Artigo


IDENTIFICAÇÃO DAS DEFICIÊNCIAS DA CAPACIDADE DE GESTÃO DO GRADUADO DO INSTITUTO TECNOLÓGICO DE FRESNILLO

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ABSTRACT: The Higher Technological Institute of Fresnillo's mission is to train comprehensive and competitive professionals, accrediting academic programs, certified management systems, satisfying the demands of the different sectors of society through inter-institutional projects. Starting in 2008, I started the Engineering in Business Management career as a response to the demands of the productive and commercial sector of the environment, its interest is to fully train professionals who contribute to business management and process innovation; design, implementation and development of strategic systems, enhance human capital, develop leadership and managerial skills. The objective of this research is to analyze the management skills of graduates, identify shortcomings, qualifying them with the graduate profile, its relevance, application and foundation. The problem is centralized in obtaining the competencies in managerial skills for the world of work, proposing tools that provide sufficient information to make a proposal for improvement in the graduates.

KEYWORDS: Management Skills, Ige, Companies, Strategic Planning.

RESUMO: A missão do Instituto Superior Tecnológico de Fresnillo é formar profissionais abrangentes e competitivos, acreditando programas acadêmicos, sistemas de gestão certificados, satisfazendo as demandas dos diferentes setores da sociedade através de projetos interinstitucionais. A partir de 2008, iniciei a carreira de Engenharia em Gestão Empresarial como resposta às demandas do setor produtivo e comercial do meio ambiente, seu interesse é formar plenamente profissionais que contribuam para a gestão empresarial e inovação de processos; desenho, implementação e desenvolvimento de sistemas estratégicos, valorização do capital humano, desenvolvimento de liderança e habilidades gerenciais. O objetivo desta pesquisa é analisar as habilidades gerenciais dos graduados, identificar deficiências, qualificando-os com o perfil do graduado, sua relevância, aplicação e fundação. O problema é centralizado na obtenção das competências em habilidades gerenciais para o mundo do trabalho, propondo ferramentas que forneçam informações suficientes para fazer uma proposta de melhoria nos graduados.

PALAVRAS-CHAVE: Competências Gerenciais, Ige, Empresas, Planejamento Estratégico.
1. Introduction

In Technological Higher Education, various efforts have been made to monitor graduates of Technological Institutes.

In the 1980s, several studies were carried out on the follow-up of graduates, among which the "Diagnosis of the Professional Promotion and Follow-up of Graduates programs" stands out, where observations were made of the behavior of the school graduate in relation to the total number of students. graduates, such as graduation by career, managerial skills, degree index, among others. (Fresnillo, 2007)

Likewise, the CoSNET, Council of the National System of Technological Education in 1982, carried out a prospective investigation of the students recently graduated from the higher level of Technological education. The data obtained provided information on the characteristics of school graduation, as well as possible areas of connection with the labor market and aspects related to the curriculum. (Mexico, 2014)

Later, in 1990, the following suggestions were synthesized:

Meet the demand for training and updating of graduates in parallel with the needs of the industrial and service sectors that require it.

Promote an institutional and promotional image that allows achieving prestige before society and the productive sector.

Establish a commission for the support and development of graduates, made up of representatives of the productive sector, of the educational institution and of the graduates themselves and that contribute to the strengthening of the intellectual capacities with which they graduate.
Promote degree options to integrate graduates who for various reasons have not graduated or owe subjects. (Osorio, 2008)

Similarly, the ITSF in 2012-2021 has been monitoring graduates, with the application of a questionnaire of 20 items, where various aspects of their academic training are considered, it is carried out in two stages immediately after their degree and a year of work experience, being responsible for this the continuing education department. (Fresnillo, 2007)

2. Method Description

Identification of deficiencies in management skills.

As a fundamental method for this research, the "strategic planning" tool was implemented.

It began with an investigation of the surveys and interviews applied to companies where graduates of the IGE career participate, as well as attention to graduate students. Carrying out an analysis of the environment in which they are immersed, the needs, areas of opportunity, capacities and weaknesses in managerial skills were identified, the next step was the creation of objectives, an action plan and finally strategies that contribute to the strengthening of this area in graduates and in the next to graduate.

3. Developing

3.1 Objective

Develop management skills in students and graduates of the IGE career.
3.2 Specific objectives

Identification of weaknesses in management skills
Strengthen the management skills of graduates by generating remedial strategies
Propose strengthening strategies to students close to graduating
Creating programs for the development and promotion of management skills in professionals, with forums, workshops, conferences, diploma courses scheduled in 4 blocks during the 5 years of study.

