

Students Perceptions and Attitudes Towards Teamwork in Business School Education Process

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Many studies confirm that employers expect graduates entering the workforce to have developed transferable skills (or soft skills), including teamwork skills, besides having mastered the specialized knowledge in the specific field of study. According to some studies employers even give priority to transferable skills (Archer & Davison 2008) before professional knowledge. In the Cedefop European jobs and skills survey five key competences of leading positions employees in organizations were identified, amongst which teamwork skills are listed (besides planning, problem solving, communication, literacy) (Cedefop 2015). According to the same survey younger employees compared to older ones are more likely to have higher skill gaps in soft skills, including teamwork (ibid.).

Higher education organizations devote educational attention to these aspects, as transferable skills will be regularly recorded in faculty and subject curricula. The paper focuses on the management students' experience, perceptions and attitudes towards teamwork. Undergraduate students perform their duties to a lesser or greater extent in the context of teamwork, which develops their teamwork skills and prepares them for working in teams later in their professional life. Students report both positive and negative aspects of teamwork. They understand the importance of developing teamwork skills for their future and are aware of employers' expectations of being able to work effectively and productively in a team after completing their studies and entering the labour market. The benefits of teamwork in the educational process are seen in reduced individual workload, social interaction and security, gained experience and skills. Negative aspects are often unequal contribution of team members, social loafing of team members, conflicts amongst team members and inability to resolve them, deadline challenges, poor performance.

The findings of a quantitative survey among undergraduate students at the Faculty of Management (University of Primorska) are presented in the paper. Students from different study years took part in the survey using a self-administered questionnaire. The results of the survey will help academic staff to plan, monitor, mentor, assist and evaluate teamwork assignments in a way to overcome the drawbacks of teamwork as reported by students.

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