality on Top Management Team Dynamics: One Mechanism by Which Leadership Affects Organizational Performance

Randall S. Peterson
London Business School

D. Brent Smith
Rice University

Paul V. Martorana
Northwestern University

Pamela D. Owens
Terranova Consulting

This article explores 1 mechanism by which leader personality affects organizational performance. The authors hypothesized and tested the effects of leader personality on the group dynamics of the top management team (TMT) and of TMT dynamics on organizational performance. To test their hypotheses, the authors used the group dynamics Q-sort method, which is designed to permit rigorous, quantitative comparisons of data derived from qualitative sources. Results from independent observations of chief executive officer (CEO) personality and TMT dynamics for 17 CEOs supported the authors' hypothesized relationships both between CEO personality and TMT group dynamics and between TMT dynamics and organizational performance.

Although leadership is one of the most prolific and interdisciplinary research domains in the organizational sciences, scholars have consistently questioned the fundamental importance of leadership for institutional performance. For instance, during the 1970s two influential studies of executive succession (i.e., Lieberman & O'Connor, 1972; Salancik & Pfeffer, 1977) suggested that leadership plays a diminutive role in overall organizational performance (at most accounting for 10% of performance variability). Several authors (e.g., Brown, 1982; Meindl, Ehrlich, & Dukerich, 1985; Pfeffer, 1977) concluded on the basis of these results that leadership was an unimportant topic. Subsequent reviews, however, illuminated criterion problems (i.e., organizational size) in these early studies and suggested a much greater impact of leadership on organizational performance (in some cases explaining as much as 50% of performance variation; see Thomas, 1988). Thomas (1988) specifically argued that even where leadership does not account for a great deal of the variance between firms, leadership will likely account for much of the variance within firms. Thus, after much debate, academic opinion and conventional wisdom are in much closer alignment.

Although determining that leaders exert meaningful influence on the financial performance of their organizations was an impor-

tant step in organizational leadership research, it is by itself somewhat unsatisfying. Although it legitimizes further research in the area, it fails to address or illuminate the many processes that must necessarily mediate the relationship between leaders and organizational performance. A myriad of hypothesized relationships

exist; however, exploration of these relationships has been limited. Yet, between performance and leadership, there is a need for a more comprehensive understanding of the processes that mediate the relationship between leaders and organizational performance.

To address these issues, we explore the relationship between CEO personality and TMT dynamics. We hypothesize that CEO personality will be related to TMT dynamics, and that TMT dynamics will be related to organizational performance. We also hypothesize that the relationship between CEO personality and organizational performance will be mediated by TMT dynamics.

A Process Model

Empirical research has shown that TMT dynamics are related to organizational performance. We propose a process model in which CEO personality is related to TMT dynamics, which in turn is related to organizational performance.

Randall S. Peterson, Department of Organizational Behavior, London Business School, London, United Kingdom; D. Brent Smith, Jones Graduate School of Management and Department of Psychology, Rice University; Paul V. Martorana, Kellogg School of Management, Northwestern University; Pamela D. Owens, Terranova Consulting, Oakland, California.

We thank Linda Johanson, Beta Mannix, and Philip Tetlock for thoughtful reviews on drafts of this article.

Correspondence concerning this article should be addressed to Randall S. Peterson, London Business School, Regent's Park, London NW1 4SA, United Kingdom.

A Directive Leadership Style in Group Decision Making Can Be Both Virtue and Vice: Evidence From Elite and Experimental Groups

Randall S. Peterson
Northwestern University

The group dynamics Q-sort was used to investigate the effects of leader directiveness in group decision making. Past research on leadership style has consistently implicated directive leaders as a chief cause of defective process and poor outcomes in group decision making. Leader directiveness was decomposed into 2 components: (a) outcome directiveness (i.e., the degree to which a leader advocates a favored solution) and (b) process directiveness (i.e., the degree to which a leader regulates the process by which the group reaches a decision). Process directiveness emerged as a potent predictor of quality of group process and outcomes. Outcome directiveness was associated with a much smaller and less coherent array of group outcomes. These findings suggest that current prescriptive models of decision making overemphasize the potential harmful effects of outcome directiveness.

Groups rather than individuals are increasingly entrusted with making critical decisions. The lone politician, executive, or administrator with the authority to make unilateral policy decisions is increasingly rare in the late 20th century. One important implication of this phenomenon is the need to better understand how decisions are affected by group interactions in general and, more specifically, how group dynamics influence such critical decisions. How does leader behavior affect group process and outcomes? This article explores the linkages between strategies for managing different types of conflict and group performance and satisfaction. Results from a qualitative study of 57 autonomous teams suggest that groups that improve or maintain top performance over time share 3 conflict resolution tendencies: (a) focusing on the content of interpersonal interactions rather than delivery style, (b) explicitly discussing reasons behind any decisions reached in accepting and distributing work assignments, and (c) assigning work to members who have the relevant task expertise rather than assigning by other common means such as volunteering, default, or convenience. The authors' results also suggest that teams that are successful over time are likely to be both proactive in anticipating the need for conflict resolution and

Most scholars have assumed a causal relationship between making decisions in the "right way" and achieving favorable outcomes: A "better" process leads to a more advantageous result. The process-outcome linkage has found support among psychologists (e.g., Janis, 1972, 1982; Janis & Mann, 1977; Zander, 1993, 1994), political scientists (Allison, 1971; George, 1980), management theorists (Argyris, 1985; Goodman, Ravlin, & Schminke, 1990; Hackman, 1990; Hackman & Morris, 1975; Nemeth & Staw, 1989), and communications scholars (Gouran, 1982; Hirokawa, 1985; Poole, 1983). Although stated in many different ways, there is a common core to various prescriptive models of decision making offered by these researchers. To make decisions in the right way, decision makers should carefully survey the range of objectives they want to achieve; carefully review and formulate action alternatives; rigorously search for information bearing on the likely consequences of each alternative; analyze incoming information dispassionately and thoughtfully; reconsider once-rejected action alternatives when new information comes to light; confront trade-offs that arise as a result of the conflicting costs and benefits of preferred options; and make the effort to complete detailed contingency plans to be enacted should key assumptions underlying the preferred plan fail to hold. Making decisions in this way can, of course, be time-consuming, cognitively taxing, emotionally draining, and politically divisive. Nevertheless, most scholars agree that group decision makers should learn to be more vigilant and rigorous in their decision making than they currently are to achieve a greater level of outcome satisfaction (e.g., Allison, 1971; Cartwright & Zander, 1968; George, 1980; Hackman & Morris, 1975; Herek, Janis, & Huth, 1987; Janis, 1982, 1989; Janis & Mann, 1977, 1992).

If the often-assumed process-outcome linkage does indeed exist, one additional implication arises from the group nature of most political decisions. If sound group process leads to good group outcomes, what leads groups to engage in sound process? Since the earliest days of social psychology (e.g., Lewin, Lin-

The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes

Kristin J. Behfar
University of California, Irvine

Randall S. Peterson
London Business School

Elizabeth A. Mannix and William M. K. Trochim
Cornell University

This article explores the linkages between strategies for managing different types of conflict and group performance and satisfaction. Results from a qualitative study of 57 autonomous teams suggest that groups that improve or maintain top performance over time share 3 conflict resolution tendencies: (a) focusing on the content of interpersonal interactions rather than delivery style, (b) explicitly discussing reasons behind any decisions reached in accepting and distributing work assignments, and (c) assigning work to members who have the relevant task expertise rather than assigning by other common means such as volunteering, default, or convenience. The authors' results also suggest that teams that are successful over time are likely to be both proactive in anticipating the need for conflict resolution and

What is the outcome of the process?

submit-

meeting
Com-
associ-
d by a
search
at the
Chair's
ifornia,

Laura
thank
Zander
thank
es and
n Kim,
ler, and

Randall
Hall,
60208-
rmon@

The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes

Kristin J. Behfar
University of California, Irvine

Randall S. Peterson
London Business School

Elizabeth A. Mannix and William M. K. Trochim
Cornell University

This article explores the linkages between strategies for managing different types of conflict and group performance and satisfaction. Results from a qualitative study of 57 autonomous teams suggest that groups that improve or maintain top performance over time share 3 conflict resolution tendencies: (a) focusing on the content of interpersonal interactions rather than delivery style, (b) explicitly discussing reasons behind any decisions reached in accepting and distributing work assignments, and (c) assigning work to members who have the relevant task expertise rather than assigning by other common means such as volunteering, default, or convenience. The authors' results also suggest that teams that are successful over time are likely to be both proactive in anticipating the need for conflict resolution and

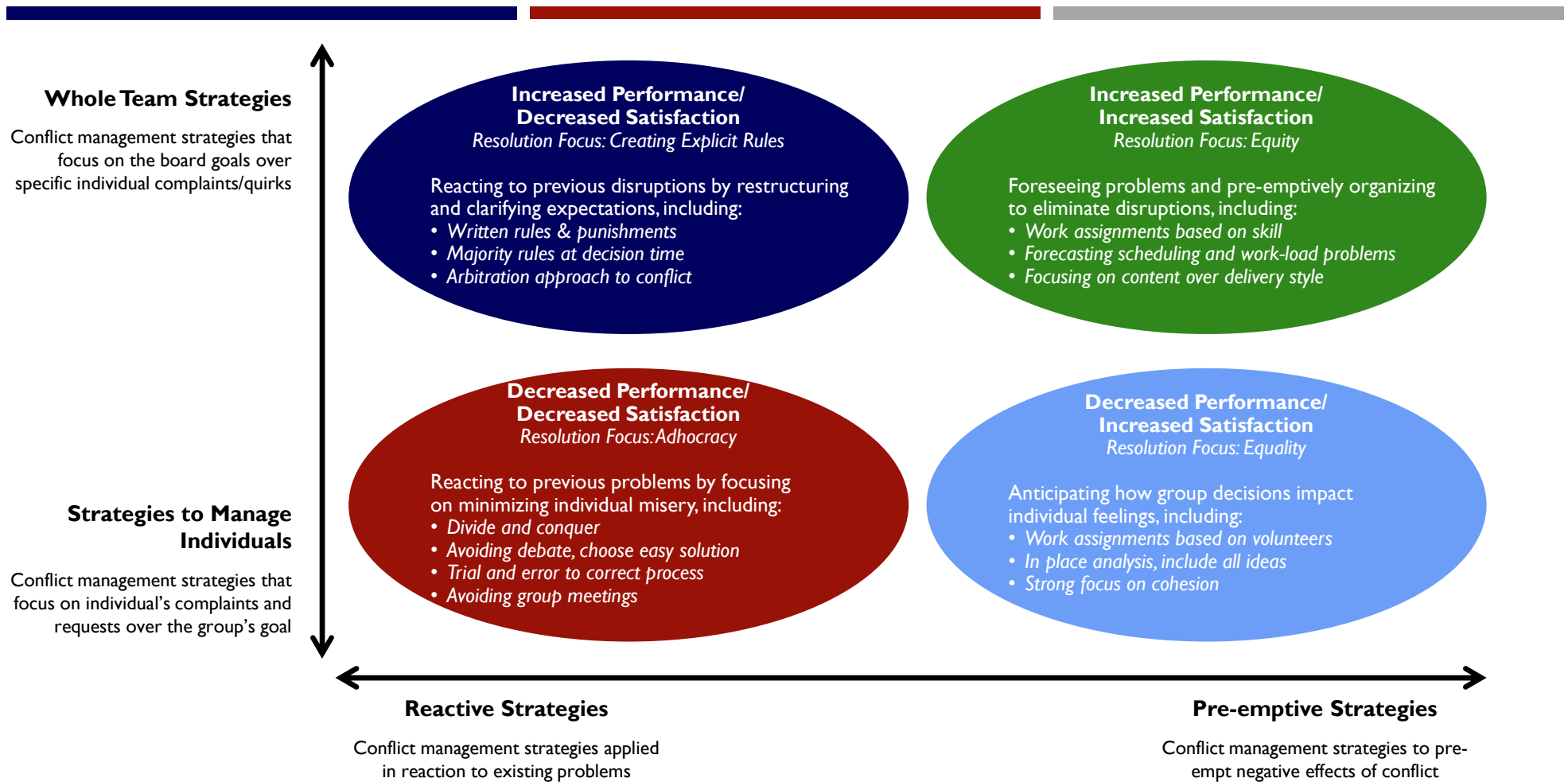


Figure from: Behfar, Peterson, Mannix, and Trochim (2008). *The Critical Role of Conflict Resolution in Teams*. *Journal of Applied Psychology*, 93, 170 – 188.

