



María-Elena Díaz-Calzada 

Universidad Autónoma de Querétaro, Santiago de Querétaro, México.

Josefina Morgan-Beltrán 

Universidad Autónoma de Querétaro, Santiago de Querétaro, México.

Adriana-Quizuani Arredondo-Morales 

Universidad Autónoma de Querétaro, Santiago de Querétaro, México.

Abstract

Objective: This study seeks to propose basic elements to develop high-performance teams by presenting a diagram to suggest how to develop a team within the industry. **Method:** Quantitative methodology was adopted for this study; the survey technique and document analysis was conducted. **Result:** Three main elements were identified: training, communication, and organization; further, the importance of developing human talent, which is part of the maturity process of the work team in order for it to become effective, was recognized. **Conclusion:** It is essential to manage the knowledge generated within the team. This knowledge must be disseminated through training and feedback. A key element of a company's success is its capacity to create and use its members' talents.

Keywords: human capital, knowledge management, organizational performance.

JEL classification: M, M1, M12.

Resumen

Objetivo: este estudio busca proponer elementos base para el desarrollo de equipos de alto desempeño, presentando un diagrama como propuesta para el desarrollo de un equipo dentro de la industria. **Método:** se realizó bajo una metodología cuantitativa utilizando la técnica de encuestas y el análisis de documentos.

Resultados: se encontraron tres principales elementos: capacitación, comunicación y organización, en el cual se evidenció que es importante desarrollar el talento humano quien forma parte de la maduración del equipo de trabajo para lograr su eficacia. **Conclusiones:** Asimismo, es esencial gestionar el conocimiento que se crea al interior del equipo para difundirlo a través de la capacitación y retroalimentación. Uno de los elementos para el éxito de una empresa es su capacidad para crear y utilizar el talento de sus integrantes.

Palabras clave: Capital Humano, gestión del conocimiento, desempeño organizacional.

Clasificación JEL: M, M1, M12.

Author of correspondence

jmorganbeltran@yahoo.com.mx

Received: 21-01-2020
Accepted: 07-04-2020

OPEN  ACCESS



Copyright © 2020
Desarrollo Gerencial

How to cite this article (APA):

Díaz-Calzada, M., Morgan-Beltrán, J. and Arredondo-Morales, A. (2020). Equipos de alto desempeño para la competitividad de empresas de servicios industriales. *Desarrollo Gerencial*, 12(1), 1-15. DOI: [10.17081/dege...3685](https://doi.org/10.17081/dege...3685)

Introduction

In the 1990s, with the emergence of the concept of knowledge management, human capital became highly significant in organizations. It became an intangible asset measured by employees' knowledge, creativity, and innovation. Thus, because the performance of any type of organization should be measured not only in financial terms but also in relation to the management of its human capital, it has been argued that a company's success depends on its ability to create and use its members' talents.

Thus, based on the main concern of building high-performing teams that are capable of managing themselves and bringing their knowledge and experience to the organization, the study's guiding question was determined: How can high-performance work teams be developed so as to increase organizations' competitiveness?

This study's aim was to propose key elements for developing high-performance work teams, introducing a diagram as a proposal for teamwork within the industrial services. A quantitative methodology has been used to develop the research, analyzing documents, and conducting interviews with the direct personnel of two work teams in Apodaca, Nuevo Leon and Santiago de Queretaro, Mexico.

For this purpose, we looked at the way in which organizations develop their high-performance work teams, assessing the way in which they develop their human capital. Considering the talent management facilitators, as conceived by [Carrión \(2007\)](#) and the elements required for the formation of high-performance teams noted by [Robbins and Judge \(2013\)](#), the three areas of effectiveness of a team were analyzed. Further, the context, composition, and process leading to the progress of teams and the strategies used by organizations to manage knowledge were considered, based on [Valhondo's \(2003\)](#) work.

We identified high-performance teams in terms of knowledge management within the team, through the following stages: assessment, infrastructure, analysis, design and development, knowledge management system, deployment, and evaluation. Similarly, the response of the members of each team for each item was classified according to the established empirical indicators, separating the results of the two teams, which were presented in percentage values and qualitative opinions.

Training, communication, and organization were the three main elements found among the responses of the two teams. The results showed the importance of training human resources, essential for a work team's maturity, to make them more effective, and the importance of managing the knowledge created and shared by the team, through training and feedback.

Theoretical Background

Human Capital

The way people are given importance in organizations has changed over time. [Suárez \(1992\)](#) suggests that human capital refers to the value of the knowledge held by individuals in both a country and an organization. It is a creative capacity reflected in facts that provide results, such as in the quality of services.

Human capital management means considering the management of all the elements that contribute to the development and applied management of human competencies in a productive way, considering the organization's culture, mission, vision, and strategy, without losing sight of a dignified working environment in which basic human development can take place (Martínez and Corrales, 2011). The success of any organization lies in its ability to work well with and through others (García, 2012).

