

High-performance teams in the institute of education the state of Guanajuato, México

Equipos de alto rendimiento en una Institución de educación superior del Estado de Guanajuato

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Abstract

The purpose of this project is to identify the factors that impact the development and consolidation of high performance teams in a higher education institution in the state of Guanajuato during the year 2022. A diagnostic of organizational climate was elaborated to know the perception that workers have of their work dynamics, a questionnaire was applied to a sample of 128 collaborators from a population of 189 workers, using the Likert scale, considering a total of 40 topics the sample is representative having a confidence level of 95% with a margin of error of 5%. Para interpretar los resultados se empleó medidas de tendencia central como la moda, medias y medianas, de la manera siguiente: respuestas positivas (niveles 4 – de acuerdo y 5 – totalmente de acuerdo) y negativas (niveles 2 – en desacuerdo y 1 – totalmente desacuerdo). The results showed the need to establish leadership strategies, consolidate learning curves, boost motivation, promote creativity and communication that impacts on quality in service and belonging to the organization.

Resumen

El presente proyecto tiene como propósito la identificación de los factores que impactan en el desarrollo y consolidación de equipos de alto rendimiento en una Institución de educación superior del estado de Guanajuato durante el año 2022. Se elaboró un diagnóstico de clima organizacional para conocer la percepción que los trabajadores tienen de su dinámica laboral se aplicó un cuestionario a una muestra de 128 colaboradores de una población de 189 trabajadores, mediante la escala Likert, considerando un total de 40 reactivos la muestra es representativa teniendo un nivel de confianza de 95% con un margen de error del 5%. Para interpretar los resultados se empleó medidas de tendencia central como la moda, medias y medianas, de la manera siguiente: respuestas positivas (niveles 4 – de acuerdo y 5 – totalmente de acuerdo) y negativas (niveles 2 – en desacuerdo y 1 – totalmente desacuerdo). Los resultados arrojaron la necesidad de establecer estrategias de liderazgo, consolidar curvas de aprendizaje, el impulso a la motivación, el fomento de la creatividad y la comunicación que impacta en la calidad en el servicio y pertenencia a la organización.

Consolidation, collaborators, Diagnostic

Consolidación, Colaboradores, Diagnóstico

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Introduction

Teamwork in organizations is of utmost importance given the complexity of the dynamics of organizations where factors that affect the performance of workers interact, if the work environment is not measured and actions are not established in the management of human capital, organizational chaos and lack of strategic vision for the achievement of objectives are generated, hence the relevance of this study which seeks to promote discipline and a culture of continuous improvement in collaborative work.

The dimensions considered in this study are: Leadership, belonging, communication, learning, ergonomics and service quality.

The added value of this research is to identify the causes and strategies that impact the performance of work teams in a higher education institution.

Given the relevance of the educational service offered by the educational institution in the comprehensive training of future professionals, it is necessary to consolidate a relevant method to evaluate and implement high performance team techniques and strengthen personnel management to achieve institutional objectives by optimizing the human factor through the articulation of collaborative work.

The management of human talent must follow a strategy that allows the good development of the organization, orienting it towards the creation of an environment of freedom, respect and trust, and at the same time coordinated with the organizational structure of the institution based on its philosophical platform (Palamary-D'Aguillo, 2012). The institutional mystique, clear objectives, an adequate organization in collaborative teams and a conducive environment potentiate efficiency and effectiveness to achieve the objectives in the best way.

Collaboration within groups is associated with the need to improve productivity and effectiveness: it implies greater work capacity and the diversity of perspectives and specializations, tends to enrich its product, interaction results in learning and innovative contributions; as a whole, it promotes the fulfillment of broader professional objectives (López Carrasco & Beli, 2023).

The management of high performance teams, involves maturing in stages and monitoring how they behave and develop, there are four stages of maturity before reaching their maximum effectiveness: formation, discussion, organization and resolution; Each of the stages requires a different leadership style, it is necessary to identify in which stage the group is in order to exercise the type of leadership that supports its evolution (Tuckman, 1965). Subsequently, Tuckman and Jensen (1977) redefined and developed the model by adding a fifth stage: dissolution.

The design of work is constantly being transformed by technology and the requirements for workers is that they are versatile, so it is relevant for companies to implement self-management teams and its effects can achieve high performance in organizations. (Pinheiro de Lima & Frega, 2021).

In addition, it is important to recognize that the main areas of opportunity for work teams are training, communication, definition of channels and dissemination, systems for establishing and clarifying goals and objectives, as well as a system of incentives for which elements to evaluate and knowledge management are required (Díaz-Calzada, Morgan-Beltrán, & Arredondo-Morales, 2020).