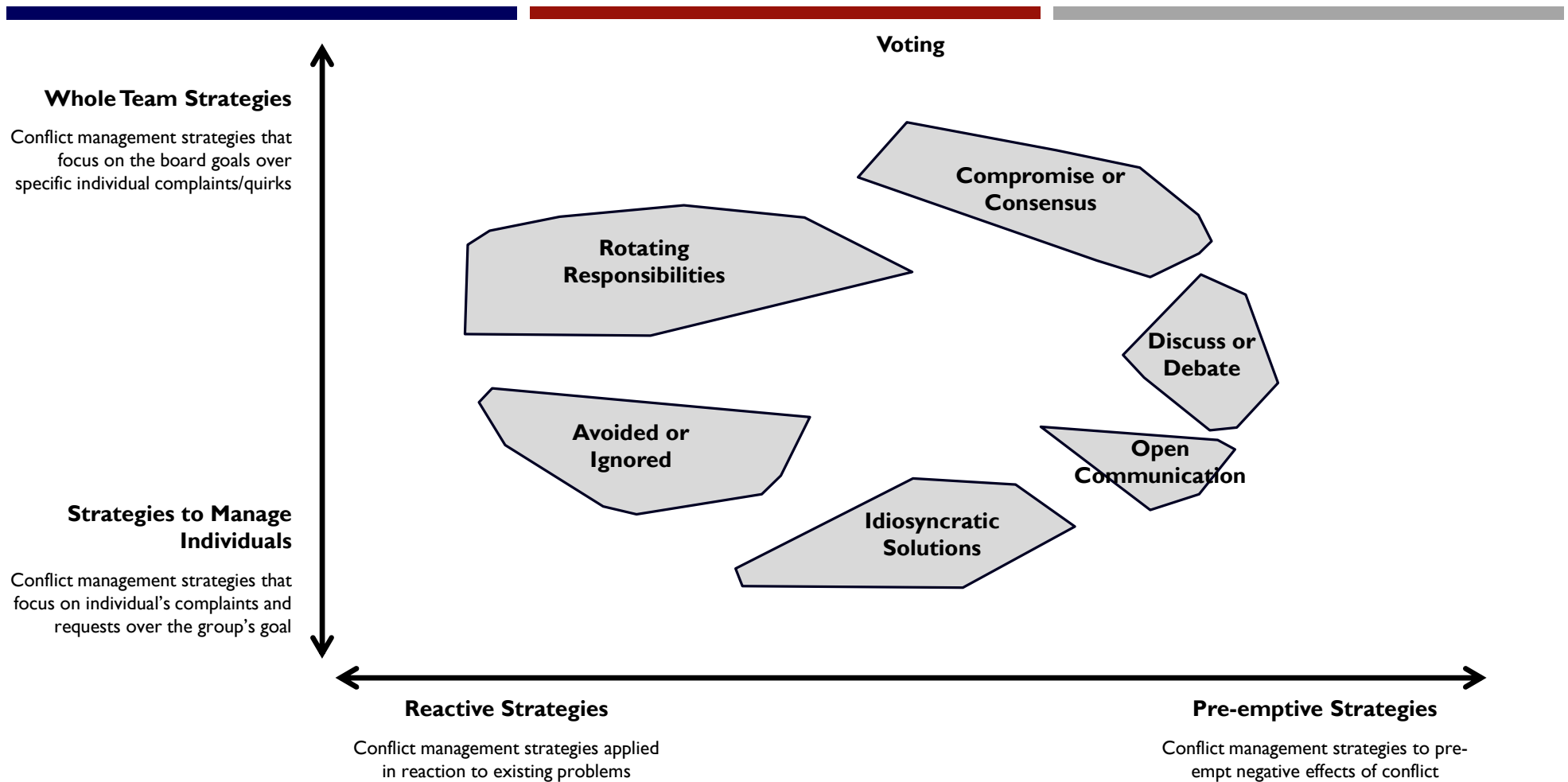


Figure from: Behfar, Peterson, Mannix, and Trochim (2008). *The Critical Role of Conflict Resolution in Teams*. *Journal of Applied Psychology*, 93, 170 – 188.

The Impact of Chief Executive Officer Personality on Top Management Team Dynamics: One Mechanism by Which Leadership Affects Organizational Performance

Randall S. Peterson
London Business School

D. Brent Smith
Rice University

Paul V. Martorana
Northwestern University

Pamela D. Owens
Terranova Consulting

This article explores 1 mechanism by which leader personality affects organizational performance. The authors hypothesized and tested the effects of leader personality on the group dynamics of the top management team (TMT) and of TMT dynamics on organizational performance. To test their hypotheses, the authors used the group dynamics q-sort method, which is designed to permit rigorous, quantitative comparisons of data derived from qualitative sources. Results from independent observations of chief executive officer (CEO) personality and TMT dynamics for 17 CEOs supported the authors' hypothesized relationships both between CEO personality and TMT group dynamics and between TMT dynamics and organizational performance.

Although leadership is one of the most prolific and interdisciplinary research domains in the organizational sciences, scholars have consistently questioned the fundamental importance of leadership for institutional performance. For instance, during the 1970s two influential studies of executive succession (i.e., Lieberman & O'Connor, 1972; Salancik & Pfeffer, 1977) suggested that leadership plays a diminutive role in overall organizational performance (at most accounting for 10% of performance variability). Several authors (e.g., Brown, 1982; Meindl, Ehrlich, & Dukerich, 1985; Pfeffer, 1977) concluded on the basis of these results that leadership was an unimportant topic. Subsequent reviews, however, illuminated criterion problems (i.e., organizational size) in these early studies and suggested a much greater impact of leadership on organizational performance (in some cases explaining as much as 50% of performance variation; see Thomas, 1988). Thomas (1988) specifically argued that even where leadership does not account for a great deal of the variance between firms, leadership will likely account for much of the variance within firms. Thus, after much debate, academic opinion and conventional wisdom are in much closer alignment.

Although determining that leaders exert meaningful influence on the financial performance of their organizations was an impor-

tant step in organizational leadership research, it is by itself somewhat unsatisfying. Although it legitimizes further research in the area, it fails to address or illuminate the many processes that must necessarily mediate the relationship between leaders and organizational performance. A myriad of hypothesized relationships exist; however, few have received adequate (if any) empirical exploration. For instance, culture, strategy, and structure have all been identified as factors that are likely to have an impact on organizational performance and are susceptible to a leader's influence. Yet, surprisingly little research has examined the relationship between these characteristics and the leadership-organizational performance relationship.

To address this lack of empirical research on intervening processes, we investigated the effect of chief executive officers' (CEOs) dispositions on the functioning of their top management teams (TMT). Consistently, TMT dynamics have been shown to be an important determinant of organizational performance (we briefly review this literature below). By examining factors that facilitate or inhibit the effective functioning of the TMT, we can begin to articulate a process model of the effect of CEO characteristics on organizational performance. In so doing, we contribute to two neglected areas of research on leadership: (a) process models that explain the linkages between leader traits and effectiveness criteria and (b) models that explore the specific CEO-TMT interface. Following is a brief review of each of these areas.

A Process Model Linking Leader Traits and Effectiveness

Empirical leadership research began with the search for traits that differentiate leaders from followers, and it remains an important area of study (House, Shane, & Herold, 1996; Judge, Bono, Ilies, & Gerhardt, 2002). As noted by Cowley (1928), "The approach to the study of leadership has usually been and perhaps

Randall S. Peterson, Department of Organizational Behavior, London Business School, London, United Kingdom; D. Brent Smith, Jones Graduate School of Management and Department of Psychology, Rice University; Paul V. Martorana, Kellogg School of Management, Northwestern University; Pamela D. Owens, Terranova Consulting, Oakland, California.

We thank Linda Johanson, Beta Mannix, and Philip Tetlock for thoughtful reviews on drafts of this article.

Correspondence concerning this article should be addressed to Randall S. Peterson, London Business School, Regent's Park, London NW1 4SA.

Table 3
Correlations Between Top Management Team (TMT) Dynamics and CEO Personality Factors

TMT dynamics	CEO personality				
	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
Rigidity–Flexibility	<u>–.50**</u>	.18	<u>.42*</u>	.34	<u>.56**</u>
Control–Crisis	<u>.28</u>	.05	<u>–.12</u>	<u>–.22</u>	<u>–.41*</u>
Optimism–Pessimism	.13	.05	<u>–.09</u>	<u>–.18</u>	<u>–.14</u>
Leader weakness–Dominance	<u>–.59**</u>	<u>.63**</u>	<u>.45**</u>	.14	<u>.43*</u>
Factionalism–Cohesiveness	<u>–.49**</u>	.07	.04	<u>.61**</u>	<u>.52**</u>
Legalism–Corruption	<u>.48**</u>	.03	<u>–.21</u>	<u>–.58**</u>	<u>–.69**</u>
Decentralization–Centralization	.35	.05	<u>–.23</u>	<u>–.52**</u>	<u>–.47**</u>
Risk averse–Risk taking	<u>–.25</u>	.35	<u>.47**</u>	<u>–.12</u>	.10

Note. $N = 17$. Positive correlations mean the second attribute is positively associated with the personality factor.

Hypothesized relationships are underlined.

* $p < .10$. ** $p < .05$.

Factionalism–Cohesiveness	<u>–.49**</u>	<u>.07</u>	.04	<u>.61**</u>	<u>.52**</u>
---------------------------	---------------	------------	-----	--------------	--------------

Table 4
Correlations Between Top Management Team (TMT) Dynamics and Income Growth

TMT dynamics	Income growth
Rigidity–Flexibility	<u>.48**</u>
Control–Crisis	<u>–.15</u>
Optimism–Pessimism	<u>–.53**</u>
Leader weakness–Dominance	.29
Factionalism–Cohesiveness	<u>.45**</u>
Legalism–Corruption	<u>–.23</u>
Decentralization–Centralization	<u>–.33</u>
Risk averse–Risk taking	<u>.44*</u>

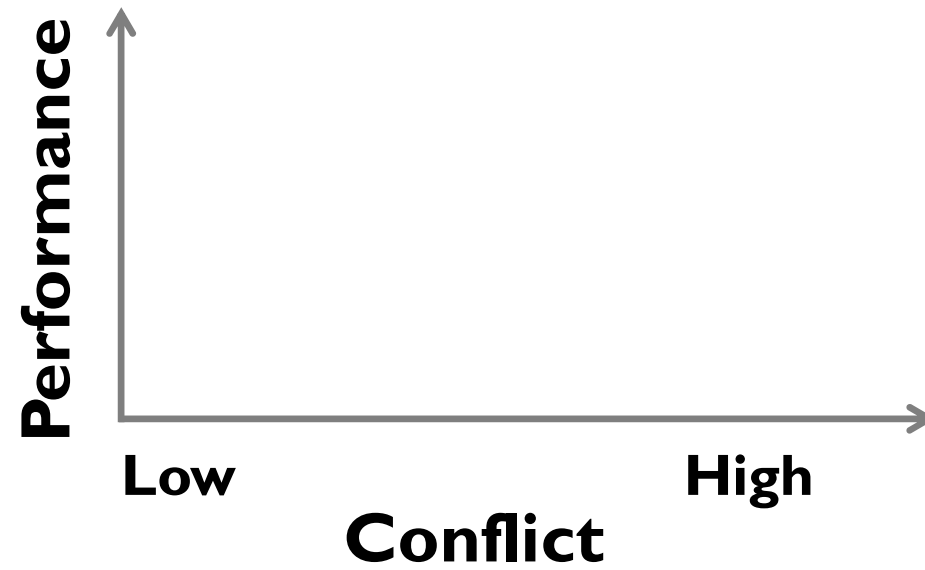
Note. $N = 17$. Positive correlations mean the second attribute is positively associated with the personality factor. Expected relationships are underlined.

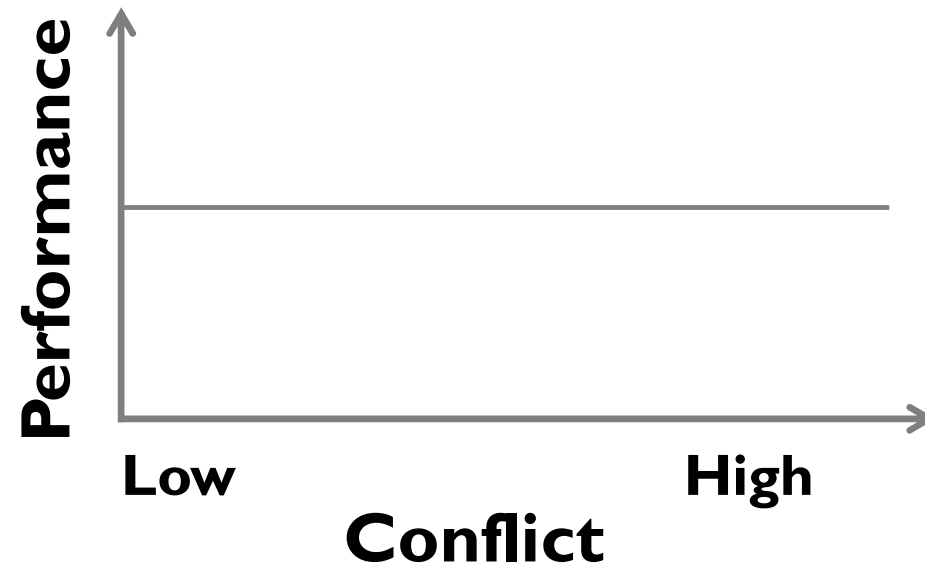
* $p < .10$. ** $p < .05$.