Although according to Carrión (2007), human capital is among the three capital types that are part of intellectual capital and consists of all the explicit or implicit knowledge of people, together with their ability to create it, which includes their ability to learn. As per this author, it is also the basis of the other two types of capital: structural capital and relational capital. Structural capital is the knowledge within a person, but a company manages to expose it, systematize it, aggregate it, and make it its own property. Relational capital refers to all the relationships of a company with its environment. Stewart (1998) states that intellectual capital is where knowledge, experience, and physical and intellectual property integrate to create value for the future, and it is part of a company's intangible assets.

Bungay (2012) also notes that in human development, readiness comes from understanding what needs to be done, but to take action, one needs to be willing and able. That is why he asserts that companies must provide the necessary means for action to their employees. There is a difference between being ready, willing, and able. Based on the importance of teams for the success of a company, Guízar (2013) states that there are tools available to identify a company's readiness to form work teams.

Carrión (2007) points out that talent is characterized by the high performance obtained from the results of the activities of a person or group committed to the achievement of goals. In this regard, he defines two types of talents: individual talent, which is that possessed by a person, and organizational talent, which emerges within a work team. Talent will always depend on the organization and its environment and consists of three factors: capacity, commitment, and action.

To determine that talent is not innate and that it can be developed, Carrión (2007), based on Cubeiro, considered the following requirements:

- Motivation, considering that you should enjoy what you do
- Knowledge tools that allow for the development of existing competencies
- Generation of new habits through new beneficial actions
- Availability of resources.

Thus, it may be asserted that the talent of an organization comes from the selection and training of the people who make it up and from the creation of an organizational and motivational environment that favors commitment to the organization. Talent management tools exist, but it is difficult to define the behavior of people in an organization because a company is related to people and depends on them to achieve its goals. Companies were created with the intention of harnessing the combined efforts of people through collaboration. What is important is companies' ability to develop and use the intellectual abilities and skills of its members Chiavenato (2009).

Nowadays, organizations first focus their efforts on processes and then on tasks. In other words, they pay more attention to goals and results than to means. Therefore, the focus is no longer on individual, separate, and limited positions but on the work as a whole that is carried out in autonomous and multidisciplinary teams (Chiavenato, 2009).

According to Suñe, Gil and Arcusa (2013), learning is a dynamic process that aligns with the dynamics of the organization. This concept adjusts to different levels of people, groups, and organizations, thus making human talent management a key concept for organizational success.

Furthermore, there are certain types of people who have some kind of competitive differentiation that makes them worthy of being called a talent. According to Chiavenato (2009), within the realm of talent, four important aspects are considered: knowledge, which is knowledge and constant learning; ability, which is know-how, where knowledge is applied; judgment, the analytical ability to be able to prioritize; and attitude, where making things happen takes the person to their full potential.

Regarding organizational performance, Steiner (2012) mentions that a company's performance should not only be measured financially but that aspects such as knowledge, creativity, and innovation, which have a positive effect on economic results, should also be considered.

Knowledge Management

Molina and Marsal (2001) point out that knowledge management includes a company's know-how, that is, the intellectual capital; interest in sharing knowledge (organizational culture); and elements necessary to achieve access to knowledge, such as technology. Similarly, Canals (2003) mentions that knowledge management refers to optimizing the element of knowledge, which he defines as the quality of a person to interpret the environment and the possibility to act. As per this author, the action of managing knowledge implies the conditions that facilitate the exchange of knowledge because it allows an organization to take action based on the environment, which implies an addition to the sum of what each person achieves. He also points out that knowledge management is divided into two basic processes: the creation of knowledge and its conveyance and that groups are a fundamental part of this.

The organizational knowledge creation theory of Nonaka and Takeuchi (1999) exposes a spiral process of knowledge conversion, which comprises four stages:

- Socialization: The means by which tacit, implicit knowledge is exchanged without verbal communication
- Externalization: The codification of tacit knowledge into a language so that it can be understood by others
- Combination: The generation of codified (explicit) knowledge by externalized knowledge through socialization
- Internalization: The means through which explicit knowledge is transformed into tacit knowledge by means of practice.

Schamer (2001), quoted in Oltra (2002), determines three phases of knowledge management: ICT and explicit knowledge; the creation of knowledge, which is the interaction between implicit and explicit knowledge; and the evolution of tacit knowledge. He also quotes Sveiby, who states that the origins of knowledge management

can be traced to three traditions: American, in the field of information and artificial intelligence; Japanese, in creation and innovation; and Swedish in measurement and strategy. In turn, he also proposes three phases that the evolution of knowledge management has undergone.

The first phase was between 1985 and 1990, when people were only interested in the skills and abilities of people to generate knowledge. The second phase was between 1991 and 1997, when with the advent of information technologies and the internet, there was an upheaval in industrial management processes, and the concepts of knowledge management and intellectual capital appeared. The third phase, which is the current one, begins to consider human beings as the main factor in creating and innovating knowledge. [Altvater and Mahnkopf \(2002\)](#) state that with communication technologies, it is easier to codify knowledge and, thus, knowledge is transformed into added economic value for the company.

