

**Las competencias laborales y valores compartidos con enfoques en
trabajadores de la Facultad de Cultura Física de Guantánamo**
**Labor competencies and shared values with approaches in workers of the
Physical Culture Faculty of Guantánamo**

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RESUMEN

En la investigación se vinculan los valores compartidos y las competencias laborales con incidencia para todos los docentes y directivos. Tiene como objetivo posibilitar capacidades y habilidades en el ámbito de la gestión de valores y competencias a directivos y otras entidades, a los gestores de recursos humanos en particular, a consultores, investigadores y formadores, para su introducción eficaz y eficiente en la práctica de las organizaciones educativas para el logro de la competitividad. Para la realización de este trabajo se aplicaron métodos teóricos tales como análisis-síntesis, inducción-deducción, histórico-lógico y el dialéctico. Del nivel empírico se utilizaron la observación, la entrevista y la encuesta.

Palabras claves: Valores compartidos; Competencia laboral; Organización; Gestores de recursos humanos

ABSTRACT

In the research, shared values and labor competences are linked with incidence for all teachers and managers. Its objective is to enable skills and abilities in the field of securities and competency management for managers and other entities, human resource managers in particular, consultants, researchers and trainers, for their

effective and efficient introduction in the practice of educational organizations for the achievement of competitiveness. For the realization of this work, theoretical methods such as analysis-synthesis, induction-deduction, historical-logical and the dialectic were applied. From the empirical level, observation, interview and survey were used.

Key words: Shared values; Labor competence; Organization; Human resources managers

INTRODUCTION

The Management by Values (DpV) introduces the dimension of the person within the managerial thinking in the daily practice. It is a form of strategic guidance and leadership, because it is not limited to expected formal factors, but to push people towards what they should do at a given moment, regardless of what the function manuals or the designed plans say (Alcalá, M. 2002).

According to this same author, the Management by Values in any organization incorporates, as a fundamental element, the mission, vision and image as basic strategic values, for the identification of the objectives of the entity. It is directly oriented to redesign cultures, and facilitate the strategic changes conduction of the organization; to adapt to its environment and to overcome its internal tensions.

The orientation to the client, the autonomy and sense of the professional efforts, the change of institutional culture, the incursion of ethical and sociological principles must be the new points of reference. This means that in some way the existing values on a personal scale acquire a new and enriching dimension when they are applied to work activities. It symbolizes then, that some values should be dismantled, to be able to incorporate new ones, according to the labor competitions, raises the Collective of Authors (2002).

The leadership that is exercised in any educational organization must be based on the values integrated to the labor competencies, to the great human potentialities and of the social and economic development of the organization, the territory or the country. The manager in the new conditions should be a facilitator of the processes and collaborators, dedicated to the transformation and behavior change of people,

so that they reach a balance between high performance and high customer-oriented satisfaction, lending to it a high quality (Shein, E. 1988).

The managers' activity requires high moral values, deep sensitivity and a clear sense of duty, which condition their behavior permanently. It is an obligation of the principals of our society to comply with the precepts that appear in the Ethics Code of the Cuban State Executive.

Values as a category are studied by Axiology, which is the philosophical theory that conceptualizes the notions of what is valuable, in the field of what is beautiful, aesthetic and true, as essences and qualities contained in human creations.

Garcia, S. & Dolan, S. (2003), point out that *"... by value, it is generally understood, the ability of certain objects and phenomena of the objectivity to satisfy some human need, that is, the social determination of these objects and phenomena, consisting in its function of serving the practical activity of man"*.

We consider it timely and enlightening to state that, from a philosophical point of view, values are understood as a complex personality formation, contained not only in the cognitive structure, but fundamentally in the deep processes of social, cultural and conception life of the world of man, which exist in reality, as part of social consciousness and in close correspondence and dependence on the type of society in which children, adolescents and young people are formed.

From the psychological point of view, values are a reflection and expression of real and real relationships, which are important regulators in the lives of men.