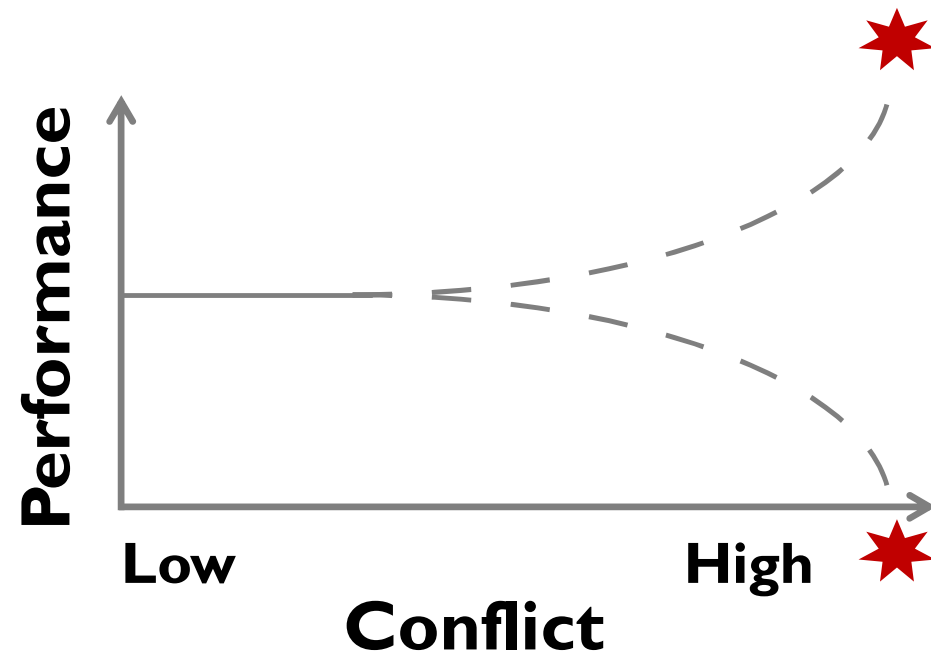
Factionalism–Cohesiveness	<u>.45**</u>
---------------------------	--------------

CONFLICT IN TEAMS (EARLY PROCESS-ORIENTED WORK)









A Short History of Team Conflict Research

Team Conflict 1.0

Team Conflict Processes
1950s to 1990s

Organizational conflict processes and stages (e.g., Pondy, 1967)

- Observation of business and government conflict situations
- Conflict resolution

***FOCUS ON
CONFLICT
PROCESSES***

Team Conflict 2.0

Conflict Types
1990s to 2010s

Task, Relationship, & Process conflict (e.g. Jehn, 1995, 1997)

- Student teams
- Experiments
- Surveys of team members
- Benefits of conflict

***FOCUS ON
CONFLICT TYPES***



Available online at www.sciencedirect.com

SCIENCE @ DIRECT®

Organizational Behavior and Human Decision Processes 92 (2003) 102–112

ORGANIZATIONAL
BEHAVIOR
AND HUMAN
DECISION PROCESSES

www.elsevier.com/locate/obhdp

The dynamic relationship between performance feedback, trust, and conflict in groups: A longitudinal study

Randall S. Peterson^{a,*} and Kristin Jackson Behfar^b

^a London Business School, Regent's Park, London NW1 4SA, UK

^b Cornell University, USA

Abstract

Moderate task conflict has generally been associated with higher group performance, and relationship conflict associated with lower performance. Past studies have most often discussed their findings as though differences in level of intragroup conflict cause differences in group performance—rather than testing the additional possibility that reported group conflict is a reaction to feedback on past group performance. This paper explores the dynamic relationships between intragroup conflict and performance with a longitudinal design. Results from 67 groups suggest that initial performance feedback to groups can have significant consequences for future team interaction. We find evidence to suggest that, (a) negative initial group performance feedback results in later increases in both task and relationship conflict, but that (b) groups with high early intragroup trust are buffered from experiencing the worst of future relationship conflict.

© 2003 Elsevier Inc. All rights reserved.

Keywords: Groups; Performance feedback; Task conflict; Relationship conflict

Introduction

A strong and growing body of research links task and relationship conflict with performance in ongoing work teams (e.g., de Dreu, 1997; Jehn, 1995, 1997; Pelled, Eisenhardt, & Xin, 1999; Simons & Peterson, 2000). Moderate task conflict, the perception of disagreements among group members about the content of their decisions, is often linked with positive performance. On the other hand, relationship conflict or the perception of interpersonal incompatibility is exclusively linked to negative group performance. Remarkably few studies have seriously investigated, however, the possibility that intragroup conflict can be a consequence of past per-

formance—especially over time. In this paper we investigate this additional possible causal linkage suggesting that past group performance feedback is a significant predictor of future intragroup conflict.

The most researched argument suggesting that group conflict predicts performance

The discussion about the relationship between group conflict and performance has taken shape over 50 years dating back to Guetzkow and Gyr (1954). In it, the experience of task conflict is hypothesized to have group performance implications. Specifically, existing literature suggests that groups that experience moderate task

Journal of Applied Psychology
2000, Vol. 85, No. 1, 102–111

Copyright 2000 by the American Psychological Association, Inc.
0021-9010/00/\$5.00 DOI: 10.1037/0021-9010.85.1.102

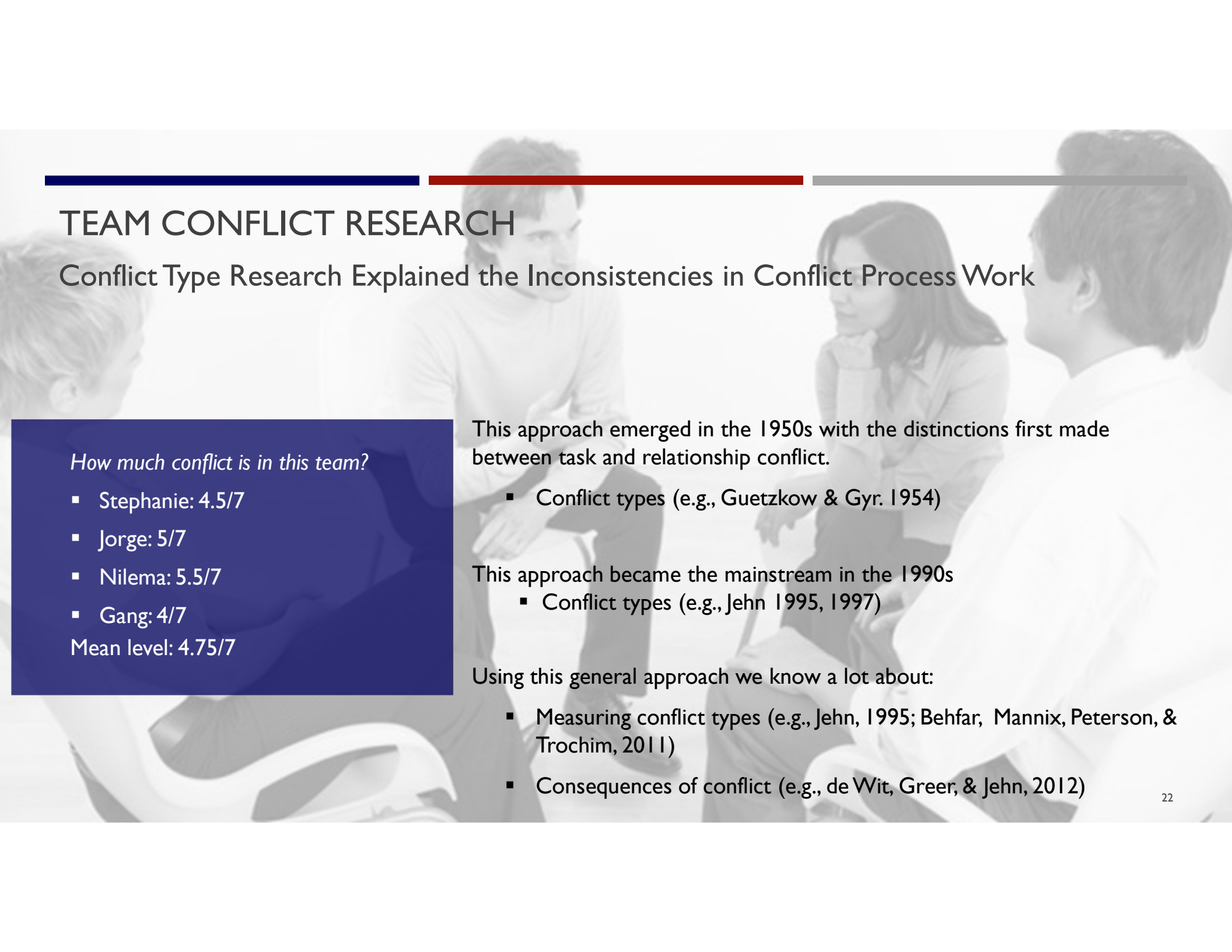
Task Conflict and Relationship Conflict in Top Management Teams: The Pivotal Role of Intragroup Trust

Tony L. Simons and Randall S. Peterson
Cornell University

Task conflict is usually associated with effective decisions, and relationship conflict is associated with poor decisions. The 2 conflict types are typically correlated in ongoing groups, however, which creates a prescriptive dilemma. Three explanations might account for this relationship—misattribution of task conflict as relationship conflict, harsh task conflict tactics triggering relationship conflict, and misattribution of relationship conflict as task conflict. The authors found that intragroup trust moderates the relationship between task conflict and relationship conflict in 70 top management teams. This result supports the “misattribution of task conflict” explanation. The authors also found a weak effect that is consistent with the argument that tactical choices drive the association between the 2 conflict types. We infer that trust is a key to gaining the benefits of task conflict without suffering the costs of relationship conflict.

Recent group process research distinguishes task conflict from relationship conflict and argues that the two have different performance consequences (e.g., Amason & Sapienza, 1997; de Dreu, 1997; Jehn, 1995, 1997; O'Reilly, Williams, & Barsade, 1998; Pelled, 1996; Pelled, Eisenhardt, & Xin, 1999; Van de Vliet & de Dreu, 1994). Jehn (1995) summarized the distinction well: Task conflict, or cognitive conflict, is a perception of disagreements among group members about the content of their decisions and involves differences in viewpoints, ideas, and opinions. Relationship conflict, or emotional conflict, is a perception of interpersonal incompatibility and typically includes tension, annoyance, and animosity among group members.¹ Guetzkow and Gyr (1954) first identified the distinction between task and relationship conflict in groups. With a few recent exceptions (Friedman, Tidd, Curall, & Tsai, 1998; O'Reilly et al., 1998), the distinction between task and

1999; Schweiger, Sandberg, & Ragin, 1986; Schweiger, Sandberg, & Rechner, 1989). A second beneficial effect of task conflict is affective acceptance of group decisions. A number of researchers have found that task conflict can lead to increased satisfaction with the group decision and a desire to stay in the group (Amason, 1996; Hoffman & Maier, 1961; Korsgaard, Schweiger, & Sapienza, 1995). Amason (1996) hypothesized that this link comes from the positive relationship between task conflict and the likelihood that group members will have the opportunity to voice their own perspective on issues being decided by the group (see also Folger, 1977). Voice, in turn, has long been associated with greater affective acceptance of group decisions (see Greenberg & Folger, 1983; Lind & Tyler, 1988, for reviews). More recently, Peterson (1997) has linked voice back to improved group decision quality as well as to greater affective acceptance of the decision. In sum, task

A background image showing four people (three men and one woman) sitting around a table, engaged in a discussion. The image is faded and serves as a backdrop for the text.

TEAM CONFLICT RESEARCH

Conflict Type Research Explained the Inconsistencies in Conflict Process Work

How much conflict is in this team?

- Stephanie: 4.5/7
- Jorge: 5/7
- Nilema: 5.5/7
- Gang: 4/7

Mean level: 4.75/7

This approach emerged in the 1950s with the distinctions first made between task and relationship conflict.