[Huysman \(2010\)](#) introduces a comparison of two terms; in the case of the learning organization, for learning to occur, the execution of tasks could be considered as the tests taken, and organizational learning, which is considered as the formalization or maturation of the process conducted and the study of the emergence, as well as the evolution, of the organization. Therefore, it can be said that both terms are related.

Moreover, according to [Oltra \(2002\)](#), knowledge management is integrated with information and communication technologies (ICT), human focus, and intellectual capital. The author mentions that the definitions used to define knowledge management share two common features. The first is the organizational process, where knowledge is the main element, and knowledge management is a group of clearly analyzed policies. Within knowledge management, the integration of policies is considered a tool to improve the knowledge within the organization as an additional resource. The implementation area can vary: from methods of measuring intangible assets and information and communication technology with information management systems to human resources management systems, as well as a mixture of different fields.

Further, according to [López, Montes and Vázquez \(2003\)](#), knowledge management also boosts innovation because it includes a large number of activities in companies that in some way contribute to the generation of new technological knowledge or the improvement of existing knowledge, and all of this is applied to obtaining new goods, services, processes, and so on.

[Ultra \(2002\)](#) again defines knowledge management as “the set of conscious actions taken by a company’s management to optimize the use of knowledge as a strategic resource for the company” (p. 63). According to him, the goal of knowledge management is to achieve organizational learning and to steer this learning in the right direction. [Chris \(1999\)](#) mentions that organizations are able to improve the skills needed to learn productively, but he does not consider exploring and/or improving the implementation of these skills to be effective.

[Cohen and Levinthal \(1990\)](#) state that absorptive capacity refers to recognizing external information that is of value and processing it to be able to apply it for productive purposes, which can be considered part of innovation. As knowledge increases, so does the capacity to acquire new knowledge, as well as the capacity to retain and apply it. To frame a comprehensive definition, [Oltra \(2002\)](#) brought together the variety of fields that have influenced and are directly related to knowledge management.

Finally, knowledge management comprises:

A set of conscious actions proposed by management to optimize the use of knowledge as a strategic company resource, to facilitate the achievement of its goals, and to maintain its competitive edge. Thus, interventions aimed at increasing the effectiveness of the general organizational learning process at all levels, in groups, and in the organization as a whole (Oltra 2002, p. 225) are particularly important.

He also assured that knowledge management is a comprehensive part of most of the organization's activity and that it has an overall goal of making knowledge the strategic asset of the organization. He proposes knowledge management as a business reference within the new economy and a new style of organizations, that is, knowledge organizations (Oltra, 2002).

Similarly, Tovar and Morgan (2017) point out that knowledge starts with people and is conveyed to others in the organization and then sent outside the organization when it is applied. Implicit knowledge in companies needs to be made explicit to others; people gain knowledge from their work experiences, and with institutional support, knowledge conveyance in companies becomes increasingly stronger.

Valhondo (2003) mentions that when knowledge management is aligned with business strategy, the foundation is knowledge, based on which the strategy is created and which guides knowledge management. For this purpose, it is important that a connection exists between the high levels of strategy development, which must be very specific to have an impact, and the lower levels of system development. To synchronize strategy and knowledge, it is necessary to know the deficit in both.

High-Performance Teams

Alcover and Gil (2002) mention that in the dynamic context of organizations, acquiring, creating, and updating knowledge is essential for the strategies needed to build high-performance teams. However, Choque and Perez (2013) state that the problem in business organizations is the lack of tools, processes, and control mechanisms, which lead to a lack of adequate information to make decisions and comply with procedures, standards, and policies.

Similarly, Thompson, Peteraf, Gamble and Strickland (2012) note that strategy implementation is a team effort and should not be viewed as a responsibility of senior management only. They also state that a group of resources (human and intangible resources) is an integration of assets that are focused on one or more multi-functional activities. Work teams are a set of two or more individuals who are interdependent in their tasks and who interact, adapt, and share responsibility for the results and for a common goal. Work groups have been considered a management tool (Mendoza and Zambada, 2006).

Topchik (2008) defines a work team as a group of people who work interdependently to achieve their goals through good communication and decision making. He states that work teams have an autonomy level, besides being able to establish their own process that help them achieve their goals.

Thus, a group can be defined as “two or more interacting individuals who are interdependent and who come together for the achievement of specific goals” (Robbins and Judge, 2013, p. 273). Thus, Robbins and Judge (2013) proposed a model of five stages of group development, which are classified as follows: formation, storming, norming, performance, and suspension. Doz and Kosonen (2010) emphasize that the development of key talents supports the development of a group.

According to Nelson (2001), being a part of a team requires being proactive; being involved in activities; being included; being dedicated, participating in team goals, adding value with their own skills; and being responsible for the team’s development. According to Daft and Marcic (2010), teams tend to be self-directed and come from problem-solving teams, which are responsible for examining the quality, efficiency, and work environment of the same domain; they typically consist of 5–12 individuals. As these groups progress to higher skill levels, they can grow into larger teams of 5–20 people, in which case it becomes a self-managed team, with people taking turns to complete a task under the supervision of an elected person.