To form high-performance teams in the institution, is to have staff committed to accept responsibilities together, be able to work as a team, be willing to assume and face productive conflicts, work in the pursuit of achieving both the objectives and organizational goals above their own (Molina Quiroz, 2019). It is necessary to establish an effective and transformational leadership that potentiates individual, group and organizational capabilities.

To implement the project, a diagnosis of organizational climate was made, which allows identifying and delimiting the problems of the work situation in a collaborative manner, allowing to propose the possible solution through the generation of high performance teams and the articulation of the relationships that affect the performance and productivity.

The context of application is a higher education institution which, by increasing the number of workers, was forced to make a diagnosis of teamwork and identify which are the factors that impact on their performance to achieve the objectives, because the requirements of the service, technology, time management, organizational, professional and personal profile affect the collaborative work during the period of the year 2022.

Working hypothesis

H1: The organizational climate diagnosis contributes to the articulation of high performance team strategies in the higher education institution.

H0: The diagnosis of the organizational climate does not contribute to the articulation of high performance team strategies in the higher education institution.

Methodology to be developed

The paradigm used is mixed, it is hypothetical deductive and inductive interpretative, it is based on descriptive statistics in the application of the diagnosis of the climate and it is comprehensive interpretative in the application of the strategy for the conformation of high performance teams in the dynamics of the workers in their social-labor environment; the control criterion is observational; the temporality criterion: it is retrospective; the dimensionality criterion: it is transversal, the data were collected only once; the comparability criterion: it is descriptive since the study was carried out in the teams of high performance in the dynamics of the workers in their social-labor environment: it is retrospective; The criterion of dimensionality: it is transversal, the data were collected only once; The criterion of comparability: it is descriptive since the study was carried out in the work teams of a higher education institution.

In the application of the organizational diagnosis, a sample of 128 collaborators was considered out of a population of 189 workers, using the Likert scale, considering a total of 40 items, the sample was representative with a confidence level of 95% and a margin of error of 5%.

The average response time for each employee was 25 minutes, at the time of application there was no problem in understanding the questions, and the instructions for filling out the questionnaire were made known.

The following dimensions of analysis were considered:

1. Collaborative teamwork: It is the strategy of the staff working collaboratively to achieve work objectives.
2. Decision-making: It is the characteristic of the staff to identify the context and perspective of the impact of making decisions in accordance with the normative criteria and assume the consequence with responsibility.
3. Leadership: It is the ability to influence the collaborators of the work team to achieve objectives voluntarily.
4. Job profile: The tasks and responsibilities assigned to the job profile.
5. Environment: Refers to the environmental conditions, tools and tasks that allow the good development of the activities within a work position.
6. Working conditions: It has to do with those working conditions that allow the worker to have a satisfactory experience.
7. Belonging: These are the feelings that individuals have regarding their identification with the objectives and values of the organization.
8. Recognition: When employees identify that their efforts are valued.

Results

The questionnaire was applied to 128 employees, of which 60.16% were women, 39.84% were men. Marital status 53% are married and 47% are single. In relation to age, 34.88% referred to the age of 45 years and older, 40.33% to the age of 35 to 45, 13.17% to the age of 30 to 35, 11.62% to the age of 25 to 30 years.

In schooling the data were also diverse. 43.75% have a master's degree, 28.88% have a bachelor's degree, 10.94% have a doctorate degree, 4.69% have a high school degree, 4.69% have a high school degree, 3.13% have an elementary school degree and 10.94% did not answer this question.

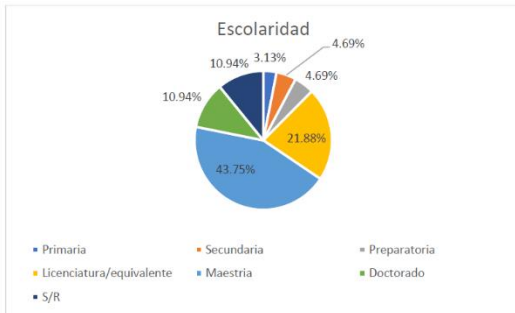


Figure 1 Schooling

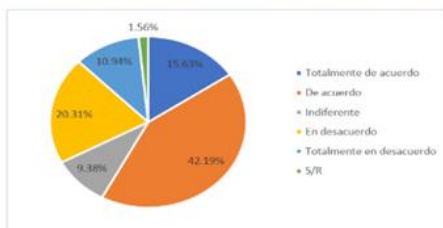
The length of service in the company, 25% have been working for 0-5 years, 26.56% have been working for 20 or more years, 15.63% have been working for 10-15 years, 14.6% have been working for 5-10 years, 7.81% have been working for 15-20 years and finally 9.38% did not answer the question.

