

Strategic management of high performance work equipment (G.E.H.P.W.T.) in the educational sector companies**Gestión estratégica de equipos de trabajo alto desempeño (G.E.H.P.W.T.) en las empresas del sector educativo**

SALGADO-ORTIZ, Francisco Javier†*, VIEYRA-GUZMAN, Yuritzí Neybet and RUEDA-CHÁVEZ, Rubén Fernando

Instituto Tecnológico Superior de Salvatierra, Manuel Gómez Morín # 300, Salvatierra, Gto.

ID 1st Author: *Francisco Javier, Salgado-Ortiz* / ORC ID: 0000-0001-9135-8312, Researcher ID Thomson: X-3095-2018, CVU CONACYT ID: 295678

ID 1st Coauthor: *Yuritzí Neybet, Vieyra-Guzman*

ID 2nd Coauthor: *Rubén Fernando, Rueda-Chávez* / ORC ID: 0000-0001-5215-3154, Researcher ID Thomson: X-2052-2018, CVU CONACYT ID: 345838

Received July 03, 2018; Accepted November 23, 2018

Abstract

En muchas ocasiones se conforman equipos de trabajo pero no alcanzan un alto desempeño. Por lo regular estos equipos se crean sin ninguna planeación, no se dirigen, ni organizan de manera adecuada y únicamente son evaluados por sus resultados cuantitativos. Este artículo tiene como fin proponer un modelo de gestión estratégica para que los equipos de trabajo que se desenvuelven dentro del sector educativo alcancen un alto desempeño. Esta propuesta se sustenta en la revisión documental y en la información que emergió de la investigación cualitativa, al entrevistar a coordinadores y miembros de equipos de trabajo. El estudio es de tipo no experimental y se realiza bajo un enfoque cualitativo, mediante un diseño de teoría fundamentada y tiene un alcance descriptivo.

Modelo, gestión, equipos de trabajo, alto desempeño

Resumen

In many cases work teams are formed but they do not reach a high performance level. Usually these teams are formed without any Planning. They are not directed, or organized properly and are only evaluated by their quantitative results. The aim of this article is to propose a strategic management model so that work teams that are formed within the education sector achieve a high performance level. This proposal is based on documentary review and on information that emerged from a qualitative research, during interviews of coordinators and team members. The study is of a non-experimental type and is carried out under a qualitative approach, through a well-founded design theory and has a descriptive scope.

Model, management, work teams, high performance level

Citation: SALGADO-ORTIZ, Francisco Javier, VIEYRA-GUZMAN, Yuritzí Neybet and RUEDA-CHÁVEZ, Rubén Fernando. Strategic management of high performance work equipment (G.E.H.P.W.T.) in the educational sector companies. Journal-Economic History. 2018 2-3: 16-21

* Correspondence to Author (email: fasalgado@itess.edu.mx)

† Researcher contributing as first author

Introduction

There is no doubt that teamwork in educational institutions is very important to act effectively in increasingly complex social and economic contexts that demand a comprehensive vision of the problems and their solutions. However, the functioning of the work teams is a growing concern of senior managers and leaders in general. For many companies, teams represent a burden of frustrations and disappointments (Katzenbach J. R., 1998). The efforts lacking strategic management characterize the administration of the work teams in the education sector, generating waste and multiple organizational problems, both internally and externally of the collective and do not allow them to perform effectively.

This article focuses on the need to manage work teams from a comprehensive, strategic and systematic perspective so that they achieve high performance. For this purpose, the literature related to the topic is reviewed first, and then a qualitative study is carried out to define the categories that arise when interviewing members and coordinators of work teams in educational institutions of upper and upper secondary level. Finally, a model of G.E.E.T.A.D is proposed in the education sector.

Problem Statement

It is common for a company to show a tendency to want its employees to work as a team and to obtain a good performance. However, this is quite difficult, since as the team is a meeting point between individual capacities, often it is not carried out an adequate interaction between the people that compose it, generating conflicts and relationships that end up undermining the objective of the team, instead of a synergy (Kets de Vries, 1999). This problem, in large part because organizations do not have a work team management model that adapts to the needs demanded by the current context. The team is expected to self-manage and generally this does not happen effectively. In general, the management of the teams focuses only on integration and evaluation without taking into account all phases of the administrative process. At the moment of reviewing the literature, it can be observed that a management model of work teams has not been proposed that has a comprehensive, strategic and systematic analysis.

Research question

Thus, the following research question arose:
How to manage the teams in the companies of the educational sector so that they achieve a high performance?

Investigative Assumption

Derived from the previous approach, the following research hypothesis was formulated: Through a strategic management model it is possible that the teams in the companies of the education sector achieve a high performance.

