

NO MAN IS AN ISLAND
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The Pre-Pandemic South East Asian Games, which was held in the Philippines, showcased not just Filipino pride and sporting excellence but also a strong message: “We Win as One.” It is a testament of unity in sportsmanship and the spirit of togetherness be it in hard times or in the revered winning moments. This can be mirrored in the teamwork observed and practiced among groups of workers striving for a satisfactory end goal; because doing it alone cannot really suffice, why not work with others?

Research says that teamwork provides better conclusions for organizations than individual works. It has been a key factor in the progress, evolution, and survival of humanity as a whole. Even at the beginning, humans have been driven to form groups and work together to achieve their goals, solve problems, generate more ideas, develop skills, survive, among other purposes. To that, teamwork is one of the most noticeable and essential work configurations of the 21st century as it also is considered to be one of the most effective work forms.

Since the dawn of time, people have been motivated to create organizations and collaborate in order to accomplish goals, solve issues, generate additional ideas, acquire skills, and survive, among other things. The 21st century has brought about numerous changes. One of the most obvious and important work configurations of the 21st century is teamwork. The structure of organizations and the nature of work have both undergone significant change in the same century.

For tasks that call for invention, creativity, and problem solving, collaboration is essential. It is a method of competition for completing challenging activities and goals. As a result of the ongoing issues that globalization is posing to enterprises, more duties are being delegated to and carried out by work teams. Work teams may be the most obvious sign that firms are transitioning to a collaborative workplace, according to the father of human capital strategic analysis and measurement, Fitz-Enz (1997).

Gardner & Korth (1998), the authors of “A Framework for Learning to Work in Teams” once said, “To remain innovative and competitive, businesses are looking for employees who can work and learn effectively in teams”. As a result, teamwork skills are being given more weight in education in order to better prepare students for the workforce. It is crucial to recognize that people may view teamwork differently depending on the situation because these are two very distinct environments.

In the business sector, the capacity to write, develop, and handle work collaboratively is becoming increasingly more crucial, according to Phaff and Huddleston (2003) the authors of “Does It Matter If I Hate Teamwork?”. This rise in collaborative work indicates that students who are taught effective group dynamics before they reach the workforce will have fewer difficulties collaborating with coworkers, they may not be familiar with. Additionally, they will have had the chance

to learn the skills necessary for resolving any teamwork-related problems that may emerge. Students are more likely to interact well with cooperation in the workplace to accomplish goals if they graduate from school with a positive attitude toward teamwork.

According to the author of "Stages of Small-group Development Revisited" Tuckman and Jensen (1977), when a team grows, its members start to worry more about handling interpersonal disputes and task-related activities. Teams in work and teams at school share this trait. Members of a team must be able to work effectively together and get along with one another in order for it to be successful. Team members may find it simpler to tackle issues like "social loafing" if they have solid personal relationships with one another (Mello, 1993). This occurs when one person in the group is not exerting as much effort as the others. They could skip meetings and refuse to help with a project's completion. Students and employees alike may experience group work negatively as a result of this.

Perseverance in the face of difficulty, willingness to complete challenging tasks, the capacity to transfer information from one task to another, improved social skills, and intrinsic motivation are some benefits of working as a team (Pfaff & Huddleston, 2003). Additionally, it has been seen that cooperation raises self-esteem. The benefits of group work in education are a result of all these elements. Increasing students' self-esteem may also have an impact on their daily lives by encouraging them to engage with others and contribute their own knowledge and ideas to various topics covered in the course they are taking. After graduating from college and entering the workforce, students may believe they can contribute to the company with their own ideas and feel a feeling of professional satisfaction if they know their ideas are valued.

Berge (1998) of "Barriers to Distance Education" said that "the sum of the whole is more than the potential sum of its components." This implies that teamwork leads to higher-quality results than what might be achieved through individual effort. Furthermore, this suggests that teamwork is vital especially in an environment where utmost productivity is expected of its members, and one might start contributing to this cause by being a good part of said environment, after all, whatever the result may be, it is a collective reflection of your togetherness as a team.

References:

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