The position they occupy in the organization, 58.38% are teachers, 31.25% are administrative, 4.69% are assistants and 4.69% perform maintenance and maintenance activities.

Collaborative teamwork

In relation to the first question, 59.38% totally agree in collaborating with others to achieve the objectives set, 40.63% chose to agree. Question 2. I like working with the people I work with, 45.31% responded that they totally agree, 40.63% agreed and 14.06% were indifferent.

5. Existen problemas y conflictos que impactan negativamente en el trabajo de todos

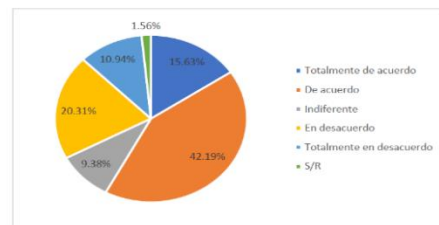


Graphic 2 Question 3: I feel that I have to work harder because of the incompetence of my colleagues.

In the third question 32.81% agree that they feel they have to work harder due to the incompetence of their colleagues, 23.44% disagree, 20.31% strongly disagree, 6.25% strongly agree, 15.63% remain indifferent and there was a percentage of 1.56% of people who did not answer this question.

In question 4, I enjoy dealing with colleagues, 46.88% answered totally agree, 40.63% totally agree, 7.81% were indifferent.

5. Existen problemas y conflictos que impactan negativamente en el trabajo de todos



Graphic 3 Question 5 There are problems and conflicts that have a negative impact on everyone's work.

In question 5, whether there are problems and conflicts that negatively impact the work team, 15.63% totally agreed, 43.75% agreed, 25% disagreed, 10.94% totally disagreed. 4.69% are indifferent,

Decision Making

Question 6 59.38% agree that they can decide how they will perform their work, 32.81% strongly agree, 7.81% disagree.

Question 7 I have the opportunity to do different things at work, workers answered: 51.56% agree, 36.72% strongly agree, 10.94% are indifferent, 7.81% disagree, 1.56% strongly disagree.

Question 8, I put my own ideas into action, 43.75% strongly agree, 35.94% agree, 14.06% disagree, 6.25% are indifferent.

Question 9: I can freely express my opinion on my work activities, 44.53% totally agree, 39.06% agree, 9.38% are indifferent, 7.03% disagree.

Question 10: The proposals and suggestions we make are welcome, the answers were: 45.31% agree, 30.47% totally agree, 7.81% are indifferent, 13.28% disagree, 3.13% totally disagree.

Leadership

The results for question 11: My immediate boss is competent, 48.44% strongly agree, 32.03% agree, 9.38% are indifferent. 10.16% disagree.

The results of question 12: There is good communication between my boss and the employees. 45.31% totally agree, 33.59% agree, 7.81% are indifferent, 7.03% disagree and 6.25% totally disagree.

Question 13: My immediate boss is committed and consistent, 42.19% strongly agree, 34.38% agree, 8.59% disagree, 7.81% indifferent 6.25% strongly disagree.

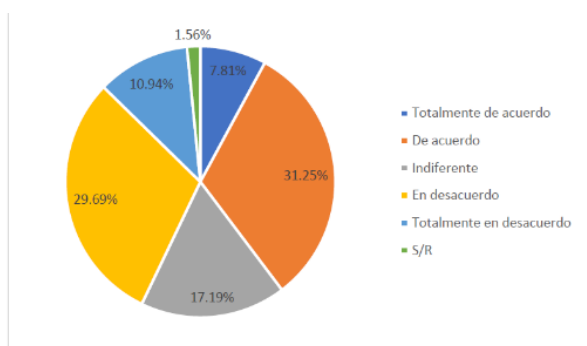
Question 14: There is feedback on my work performance, 42.97% agree, 25.78% strongly agree, 15.63% disagree, 10.16% are indifferent, 5.47% strongly disagree.

Question 15 Our superiors are respectful and tolerant, 48.44% strongly agree, 37.50% agree, 6.25% disagree, 3.13% strongly disagree and 3.91% are indifferent.

Job profile

Question 16 I feel confident in keeping my job, 35.16% strongly agree, 39.06% agree, 9.38% are indifferent, 12.50% disagree and 3.91% strongly disagree.