Goleman (2014) used the term “group flow” to describe the process of the team that successfully achieves cooperation and outperforms itself. This author analyzed several successful managers and came up with the following characteristics:

- Seek goals that are too big to allow time for the entire team to focus; in the face of great challenge, the best efforts emerge.
- The presence of loyalty in the group. It is necessary to form bonds that allow for the propitiation of integration.
- A variety of talent to provide a diversity of skills to easily cope with the changing environment.
- Full collaboration with the team; team members support each other.
- Concentration and effusion to achieve goals and focus on results.
- Consider work that provides inner emotional rewards, such as enjoyment and fulfillment.

Katzenbach and Smith, cited in Hawkins (2012), define a team as:

A small group of people with complementary skills who are committed to achieving a common purpose and who share a common focus for which they feel mutually accountable. The common approach must include effective ways of meeting and communicating that foster morale and alignment, effective interfaces with all key stakeholders, and ways for members and the team to continuously learn and grow (p. 49).

Palomo (2012) defined a high-performance team as

A group of people who possess complementary talents and skills and who work to achieve a common goal with a high level of commitment. They interact with each other by accepting certain rules and share emotions, share a common feeling called team spirit, and achieve high performance and excellent results (p. 140).

Thus, a high-performance team is committed to its purpose, goals, approach, and each of its members. The best way to understand a team is to observe it; based on this, Katzenbach and Smith (1996) state that if a team is not disciplined in its leadership, its performance potential is lost.

A team is born out of a performance challenge. This is the primary goal, as long as it is the means and not the end. There are different challenges for different types of teams. For example, for production teams the challenge may be to develop skills; for consulting teams, the challenge may be to agree on their recommendations; for management teams, the challenge may be hierarchical.

Singer (2009) emphasized that it is important for the person selected to join a team to have a talent that adds value to the position to be held. He identified six characteristics of a good team member: energy, working to win, ability to accept that someone else may win, acceptance of responsibility, availability and commitment, and a talent or skill that adds value.

Katzenbach and Smith (1996) proposed that individualism does not get in the way of team performance, noting that positively guided self-preservation and individual accountability can be an added strength and that when each individual makes contributions, they distinguish themselves.

Similarly, González (2015), suggested six stages for a team process:

- Introduction: Members ask what they will be working on and what the team's goal is; here the information provided must be clear. Capabilities, values, interests, needs, attitudes, and interrelationships are recognized.
- Creation and dependence: Instructions are given for the execution of the work by a leader, who must be clearly designated as such and who is responsible for the team dynamics in order to guide team members in their development and goal attainment.
- Process of organization and establishment of the structure: Following up on the requirements necessary to achieve the goals, the structure and rules are defined.
- Mature proximity and counter dependence: Members express their needs and complaints; each member has a defined role and, therefore, requests the necessary support and recognition.
- Independence and production: The team integrates, and its goal is clear. The team adds value to standards, systems, and procedures.
- Evaluation and maintenance: It is important that members respect the elements established in performance tasks to achieve goals and conduct an evaluation of activities. It is at this point that each member becomes aware of their capacity as a member and as a team, allowing them to generate new ways to do more efficient work.

Finally, Robbins and Judge (2013) defined the team's effectiveness as its productivity, the performance assigned by its managers, and its satisfaction. In this context, adequate resources that support teams include easy access to information, adequate materials and tools, adequate staffing, encouragement, and adequate management.

When the workload is shared among all members, it is necessary for the leader and members to agree on the work specifications and the integration of individual skills to achieve team performance. In effective teams, a culture of trust exists because trust between the members themselves and their leaders facilitates focus on the task at hand. It is important to evaluate and reward members for their individual and group contributions with performance evaluation and reward systems.

Method

This study was carried out following a quantitative methodology, in which the survey technique was used on 30 employees including technical staff, supervisors, and managers of two branches of a company in the industrial sector to obtain an approach to the possible answer to the question, "how can high-performance teams be formed so as to increase competitiveness in organizations?"

For this purpose, a sample of 30 workers was selected from the technical, supervisory, and managerial staff in each of its two branches. As part of the research on the development of high-performance teams, a 29-item survey was administered to work teams at HI, a heating, ventilation, and air conditioning (HVAC) company founded in 2005 in Hermosillo, Sonora, Mexico. Of the 30 employees, surveys were conducted on 28 employees as 2 of them were on medical leave.

For the fieldwork, first the company's official documentation was reviewed, then the surveys were conducted, and, finally, the SPSS 2016 survey analysis system was used to analyze the data.

Results

The results presented in this section consider the two branches under study and name the first company as Company A, located in the north of the country, and the second company as Company B, located in the center of the country, considering that there are cultural differences despite them both being in the same country.