3.3 Goals

Decrease IGE Career Management Skills Problem by 30%.
Strategic planning is the systematic effort to establish basic goals, objectives, and strategies to develop detailed plans to implement the basic goals and policies. It is also considered a method to obtain results by way of personal and business projection, it is used in the short, medium, and long term. (Steiner, 1983)

Stages: 1) Environment Analysis. It is focused on diagnosis, it is analyzed to see if it is attractive, it is also necessary to see how intense the competition is. Opportunity is identified, the facts that I can take advantage of and the threats or harmful circumstances. Likewise, a self-diagnosis is necessary, which allows knowing the capacities, competencies or abilities and the weaknesses or limitations that can prevent effective competition. (Gimbert, 1998)
2) Formulation. Objectives, action plan to achieve them, capabilities and resources that enable carrying out said action plan. (Menguzzato, 1998)
3) Programming. It is the bridge stage between formulation and execution where the goals to be achieved will be clearly specified and
the activities to achieve said objectives will be defined with some precision. (Menguzzato, 1991)

4) Execution. It is about carrying out the programs, implementing the tasks. Coordinating the initiatives, clearly communicating the priorities and giving a good follow-up. (Chiavenato, 2011)

The strategic direction is modulated two phases:

The formulation of strategies basically includes the approach of strategic planning and is developed from a strategic analysis based on internal and external diagnosis that allows defining its strategic position with respect to the environment, evaluating and formulating the different strategic options that are suitable for it and the implementation of these with their corresponding control system that facilitates making the necessary adjustments, having to previously define basic aspects such as: mission, values and vision, being the starting point to develop the strategic diagnosis. (Garvin, 1994)

The strategies to be implemented under the consideration of objectives, devising policies, motivation, in such a way that they allow the formulated strategies to be executed.

With effort this is the active stage of strategic management. For its analysis, it is frequently divided into 3 main components, which lead to a successful implementation that influences in one way or another the strategic change:

1) Resource planning: its objective is to plan and execute how resources should be distributed to take advantage of strategic change. (Porter, 1990)

2) Organizational structure: one of the most important resources in an organization is human resources, so the way they are organized is crucial for the effectiveness of the strategy. (Thompson, 1998)

3) Change management: it involves the implementation of a strategy that has been the focus of attention in recent years by academics who
have considered it one of the fundamental and frequent parts of management policy. (Ansoff, 1993)

**Surrounding analysis:** Below are the items of the surveys carried out on companies and graduates of the IGE.

<table>
<thead>
<tr>
<th>Table 1. Items of the questionnaire</th>
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</thead>
<tbody>
<tr>
<td><strong>1. GRADUATE PROFILE</strong></td>
</tr>
<tr>
<td>1.1 Personal and academic data of the graduate</td>
</tr>
<tr>
<td>1.2 II. RELEVANCE AND AVAILABILITY OF MEANS AND RESOURCES FOR LEARNING</td>
</tr>
<tr>
<td>2.1 II.1 Quality of teachers</td>
</tr>
<tr>
<td>2.2 II.1 Curriculum</td>
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<tr>
<td>3.1 II.3 Opportunity to participate in research and development projects</td>
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<td>4.2 II.4 Emphasis given to research within the teaching-learning process</td>
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<td>5.2 II.5 Satisfaction with study conditions (infrastructure)</td>
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<td>6.2 II.6 Experience obtained through the Professional Residency</td>
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<td>7.0 III.7 Hiring requirements</td>
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<tr>
<td>8.0 III.8 Details of the company or organization</td>
</tr>
<tr>
<td>9.0 III.9 Economic sector of the organization</td>
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<td>10.0 III.10 Line of business or main activity of the company or organization</td>
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<td>11.0 III.11 Size of the company or organization</td>
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<tr>
<td>12.0 IV.1 Efficiency to carry out work activities, in relation to their academic training</td>
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<tr>
<td>13.0 IV.2 Relationship of work with your area of academic training</td>
</tr>
<tr>
<td>14.0 IV.3 Assessment aspects to obtain employment</td>
</tr>
<tr>
<td>15.0 IV.4 Usefulness of professional residencies for labor and professional development</td>
</tr>
<tr>
<td>16.0 IV.5 Deficiencies in their professional training to carry out work activities</td>
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<tr>
<td>17.0 IV.6 Deficiencies in managerial skills with which I graduated</td>
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<tr>
<td>18.0 IV.7 Deficiencies in managerial skills in decision making with which I graduated</td>
</tr>
<tr>
<td>19.0 V.0 EXPECTATIONS OF DEVELOPMENT, PROFESSIONAL IMPROVEMENT AND UPDATING</td>
</tr>
<tr>
<td>20.0 V.1 Degree</td>
</tr>
<tr>
<td>21.0 V.2 Current postgraduate studies</td>
</tr>
<tr>
<td>22.0 V.3 Requirement for training and/or updating studies</td>
</tr>
</tbody>
</table>

Regarding the managerial skills of the graduates of the IGE career. As can be seen in table 2. Competencies of IGE graduates. The variables analyzed were measured on a percentage scale based on compliance, which shows that managerial skills are favorable: where the ability to resolve conflict and time management fluctuates from 58%, ease
of speech is 35%, the lowest teamwork 30% finding an important area of opportunity. Low level of performance was detected: the usefulness of the professional residency and the continuing education department.

