



FACULTY TEAM BUILDING IN HIGHER EDUCATION: IMPACTS ON INDIVIDUAL GROWTH AND INSTITUTIONAL SUCCESS

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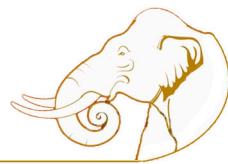
Abstract

Despite having high levels of education and skills, a group of university teachers might not be able to function effectively as a team. This research aimed to: 1) examine teachers' opinions on their team development, 2) explore selected cases of success and failure in teamwork, and 3) present possible guidelines for effective team building at both the program and university levels. The research included a survey of opinions from 50 teachers and semi-structured interviews with 6 of them from three different teams. The results showed that around 40% had never received any training in teamwork. Although most preferred to use a collaborative approach when dealing with personal conflicts within the team, about half still expressed a desire to remove certain members. It is suggested that individual teachers, teams, and the university management recognize the importance of teamwork at the program level and work together to create more effective and healthier team dynamics.

Keywords: team building; university; teachers

Introduction

University teachers are deemed experts in their fields of study and teaching. Their duties are regulated by the Ministry of Higher Education, Science, Research, and Innovation and mainly include teaching, research, community service, and the preservation of arts and culture. All university teachers hold at least a Master's degree. In most public universities,



they are required to teach a minimum of 12 hours per week, with the remaining time devoted to fulfilling their other responsibilities.

At the Bachelor's degree level, each program should have at least five teachers working as a team. To give a clearer picture, my university—Phranakhon Rajabhat University—offers 80 programs of study, with 375 teachers in total. Additionally, approximately 400 support staff help manage administrative duties and assist the university's 8,000 students. In the Business English program alone, five teachers are responsible for around 200 students.

After teaching for over 20 years at three different universities—both public and private—I've come to realize that while teachers are busy with their work and professional training, very little of that training focuses on team building or maintaining healthy team dynamics. In the past, some internal conflicts within teams have escalated to the public eye—with tragic consequences. For example, on May 18, 2016, a teacher at my university shot and killed two colleagues from the same Educational Administration program before taking his own life. All three were PhD holders and among the most senior teachers in the institution. The university had to recruit three new teachers to replace them (Matichon, 2016). The psychological trauma experienced by students and fellow teachers was immense and long-lasting. This shows just how crucial it is for teachers to recognize the importance of teamwork and receive regular training in maintaining it.

While the process of personal management in higher education institutions typically includes planning, selection, training and development, and promotion, team building is rarely part of that training. Teachers may be experts in their academic fields, but working together as a team can lead to intense internal conflict if not managed properly—something we've seen play out in the news repeatedly.

Recruiting, developing, and retaining talent are key strategies for sustaining any organization. “Recruiting” involves attracting and hiring the right people; “developing” includes investing in their growth and skills; and “retaining” means making employees feel valued, engaged, and satisfied. This also requires offering competitive compensation and benefits and fostering a positive work culture.

With all this in mind, we aim to examine university teachers' opinions on team development and their satisfaction with their current teams. The results of this research will provide insight into the realities of teamwork in universities today and may serve as a wake-



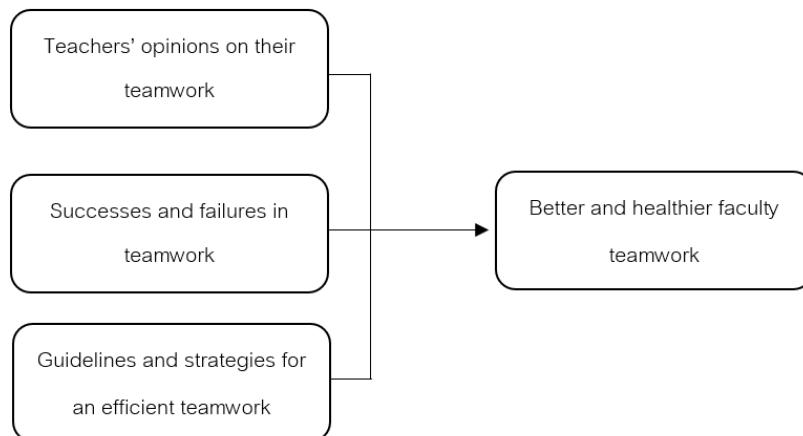
up call for university leadership at all levels to reconsider their strategies for fostering stronger team spirit. After all, the success of every teacher—and the institution as a whole—depends on how well its teams function.