- In the team of Company A (Apodaca, Nuevo León), 83% of the employees responded that the company encouraged them in some way to make progress and work together. The rest of the employees said that there was no kind of encouragement from the company's side. In the team of Company B (Santiago de Querétaro, Querétaro), 88% of the employees stated that there is some element in which the company encouraged the team to progress and work together, while the remaining 12% did not respond.
- In both teams, the way of conveying knowledge and the procedures and the working techniques for tasks to be understood was mostly verbal or it was done through daily experience, with 72% in Company A and 58% in Company B. The supervisor in Company B mentioned the existence of an induction manual that new employees are made to read and sign. However, according to the answers obtained, there were no procedures, manuals, or other information used to make the knowledge known to members of working teams.
- In terms of resource investment for Team A, 53% felt they had the elements they needed to do their job, while 83% of Team B said they had what they needed.
- Regarding leadership, 40% of employees in Team A considered it good and excellent, and 60% considered it to have some shortcomings in terms of lack of communication. In Team B, 84% considered it to be very good and efficient, and 16% mentioned the existence of ambiguity and that it perhaps lacked decisiveness, security, and firmness.
- Regarding recognition, in Team A, 53% of personnel said that they had not received any recognition from the company, while in Team B, 40% gave the same response.
- In Team A, it was found that 44% respondents did not know of any monitoring and management system. In the case of Team B, 100% mentioned comments on procedures for carrying out tasks such as taking

logs, lists, and control.

- In both teams, 80% respondents said that they had a good relationship with their bosses and coworkers and 20% responded that they sometimes had good relationships.
- It was found that 85% of Team A had a good opinion of the work environment, while 100% of Team B had a positive opinion of the work environment.
- The reason for the need for training can be found in the fact that 71% and 41% of the members of Teams A and B, respectively, stated that the maintenance programs and maintenance activities are the most important element for achieving goals.
- In the evaluation systems, it was identified that 73% of the members of Team A indicated that they did not know of one, that it did not exist, or they did not answer the question, while 27% argued that it was done by direct supervision. In the case of Team B, 57% stated that it was by means of the tests and skills developed and 43% said they did not know of one.
- Regarding the way in which tasks are distributed among teams, in Team A, 40% said that it was the supervisor who assigned the tasks to be performed and 13% said that they were distributed cooperatively among the team. In Team B, 50% said that they were distributed in the same team, and 33% said that they were scheduled and assigned.
- They were also asked whether they knew the number of members in each team. In Team B, two different numbers were mentioned. In Team A, there was a difference in the responses of the teams in each area. In terms of categorization according to areas, two different numbers in management and operational support were found, three different numbers were identified in HVAC, four numbers in infrastructure, and three different numbers for projects.
- Both teams were asked about HI's purpose, vision, and mission, and different ideas were revealed. In Team A, 47% of the team members did not know the company's purpose, and 46% mentioned purposes other than that of the company. In Team B, 83% of employees said they did not know or could not remember the company's purpose, mission, and vision; only 17% mentioned a purpose.
- Regarding the team goals, 50% of the team assuredly aimed to produce good-quality work, 25% did not answer, and the remaining 25% had different answers. In Team B, 33% were concerned with completing daily tasks and doing good-quality work, 17% mentioned improving timelines and performance, and 17% did not answer.

Discussion

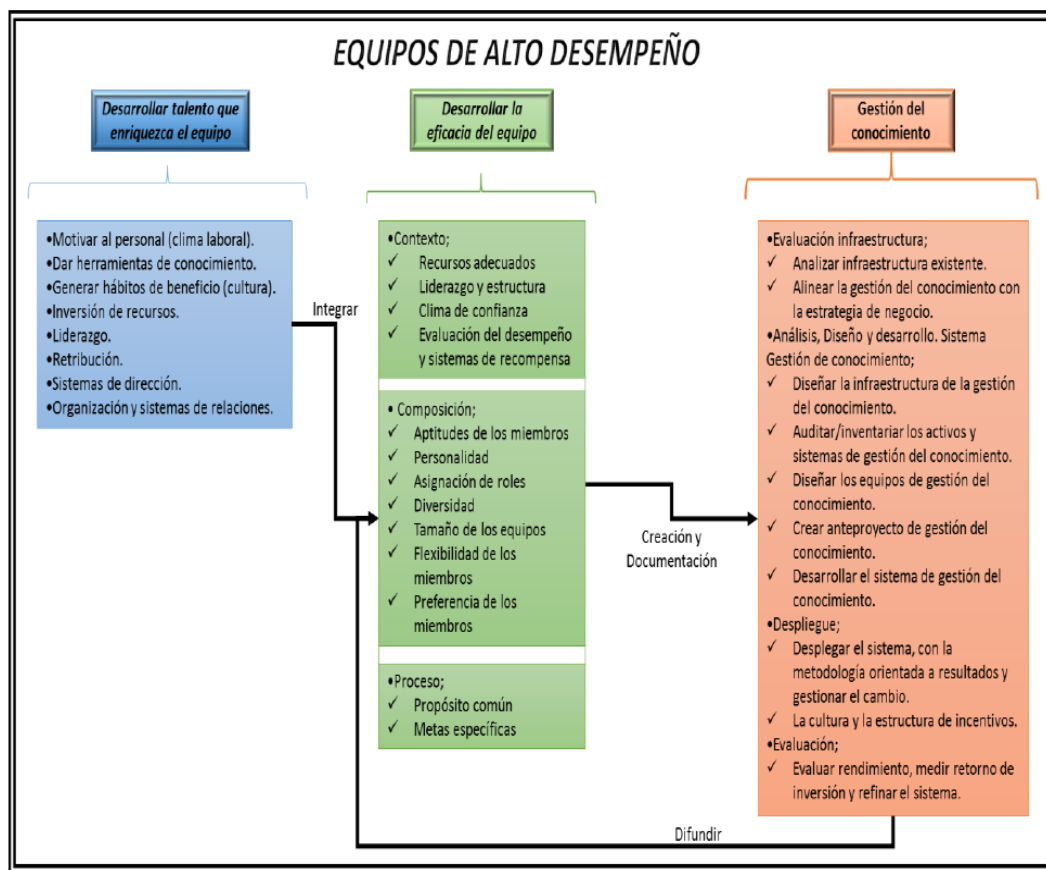
Based on the aforementioned results, it is clear that both companies and teams are dynamic (Alcover and Gil, 2002). Given the active context of organizations, the acquisition, creation, and updating of knowledge are key elements for the definition of strategies; thus, it was proposed to create a feedback cycle of knowledge established within the teams to train and grow with different elements.