- Conflict types (e.g., Guetzkow & Gyr. 1954)

This approach became the mainstream in the 1990s

- Conflict types (e.g., Jehn 1995, 1997)

Using this general approach we know a lot about:

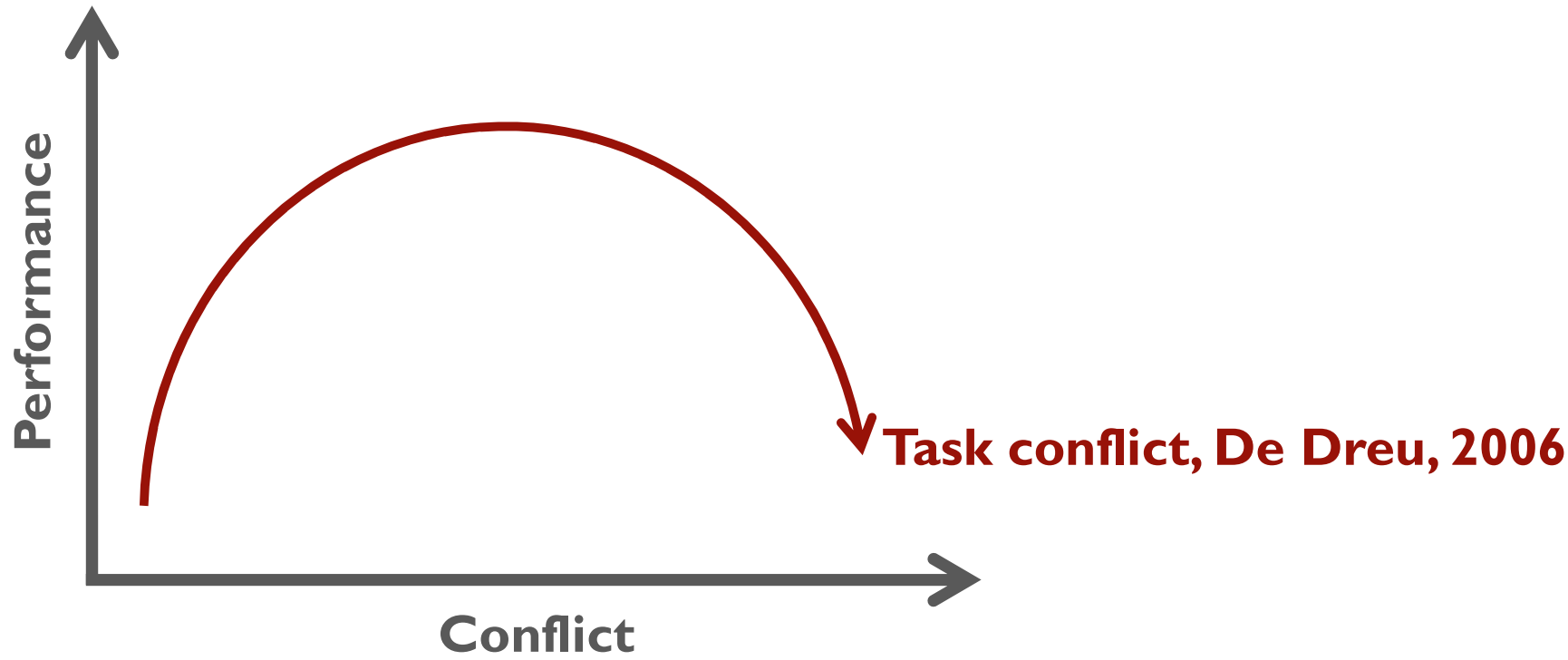
- Measuring conflict types (e.g., Jehn, 1995; Behfar, Mannix, Peterson, & Trochim, 2011)
- Consequences of conflict (e.g., de Wit, Greer, & Jehn, 2012)

CONFLICT IN TEAMS (EARLY PROCESS-ORIENTED WORK)



Task Conflicts entail disagreements among group members about the content and outcomes of the task being performed. Leading to...



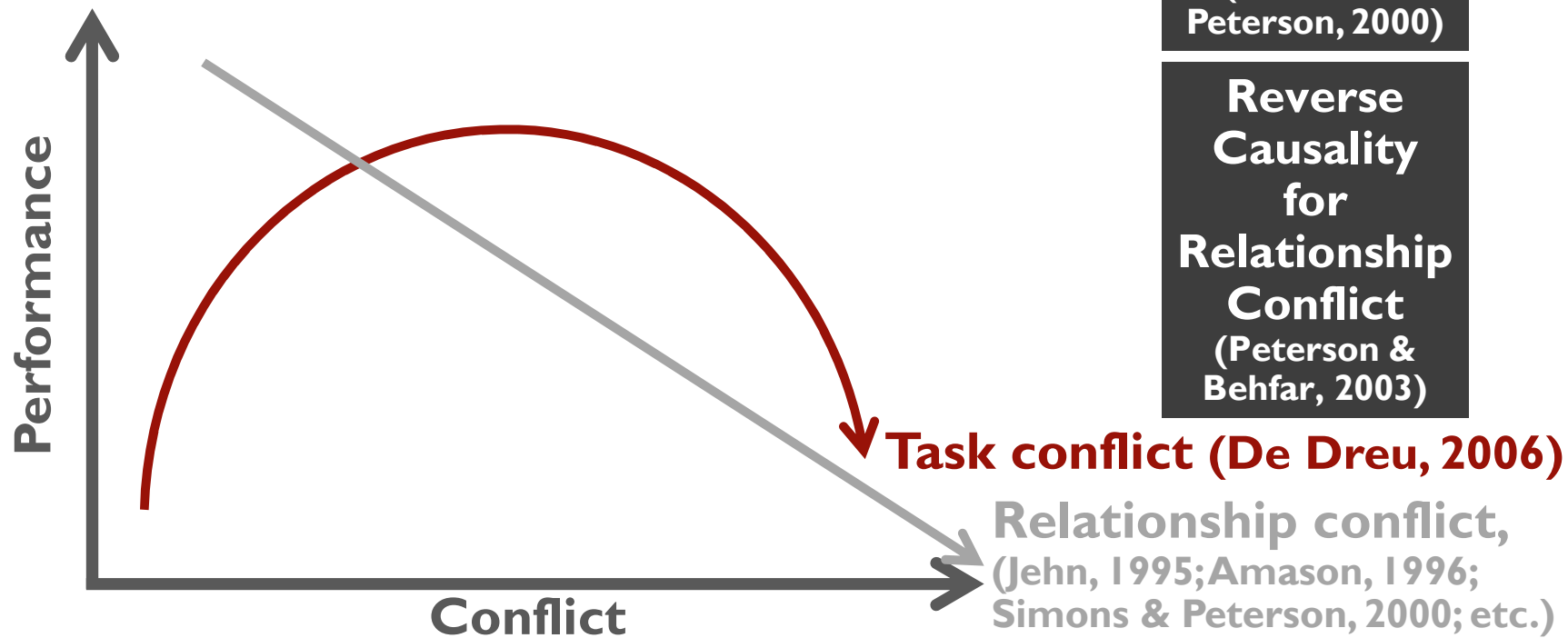


Task Conflicts entail disagreements among group members about the content and outcomes of the task being performed. Leading to...



Relationship Conflicts involve disagreements among group members about interpersonal issues, such as personality differences or differences in norms and values. Leading to...





Task Conflicts entail disagreements among group members about the content and outcomes of the task being performed. Leading to...

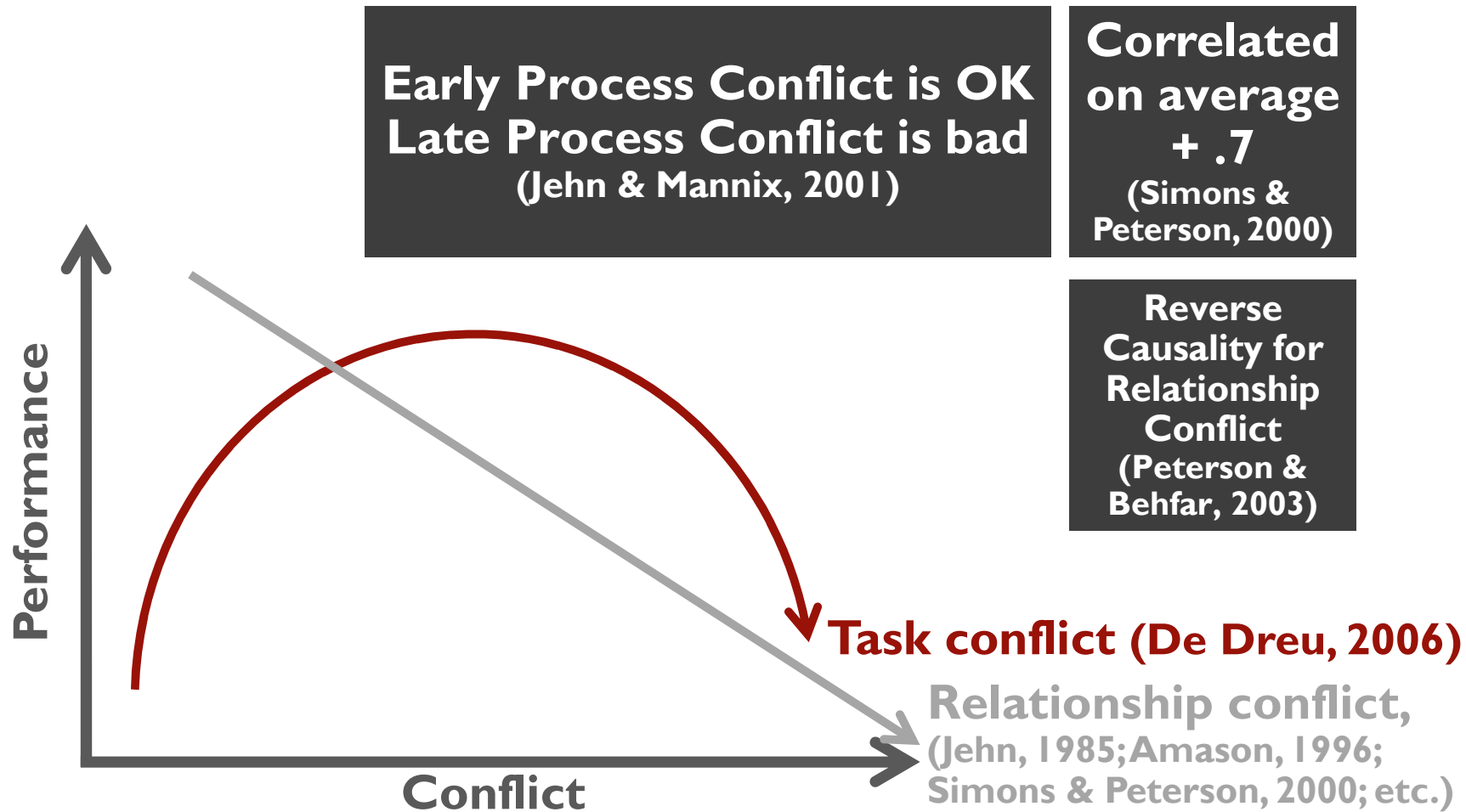


Relationship Conflicts involve disagreements among group members about interpersonal issues, such as personality differences or differences in norms and values. Leading to...



Process Conflicts are disagreements among members about the logistics of task accomplishment, such as the delegation of tasks and responsibilities (these proxy for relationship conflict).





PROBLEMS WITH THE CONFLICT TYPE PARADIGM

Problem 1

Proliferation of Types

- What started as task and relationship, now includes process, contribution, logistical, status, etc.: Behfar, Mannix, Peterson, & Trochim, 2011; Bendersky & Hayes 2012

Problem 2

Data/Theory Inconsistency

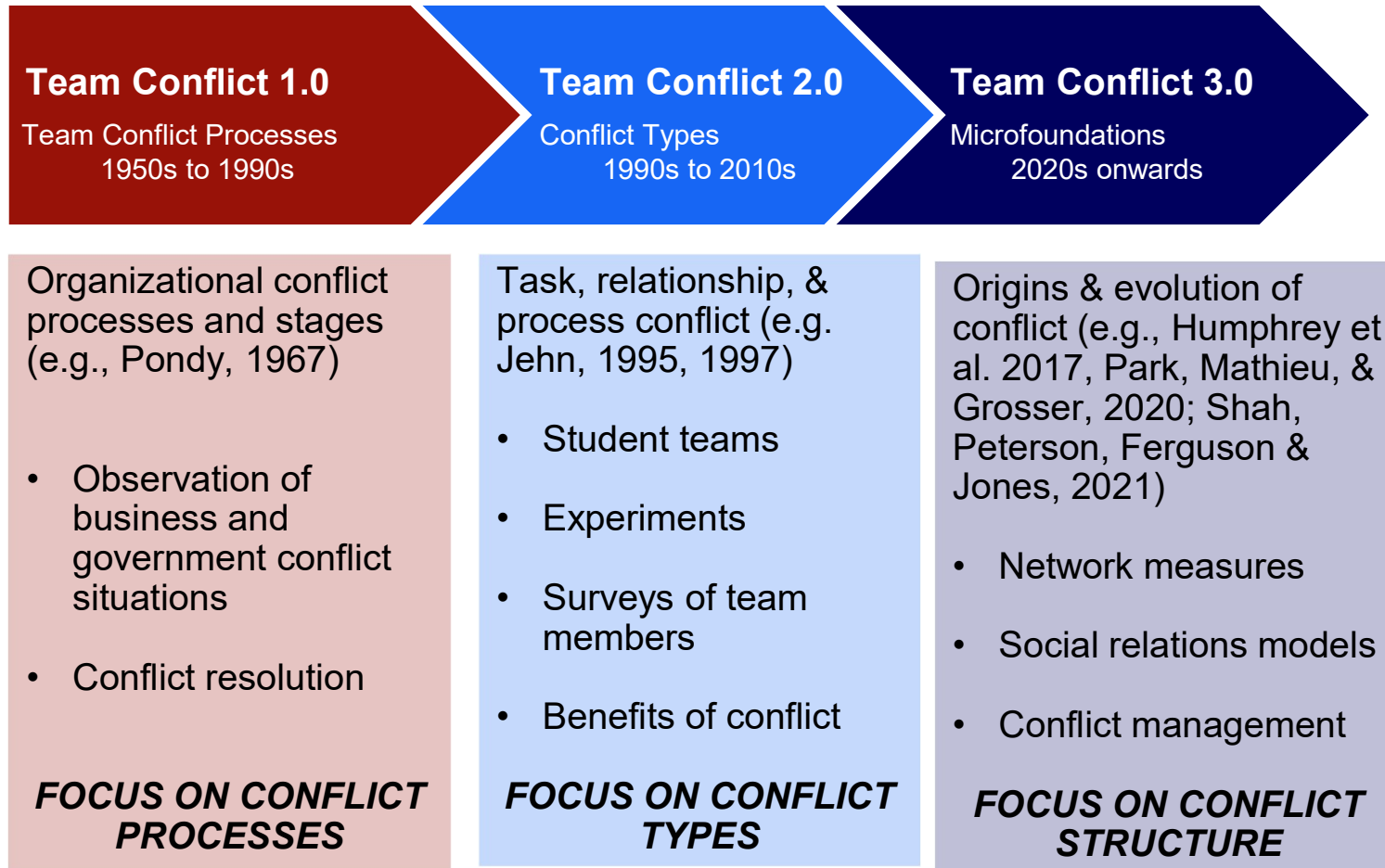
- Reverse causality, scale differentiation problems: Peterson & Behfar, 2003; Behfar, Mannix, Peterson, & Trochim, 2011
- Asymmetry of conflict perceptions: Jehn, Rispens, & Thatcher, 2010