Objectives

The research aimed to:

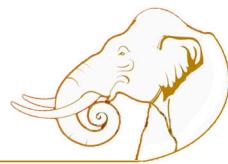
- 1) examine teachers' opinions on their team development.
- 2) explore selected cases of success and failure in teamwork.
- 3) present possible guidelines for effective team building at both the program and university levels.

Conceptual Framework



Methodology

The research utilized a mixed-methods approach, combining both quantitative and qualitative methods. Quantitative data were collected through an opinion survey of 50 teachers at state-owned Phranakhon Rajabhat University, Bangkok. In addition, semi-structured interviews were conducted with six teachers from three different teams, selected through purposive sampling. Descriptive statistics, namely, mean, frequency, and standard deviation were used to analyze the data. The research was conducted between January and May 2025.



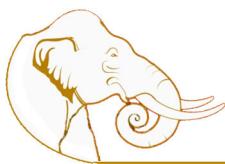
Literature Review

Team building among university faculties is similar to the ones done in general business. It requires expertise, theories, time and effort of many people concerns. One prominent theory on team building is Tuckman's Stages of Group Development (Tuckman, 1965). This theory, developed by Bruce Tuckman in 1965, outlines a framework for understanding how teams form, work together, and achieve high performance over time. Tuckman proposed that teams go through five stages: Forming, Storming, Norming, Performing, and later added a fifth stage, Adjourning. These stages help explain the dynamics of group collaboration, conflict resolution, and cohesion. **Forming:** In this initial stage, team members get to know each other and establish ground rules. There's often polite interaction, but team roles and goals may not be clear. **Storming:** As team members begin working together, conflicts may arise as personalities clash and people vie for positions of influence. This stage is crucial for defining how conflicts are handled. **Norming:** In this stage, the team starts to develop cohesion and agree on norms, roles, and relationships. The focus turns to working together productively. **Performing:** The team operates at its highest efficiency, with members working collaboratively toward common goals, resolving issues smoothly. **Adjourning:** Teams eventually disband or change after completing their task, which can involve reflection on achievements and challenges.

Tuckman's theory emphasizes that each stage is important for team growth, and effective team building requires navigating through these stages, especially the storming phase, to reach high performance.

Teams often face a range of problems that can hinder their performance and success. One common issue is poor communication, which can lead to misunderstandings, misaligned goals, and a lack of clarity in task delegation. When team members do not share information effectively, it creates barriers to collaboration and can result in mistakes or delays in project completion (Luthans, 2020). Open, consistent communication is crucial to ensuring that everyone remains on the same page and that problems are identified and addressed early.

Another significant challenge teams encounter is conflict among members. Conflicts can arise from differences in opinions, working styles, or interpersonal dynamics, and if not managed properly, they can escalate and negatively impact team morale and productivity (Jehn & Mannix, 2001). Conflict within teams often leads to a breakdown in trust and



cooperation, which undermines the team's ability to work cohesively toward common objectives. Effective conflict resolution strategies are essential for minimizing the destructive potential of these issues while promoting healthy discussion and problem-solving.

Additionally, a lack of clear roles and responsibilities can create confusion and inefficiency in teams. When team members are unsure of their roles or have overlapping responsibilities, it can lead to duplicated efforts or critical tasks being neglected. Role ambiguity often leads to frustration, decreased job satisfaction, and reduced performance (Hackman & Oldham, 1980). Clear delineation of roles and responsibilities is vital to ensuring that team members understand their contributions and can work together seamlessly without redundancy or confusion.

