

The Value of Teamwork, Learned in Higher Middle Education and Developed in the Industry

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Abstract

The professional training of each individual is acquired mainly at an age where he is aware that he needs to join efforts to achieve his purpose not only individually but also in groups, which leads him to learn strategies that allow him to achieve that purpose. Nowadays the education at the high school level stands out not only for its level and implementation of new curricula, in turn it has been detected that learning and the importance of working in a team is very important since when it passes through the university it makes it even easier to achieve its purpose. In addition to that results indicate that students who achieve an excellent academic level and an understanding of what it is to work as a team, get immediate results in the industry being leaders not only in their areas, but also in all the work environment that surrounds them. Achieving group participation in group work, although it seems paradoxical in many occasions it is difficult to unite a group of individuals to work on a common goal, in other words, work in groups, since most are not interested in doing so, wanting to work in an isolated and individual way.

Keywords: Teamwork, College, Academic, Learning, Development, Communication

What is teamwork?

In a general definition, we find that working as a team is a group of people who organize themselves in a certain way to achieve a common goal.

The individualism that prevails in these times, largely due to technological possibilities, has also permeated the classrooms, weakening one of the most enriching study methodologies such as teamwork. "Team" means the participation of more than one person in the search for the same objective, which can't be achieved without the help of all its members, which is a great responsibility. College students need to have team experiences to develop the necessary competencies that they will implement in their professional roles. In addition to the work component, teamwork brings with it many lessons for life, as it promotes tolerance, leadership skills, learning to listen, active participation, socialization, respect, flexibility, communication, friendship, solidarity, to name just a few.

It happens then that when virtual work is imposed -which is not intended to disqualify- it is convenient to preserve the necessary and meritorious human contact. The students, therefore, should not leave aside the social relationships of the physical world, in addition to the undeniable reality of living in a community and what better school for it, than university life.

Tactics for the team to work

There is talk of the "5 C's" ineludible for optimal group work: complementarity, coordination, communication, trust and commitment. Complementarity implies the synergy of the team components. It is to form a whole from several individuals. Everyone, from his world view and personality characteristics, can contribute to the task that is to be achieved. In coordination, they play a leading role: order, leadership and assignment of tasks, evidently aimed at a single north. Each member based on their character, will naturally take the role that corresponds, there are some who prefer to direct and there are others who choose to be directed; both are necessary for teamwork. Communication must be the ruler. Misunderstandings or omissions can cause a team not to work properly and easily miss the common goal for which they are struggling. In terms of trust, it is essential to believe in other colleagues, trust in their abilities and their willingness.

This trust allows you to put your team's success before your own. In a team, each one contributes the best of himself for the good of all, self-centeredness must be left aside. Commitment, is the degree of own responsibility, which inevitably affects all the pieces of the set. Finally, rules established and respected by all team members, never left over, are the best way to prevent conflicts. It is important then to recover the value of human relations within the academic framework and to prevent virtually from eliminating these wonderful possibilities of benefit for the human being.

Classic Model

The classical model of university education revolved around the figure of the professor, who seemed to have accumulated a complete knowledge that allowed him to know everything. In this situation, it is obvious that there was an asymmetric relationship between teacher and student. The professor was in charge of transmitting information and, subsequently, of verifying that this information had been captured and retained by the student who, to a certain extent, had to comply with what was entrusted.

However, now this traditional model has been outdated since there seems to be unanimity when affirming that "learning" is not synonymous with memorization. What matters now is not so much to transmit knowledge but to help acquire them, that is, to help learn.

In this line, one of the possible changes to be applied to the traditional teaching method in the face of close European convergence, may lie in group work or teamwork with the aim of achieving cooperative learning.

Cooperative learning can be defined as that learning situation in which the objectives of the participants are closely linked, so that each of them can only achieve their objectives if and only if others manage to achieve theirs.

It is necessary to point out that teamwork is not simply the sum of individual works nor the assignment of works to more than one person. Teamwork can be considered as a pedagogical resource used to achieve cooperative learning. The tasks assigned must require for their resolution that the parties involved interact and cooperate emotionally.

Teamwork is valuable because it not only facilitates the learning of the disciplines in question, but also because it allows the development of a series of skills or generic competences that will be useful for our students in their daily work, which, possibly, will facilitate their insertion in the labor world.