Justification

Current trends in organizational design consider the formation of high performance teams as key elements in effective business structures. In this tenor, the great challenge for managers, employees, consultants and academics is opened to transfer the practices of the high performance teams to their organizations, which as it is observed, does not have to do only with training in teamwork, but with an integral organizational view regarding how relations occur, how management dynamics are given to the inside and outside of the teams, how internal and market changes are handled, and how the team's methodologies are decisive for the performance of the organization (Fernández and Winter, 2003). The high performance team management model proposed in this article will serve as a reference to adapt it to the needs of different business sectors or as a work scheme for institutions in the education sector interested in forming high performance teams.

General objective

Propose a strategic management model so that the work teams that develop within the education sector achieve a high performance. The above, through a qualitative analysis, with hermeneutic scheme and phenomenological nature, supported by the grounded theory.

Literature review

High performance work teams (HPWT)

Establishing the necessary competencies for the management of high performance teams requires defining the concepts of work group and team.

A work group is a group of people where each one looks for a result before a specific task or objective. The work team is a smaller number of people with complementary skills, who are committed to a purpose, a set of performance goals and a common approach, for which they are co-responsible (Katzenbach and Smith, 2000). The transition from work groups to high performance teams is determined by the conviction that team productivity is relevant for each of its members; In the same way, each person contributes to the success of the organization, since there is a relationship of trust between the collaborators and the person in charge; finally, it needs the development of a managerial approach that is committed to the processes of the teams, that values and gives feedback to each of its collaborators, in order to maintain the motivation (Caldwell, 2009)

Ángel (2000) cited in Malpica, Rossell, & Hoffmann (2014); notes that an H.P.W.T. It is composed of a small number of people, who share knowledge, skills and complementary experiences and who, committed to a common purpose, establish realistic, challenging goals and an efficient way to achieve them also shared, ensuring timely, predictable and quality results. whereby the members are responsible for each other. An H.P.W.T. recognizes the interests of the members and their achievements; share knowledge, solutions and proven results; they speak clearly without hidden agendas focused on the problem and not on the people; demonstrating self-control in moments of pressure and perform actions in a self-directed manner.

(Malpica, Rossell, & Hoffmann, 2014) According to Donoso and García (2012), in a H.P.W.T. the members clearly know and identify with the mission, vision, objectives, values and strategy of the company, in this sense they have a solid understanding of the purpose of the team, its reason for being and its contribution to the company. The strategies within the H.P.W.T. they are established in terms of innovation, speed and flexibility and the objectives in terms of the continuous improvement of quality, cost improvement and efficiency in processes. In this sense, Lipman-Blumen and Leavitt (2000) affirm that the HPWT offer people the opportunity to voluntarily advance beyond the usual limits, in a collective effort to achieve something important.

Strategic management

Strategic management is a process of systematic evaluation of the nature of a business that: defines long-term objectives, identifies quantitative goals and objectives, develops strategies to achieve those objectives and locates resources to carry out these strategies (Thomson, Strickland III, and Gamble, 2012).

According to Certo (2005), Fernandez and Berton (2005) and Wright, Kroll and Parnell (2000), among other authors, identify themselves as the main stages inherent to the delineation of the strategic management process model, such as: a) analysis of the environments internal and external; b) establishment of the organizational guideline (goals and objectives); c) formulation of the strategy; d) implementation of the strategies; e) strategic control.

The management does not exist in itself, is the result of the interaction of multiple actors, which are building a system of relationships, management, projection and vision of their daily lives and their future. Management obtains objectives and decisions; the former guide collective action and the latter choose the combinations and interactions necessary to fulfill said objectives (Caicedo, 2000).

Linking with the previous ideas, the management of human capital must be related to the strategic. The external and internal environment must be valued, have a clear and shared mission and vision.

These are achieved by meeting objectives and goals, developing effective strategies, controlling actions and seeking the necessary resources. All this must be given in an integral and systemic way.

Research Method

The present report is the result of a cross-sectional investigation, with a qualitative approach based on a heuristic analysis, with a hermeneutic scheme and phenomenological nature, supported by grounded theory.

The technique of semi-structured interviews with an instrument validated by three experts was also used. As tools we rely on an interview guide and audio recordings.

To apply the research instrument, a non-probabilistic intentional sampling was carried out. The following interviews were conducted: 9 coordinators and 8 members of work teams in educational institutions of upper and upper secondary level. In total, the interviewees totaled 17 people.