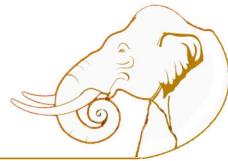
Effective team management involves balancing leadership, communication, and delegation. A successful team leader must foster an environment of trust and respect, where each member feels valued and motivated to contribute toward shared goals. Leaders should ensure clear communication of expectations and responsibilities, creating a collaborative atmosphere where feedback is encouraged and respected (Northouse, 2021). The ability to delegate tasks based on individual strengths is key, ensuring that work is distributed efficiently while also providing opportunities for professional growth.

Lastly, goal alignment plays a pivotal role. Teams that succeed have a shared vision and clear, achievable goals that all members are committed to. These teams maintain focus and stay motivated by having a common purpose that drives their actions. In contrast, teams that do not succeed often lack a sense of shared direction or have poorly defined goals, which leads to confusion, a lack of accountability, and disjointed efforts (Hackman & Oldham, 1980). Clear objectives, combined with accountability and support, are essential for ensuring that team members remain engaged and productive.

Can we learn from the military team building?

It is very common to see that the team building was emphasized in military as they have to work as a team. The questions occurred to me is: how they do the team building behind those boot camps?

The military has long been recognized for its ability to build highly successful teams, a feat that can be attributed to several key factors, including rigorous training, strong leadership, and a well-defined chain of command. Military teams are trained intensively to



function cohesively in high-pressure situations, with each member fully understanding their role and responsibilities. This level of preparedness is achieved through repeated drills and scenarios that simulate real-life challenges, fostering a sense of discipline and unity (Mastroianni, 2011). By building competency and trust through consistent training, military teams are equipped to execute their missions with precision, even in unpredictable and dangerous environments.

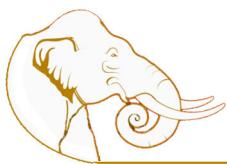
Leadership plays a pivotal role in the success of military teams. Military leaders are trained to make quick, effective decisions, often under immense pressure. They provide clear instructions and ensure that their team members understand and are aligned with the mission's objectives (Northouse, 2021). Moreover, military leadership emphasizes leading by example, which fosters a culture of respect and trust within the team. This strong leadership presence helps teams remain focused and resilient, even when faced with adversity or complex challenges.

A third critical factor is the military's highly structured environment, which establishes a clear chain of command and well-defined protocols for decision-making. This hierarchy allows for efficient communication and rapid responses in high-stakes situations, reducing confusion and ensuring that all team members are operating with the same strategic priorities (Kotter, 2012). This clear structure enables military teams to maintain order, discipline, and accountability, ensuring that they can execute complex tasks efficiently and effectively.

Learning team building from NASA

A notable example of a successful team is NASA's Apollo 11 mission team, which successfully landed the first humans on the moon in 1969. This team's success can be attributed to a combination of strong leadership, clear communication, and a unified commitment to a well-defined goal. Under the leadership of NASA administrator James Webb and mission commander Neil Armstrong, the Apollo 11 team consisted of astronauts, engineers, scientists, and support staff, all working together with a shared vision of achieving the moon landing. Each member had a specific role, and tasks were delegated based on individual expertise, creating a highly efficient and focused team.

Communication was critical to the success of Apollo 11. With so many moving parts, from the astronauts in space to the teams at mission control, effective communication was



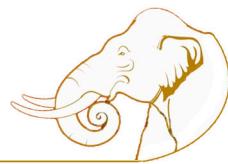
essential to keep everyone aligned and informed. The team relied on clear, structured communication protocols, which ensured that information flowed seamlessly between ground control and the spacecraft. This was vital, especially in high-stakes moments, such as the lunar landing and the astronauts' return to Earth (Smithsonian, 2025).

Furthermore, the Apollo 11 team demonstrated exceptional collaboration and problem-solving abilities, especially when unexpected challenges arose, such as when the lunar module encountered fuel and navigation issues during the descent to the moon's surface. The team's ability to remain calm, trust each other's expertise, and quickly devise solutions allowed them to overcome these challenges and complete their mission successfully. The Apollo 11 mission is a classic example of how teamwork, driven by clear leadership, communication, and a common goal, can lead to groundbreaking achievements.