Finally, some of the multiple benefits associated with this learning technique are summarized:

- * Promotes the student's practical involvement in the learning process
- * Capitalize on the ability of groups to increase the level of learning through interaction among their peers.
- * It reduces the levels of abandonment of the studies.
- * It allows to achieve the objectives of teaching and learning.
- * Promotes independent and self-directed learning.
- * Promotes the development of the ability to reason critically.
- * Facilitates the development of the ability to write clearly.
- * Facilitates the development of oral communication skills.
- * Increase student satisfaction with the learning experience and promote more positive attitudes towards the study material.
- * Allows accommodate the different learning styles of students.
- * Facilitates a higher academic performance in certain areas (mathematics, science, technology ...)
- * Allows the preparation of students as citizens.
- * It allows to develop the leadership capacity.
- * Prepares students for the world of work.

1) Work on an initiative that requires an academic vocation.

"There are few earthly things more beautiful than a university: a place where those who hate ignorance can fight for knowledge, and where those who perceive the truth can fight for others to see it" - John Edward Masefield. English poet (1878 - 1967)

Beyond being a manager, teacher or administrator, the collaborator of a university must understand that working and living in the university implies learning and having a permanent training plan; It means asking and asking about the reason for being and meaning of all actions and looking for the best options for it. Communication is enriched when we know the project of professional and academic life for all those who work with us.

2) Universities are organizations with high stability of their personnel and their policies.

"Making changes at the University is like removing cemeteries." - José Ortega y Gasset, Spanish philosopher
The greatest stability occurs in the administrative sphere. Many of its collaborators act under the conception that the processes are done and must be done as they have always been done and the new practices, sometimes, have the intention of breaking what "works well". The example and the demonstration of the effectiveness of other practices are the best way to encourage interaction and the conviction of others.

3) The purpose of each initiative is the provision of the public service of education, regardless of its private or public nature.

"Obliging external accounts, systematically and periodically, is the best way for the University not to lose perspective and knowledge of its own function". - Joseph M. Bricall, former University of Barcelona and author of the University 2000 report This means that accountability to society increasingly acquires the responsibility dimension of universities, so that information on inputs, processes and results of the educational process, acquire the dimension of public information. The processes of qualified registration and accreditation of high quality, demand a proactive effort of collaboration and communication of all areas and teams. More than in any other organization, the information of the educational task of the university must overcome the limits of the private. No one is the absolute owner of the information, and on it falls the right of everyone to its analysis and contribution.

4) Each university has autonomy to organize and manage its academic and administrative activities.

"A University can't keep with dignity the title of" university "unless it supports the collective virtues of tolerance and respect for people". Ronald Barnett. Professor of Higher Education - University of London Therefore, it is feasible that the graduates of the same university tend to understand and reproduce the same management models in which they were trained, or the foreigners want to implement the work in their initiatives

5) The nature of education and the university as a model to manage, force a job amidst tensions and dilemmas.

"Transforming the University (...) is like rebuilding a plane in mid-flight, you must convert the propeller engines to turbine, you must make it fly at a higher speed without increasing fuel consumption and everything must be done without landing, with a limited amount of gasoline, without the passengers being worried and with terrorists on board ". - Ricardo Arechavala - Researcher University of Guadalajara – Mexico Even the most consolidated universities in the experience of their educational project and in a management model, face dilemmas or dilemmas around what to favor for a better development of the institution, which requires exercises in concertation, dialogue and authority. Academic versus administrative; centralized or delegated management in faculties; pure researchers or pure teachers; finance studies of personnel or hire them already with those studies; educational project and concerted development plans or taxes; promote deans to inside officials or bring them from the outside, dispense or change positions to an employee with low performance, create new programs or renew existing ones; define profiles for representatives in collegiate bodies ... etc. Many ideas proposed to the University, by their collaborators, do not always have the desired reception: either because the institution still does not adequately validate the youth or little experience, or because there are other institutional interests, or because in the structuring of the idea It qualifies negatively the management of those who have worked on the subject before, among other aspects.

6) The purpose of higher education is in training and not in profit.