Reyes, Blanco and Chao (2014) point out that in qualitative research it is correct to establish an average of 4 or 5 semi-structured questions and in the same way the sample size may be small, considering enough 12 people to be interviewed, where important is the rigorous analysis and for this purpose we used the EMFIS Methodology, V-4.0 (Reyes and Hernández-Moncada, 2015).

Results

The results of the qualitative analysis of the data revealed three types of dimensions in the management of H.P.W.T. that develop in the companies of the education sector. 1 ° It must be an integral management, 2 ° strategic and 3 ° systematic. Each of these dimensions and their respective categories are explained in the following sections.

Integral management

In this dimension, three categories emerged that the interviewees described as substantial in a management model of H.P.W.T. (1) Consider personal, group and institutional needs in team management. It is important to link the needs of these three entities that influence the performance of the team to be able to relate their motivations. (2) Analyze both internal and external factors, that is, it is necessary to make a strategic planning within the team analyzing the context in a holistic way determining the strengths, weaknesses, opportunities and threats that have equipment. (3) Contemplate the necessary human and material resources. In this regard, it is important to provide the means for them to work efficiently.

Strategic management

In the second dimension four categories emerged that the interviewees expressed as fundamental in the G.E.H.P.W.T. (1) The team must be linked to the institutional philosophy.

That is, the team has to take the mission, vision, values and policies of the company as their own. (2) Objectives and goals must be formulated for the project in which the team works. In this sense, the team must focus on specific objectives and goals which must be aligned with the fulfillment of institutional purposes. (3) Dynamically, strategies must be formulated. Namely, that in a constant way they should be creating, implementing and valuing strategies that allow achieving the expected results. (4) Control: Refers to a constant assessment and integral feedback throughout the management process.

Systematic Management

In the third dimension it is composed of three categories that are considered highly relevant in the G.E.H.P.W.T., they are: (1) It must be methodical. The management must be done in an orderly manner, based on rules that allow efficient administration. (2) Interaction of all the elements that intervene in the management process. Refers to the fact that none of the parties can act in isolation. (3) It must be a reiterative process, that is to say, that this occurs constantly, depending on the needs of the team. In this way, the theoretical construct obtained is represented in the following figure:

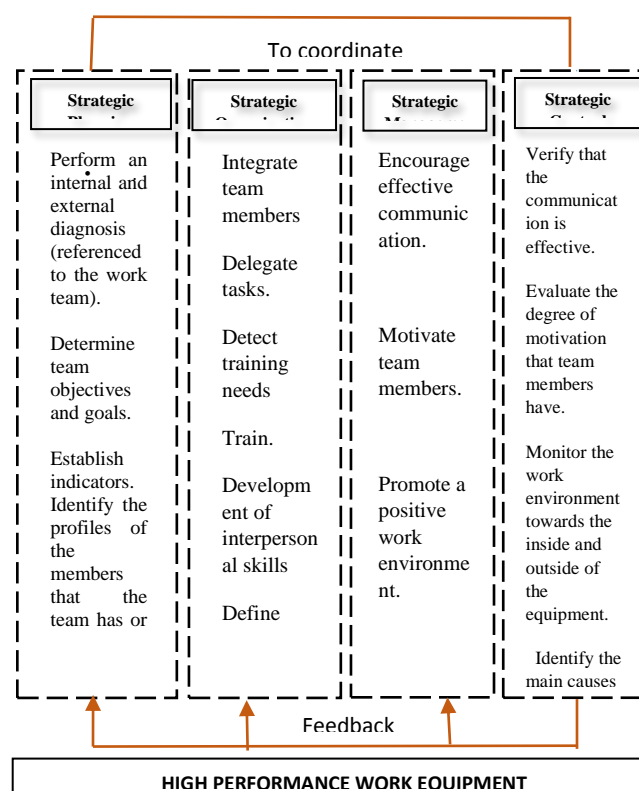


Figure 1 Strategic Management Model of High Performance Work Teams (G.E.H.P.W.T.) in the Education Sector Companies
Source: Own elaboration (2018)

Description of Model G.E.E.T.A.D

The present model is guided in the stages of the administrative process, has a strategic perspective, focused on the team, with a comprehensive perspective of the environment. A key element within the model is coordination. It is important that a person coordinates the team. In this way the entry and exit of information is managed and it is verified that the process proposed here is carried out efficiently. It is preponderant that the feedback is given in a dynamic and continuous way.

Within the strategic planning, an internal and external diagnosis of the context in which the equipment is developed is first performed. Secondly, the objectives, challenges and goals of the project that will be carried out are defined. The indicators that will measure the results of the team are also needed. These must be aligned with the institutional philosophy. Subsequently, an inventory is made of the profiles that the members of the team have and they are selected to complement them. The team must choose the strategies that are most convenient for the achievement of its objectives and the coordinator should facilitate its implementation. It is essential to budget the material and human resources required by the team, thus contributing to generate high performance.