Figure 1 shows as the first block on the talent development of the members that are or will be part of the team. Hawkins (2012) mentioned that it is necessary for the team to be integrated with different complementary skills, a variety of necessary technical knowledge, skills, and abilities. In view of Carrión's (2007) ideas, where he states that talent is not innate but can be developed, the elements for the development of talent are considered, adding the investment of resources and ease of knowledge tools necessary to train personnel.

In the second block, the team effectiveness model of Robbins and Judge, (2013) is considered, as it examines the orientation of the team to achieve its potential as a group, generating an environment where it can develop, making sure that it is made up of the appropriate members and that they can develop both as a group and as individuals because they will become an added value to the team. Finally, we look at the process and projection of group within the company, specifying purposes and goals.

In the third block, we follow Stewart (1998), who considers knowledge, experience, material, and intellectual property, as added value. These are intangible assets of a company not reflected in the financial statements, so knowledge management is integrated considering the stages listed by Valhondo (2003, p. 154), where the intention is to align the knowledge created, document it, and disseminate it so that it is effective at the moment it is brought into the work team. It is necessary to evaluate the knowledge developed, to make a design (methodology and standardization) and, if necessary, polish what is created to communicate and disseminate it among team members and assess the effects on the team.

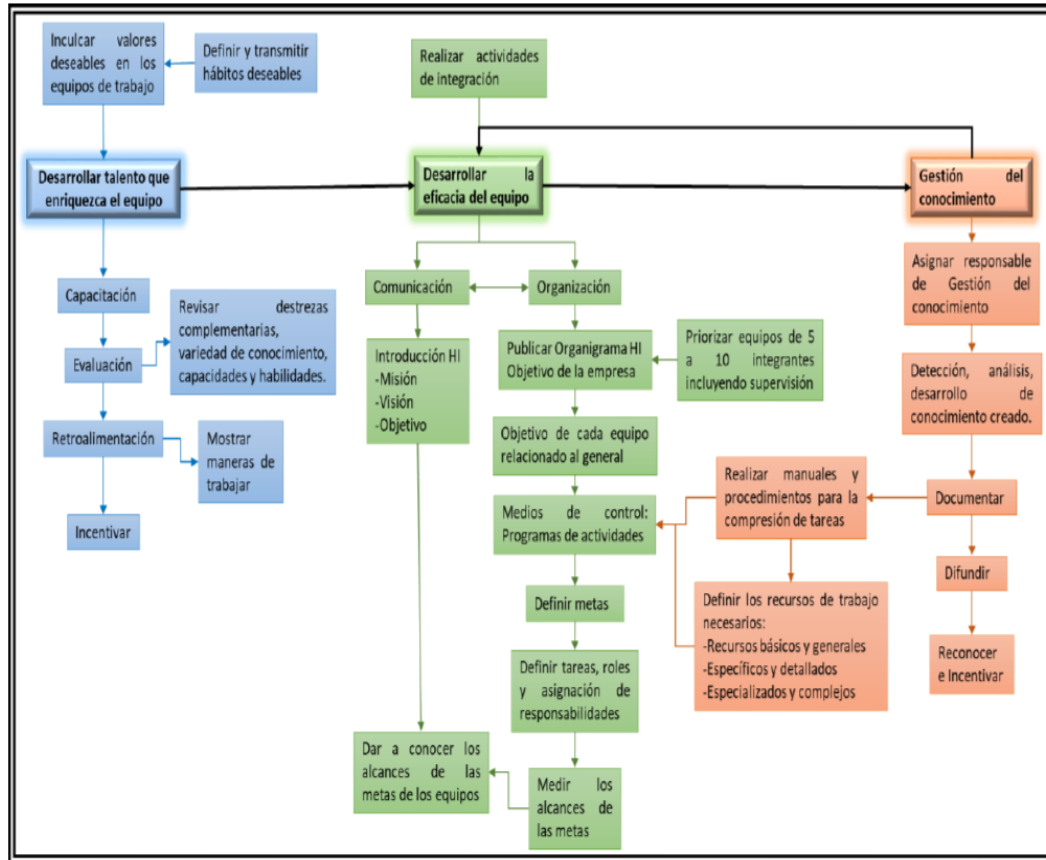
Figure 1. Proposed elements for the development of high-performance teams.