"The university is fundamentally a community of spiritual interests that brings together teachers and students in the task of seeking the truth and strengthening the transcendental values of man." Law of Universities Bolivarian Republic of Venezuela. There lies one of the main differences between a commercial enterprise and an educational enterprise. By Law (30 of 1992), the proposed initiatives are non-profit organizations and operational surpluses must be reinvested in the same missionary functions of the institution. This means helping the employees of the institution know and understand the financial effort that must be made to offer quality conditions and the difficulties that arise when the income / expenditure operation does not favor the desired investments.

7) As a matter of principle, these initiatives are collegiate bodies with representation of all their estates.

"The best reason to support higher education does not lie in the services it can provide, no matter how vital, but in the values it represents." - Richard Hofstadter (1916 - 1970) American historian Each University is autonomous to determine the level of participation of its members, but by history and by law, initiatives must have in their various collegiate bodies representatives of teachers, students, graduates, administrative employees and even members of the productive sector; to aspire to this representation it is enough to meet the statutory requirements. Although the logic for the decision making of the universities is the academic one (that is to say, the reasoned argumentation), the personal interests and prestige that the participation in these collegiate bodies must be considered, as well as -in some cases- the possibility of decisions motivated by other interests.

8) The truth determines the thinking of the university.

"The University is the sacred precinct of reason". Carl Jaspers (Germany) 1959. Truth and knowledge give, to a large extent, the recognition and prestige to teachers and researchers, who are recognized as those who think what is or can be the truth and its study. The truth that supports this intellectual exercise represents the cultural heritage of the initiative and how it can obtain the greatest benefit in favor of social development. Tax actions, unfounded and capricious, are contrary to the truth. The University does not accept this attitude and, on the contrary, demands of all the members of the university community to act in coherence with the principles that govern the philosophical framework of the University, the ethics and the proper personal behaviors of those who work in an institution educational True education is given by example.

9) University: unity in diversity.

"Most academics consider themselves associates before employees. They firmly proclaim their independence and the right to participate in important decisions. They believe in the sense of belonging to the academy and can be guided, but not obligated. " - Eduardo Ibarra Colado. Mexican scholar. Although the institution has defined its educational project and philosophical orientation, the essence of the university is to unite, under its same roof, the most varied interpretations and visions, and learn to live together, respect and make the best intellectual effort to value the opinions found. It is proper that in the initiatives there are communities of teachers who are more faithful to their object of study than to the same university and who feel disarticulated with the institutional context; managers with many years of experience in the institution who believe little or nothing in new and young managers (or those who come from outside); and communities of collaborators close to their retirement, who do not understand with young people just graduated and with transforming impetus ...It is necessary to always maintain the institutional unity over differences and enforce respect for diversity.

10) The authority in the University is not always given for the position.

"The job of rector of a university is like that of the administrator of a cemetery: He has many people under them, but nobody listens to them." Bill Clinton Former President of the United States, quoted by Francisco Marmolejo. The organization chart of a university shows the people who have the responsibility of managing resources and equipment, although not always those who occupy these positions are those who have the authority or the most knowledge about the discipline or object of management under their charge. In addition, the collegial nature of the universities allows that today who is a professor tomorrow can be dean or manager and vice versa. As Henry Rosovsky, leader of the Harvard curriculum reform in the 1970s, points out, "universities love hierarchical ranks and distinctions as much as or more than the military."

Conclusions

To understand and overcome this multi-headed monster known as teamwork, are determined as fundamental factors for good use and it is concluded that it must take into account 3 fundamental factors that must be applied in a timely manner, at the moment of being executed

- 1) Be cool, relaxed and accessible. What is most needed is a communication team. If you manage to overcome the initial shyness, then everything will go almost on wheels.
- 2) Although it is a very old and widely used proverb, "do not leave for tomorrow, what you can do today". The worst thing that can happen to a group of university students is to do all things at the last moment, given that they do not allow time to think everything correctly, and review the work once finished. Take the time to comply with each step of the slogan that has been assigned, consult with the team, discuss and correct.

- 3) Be punctual! Without a doubt, nothing irritates people (most of them, at least) more than unpunctuality. The meetings are decisive moments in the elaboration of the project or work. Arriving late, although better late than never, will be demonstrating a lack of commitment to peers.

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