Problem 3

Assumptions Questioned

- Assumption is that conflict operates primarily at the team-level: Jehn, Rispens & Thatcher, 2010; Sinha et al., 2016
- Assumption is that conflict with one- or two-members spreads to team-level: Jehn, Rispens, Jonsen, & Greer, 2013; Korsgaard, Ployhart, & Ulrich, 2014

A Short History of Team Conflict Research





Things Are Not Always What They Seem: The Origins and Evolution of Intragroup Conflict*

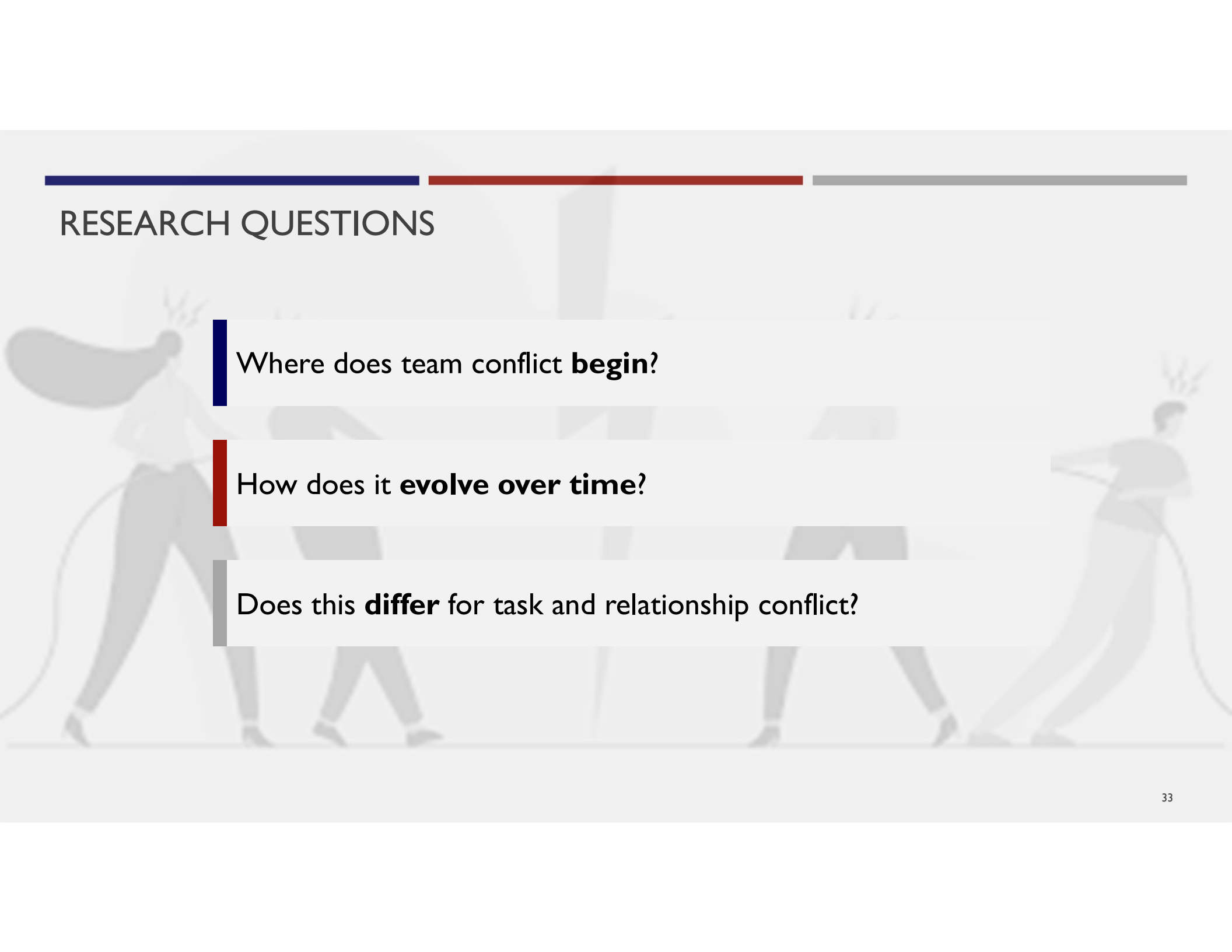
Priti Pradhan Shah,¹ Randall S. Peterson,²
Stephen L. Jones,³ and Amanda J. Ferguson⁴

Abstract

Teams scholars have historically conceptualized and measured intragroup conflict at the team level. But emerging evidence suggests that perceptions of intragroup conflict are often not uniform, shared, or static. These findings suggest important questions about the microfoundations of intragroup conflict: Where does conflict within teams originate? And how does it evolve over time? We address these and other questions in three abductive studies. We consider four origination points—an individual, dyad, subgroup, or team—and three evolutionary trajectories—conflict continuity, contagion, and concentration. Study 1, a qualitative study of narrative accounts, and Study 2, a longitudinal social networks study of student teams, reveal that fewer than 30 percent of teams experience team-level conflict. Instead, conflict more commonly originates and persists at individual, dyadic, or subgroup levels. Study 2 further demonstrates that traditional psychometric intragroup conflict scales mask the existence of these various origins and trajectories of conflict. Study 3, a field study of manufacturing teams, reveals that individual and dyadic task conflict origins positively predict team performance, whereas traditional intragroup task conflict measures negatively predict team performance. The results raise serious concerns about current methods and theory in the team conflict literature and suggest that researchers must go beyond team-level conceptualizations of conflict.

Keywords: dyadic conflict, intragroup conflict, subgroups, temporal dynamics





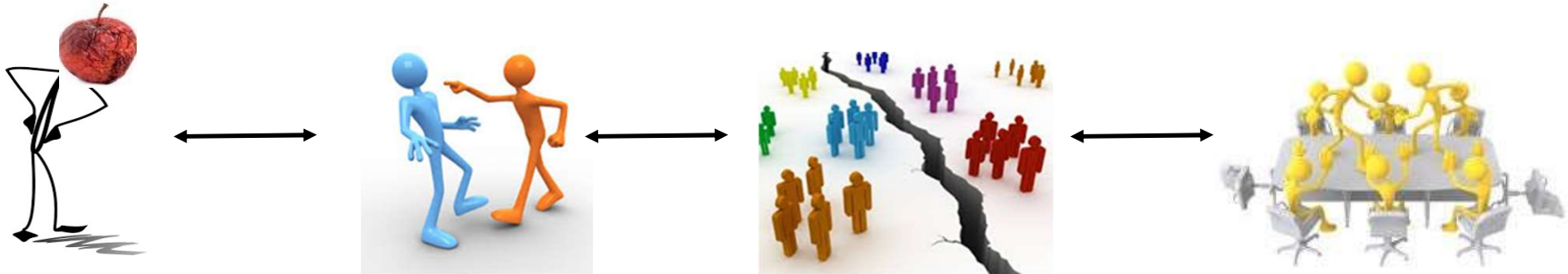
RESEARCH QUESTIONS

Where does team conflict **begin**?

How does it **evolve over time**?

Does this **differ** for task and relationship conflict?

POSSIBLE ORIGINS OF CONFLICT



POSSIBLE ORIGINS OF CONFLICT

- One individual

- Bad apple: “chronic behaviors that impair group functioning” (Felps, Mitchell, & Byington, 2006; Peterson, Davidson, & Moynihan, 2007)
- Principled dissenter (e.g., Nemeth, 1986; 2018)



*“I knew you
were trouble
when you
walked in”*

- Dyad

- History, miscommunication, perceptual differences, etc. (Wall & Callister, 1995)
- Interpersonal interactions form the foundations of team conflict (Humphrey, et al., 2017)



*“You and I go
hard at each
other like we’re
going to war”*

POSSIBLE ORIGINS OF CONFLICT

- Subgroups

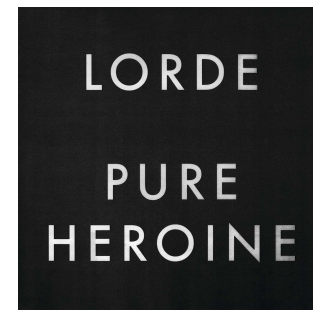
- Social categorization; faultlines (e.g., Brewer & Kramer, 1985; Tajfel & Turner, 1979; Lau & Murnighan, 1998)
- Coalitions (e.g., Carton & Cummings, 2012; Mannix, 1993)



“Us and Them”

- Entire Team

- Uniform level of conflict due to a shared task and social context (Korsgaard, et al., 2014)
- Routinized pattern of interactions (Marks, Mathieu, & Zaccaro, 2001)



“And everyone’s competing for a love they won’t receive”

POSSIBLE EVOLUTION OF CONFLICT

- Contagion

- Conflict flows from a lower level to a higher level
- Direct or indirect, emotions are contagious (Barsade, 2002; Foulk et al. 2016; Jehn et al., 2013; Korsgaard et al. 2014)



“You go talk to your friends, talk to my friends, talk to me”

- Continuity

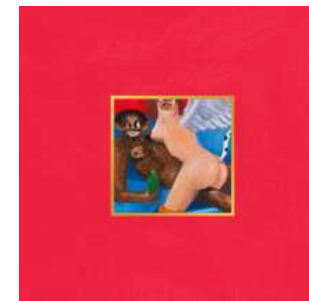
- Conflict stays at the level at which it originated
- Examples: ostracizing a dissenter, not getting involved in interpersonal conflicts of others (Carment & Rowlands, 1998; Nemeth, Brown, & Rogers, 2001; Thomas, 1992)



“All this bad blood here, won't you let it dry?”

- Concentration

- Conflict flows from a higher level to a lower level
- Scapegoating (Gemmell, 1989; Rothschild, et al., 2012)



“Let's play the blame game for sure”

METHODOLOGICAL APPROACH

Study 1

Qualitative

- Coding of written conflict episodes (executives and students)
- Who is involved at the start and end of the conflict?

Study 2

Over Time Quantitative

- Network study of team conflict over time (students)
- Who is involved in team conflict over three time periods?
- Does this differ for task and relationship conflict?

Study 3

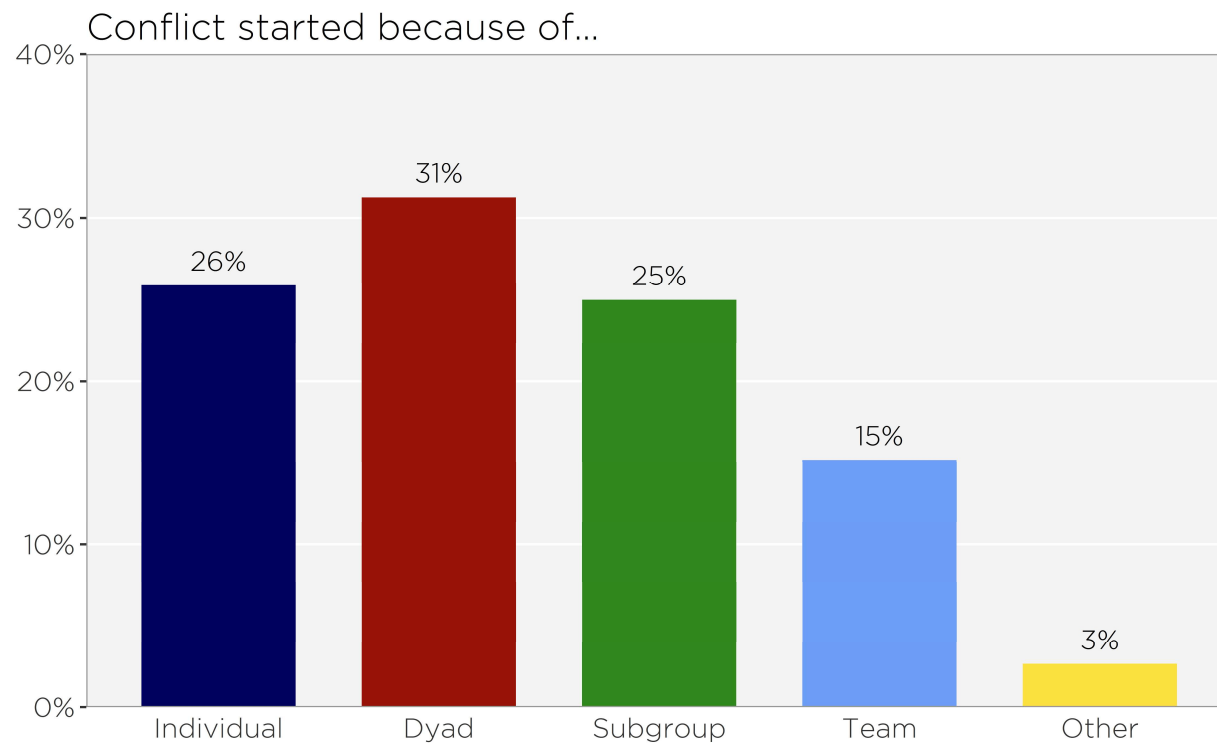
Quantitative

- Network study of team conflict over time (bicycle manufacturer)
- Do origins matter for team performance?