Conflict Mode Theory

Another theory that is well known for addressing team conflicts is Thomas-Kilmann Conflict Mode Instrument (TKI), developed by Kenneth W. Thomas and Ralph H. Kilmann in 1974. This model describes five distinct modes of handling conflict within teams, based on assertiveness and cooperativeness. Each mode reflects how individuals or teams might approach conflict resolution, and understanding these modes can help teams navigate conflicts more effectively.

- 1) **Competing** (High Assertiveness, Low Cooperativeness): In this mode, individuals pursue their own interests at the expense of others. It's often used when quick, decisive action is needed, but can create tension in teams if overused.
- 2) **Collaborating** (High Assertiveness, High Cooperativeness): This is a win-win approach where parties work together to find a solution that satisfies everyone's concerns. It fosters long-term collaboration and problem-solving, but may take more time.
- 3) **Compromising** (Moderate Assertiveness, Moderate Cooperativeness): In compromising, both sides give up something to reach a mutually acceptable solution. This mode is practical when time is limited, though it may result in suboptimal outcomes for both parties.
- 4) **Avoiding** (Low Assertiveness, Low Cooperativeness): In this mode, individuals do not engage in the conflict and simply avoid the issue. While it may be useful for defusing short-term tensions, it can allow conflicts to grow if left unresolved.
- 5) **Accommodating** (Low Assertiveness, High Cooperativeness): Here, one party prioritizes the other's concerns over their own. It's useful



for preserving harmony, but if overused, it can lead to resentment or imbalance within the team (Thomas & Kilmann, 1974).

The TKI model emphasizes that no single conflict-handling mode is inherently better than the others. Instead, the effectiveness of each mode depends on the context of the conflict and the goals of the team.

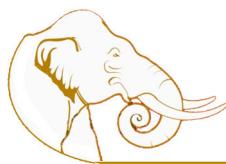
By understanding the related theories about team building and conflict management, it might help create a better and efficient teamwork among faculty members in our university. All in all, team building was made out of strong leadership, communication, goal alignment and mutual trust among team members. The clear hierarchical management like in the military might also help making the team working more efficient to achieve their targeted goals.

Results

We designed a survey questionnaire and distributed it to 50 faculty members of Phranakhon Rajabhat University via Google Forms, without targeting any specific group. A total of 45 responses were received, resulting in a 90% response rate.

(N=45)

	Numbers	%
Gender		
Male	13	29
Female	32	71
Years of Working		
1-5 years	11	24.4
6-10 years	20	44.4
>10 years	14	31.1
In a team, you look at yourself as:		
Collaborative	32	71.1
Compromising	8	17.8
Avoiding	4	8.9
Confrontational	1	2.2



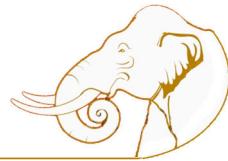
Seventy-one percent of the respondents were female teachers. Most of the respondents (44.4%) had worked at the university for 6–10 years. The majority perceived themselves as using a collaborative style when working in a team, while only 2.2% preferred a confrontational style. This suggests that most respondents tend to be diplomatic—or at least appear to be. It also indicates that most team members try to avoid confrontation and are willing to discuss and resolve problems in a positive manner.

The opinion survey consisted of 14 items. Each statement was unique, and some were even challenging or controversial to answer. Since no names or program affiliations were requested, it is likely that the respondents answered honestly and from the heart. Responses were measured using a five-point Likert scale, where: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; and, 1 = strongly disagree.

(N=45)

Statements	\bar{x}	S.D.
1. Your team has a plan on the workforce.	3.57	0.69
2. Team members have participated in recruiting a new member.	3.55	0.84
3. Your team have received a training on team development.	3.06	1.02
4. Your team has examined and evaluated the teamwork.	3.00	1.06
5. Working environment and motivation were made to build up your teamwork.	3.37	1.00
6. You are happy with the current team.	3.71	0.75
7. All team members are trying to adapt themselves to the teamwork.	3.93	0.68
8. Your team prefer to find constructive solutions.	3.73	0.71
9. Your team are witch-hunting, finding faults from each other.	2.55	1.03
10. Your team has a suitable leader.	3.66	0.95
11. All team members have maturity.	3.86	0.58
12. You are caring for and loving your team.	3.82	0.38
13. Some members should not be in this team.	2.44	1.27
14. When a member has problems, the team will help him/her.	4.06	0.80