From the pedagogical point of view, this training must be achieved as part of the general, scientific education that adolescents and young people receive, as knowledge, as a product of the recognition of its significance that transforms into a personal sense and manifests itself as behavior (Collective of Authors, 1998).

The phenomena of social consciousness, ideas, constitute values. With them, man expresses ideologically his interests. There are material, economic and aesthetic values. In addition to these, there are moral, legal, political, cultural and historical values.

DEVELOPMENT

Values and competences must be closely linked. It should not be accepted that a competent person lacks moral, political, economic, moral, aesthetic, legal, political, cultural or historical values (Alcalá, M. 2002).

The values issue has been an old concern of the human being. What to accept as good, just, beautiful or useful? And what to describe as bad, unfair, ugly or harmful? These have been questions to which the man has constantly had to seek for answers to orient himself in life, to find the motivational forces that guide his activity and behavior. These questions have not had a unique answer within philosophy.

Various systems have offered different interpretations of values. The main positions that, throughout the history of philosophical thought, have tried to explain the nature of human values could be classified into four major groups. These positions are: the naturalist, the objectivist, the subjectivist, and the sociologist (Yarce, J. 2001).

The values constitute one of the levels of culture, for that reason, it is correct to develop the analysis and conceptualization of values in the organizations in its nexus with the organizational culture. This approach is key for an adequate operationalization of the values, which is necessary for a practical management supported by them.

Many academics, authors and organizations pronounce themselves on the concept of organizational culture. There are multiple definitions in this regard but we think that the one presented by Shein, E. (1988), seems more appropriate, when he expresses "... *I will call culture a model of basic-invented presumptions, discovered or developed by a given group, as they learn to face their external adaptation and internal integration problems (the two functions of culture that allow its essence to be understood as a social phenomenon), that have exercised enough influence to be considered valid and, consequently, be taught to new members as the right way to perceive, think and feel those problems*".

All culture definitions have several common elements in general, such as beliefs, values, norms, presumptions, which are shared by a group and that condition their behavior and actions.

The basic presumptions are defined by Shein, E. (1988), as the deep culture, the cultural paradigms of premises that are true, that do not "need" to be explained because they are assumed as the truth for the group. Therefore, the basic assumptions on which the culture is based, have to do with the environment vision the group has, and with the role it plays within it. Actions are the ways a human being behaves. They are manifestations of values carried out by people.

Another distinctive element of the contributions of Shein, E. (1988), is in the definition of three cultural levels, which are: basic presumptions, values, and productions and behaviors. It should be clear that values represent a level of culture and are caused by basic assumptions, and at the same time, basic assumptions can be the result of strongly held values. At the same time, the productions and behaviors are nuanced by the values.

Basic assumptions.

Presumptions are beliefs, elements that are held as truth, and therefore "truths that do not need to be demonstrated" because they are understood as true, by the human group in question.

The values.

If the concept of basic presumptions is clear, values are the nucleus of a culture, and since it is referring to the set of presumptions of a human group, the values become in the expression of those presumptions.

Values and competencies must march together, so that the organization and people inside and outside it can move forward. It is not conceived a person who has several skills and these are not accompanied by the corresponding values.

Origin and development of the competence approach.

Job skills arise as a need to constantly improve the quality and relevance of the training of human resources, as a result of the evolution of technology, production and, in general, of society.

The competency management coined McLlelland, D.C. (1965), and Goleman, D. (1996).

Competence management is born in the field of organizational psychology, immersed in motivational theories seeking to explain successful work performance. Currently, it must be assumed in the necessary interdisciplinarity of the of human resources management. The competences management arises with the bias of the positivist paradigm and with the pragmatism imprint, taking a peak in advanced and success business practice from the 1990s.

There are many concepts about job skills. One of the most important concepts is the one that impacts on the results of the concrete work activity, capacity the individual has, demonstrated in his performance.