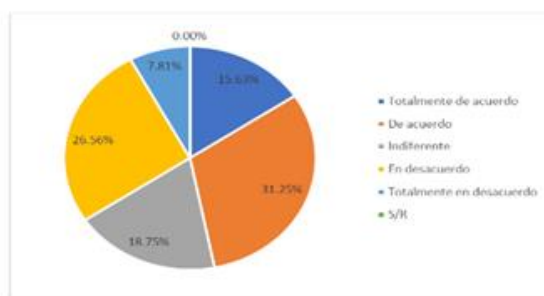
Question 17: I use most of the skills to perform the activities of my job, 54.69% responded strongly agree, 37.50% agree, 4.69% are indifferent. 2.34% disagreed and 0.78% totally disagreed.



Graphic 4 Question 18. We are victims of stress due to the demands of the job

Question 18: We are victims of stress due to job demands, 31.25% agreed, 7.81% strongly agreed, 29.69% disagreed, 17.19% were indifferent and 10.94% strongly disagreed. 1.56% did not respond.

19. Generalmente tengo mucho trabajo y poco tiempo para realizarlo



Graphic 5 Question 19: I generally have a lot of work and little time to do it

Question 19: I generally have a lot of work and little time to do it, employees answered: 31.25% agree, 15.63% strongly agree, 26.56% disagree, 7.81% strongly disagree and 18.75% are indifferent.

Question 20: The goals of the institution are clear to me and I fully understand them, 45.31% agree, 28.13% strongly agree, 9.38% are indifferent, 14.06% disagree, 1.56% strongly disagree, 1.56% did not answer.

Environment

In question 21 the results to the question: The lighting, temperature and ventilation in the workplace are appropriate, 46.09% agree, 39.06% totally agree, 11.71% disagree, 1.56% are indifferent and 1.56% totally disagree.

In question 22: I have the appropriate space and tools to do my job well, 43.75% agree, 32.81% totally agree, 3.13% are indifferent, 18.75% disagree and 1.56% totally disagree.

In question 23: The conditions in the area where my work was performed are safe and appropriate, 50.78% agreed, 26.56% strongly agreed, 7.81% were indifferent, 11.71% disagreed and 3.13% strongly disagreed.

Question 24, my health is affected by the activities I perform in my job, 39.84% disagree, 29.69% strongly disagree, 7.81% are indifferent, 17.97% agree, 3.13% strongly agree and 1.56% did not answer.

The results to question 25: Have you had health problems because of work, 33.59% totally disagree, 26.56% disagree. Likewise, 11.71% are indifferent, 23.44% agree, 3.13% totally agree and 1.56% did not answer.

Working conditions

Question 26: There are induction and training processes that facilitate and strengthen the work, 32.31% of the respondents consider that they agree, 15.63% are indifferent, 20.31% disagree, 12.50% totally disagree, 15.63% totally agree and 3.13% did not answer.

In question 27 the results of: Has development opportunities in the institution, 40.63% agree, 28.13% totally agree, 12.50% are indifferent, 10.94% disagree, 7.81% totally disagree.

In question 28: Feels motivated to do the job, 46.88% agree, 37.50% strongly agree, 3.91% are indifferent and 8.59% disagree, 1.56% strongly disagree.

In question 29, health is good and work contributes to achieve it, 44.53% agree, 33.59% totally agree, 10.94% were indifferent, and 7.81% disagree, 1.56% totally disagree and 4.69% did not answer this question.

The results of question 30: The work is monotonous, tedious and boring, 39.06% strongly disagreed, 33.59% disagreed, 14.06% were indifferent, 10.16% agreed, and 3.13% strongly agreed.

Belonging

Question 31, I am proud to belong to the institution, 68.75% strongly agree, 25.78% agree. 2.34% disagree. 3.13% of the respondents did not answer this question.

In question 32, Agreements are reached when there are different opinions, 56.25% agree, 26.56% totally agree, 12.50% disagree and 1.56% totally disagree. Only 3.13% did not answer this question.

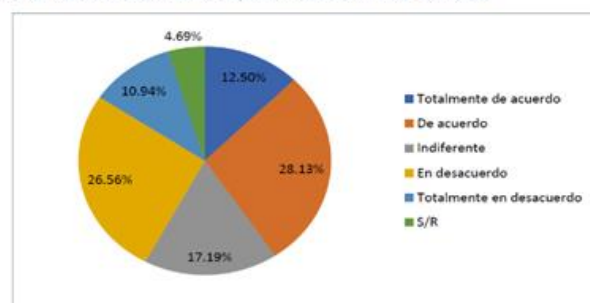
In question 33, values and dreams of the institution are shared, 37.59% agree, 22.66% totally agree, 19.53% are indifferent, 10.16% and 9.38% disagree and totally disagree. 0.78% did not respond.