While most respondents agreed that their team has a workforce plan ($\bar{x} = 3.75$) and that they participate in the recruitment process for new members ($\bar{x} = 3.55$), it is interesting to note that only a handful have received training on team development ($\bar{x} = 3.06$). This



suggests that around 40% have either rarely or never received teamwork training. Similarly, in response to Statement 3, only 60% ($\bar{x} = 3.00$) reported that they have examined and evaluated their team's performance.

Despite this, respondents generally expressed satisfaction with their teamwork ($\bar{x} = 3.71$), representing approximately 74%. This also implies that the remaining 26% may be experiencing frustration within their teams. Statement 7 revealed a positive outcome ($\bar{x} = 3.93$), indicating that respondents are actively trying to adapt themselves to their teams.

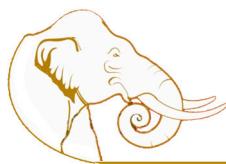
Statement 9, a deliberately controversial item meant to prompt deeper reflection, yielded a remarkable result: the respondents ($\bar{x} = 2.55$) acknowledged that witch-hunting behavior exists within their teams—slightly over 50% agreed with this statement. On the bright side, this means that nearly half of the respondents do not experience such behavior.

Around 73% of respondents ($\bar{x} = 3.66$) expressed a preference for their team leader, suggesting that 27% are not particularly satisfied with their leadership. Another controversial item, Statement 13, revealed that about 48% of respondents ($\bar{x} = 2.44$) believe some team members should be removed. This number is quite high, considering that most teams consist of only five teachers. Interestingly, this contrasts with Statement 12, where respondents claimed to care about their team ($\bar{x} = 3.79$), yet some still expressed the desire to remove certain members. Finally, Statement 14 offers a more encouraging view: respondents ($\bar{x} = 4.06$) showed a strong willingness to support each other in times of need.

The Interviews

Among the 80 program teams in our university, I purposively selected three teams with whom I have a personal connection and who I believed would be willing to cooperate in an interview. I reassured all participants that their identities would be kept confidential and that no audio recording would be made. I interviewed two members from each team—six teachers in total—individually, using the same set of questions: 1) Have you experienced any troubles with your team? 2) How did your team help you grow professionally?

“I was recruited to the team over five years ago, and I had trouble adjusting from the very first day. Maybe it’s because I’m older than the others. I struggled to fit in. There were only five of us, but the team split into two groups, and we fought so fiercely that we had no energy left for teaching. Some teachers even encouraged students to dislike other teachers. The students were psychologically affected and started leaving the program one



by one. Sadly, the program was eventually shut down due to a lack of students. Each of us had to look for work elsewhere. I applied to join another team, but it wasn't in my area of expertise. The bad experience still haunts me. I've had to seek medical treatment to calm my nerves, even now," said Teacher A, her voice trembling. Despite having joined a new team within the same university, she still mourns the past experience.

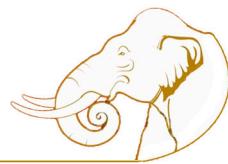
Teacher B, who used to be in the same team as Teacher A, previously worked as a flight attendant for a prestigious airline before retiring to become a university lecturer.

"I never imagined that being a teacher would bring so many problems into my life. Maybe it's the generation gap in our team. The younger teachers stuck together, while the older ones had a different mindset. We clashed on everything. We used harsh and even vulgar language, shouting at each other in meetings. Students started to drop out. We were blamed by the management, and all of us suffered because of the mess we created. No one walked away from that team without emotional scars. The university had invested millions of Baht in facilities and our salaries, and now it's all abandoned—like a cemetery. It's traumatic. We reported the issues to our supervisors, but they ended up siding with our rivals. I was labeled the troublemaker instead." Teacher B is currently searching for a new job, as he no longer has any students to teach.