Table 2. Competencies of IGE graduates

<table>
<thead>
<tr>
<th>COMPETENCES OF IGE GRADUATES</th>
<th>BIT</th>
<th>MUCH</th>
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<tbody>
<tr>
<td>Ability to resolve conflicts</td>
<td>41.76%</td>
<td>58.24%</td>
</tr>
<tr>
<td>Process improvement</td>
<td>9.52%</td>
<td>90.48%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>69.05%</td>
<td>30.95%</td>
</tr>
<tr>
<td>Ability to manage time</td>
<td>4.76%</td>
<td>95.24%</td>
</tr>
<tr>
<td>Personal security</td>
<td>9.52%</td>
<td>90.48%</td>
</tr>
<tr>
<td>ease of speech</td>
<td>65.71%</td>
<td>34.29%</td>
</tr>
<tr>
<td>Projects management</td>
<td>29.52%</td>
<td>70.48%</td>
</tr>
<tr>
<td>integration to work</td>
<td>24.76%</td>
<td>75.24%</td>
</tr>
<tr>
<td>Creativity and innovation</td>
<td>9.52%</td>
<td>90.48%</td>
</tr>
<tr>
<td>Bargaining power</td>
<td>29.76%</td>
<td>70.24%</td>
</tr>
<tr>
<td>Capacity for abstraction, analysis and synthesis</td>
<td>9.52%</td>
<td>90.48%</td>
</tr>
<tr>
<td>Leadership and decision making</td>
<td>twenty%</td>
<td>80%</td>
</tr>
<tr>
<td>Adaptation to change</td>
<td>9.52%</td>
<td>90.48%</td>
</tr>
</tbody>
</table>

Another important finding found in this research work is the effectiveness to carry out work activities in relation to their academic training, in table 3. Corresponding to this item, we identify 40% with the category of very efficient, we can observe that the most low obtains 15% in deficient, for efficient it is given 25% and inefficient 20%, which indicates that the effectiveness to carry out work activities in relation to their academic training is low.
3.4 Formulation

Derived from the previous analysis regarding the managerial skills of the graduates of the Engineering in Business Management career and considering the enrichment of this academic area as essential, the following strategies are proposed:

1) Remedial Strategies. Aimed at graduating students. Completion of a degree support course, refresher courses offered by the Higher Technological Institute of Fresnillo, research projects with the support of the IGE academy faculty, entrepreneurship projects all with the theme of managerial and managerial skills.

2) Strategies for students in training. Forums, creation of workshops, conferences and debates with entrepreneurs that strengthen the areas of directive and managerial skills.

3.5 Performance

The proposed strategies should be implemented from the August - December 2022 semester with the support of the ITSF management, with the collaboration of the IGE academy, with the participation of the teaching staff, with well-established goals that allow measuring results, it has been...
observed in Graph 2 where the strengthening of managerial skills has a positive impact, therefore it is expected that with the implementation of the strategies, this item will increase by 30%.

4. Final Comments

4.1 Summary of Results

In this investigation that is in the process of implementation, the factors that appear in the deficiencies of the management skills of the IGE graduates were studied, it is sought that from the ITSF and specifically in the department of continuing education and in the academic of this career, strategies are proposed that contribute to the increase of directive and managerial skills, strengthening this area, thus improving labor and performance, business, economic and social conditions in the region.

5. Conclusions

With the exposed results, the need to implement new strategies to increase the managerial skills of students close to graduating is detonated, since, as has been observed, not paying attention to these will bring us the same results that have been obtained up to now. Hence, the proposals will be aimed at the generation of Forums, creation of workshops, conferences and debates with businessmen that strengthen the areas of directive and managerial skills. In order to improve the effectiveness to perform work activities, teamwork, time management, leadership and decision making, ease of speech among others.

Also to complement the objectives of the remedial strategies which respond to the deficiencies of not having the ability to resolve conflict and time management that yields 58%, ease of speech is 35%, teamwork 30%.
The creation of support courses for the degree, updating, research projects, entrepreneurship under the theme of directive and managerial skills are postulated.

For the IGE academy, seek awareness strategies since professional residency is considered essential and perhaps the only alternative for qualification, and encourage teachers to propose various ways to access the academic degree.

The instruments applied by the continuing education department should be considered for reelaboration since there is only one generalized questionnaire for all ITSF careers and the needs of each career, of each sector of labor, social and economic participation are diverse and different.

With the 30% increase in the competencies of the managerial skills of the graduates of the Engineering in Business Management career, it will be a more than significant contribution to the performance that the young professionals will carry out in the areas and companies that are hired, for On the other hand, the graduation profile proposed by this career will be fully complied with and which is decimated by the results presented in this investigation.

RECOMMENDATIONS

Researchers, teachers, institutions or the general public who are interested in continuing our research should wait for the results of this work, analyze the strategies implemented and rethink the factors to identify which would be the factors that are most influencing deficiencies in management skills. of the graduates of the Business Management Engineering career at the Higher Technological Institute of Fresnillo. Although it should be noted that it serves as a reference for further research and the methodological proposal presented here can be taken as theoretical and duly substantiated support.
As well as identifying that managerial skills should be developed and promoted throughout professional training, emphasizing the early stages of professional careers and after that, continuing to cultivate this area with diplomas and even postgraduate studies that help the rubbing of the area in question.
References