Source: Prepared by the author (2019).

Thus, based on the results obtained in the HI company teams, in Figure 2, the elements identified to develop teams are proposed. The three main areas of opportunity identified were training, communication, and organization.

Figure 2. Elements identified for team development.



Source: Prepared by the author (2019).

In light of the diagram of elements suggested above, the following should be considered in the operation of high-performance teams in the talent development phase:

- Training: It should be assessed and complemented by reviewing the composition of the teams and analyzing the skills, knowledge, capacities, and abilities of each member. Teams should be given feedback on the results obtained, and they should be supported with improvement measures, adding incentives (e.g., financial incentives, diplomas, compliments, dynamics, challenges, etc.) to encourage effort. It is important to add value and useful habits to the development of the HI company team.
- Communication and organization are necessary to develop team effectiveness. It is recommended for the purposes, goals, and scope of each team to be defined and that the mission, vision, and goals of the company be disseminated starting from the most general aspect to the most specific. It is necessary for teams to be organized with 5–10 members considering the proposal of Robbins and Judge (2013) and Daft and Marcic (2010). Further, the publication of the company's organization chart should be made so that the departments, teams, and members of each area and group are clearly displayed, as well as

company's general purpose and the goals of each team in relation to the general one.

- It is necessary to develop control tools integrating the programs of activities, the goals to be achieved, the roles to be defined and assigned, the tasks and responsibilities and measure results to be obtained and communicate them, using the proposed goal as a reference. In the development of a team, collaboration is of the essence, so the use of integration activities is proposed.
- In relation to knowledge management, it is proposed to appoint a person in charge of this, to identify, analyze, and develop knowledge within the company; to document it through manuals and procedures; to define the necessary resources; to socialize with teams; and to recognize and encourage the creators of the new intellectual resource.
- Finally, building an effective team with the right members, documenting the knowledge created and learned, and providing training and coaching will enable teams to be efficient and mature in making their own decisions.

Conclusions

Finally, in this study, it was concluded that the main areas of opportunity found in the HI company teams were training; communication; determination of channels and forms of dissemination; the implementation of systems; and clarification of goals and purposes since a great diversity of ideas was found without any common ground. Further, there was a lack of incentives, for which the following were recommended: defining the elements to be assessed, developing assessments, and designing assessment parameters. There is a need for knowledge management that provides added value to the business, so beginning to document knowledge can be of great support for the training of personnel, which is greatly demanded, as per the results obtained.

Thus, teamwork must be a key part of companies because a team cannot work alone but must work with others to achieve organizational goals. Thus, when a work team performs well, that is to say it becomes a high-performance team, the commitment of each member will be greater because not only will the responsibility be shared but the group as well as the individual will experience success.

References

- Alcover, C. y Gil, F. (2002). Crear conocimiento colectivamente: aprendizaje organizacional y grupal. *Revista de Psicología del Trabajo y de las Organizaciones*, 18(2-3), 259-301. <https://journals.copmadrid.org/jwop/art/4d5b995358e7798bc7e9d9db83c612a5>
- Altvater, E., & Mahnkopf, B. (2002). *Las limitaciones de la globalización; economía, ecología y política de la globalización*. México: Mundo del siglo XXI.
- Bungay, S. (2012). *Estrategia en acción: Cómo cerrar la brecha entre planes, operaciones y resultados*. México: Grupo Editorial Patria S.A.
- Canals, A. (2003). *Gestión del conocimiento*. Barcelona: Universidad Oberta de Catalunya. <http://www.uoc.edu/dt/20251/index.html>
- Carrión, J. (2007). *Estrategia de la visión a la acción*. (2a.ed.). Madrid: Alfaomega ESIC.