The university has already closed down the program where Teacher A and Teacher B worked. I visited their office and saw the once-expensive facilities that used to be filled with young, energetic students. Now, everything has been completely abandoned. It's hard to believe that faculty teamwork—or the lack of it—can be so powerful that it leads to the closure of an entire program.

Teacher C and Teacher D are part of another team that has shown significant progress over the past seven years. They both admitted that they initially struggled to adjust to one another, facing challenges as well. However, they chose to set their differences aside and focused instead on academic development and student projects.

Teacher C said: *"When I first came here, the team was still recovering from years of internal conflict. But now, after seven years, we've all grown academically. Most of us have earned higher academic ranks, and we've published papers in prestigious journals. Almost everyone now has a PhD. Every year brings more good news, and we celebrate often. I went through a bit of a stormy period in the beginning, but that's long gone. I'm happy with my team, and we all support each other."* He added that focusing on academic



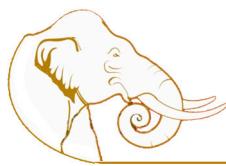
growth leaves little time or energy for internal politics—“*Keeping busy is the key*,” he emphasized.

Teacher D shared: “*I was persecuted the most in the past by some team members, but I decided to focus all my energy on writing. I’ve authored textbooks, research papers, and journal articles. Now, I’m seen as a resource person in the team, and I even provide academic counseling to others. I’ve become ‘somebody.’ I’m continuing to pursue higher academic ranks because I believe that respect and recognition will follow. My past trauma has fueled my drive to grow professionally. We should channel our energy into positive outcomes—internal politics, whether inside or outside the team, is a complete waste of time.*” Teacher D now holds the rank of Assistant Professor with a PhD, and he is working toward becoming an Associate Professor.

Teachers E and F belong to the third team I approached. They both admitted that, over the years, several team members had resigned due to persistent internal conflicts. In one serious case, a resigned team member sued another for defamation. The dispute went to court, draining both parties financially and emotionally. One of them eventually sought help from a psychiatrist.

Teacher E shared: “*Our team is constantly looking for a scapegoat—or a ‘witch’—within the group. It’s hard to explain to outsiders. Once someone is targeted, they suffer until they eventually leave. The internal conflicts became so overwhelming that I had to take medication for depression. My best friend ended up suing me and other team members. We had to attend court hearings regularly—it was a complete waste of time, money, and mental health. Witch-hunting has become the norm in our team. I don’t know when it will stop. Maybe it’s because we’re all women, and gossiping eventually turns into something hurtful. Now, I just want to retire in peace.*”

Teacher F: “*I’m the most senior member of the team. I’m nearing retirement, and I feel sorry for my team. Internal conflicts often flare up during meetings, and I’ve become so fed up that I’ve walked out several times. It feels like a never-ending childish game. Sometimes, we argue over trivial matters and forget that we have 400 students who look up to us as their teachers. To cope with my mental stress, I started taking on work outside the team. I volunteered for university-wide functions to keep myself so busy and exhausted that I wouldn’t have the energy to engage with the team. The real cause of our team’s problems might stem from a lack of manpower. There’s always too much work for*



everyone, and perhaps we don't know how to allocate responsibilities properly. What we really need is stronger team management."

In the past three years, their team has lost three out of five members, which is an alarmingly high turnover for such a small group.

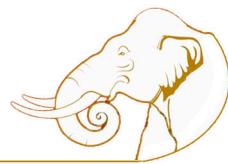
Discussion

The results from the questionnaire revealed that most respondents preferred to use a *collaborative* style and a peaceful approach to settle problems within their team. However, a handful still opted for a *confrontational*, tit-for-tat approach that can lead to emotional trauma on both sides. The approach each team member chooses is critical to maintaining team harmony, as it can lead either to the survival or the breakdown of teamwork. While the collaborative style may take longer than other methods, it satisfies all parties—it's the win-win approach that leaves everyone happy (Thomas & Kilmann, 1974).