According to McLlelland, D.C. (1965), performance management by competencies focuses essentially on development, on what people "will be able to do" in the future. To that management, strategic thinking and pro activity are immanent.

Competence management is a relevant concept to understand in human resources management nowadays, involving greater integration among strategy, work system and organizational culture, together with a greater knowledge of people's potential and their development.

Such conception pursues the increase of the work productivity or the good labor performance, having at present special relation with key activities of human resources management like personnel selection, performance evaluation, of the human potential and formation. These key processes of human resource management carried out by competencies, currently essentially constitute the so-called competency-based management, or the human resources management with a competency approach.

It is necessary to perceive the competences representing the individual behaviors nexus or performances with the organization's strategy, according to Prahalad, C.K. & Hamel, G. (1994). They are also been perceived in their connection with the assumed work system.

The factors that determine labor competency can be classified into two main groups: intrinsic factors, associated with people's aptitudes and behaviors that

define personal competences, and extrinsic factors, referring to the knowledge, skills and values required in the labor performance, given the technical competences required.

When speaking about competencies in organizations, it is necessary to specify organizational competences and labor competencies.

Organizational competences.

A set of characteristics of organization, fundamentally linked to its human capital, especially its knowledge, values and acquired experiences, associated with its essential work processes, which as a trend are causally related to the successful performance of that organization, in correspondence with a certain organizational culture.

Labor competences.

Synergic set of knowledge, skills, experiences, feelings, attitudes, motivations, personal characteristics and values, based on the demonstrated suitability, associated with a superior performance of the worker and the organization, in correspondence with the technical, productive and service requirements. It is an essential requirement that these competencies are observable, measurable and that they contribute to the achievement of the objectives.

Job skills play a fundamental role in organizations, some of them can be:

- Know: (have the necessary knowledge).
- Know how to do: (have the required skills).
- Know how to be: (have good interpersonal relationships).
- Want to do: (be motivated to work).
- Power to do: (have the necessary resources).

These labor competencies must be accompanied by the following values, if it is wanted to train total quality workers:

- 1) Well be: be punctual, be honest, be disciplined, be studious, be an excellent worker. Values are the most important elements for people.
- 2) Good to do: doing right things from the first time.
- 3) Well be: give the best of yourself, your family, your colleagues, your company, etc.

When these competences are fulfilled with the indicated values, then we will have more wealth to distribute to society.

Developing a deeper analysis of competencies linking and values in people, some examples are presented in the following table:

Chart N°1. Link between labor competences and values

Generic competitions	Values
Flexibility: Ability to adapt and work effectively in different and varied situations and with different people or groups.	Laboriosity: Ready for work. Do any job with pleasure.
Integrity: The person acts in accordance with the authority, standards, needs and objectives of the organization, analyzes cause-effect relationships. The truth is the first, behaves fairly and firmly, does not deviate from his duty under any circumstances.	Participation: The different work situations are discuss, criteria is express, problems are identified, solutions and alternatives are proposed, allows the exchange of experience with all the members of the group. Attacks the wrong idea, and not the partner who raises it. Listen carefully to others and value their ideas.
Sense of belonging: Organizational knowledge is the ability to understand and interpret power relations in one's own company or in other organizations (clients, suppliers, etc.).	Identity: The interests, objectives feel like theirs.
Interrelationship development: Acts to establish and maintain cordial, reciprocal and warm relationships or contact networks with different people.	Personal progress: It creates an environment in which people feel valued, it is like being with family at work, it is a celebration of love, people feel satisfied and useful at work, have fun with each other.
Leadership: Assumes the role of a group or team Leader. It implies the desire to guide others. The "team" should be considered broadly as any group in which the person assumes the role of Leader. It must be contrasted with the "Teamwork and Cooperation" competence.	Inclusion: It allows its collaborators to intervene, to reach an agreement, the decisions are taken by mutual agreement, all collaborate.