QUALITATIVE RESULTS

Origin	Example quotation
Individual	“Many of the conflicts surrounded one girl on the committee that opposed every suggestion the committee or I made.”
Dyad	“At first these two debated about differing ideas on what the venue and theme should be. As time went on and neither gave way on their idea it became more about winning to them than about finding a good working solution.”
Subgroup	“Earlier this year we were in the midst of commissioning a new major substation. The team working on the project were from Engineering, Maintenance, contractor and operations... The conflict started when the team from Engineering and contractor were not ready to entertain and carry out tests requested by the Operations and Maintenance . The concerns of the Engineering and contractor was that tests were not stipulated in the specs and that could have an impact on schedules. The concerns of the Operations and Maintenance was that, not conducting the tests could have future negative impacts on the reliability of the new system and lead to loss of production later.”
Team	“When we had our first meeting after the challenge was announced, everybody came up with their own idea on how we could build our robot... Every member thought their idea was the best and wanted to use their own.”

QUALITATIVE RESULTS



N = 112 papers

UG v. Exec: $X^2(5) = 6.60, p = .25$

QUALITATIVE RESULTS

The conflict started because of...	And later involved...			
	Individual	Dyad	Subgroup	Team
Individual	18%	1%	0%	7%
Dyad	3%	17%	9%	5%
Subgroup	0%	0%	24%	2%
Team	0%	0%	1%	14%

N = 109 papers

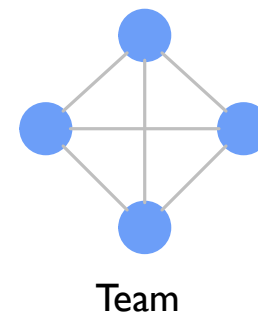
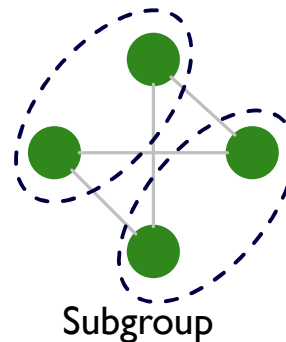
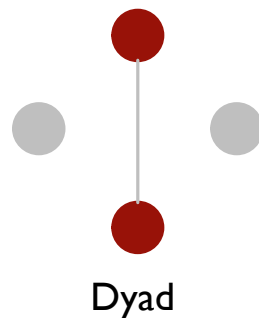
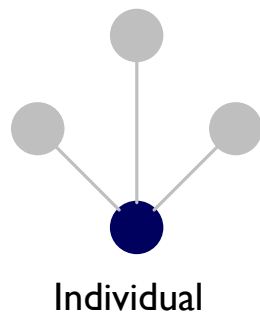
UG v. Exec: $X^2(11) = 11.84, p = .38$

OVER TIME QUANTITATIVE

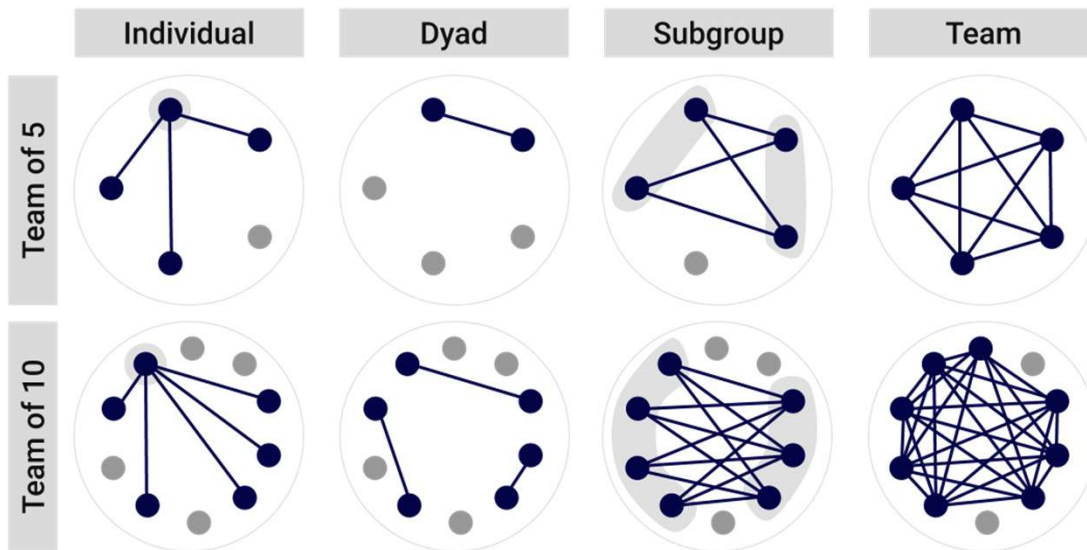
Task conflict. *At times, we had task-related disagreements (i.e., we had different viewpoints on the task, different ideas about the task, or differing opinions about the work being done).*

Relationship conflict. *At times, we had difficulty getting along (i.e., our personalities clashed), we disagreed about personal matters and non-work things (i.e., social or personal things).*

Random coefficient model to estimate effect of individuals, dyads, subgroups, and teams on conflict (controlling for rater bias).



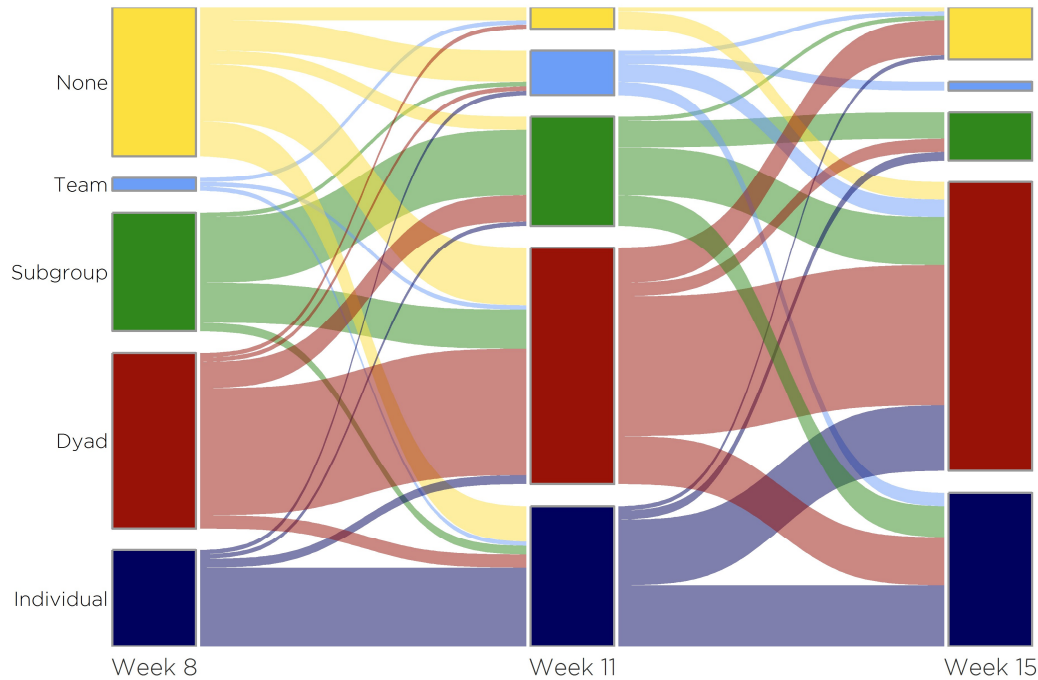
WHAT DOES CONFLICT LOOK LIKE?



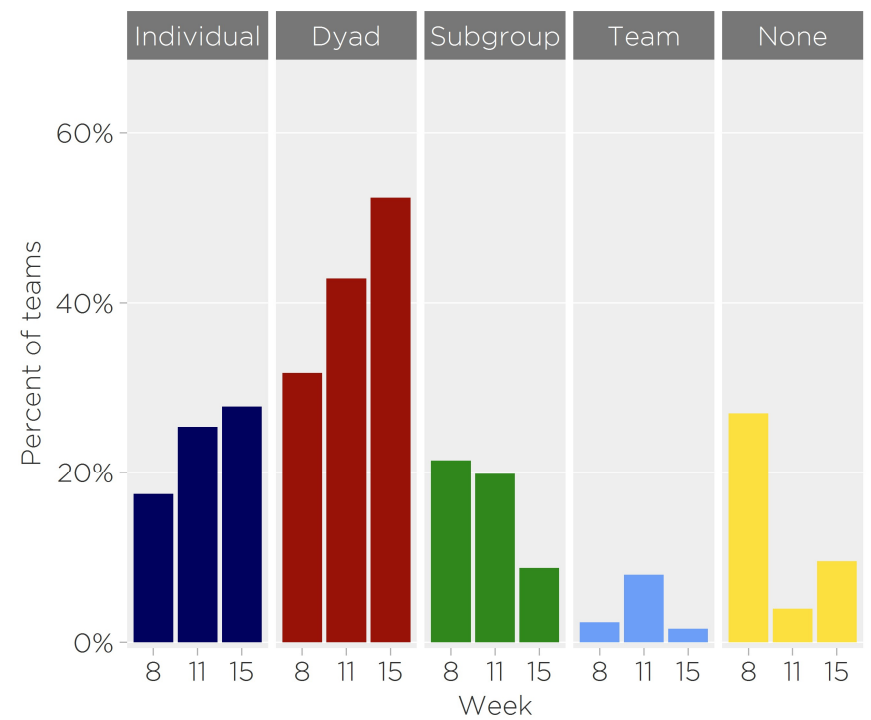
OVER TIME QUANTITATIVE RESULTS

How does team conflict evolve over time?

Task conflict



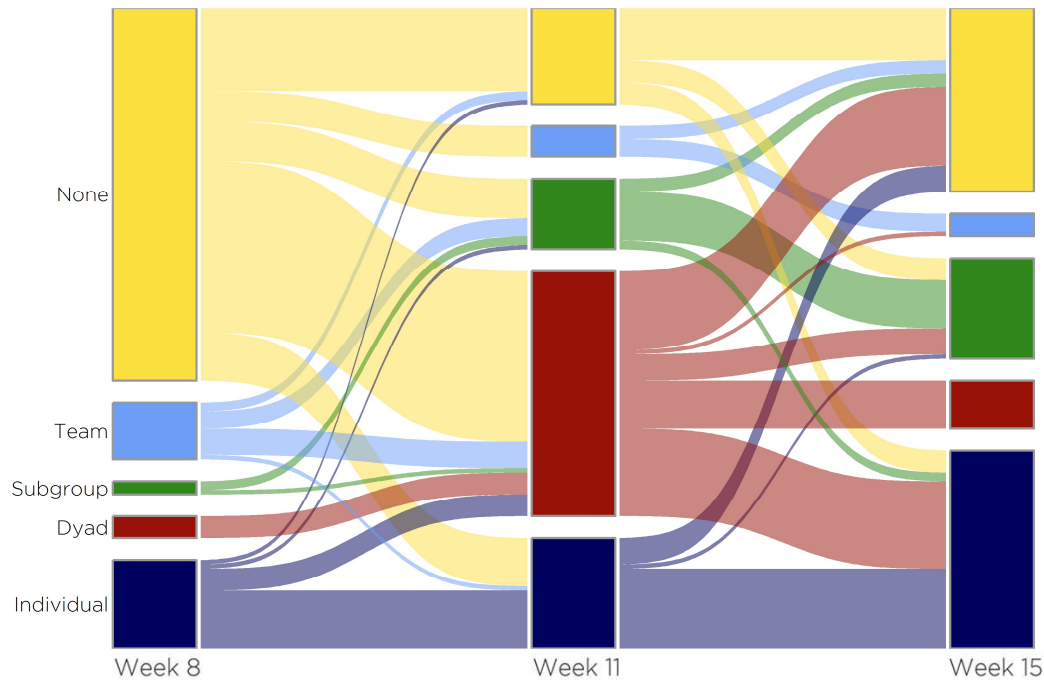
Task conflict



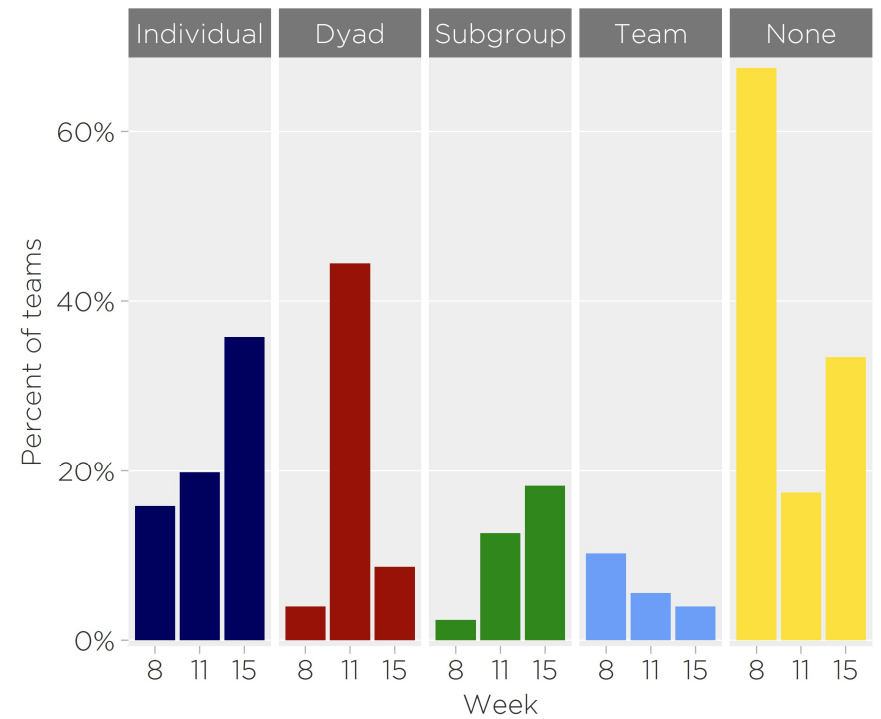
OVER TIME QUANTITATIVE RESULTS

How does team conflict evolve over time?