- Chiavenato, I. (2009). *Gestión del Talento Humano*. (3a.ed.). México: McGrawHill.
- Choque-Silva, A., y Perez-Vargas, L. (2013). *La auditoria al desempeño en una empresa comercial*. [Proyecto de grado Pregrado, Universidad Mayor de San Andrés, Bolivia] Repositorio Institucional RI-UMSA. <http://hdl.handle.net/123456789/3139>
- Chris, A. (1999). *Sobre el aprendizaje organizacional*. México: OXFORD University Press.
- Cohen, W., & Levinthal, D. (1990). Absorptive Capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35(1), 128-152. <https://www.jstor.org/stable/2393553>
- Daft, R., y Marcic, D. (2010). *Introducción a la administración*. (6a.ed.).México: Cengage Learning.
- Doz, Y., y Kosonen, M. (2010). *Agilidad Estrategica*. México: Grupo Editorial Patria.
- García, S. (2012, Diciembre). *Detección de Competencias en el Personal de Alto Desempeño como Herramienta Estratégica de Selección, Retención, Evaluación en la Organización. Estudio De Caso: Área de Ventas en una empresa comercializadora de Sistemas de aire comprimido*. Querétaro: México. <http://ri.uaq.mx/xmlui/handle/123456789/921>
- Goleman, D. (2014). *La inteligencia emocional en la empresa*. Buenos Aires: Ediciones Barataria.
- González, A. (2015). *Desarrollo Organizacional*. México: Publicaciones Administrativas Contables Jurídicas S.A.
- Guízar, R. (2013). *Desarrollo Organizacional Principios y Aplicaciones*.(4.ª ed.). México: McGraw Hill.
- Hawkins, P. (2012). *Coaching y Liderazgo De Equipos*. Buenos Aires: Ediciones Garnica S.A.
- Huysman, M. (2010). An organizational learning approach to the learning organization. *European Journal of Work and Organizational Psychology*, 133-145. <https://doi.org/10.1080/135943200397905>
- Katzenbach, J. R., y Smith, D. K. (1996). *Sabiduría de los equipos: el desarrollo de la organización de alto rendimiento*. Madrid: Editores Díaz de Santos.
- López, N., Montes, J., y Vázquez, C. (2003). Fuentes Tecnológicas para la Innovación. Algunos Datos para la Industria Española. *Revista Madrid*, (20), 6-20. <http://www.madrimasd.org/revista/revista20/tribuna/tribuna1.asp>
- Martínez, C. y Corrales, M. (Coord.). (2011). *Administración de conocimiento y desarrollo basado en conocimiento redes e innovación*. México: Cengage Learning Editores.
- Mendoza-Gómez, J., y Zambada-Flores, R. (2006). Empowerment en grupos de trabajo en organizaciones mexicanas: motivación, trabajo en equipo y desempeño. *CIENCIA UANL*, 4(4), 393. <https://www.redalyc.org/pdf/402/40290410.pdf>
- Molina, J., & Marsal, M. (2001). *La gestión del conocimiento en las organizaciones*. Buenos aires: Libros en Red.
- Nelson, B. (2001). *1001 Formas de tomar la iniciativa en el trabajo*. Barcelona: Gestion 2000.

- Nonaka, I., & Takeuchi, H. (1999). *La organización creadora de conocimiento*. México: OXFORD University Press.
- Oltra, V. (2002). *Influencias de las políticas de recursos humanos en los procesos de desarrollo y gestión del conocimiento*. [Tesis Doctoral, Universitat de València, España]. Repositorio Institucional RODERIC. <http://roderic.uv.es/handle/10550/38472>
- Palomo, M. (2012). *Liderazgo y motivación de equipos de trabajo*. México: ESIC Editorial.
- Robbins, S., & Judge, T. (2013). *Comportamiento organizacional*. (15a.ed.). México: PEARSON
- Singer, B. (2009). *El ABC para crear un equipo de negocios exitoso. El código de honor invisible que transforma a grupos de personas en equipos campeones*. México: AGUILAR.
- Steiner, G. (2012). *Planeación Estratégica*. México: PATRIA.
- Stewart, T. (1998). *La nueva riqueza de las organizaciones: el capital intelectual* [Traducido al español de Daniel Zadunaisky]. Barcelona: Ediciones Garnica S.A.
- Suárez, A. (1992). *Diccionario de Economía y Administración*. Madrid: Mc-Graw Hill.
- Suñe, A., Gil, F., y Arcusa, I. (2013). *Manual práctico de diseño de sistemas productivos*. Madrid: Ediciones Díaz Santos.
- Thompson, A., Peteraf, M., Gamble, J., & Strickland, A. (2012). *Administración Estratégica, teoría y casos*. (18a.ed.). México: McGraw Hill.
- Topchik, G. (2008). *Gerente por primera vez: Como desarrollar a su equipo*. Nashville: Thomas Nelson Inc.
- Tovar-Pacheco, F., & Morgan-Beltrán, J. (2017). Metodología para la gestión del conocimiento en las Mipymes proveedoras de autopartes. *Desarrollo Gerencial*, 9(2), 53-67. <https://doi.org/10.17081/dege.9.2.2975>
- Valhondo, D. (2003). *Gestión del conocimiento del mito a la realidad*. Madrid: Díaz de Santos.