Softer approaches like *collaborative* or *compromising* styles—where both parties sit down and talk—reflect the maturity of team members. However, these approaches are ineffective if the maturity levels within the team are vastly different. The situation worsens when a less mature member chooses a confrontational style to handle conflicts. This finding aligns with the study by Luca & Tarricone (2001), which found a strong correlation between emotional intelligence and team success.

Therefore, there is a clear need for training in team building, giving team members the chance to better understand one another and view conflicts from different perspectives. Effective team-building training can lead to deeper understanding and increased empathy among team members. About 40% of survey respondents revealed they had never received any such training. This suggests that they were simply placed together to work and left to sort out issues on their own. This may explain why 48% of respondents believe that certain members should not be in their team. In such small teams—usually consisting of just five teachers—it is disheartening to see a desire to exclude others.

McEwan et al. (2017) emphasized that even highly skilled individuals need proper training to form cohesive teams, as training enhances overall team performance. It equips members with essential skills and the mindset to collaborate effectively, communicate openly, and overcome challenges together.

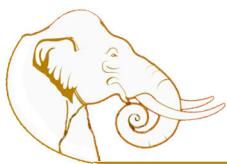


However, the research results may also suggest that these issues are not isolated. Other teams may be facing similar problems. The opinion survey involved 45 respondents, which is equivalent to roughly nine teams (assuming five members per team). While nine out of 80 teams may not represent the majority, it's a significant enough sample to offer insights into team dynamics.

Interviews with members from three different teams also shed light on deeper, more personal challenges. One team, for example, was entirely dysfunctional—so much so that the university had to shut down the program due to a lack of student enrollment. The internal conflicts affected student morale and led to a total breakdown. In the end, everyone suffered. This is a clear example of a *lose-lose* outcome caused by confrontational approaches. According to the interviewees, even academic meetings became emotionally charged, with harsh language used—something that should never happen in an educational environment.

The second team was deemed successful because they focused on their work and individual growth in their academic careers. Four out of five members are now Assistant Professors, a prestigious rank that is hard-earned in Thailand, as it must be approved by the higher education ministry. Three of them have completed their PhDs, one is almost finished, and one is working on advancing their academic rank. The members with the Assistant Professor rank are currently working toward becoming Associate Professors at the time of this research. Meanwhile, they continue to care for the students enrolled in their program, supporting each other in all student projects. This example taught us that when each team member realizes their potential and focuses on academic growth, the teamwork can run more smoothly on its own. They might not collaborate perfectly as a team, but they are all satisfied with the benefits gained from their higher academic rankings. Among the three teams I interviewed, this one is in better condition than the others.

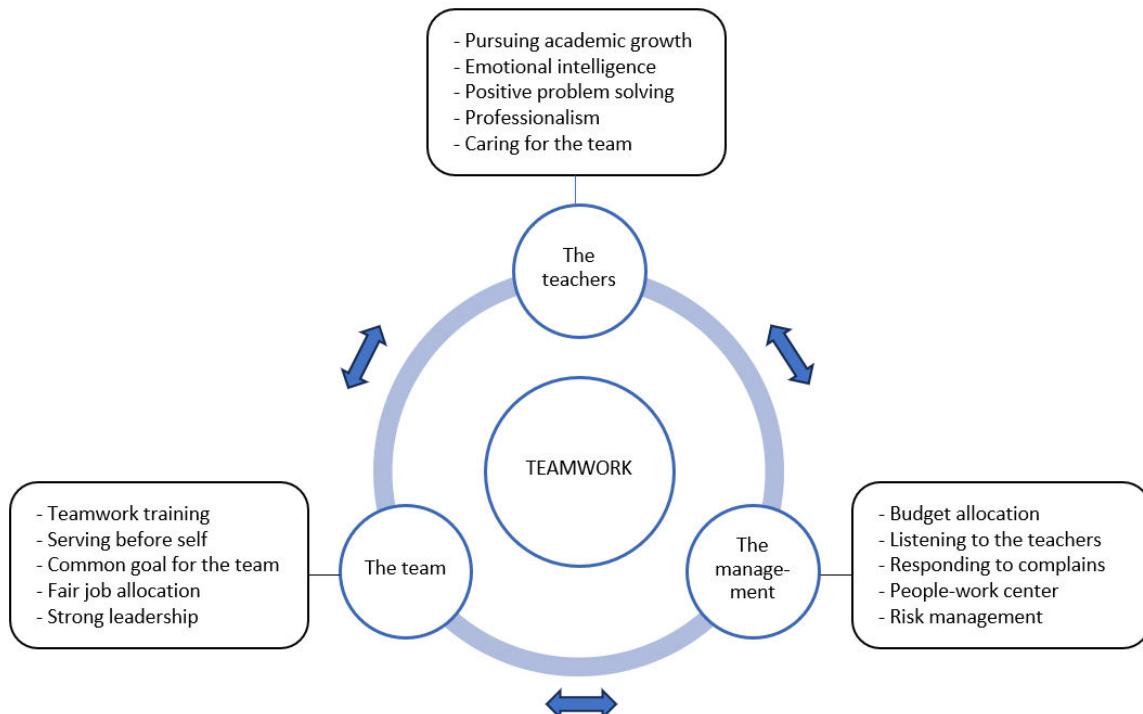
The third team I interviewed had a unique problem: they had already sought legal help. They sued each other, and one by one, they left the team for other jobs. The rifts within the team were so significant that three out of five members had left in the past few years. The interviewed teachers stated that the culture of "witch-hunting" among team members was the cause of their dysfunction. They believe this negative norm must be stopped. However, once such a culture is established, it is difficult to change the atmosphere quickly. It takes time for the team to alter its dynamics. The "witch-hunting"