Relationship conflict

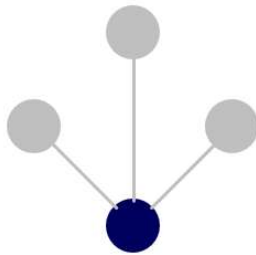


Relationship conflict

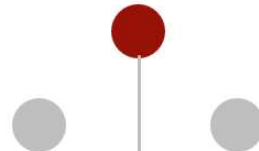


Task conflict.

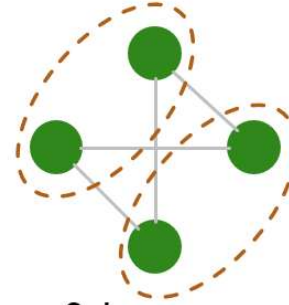
At times, we had task-related disagreements (i.e., we had different viewpoints on the task, different ideas about the task, or differing opinions about the work being done).



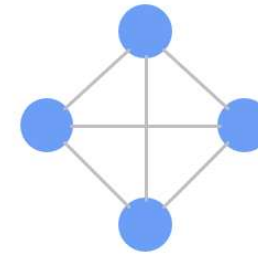
Individual



Dyad



Subgroup

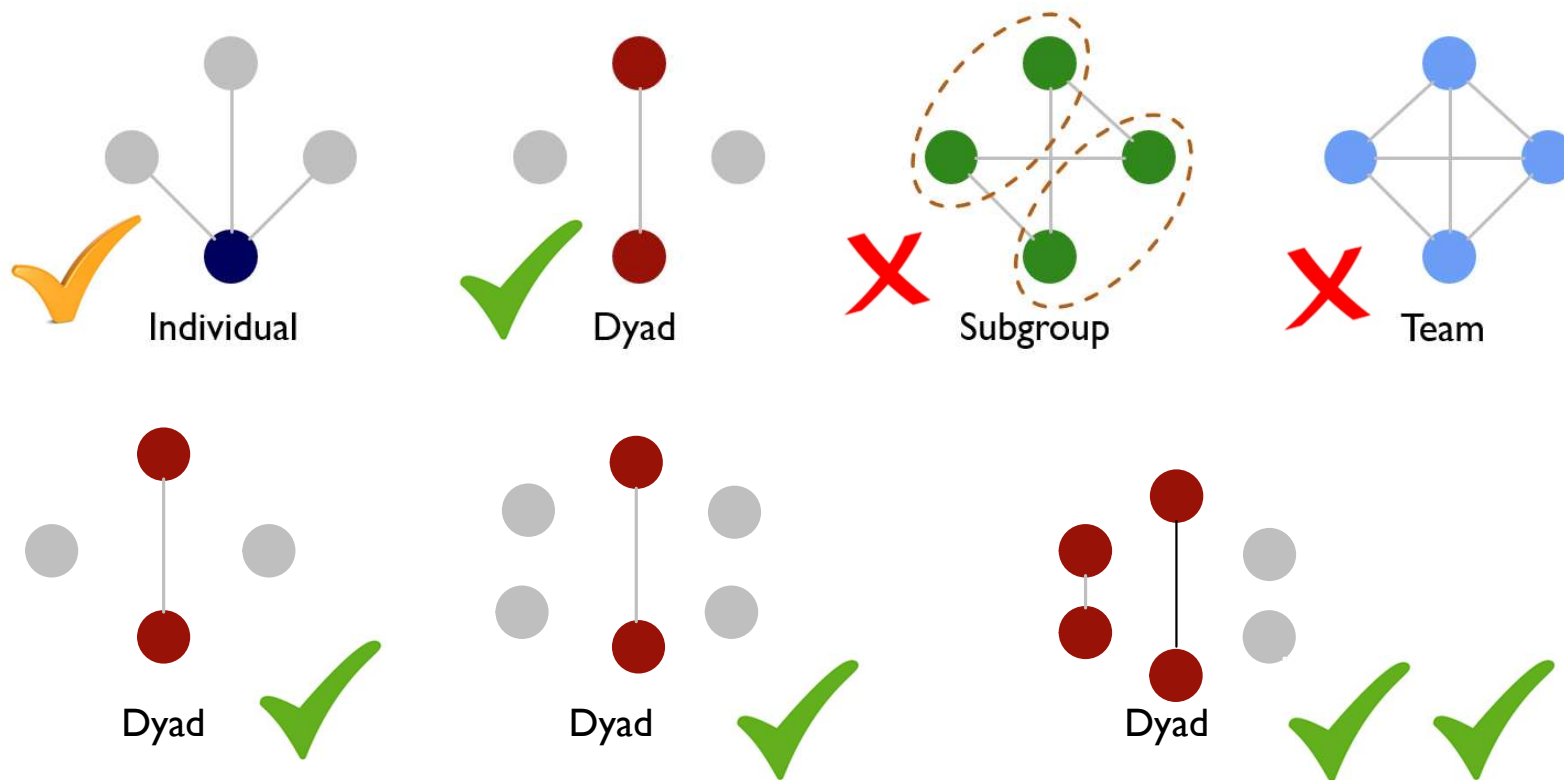


Team



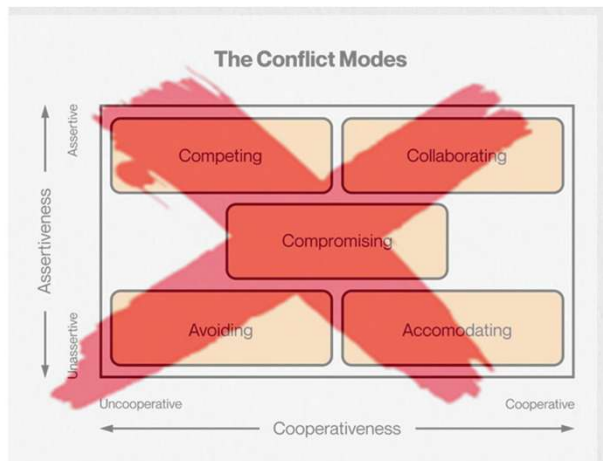
Task conflict.

At times, we had task-related disagreements (i.e., we had different viewpoints on the task, different ideas about the task, or differing opinions about the work being done).



HOW DOES KNOWING ABOUT MICROFOUNDATIONS HELP TEAMS BE MORE EFFECTIVE? HOW ARE WE MOVING AHEAD IN TEAM CONFLICT RESEARCH?

- The most widely taught team conflict management models typically focus on whole team cooperation (relationships) versus competition (task) (i.e., negotiations frameworks) (e.g., conflict modes work). Given what we know now, they are insufficient to understand and effectively manage intragroup conflict.



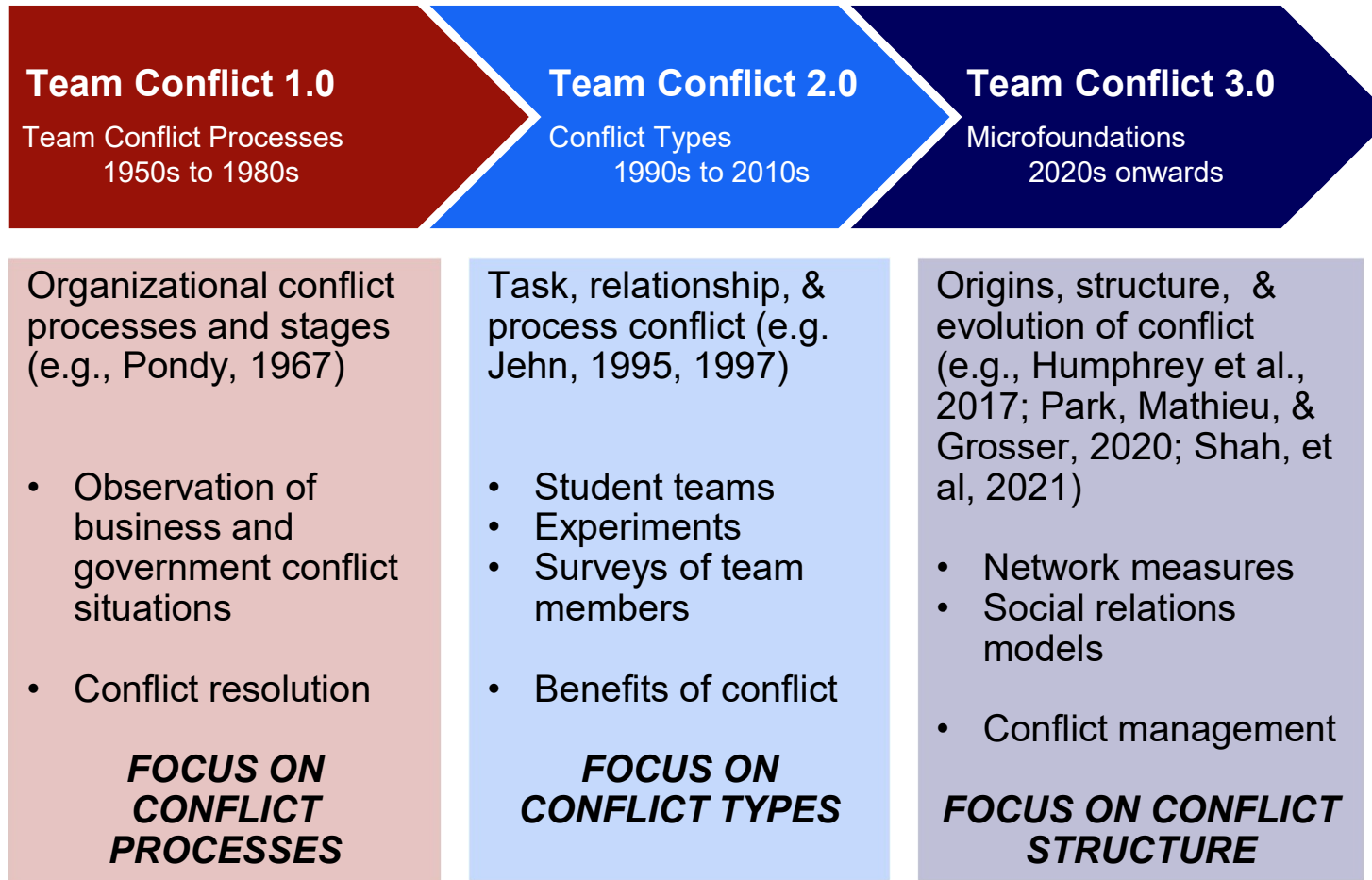
HOW DOES IT MATTER?



- Task Conflict is more likely to result in positive outcomes for the group.
- Origin matters – do not involve the whole team if the problem is one or two members.

- How many and type of people matters – a debate between two people is healthy, multiple dyads is OK too.
- Conflict that involves the whole team almost never ends well. You need neutral players. But go back to something everyone can agree on and start over if you can.
- When the argument is stuck by two powerful subgroups, especially if it becomes about ‘winning’ rather than doing what is right for the whole group....invite another idea in.

A Short History of Team Conflict Research



What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

- Do high quality research
- Publish lots of research
- Don't waste time on other things that are less important (e.g., conferences, practitioner outlets, service, etc.)

CITATION COUNTS



12,500 Google Scholar Citations

Journals

- Journal of Personality and Social Psychology
- Administrative Science Quarterly
- Academy of Management Journal
- Journal of Applied Psychology

What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

- Do high quality research
- Publish lots of research 
- Don't waste time on other things that are less important (e.g., conferences, practitioner outlets, service, etc.) 

CITATION COUNTS

Research is King!

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

Be a Good Teacher

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

- Make it rigorous and evidence-based
- Make them work hard for it
- Edutain them

TEACHING EVALUATIONS



Teaching Successes



What I Was Told in Graduate School Versus What I Learned Along the Way

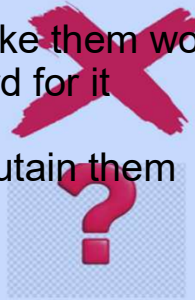
Research is King!