In question 34, there is respect and tolerance, 48.44% agree, 28.13% totally agree, 7.81% marked the option indifferent, 9.38% disagree and 3.13% totally disagree.

In question 35, there are channels of communication in the institution, 42.19% agree, 10.16% totally agree, 10.94% are indifferent, 26.56% disagree, 9.38% totally disagree. 0.78% did not answer the item.

Acknowledgement

48. No existe reconocimiento a quien lo merece en esta Institución



Graphic 6 Question 36 When I do a good job, I receive the congratulations and recognition I expect.

Question 36, When I do a good job, I receive a congratulations and the recognition I expect, 23.88% totally agree, 21.88% agree, 31.25% disagree, 18.75% are indifferent, 3.13% totally disagree, and the remaining 3.13% did not answer.

In question 37, There is equity and equal opportunity in the institution, 29.69% disagree, 9.38% totally disagree, 26.56% totally agree and 17.19% agree, 14.06% are indifferent and 3.13% did not answer this question.

Question 38, There is no recognition for those who deserve it in the institution, 28.13% agree, 12.50% totally agree, 26.56% disagree, 10.94% totally disagree, 4.69% did not answer this question.

In question 39 the responses to: effort, commitment and work performance are rewarded, 28.91% disagree, 14.84% totally disagree, 23.44% totally agree, 25% agree, 2.34% are indifferent and 6.25% did not answer.

In question 40, The only time performance is discussed is when mistakes are made, 42.19% disagree, 25% strongly disagree, 9.38% strongly agree and 15.63% agree, 3.13% were indifferent and 4.69% did not respond.

Conclusions

The present work allowed to identify that for the higher education institution the measurement of factors through the organizational climate diagnosis allows to measure the dynamics of the work teams and to establish strategies focused on developing their growth to have a greater impact at the time of offering the educational service.

In the teamwork category, the relevance of collaboration on the part of the workers was visualized, there are problems in the lack of professional competencies of some colleagues, identifying them allows establishing training and coaching strategies to improve competencies, in addition to addressing issues in communication skills, active listening, collaborative work.

In relation to the category of decision making, empowerment is applied, since most employees describe freedom to work, they are given the opportunity to develop their ideas, all contributions are welcome, which generates in workers a greater commitment to feel part of the institution. In order to generate empowerment, it is necessary to delimit the scope of decision making, as well as alternative courses of action in case something does not work out.

In the Leadership category, they are applied in a pertinent manner for problem solving and project follow-up.

The workers consider that the bosses perform their work adequately, are respectful, and have good communication.

In the category of jobs at work, employees use all the capabilities to develop themselves, the goals are clear.

As an area of opportunity, an environment of stress is perceived due to the workloads and the short time they have to achieve their objectives, therefore, it is important to better organize the organizational structure, measure the workloads and improve competencies to obtain a better performance.

The conclusion of the Environment dimension is that there is a favorable work environment to develop the work. An ergonomics program must be designed to solve some situations of health problems associated with the job profile; it is important to constantly measure this variable given the dynamics of the organization.

In the dimension of working conditions, employees consider that they have opportunities to develop a life and career plan, they feel motivated, however, a strategic plan should be designed for the induction process and specialized training that will have an impact on the productivity of the job.

In the dimension of belonging, it is observed that most workers have a sense of commitment: There is respect and tolerance, they share values and dreams. Diversity of opinion is respected. However, internal marketing strategies should be designed to strengthen organizational synergy.

In the dimension of recognition, the critical point is the need to plan a program of incentives, art, culture and recreation according to the profile of human capital to improve employee motivation.

As a consequence of the above, it is concluded that the learning curve of the organization in relation to the formation of high performance teams is in the work group stage, where the leader's advice is required throughout the process of a project.

In relation to the working hypothesis:

H1: The organizational climate diagnosis contributes to the articulation of high performance team strategies in the higher education institution.

H0: The diagnosis of the organizational climate does not contribute to the articulation of high performance team strategies in the higher education institution.

In accordance with the hypothesis statement we can conclude that the organizational climate diagnosis contributes to the articulation of high performance team strategies in the higher education institution and enables strategic action in relation to the dimensions that affect performance and better achieve the objectives with quality, productivity and efficiency.

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