Team work: Find the common purpose to concentrate energy, shared responsibility, rapid response, strong cohesion, effective communication, shared leadership. Encourages teamwork and joint analysis of problems.	Colaboration: Start working with its people an idea from the beginning, consider to work in a social way.
Communication: Express understandable oral and writing messages that favor the realization of work and empower policies.	Respect: Exchange in a respectful way with its interlocutors, facilitates dialogue and knows how to listen. Emphasize the message in a committed way.
Achievement orientation: It strives to achieve or exceed the objectives, is concerned about doing the job well, creates its own standards at work, improves performance, performs cost-benefit analysis, takes risks to improve results.	Responsibility: It leads to all duties fulfillment, requires discipline in the tasks completion, is punctual in working hours, meetings, etc., meets the needs and claims of society, the community, institutions that we surround, is the first to know and execute all priorities, is respectful and practices the right human relationships, is useful in all manifestations.

According to these classifications, the criterion that the values in people have their process of formation, development and improvement of the personality, through their systematic orientation and deep education is provided, whether they are ethical values in the personal or social, as an area of manifestation of these values. In this process, it is important to clearly understand how the dialectic of the individual and the social is manifested. In a first plane of analysis it is necessary to understand the value as a constituent part of the social reality itself, it is the set of values called the objective value system, which is changing, dependent on the concrete historical conditions and structured hierarchically.

Summary of the surveys.

Any process of change must be preceded by a study of the current situation that we want to change, therefore, it was necessary to make a diagnosis to verify where the fundamental weaknesses are to be strengthened.

Values surveys were applied to 11 managers of the Physical Culture Faculty, which have a cultural level disaggregated in 10 with a higher level and 1 with a higher average level. In addition, they have a 42 years average of age.

The questions with the lowest percent (below 70%) were 9 and 10. Question 9, is aimed at ascertaining through subordinates if the immediate boss takes into account the needs and motivations of the same, for the fulfillment of the work objectives. Question 10, is aimed at checking if the boss subordinates the individual interest to social or collective ones.

About the competences, 11 executives of the Physical Culture Faculty were surveyed. The survey has 25 questions, of which 7 were below 70%. These questions were 2, 7, 11, 13, 14, 16 and 19. They are reflected below.

Question N°2. Can your boss change the "chip" or leave one task and start another, on another computer when circumstances require it?

Question N°7. Does your boss make a whole of the different parts?

Question No. 11 Does your boss anticipate future needs and opportunities and act accordingly?

Question No. 13 Is your boss aware of what others feel and think, even if they do not say it?

Question No. 14 Is your boss a sensitive person to the reality of informal plots and the formal structure of the organization?

Question No. 16 Does your boss strive to establish and maintain interpersonal relationships?

Question No. 19 Does your boss direct people to work together efficiently?

With the completion of both surveys, it is demonstrated that we must continue working with the managers values, and add topics of improvement related to shared values and professional skills to their individual development plans.

The content of professional training refers to the culture a professional must achieve in order to properly exercise their profession, and which covers not only the necessary scientific and technological knowledge that responds to that branch and object of knowledge and specific know-how, but also to a professional culture as a result of a specific type of scientific-technological education.

This is understood as the continuous process of acquisition of theoretical and practical knowledge, and the formation of values in relation to the techno-scientific practice, which fosters a critical attitude of the contradictory aspects presented in

the relations between the scientific-technological activity and the other forms of social activity.

The question does not lie in the greater or lesser information that a professional owns, but in the principles and conceptions that this one possesses to understand the society and, in this, the place of its profession to properly manage science to the technology.

CONCLUSIONS

The results obtained indicate that work should be further promoted in the development of this topic. It is very important that managers and workers of any organization have the necessary skills according to the positions they occupy, or will occupy, so that the organization reaches the development required and meets its social responsibility.

It is demonstrated in this work that labor competencies must be linked to values, so that there are greater levels of efficiency and effectiveness, and with them greater wealth to distribute to our society.

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