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

Be a Good Teacher

- Make it rigorous and evidence-based
- Make them work hard for it
- Edutain them



**TEACHING
EVALUATIONS**

What I Learned Along the Way

Research is King!

- Do high quality research
- *Publish more where you can without reducing quality*
- *Engage in administration and service where it will help you learn the practical realities of what you study*

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- *Meet students where they are, build on what they already know*
- *Edutain them as much as you need to in order to keep them engaged*

**TEACHING
EVALUATIONS**

What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- ***Meet students where they are, build on what they already know***
- ***Edutain them as much as you need to in order to keep them engaged***

**TEACHING
EVALUATIONS**

Administration and Service

- Mostly avoid until end-of-career
- Administration is an alternative career path when your research is not going well
- Facilitate research in the role (e.g., editorial boards)

**EDITORIAL ROLES
FACILITATE
RESEARCH**

Editorial Work

- Organization Science
- Academy of Management Review
- Journal of Applied Psychology
- Small Group Research
- Academy of Management Discoveries
- Communication Research
- Deputy Dean (Faculty)
- Chair of Research Ethics Committee (IRB)
- Department Chair

What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- ***Meet students where they are, build on what they already know***
- ***Edutain them as much as you need to in order to keep them engaged***

**TEACHING
EVALUATIONS**

Administration and Service

- Mostly avoid until end-of-career
- Administration is an alternative career path when your research is not going well
- Facilitate research in the role (e.g., editorial boards)

**EDITORIAL ROLES
FACILITATE
RESEARCH**

What I Learned Along the Way

Research is King!

- Do high quality research
- *Publish more where you can without reducing quality*
- *Engage in administration and service where it will help you learn the practical realities of what you study*

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- *Meet students where they are, build on what they already know*
- *Edutain them as much as you need to in order to keep them engaged*

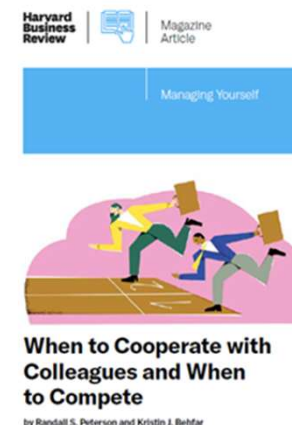
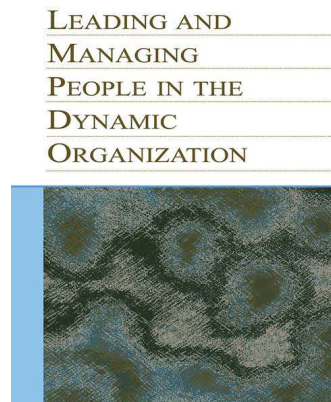
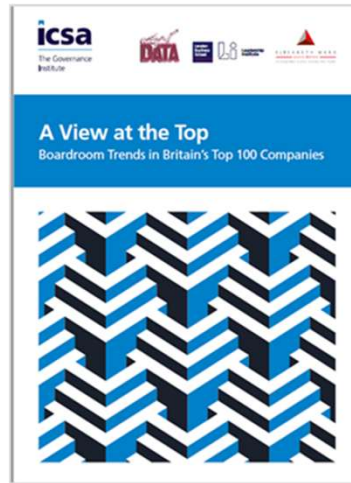
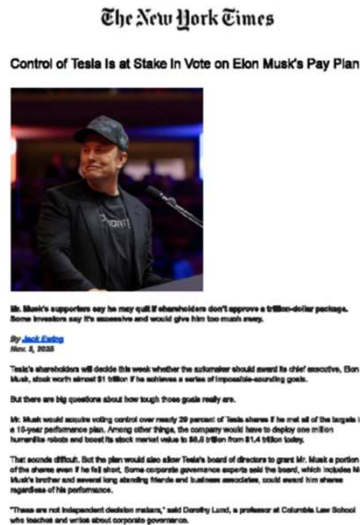
**TEACHING
EVALUATIONS**

Administration and Service

- *Engage where it helps you learn*
- *Administration can be an educational career break from research*
- Facilitate research in the role (e.g., editorial boards)

**EDITORIAL ROLES
FACILITATE
RESEARCH**

WHAT ABOUT?



What I Was Told in Graduate School Versus What I Learned Along the Way

Research is King!

- Do high quality research
- ***Publish more where you can without reducing quality***
- ***Engage in administration and service where it will help you learn the practical realities of what you study***

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- ***Meet students where they are, build on what they already know***
- ***Edutain them as much as you need to in order to keep them engaged***

**TEACHING
EVALUATIONS**

Administration and Service

- ***Engage where it helps you learn***
- ***Administration can be an educational career break from research***
- Facilitate research in the role (e.g., editorial boards)

**EDITORIAL ROLES
FACILITATE
RESEARCH**

Apply What You Know

- Practitioner books can reach a massive audience
 - Getting in the press gets you in front of people who will pay for your knowledge
 - Experience consulting makes you a better teacher and researcher
- HAVE AN IMPACT
ON THE WORLD**

What I Learned Along the Way

Research is King!

- Do high quality research
- *Publish more where you can without reducing quality*
- *Engage in administration and service where it will help you learn the practical realities of what you study*

CITATION COUNTS

Be a Great Teacher

- Make it rigorous and evidence-based
- *Meet students where they are, build on what they already know*
- *Edutain them as much as you need to in order to keep them engaged*

**TEACHING
EVALUATIONS**

Engage Administration and Service

- *Engage where it helps you learn*
- *Administration can be an educational career break from research*
- Facilitate research in the role (e.g., editorial boards)

**EDITORIAL ROLES
FACILITATE
RESEARCH**

Apply What You Know

- *Practitioner books can reach a massive audience*
 - *Getting in the press gets you in front of people who will pay for your knowledge*
 - *Experience consulting makes you a better teacher and researcher*
- HAVE AN IMPACT ON
THE WORLD**

AN EXAMPLE

Things Are Not Always What They Seem: The Origins and Evolution of Intragroup Conflict*

Priti Pradhan Shah,¹ Randall S. Peterson,² Stephen L. Jones,³ and Amanda J. Ferguson⁴

Abstract
Teams scholars have historically conceptualized and measured intragroup conflict at the team level. But emerging evidence suggests that perceptions of intragroup conflict are often not uniform, shared, or static. These findings suggest important questions about the microfoundations of intragroup conflict: Where does conflict within teams originate? And how does it evolve over time? We address these and other questions in three abductive studies. We consider four origination points—an individual, dyad, subgroup, or team—and three evolutionary trajectories—conflict continuity, contagion, and concentration. Study 1, a qualitative study of narrative accounts, and Study 2, a longitudinal social networks study of student teams, reveal that fewer than 30 percent of teams experience team-level conflict. Instead, conflict more commonly originates and persists at individual, dyadic, or subgroup levels. Study 2 further demonstrates that traditional psychometric intragroup conflict scales mask the existence of these various origins and trajectories of conflict. Study 3, a field study of manufacturing teams, reveals that individual and dyadic task conflict origins positively predict team performance, whereas traditional intragroup task conflict measures negatively predict team performance. The results raise serious concerns about current methods and theory in the team conflict literature and suggest that researchers must go beyond team-level conceptualizations of conflict.

Keywords: dyadic conflict, intragroup conflict, subgroups, temporal dynamics

Johnson
Cornell
SC Johnson College of Business

Administrative Science Quarterly
1-49
© The Author(s) 2020
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/0001839220965196
journals.sagepub.com/home/asq

SAGE

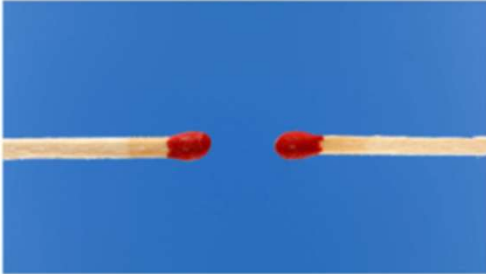
Harvard Business Review

Leadership And Managing People

4 Common Types of Team Conflict — and How to Resolve Them

by Randall S. Peterson, Priti Pradhan Shah, Amanda J. Ferguson, and Stephen L. Jones

May/June 2024



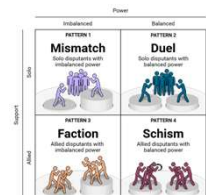
After: Bass, for *Organizational Behavior* (1980)

Summary: Managers spend 20% of their time on average managing team conflict. Over the past three decades, the authors have studied thousands of team conflicts around the world and have identified four common patterns of team conflict. The first occurs when conflict originates in a single member of a team (20-25% of team conflicts). The second is when two members of a team disagree (the most common team conflict at 26%). The third is when two subgroups in a team are at odds (20-25%). The fourth is when all members of a team are disagreeing in a



1) Peterson, R. S., & Behfar, K. (forthcoming). *The Reality of Relationships: The Art of Navigating Interdependence with Others, at Home and at Work*. Bloomsbury Business.

2) Scholarly paper under review



BUILDING THE CAREER YOU LOVE

What I have learned on the journey....

Find your balance of research, teaching, service, and application.

Look for synergies in the activities of the job.

If you love what you are doing, you'll be great at it, which means others around you will see the value in it.

Don't wait forever. If you have tenure, **NOW** is the best time to get started.

There are lots of ways to find meaning in this profession. Never let someone else define that for you.

ADDITIONAL INFORMATION

Find me on Linked-In, Twitter (@DrRSPeterson), online (www.randallspeterson.com) for advice (rpeterson@london.edu)

Written Work (Books):

1. Peterson, R. S., & Brown, G. (2022). *Disaster in the Boardroom: Six Dysfunctions Everyone Should Understand*. Palgrave MacMillan.
2. Peterson, R. S., & Mannix, E.A. (Eds.) (2003). *Leading and Managing People in the Dynamic Organization*. Erlbaum.

Written Work (Practitioner)

1. Peterson, R. S., & Behfar, K. (2022). When to Cooperate with Colleagues and When to Compete. *Harvard Business Review*. March/April Issue
2. O'Connor, K. M., & Peterson, R. S. (2021). Standing out while fitting in. *Sloan Management Review*, 6 January 2021.
3. Gardner, H. K., & Peterson, R. S. (2020). Executives and boards, avoid these missteps in a crisis. *Harvard Business Review*. Reprint H05L5M
4. Gardner, H. K., & Peterson, R. S. (2019). Back channels in the boardroom. *Harvard Business Review*, September/October Issue, 104-111.
5. Peterson, R. S. (2018). Majority rule voting in the boardroom is an unnecessary risk. *Strategy + Business*.
6. Peterson R. S. & Wakeman, S.W. (2017). The type of narcissist that can make a good leader. *Harvard Business Review*. Reprint H03HIX.
7. Henderson, D. & Peterson R.S. (2017). The drive for strong leaders. *Economist Intelligence Unit*.

Written Work (Academic):

1. Shah, P.P., Peterson, R. S., Jones, S. L., & Ferguson, A.J. (2020). Things are not always what they seem: The origins and evolution of intragroup conflict. *Administrative Science Quarterly*. doi: 10.1177/0001839220965186
2. Peterson, R. S., & Ferguson, A. J. (2014). Strategies for Developing Trust Through Constructive Conflict Resolution in Teams. In N. Ashkanasy & K.A. Jehn (Eds), *Handbook of Conflict Management*.

Video Work (<https://www.randallspeterson.com/videos>)

TEDx LBS 2017: <https://vimeo.com/absolutefluidity/review/217620294/2318ca120a>

Leadership insights: What makes a great confidant? <https://vimeo.com/absolutefluidity/review/218325266/946dd05116>

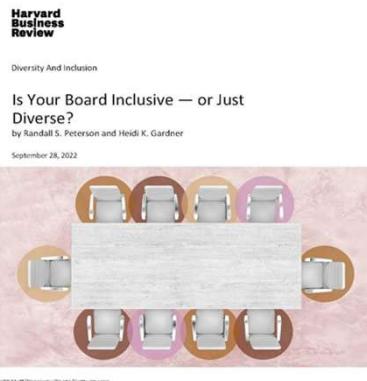
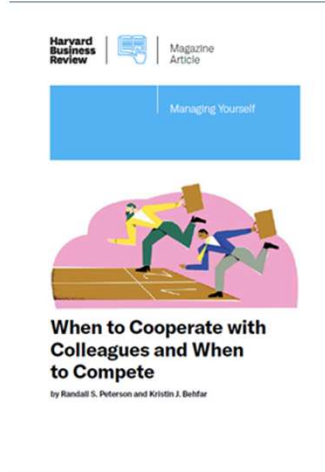
Are you in the market for a narcissist? <https://vimeo.com/absolutefluidity/review/205413733/1509d48997>

World Economic Forum Davos, 2016: <https://vimeo.com/absolutefluidity/review/200579769/f31b109532>

Creating conditions for your dream team: <https://vimeo.com/absolutefluidity/review/205419948/ca7f629f0a>

Global Leadership Conference, 2015: <https://vimeo.com/absolutefluidity/review/30602976/4f3939a081>







**Rethinking Leadership.
Enhancing Leader Impact.**

London
Business
School

 **TalentSage**

 **YouTube**

 @DrRSPeterson

 Randall S. Peterson

 RandallSPeterson.com