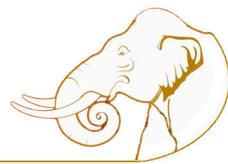
culture was also found in the study by Gombakomba et al. (2017), which identified that a lack of teamwork can lead to challenges such as witch-hunting, hatred, and a lack of cooperation. The study also pointed out that causes for the lack of teamwork include gossip, jealousy, poor communication, mistrust, lack of respect, egocentrism, unfriendly policies, and a lack of transparency.

The respondents' statements seemed like a plea to the university management, asking for team-building training. Such training requires a small budget, a norm in many government universities. It is preferred that the trainers come from outside the university, as the staff tends to listen more to outsiders than to those they already know. It may be a misconception to assume that all university lecturers, due to their high level of education, automatically know how to adjust and work together as a team. The tragic murder and suicide of three senior lecturers from the same team on the university grounds in 2016 highlighted the weaknesses in teamwork that need to be addressed. This aligns with the findings of Don and Raman (2019), who stated that leadership can help develop a spirit of cooperation and a sense of family among team members. This underscores the fact that school management must show care and compassion for junior faculty members.

Body of Knowledge



The research results can be summarized into the following Body of Knowledge:



To create or maintain efficient teamwork at the program level, it was found that three responsible units within the university need to share responsibilities. Teachers should recognize the importance of pursuing academic growth, as it will be beneficial to both students and the university in the long term. It is also crucial for all team members to possess emotional intelligence and maturity. Additionally, individual teachers are expected to choose positive approaches when dealing with personal conflicts within the team.

The team needs regular training on team development so that all members understand the importance of working together as a team. They should have clear goals as a team. Leaders also play an important role in allocating fair tasks to all members without prejudice.

For university management, beyond budget allocation, there should be a systematic complaint-response system to ensure they are aware of what is happening at the program level. Risk management should involve team development at the program level; otherwise, the management will have to repair the damage after it occurs. It is also essential for management to maintain a balance between work and people achievements.

Conclusion

A team of faculty members in a university, like any other team, needs training for team development. The three groups that can help create effective teams among teachers are the individual teacher, the team, and university management. The successful teams interviewed revealed that success comes when each teacher focuses on academic growth and possesses enough maturity. The team itself requires strong leadership and regular training on teamwork. It was suggested that the management implement a complaint-response system where teachers' grievances can be heard. Additionally, appropriate strategies should be in place to support the growth of each team. If these triangular aspects are implemented, it is highly likely that each individual teacher will grow academically, and the institution will move toward a successful path.



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