In the organizational stage it is essential to effectively integrate the team members. The tasks must be delegated in a coordinated way, valuing the competences that each member of the team has. Subsequently, the training needs of each member of the team, as well as those of the group, are detected. Then, it is trained attending the requirements that were detected in the previous phase. Within the organizational stage it is fundamental to develop the interpersonal skills of those who make up the team, as well as to define the communication channels that will be used towards the interior and exterior of the H.P.W.T.

In the management phase, it is imperative to promote effective communication within the team and to the outside. Strategies must be sought to have a motivated team and foster a positive work environment. It is the task of the coordinator to help in the solution of conflicts, supported with the good will of the team and the institution.

In the control stage, the actions carried out in the previous stages are verified, constantly and accurately feeding the team to take preventive and corrective actions that contribute to the achievement of its objectives and goals.

Acknowledgement

The Higher Technological Institute of Salvatierra is thanked for the facilities provided to carry out this work.

Conclusions

While it is true that H.P.W.T. require people with a high level of effectiveness will not be the main factor that determines a high level of performance; the level will be given fundamentally by the interrelationships and synergy generated by its members, as well as by the favorable link that is given with the outside. It is also preponderant that the members of the team have the capacity and the freedom to make decisions in relation to the planning, execution and control of a project. All this must be done in a comprehensive, strategic and systematic way.

References

- Ángel, A. (s.f.). *Trabajo en Equipo de Alto Desempeño*.
- Caicedo, C. (2000). *Informática, Gestión y Sociedad*, Innovar,. (U. N. Colombia, Ed.) *Revista de Ciencias Administrativas*, 16.
- Calderón, H. G. (2004). Lo estratégico y lo humano en la dirección de las personas. *Pensamiento & Gestión*(16), 158-176. Obtenido de <http://www.redalyc.org/pdf/646/64601608.pdf>
- Caldwell, E. (2009). Metodología de ProMES: una herramienta para incrementar el desempeño de los equipos de trabajo. *Acta Colombiana*, 26, 7-13.
- Certo, S. (2005). *Administración estratégica: planificación e implantación de la estrategia*. Sao Paulo: Pearson Prentice Hall.
- Donoso, R. H., & García, R. G. (26 de Noviembre de 2012). Variables dinámicas y su influencia en los Equipos de Trabajo de Alto Desempeño. *GESTIÓN DE LAS PERSONAS Y TECNOLOGÍA*, 15, 145-158. Recuperado el 02 de Junio de 2018, de <http://www.revistas.usach.cl/ojs/index.php/revis tagpt/article/viewFile/979/928>

Fernández, I., & Winter, T. (Noviembre de 2003). Equipos de Alto Desempeño: una gran desafío para las organizaciones. *Tendencias en Psicología Contemporánea*, 4. (S. A. Empresa, Ed.) Obtenido de <http://www.sannicolasdemyra.cl/imgcolegio/documentos/3.pdf>

Fernández, R. B., & Berton, H. (2005). *Administración estratégica: de la competencia emprendedora a la evaluación de desempeño*. Sao Paulo: Saraiva.

Katzenbach, J. R. (1998). *El trabajo en equipo ventajas y dificultades*. Barcelona: Granica.

Katzenbach, J., & Smith, D. (. (2000). *El trabajo en equipo: ventajas y dificultades*. España: Granica, S.A.

Kets de Vries, M. (1999). Equipos de alto rendimiento: Lecciones de los pigmeos. *Harvard DEUSTO Business Review*, 74-83.

Lipman-Blumen, J., & Leavitt, H. (2000). Grupos de alto rendimiento: una nueva visión en la organización. *Harvard DEUSTO Business Review*, 48-55.

Malpica, R., Rossell, R., & Hoffmann, I. (2014). Equipos de trabajo de alto desempeño. *Observatorio Laboral Revista Venezolana*, 69-83.

Reyes, L. O., Blanco, S. J., & Chao, G. (2014). *Metodología de Investigación para Cursos en Línea*. Servicios Académicos Internacionales para eumed.net. Recuperado el 28 de Junio de 2017, de <http://www.eumed.net/libros-gratis/2014/1420/index.htm>

Thomson, J. A., Strickland III, A. J., & Gamble, J. (2012). *Administración estratégica. Teoría y casos* (18° ed.). New York: McGraw-Hill.

Wright, P., & Kroll, M. J. (2000). *Administración estratégica: conceptos*. Sao Paulo: Atlas.