

"Phenomenological Strategy of the Venn diagram To Enhance Engagement And Organizational Loyalty Levels At Anáhuac University, Puebla"

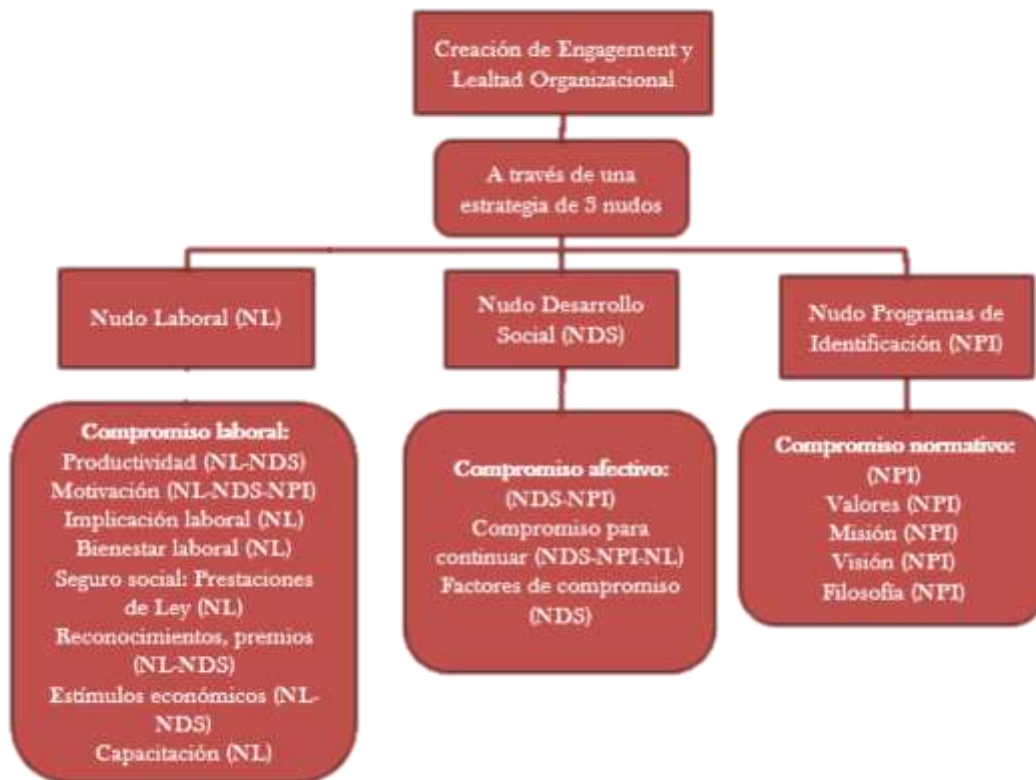
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Abstract : *This research project focuses on the development of a plan to create engagement and loyalty through a strategy based on the Venn diagram, applied at Anahuac University, Puebla, in the year 2023. The aim is to foster better integration among various types of faculties at the university, thereby creating a more proactive environment for education at the institution. The research will be conducted using a phenomenological approach supported by surveys to gather data on the phenomena related to each of the proposed Venn diagram nodes.*

Keywords: *Anahuac, communication, engagement, education.*

I. Introduction

The development of an organizational model based on a phenomenological methodological approach aimed at creating spaces for engagement that involve pedagogical improvement and loyalty among professors in Latin American universities represents a key area of opportunity for enhancing various academic domains. This research article focuses on the creation of a methodological proposal regarding the phenomenological experiences of professors at Anáhuac University in Puebla, Mexico. This proposal serves as the foundation for a potential structure and replicable model in other universities within the country and on the international stage. The following diagram illustrates the nodal vision of the topics to be addressed in the establishment of organizational engagement and loyalty:



Through the diagram, it is possible to visualize a series of multiple elements across three nodes, which form the central proposal for creating a new form of engagement and connection within academics and the Anáhuac educational institution. This concept can be replicated with various variations in different institutions in Mexico, Latin America, and other global contexts. The core of this approach is not solely related to employment; it is also cultural, serving as the central axis in adapting each of the nodes. Consequently, culture is established as a social counterbalance (Martínez et al., 35, 2022) that helps understand human behaviors within different groups, spaces, and phenomena. In this text, we will focus on the university environment and organizational commitment.

Affective Commitment to the Brand: This refers to emotional attachment to the values and philosophy of the brand, which impacts organizational outcomes and brand loyalty. This is relevant because contemporary societies create a range of emotional codes (Martínez et al., 2021, 63) that constitute their complex and diverse identities. **Continuance Commitment:** This is the economic value of staying within an organization compared to leaving it. It describes an employee as "bound" because there are no better alternatives available. **Normative Commitment:** It involves staying in the organization due to moral, ethical, and sometimes obligatory reasons (Robbins and Judge, 2009). The proper development of a complex and functional system within the educational context must be based on a thought process rooted in various nodes and principles. Establishing an atmosphere of institutional loyalty is founded on ethical principles respecting the dignity of the rights and subjectivities of respective educators. From a phenomenological perspective, it is necessary to activate a sense of community and identity to achieve this engagement. This takes into account that the approaches of surveys, interviews, and the needs of educator's stem from the space of otherness and individual identity, varying among educators and their relationship with the university institution. Access to such data is inherently paradoxical and distant, an oxymoronic and remote phenomenon (Martínez, 2019, 97), yet not impossible to be visualized, understood, and learned through a phenomenological and methodological apparatus.

The notions of identity within an individual are complex and fragmented. However, the subject has an ontological need for social integration as a principle of life (Freud, 2020). Anahuac University Puebla is a higher education institution with a mission to contribute to the comprehensive development of positive action leaders and to promote the development of individuals and society, inspired by the values of Christian humanism. It is important to emphasize that opening to the identity of the other requires deep listening to the nature of those

outside one's subjectivity. Therefore, the act of listening to the other and their identity (Martínez and Ajuria, 2018) should be based on deep ethical and transcendent Christian understanding, as proposed by Anahuac University.

The university was founded in 2003, which means that in 2023, it is celebrating 20 years in Puebla, with nearly 3,000 members of the university community, distributed across 9 areas of knowledge and graduate programs, offering 23 undergraduate degrees, including the School of Communication, which consists of two undergraduate programs: Communication and Entertainment Business Management. The Puebla campus is part of the Anahuac University Network. "As organizations grow larger and more complex, they need increasing technical specialization and more sophisticated control systems (...) to be as effective as possible" (Ferrer, 2014, p.47). This demonstrates that such growth also impacts the technical resources that interact with the human factor, involving issues such as communication, functions, training, commitment, and a sense of belonging, among others.

In 2014, Anahuac University Puebla began to experience growth in both infrastructure and the number of full-time and part-time administrative and teaching staff, which led to an increase in the community over a short period, incorporating new areas. Among the problems identified in the different working teams at Anahuac University Puebla are the following: new members are not recognized among all school members, their functions, collaborative work, lack of communication, and a lack of collaboration in activity design. Through the following text, we will seek to create a proposal for an engagement initiative that integrates all the phenomena surrounding academic, educational, and institutional quality from a transdisciplinary perspective.

II. Development of the proposal

Mexico is a country that today has reached 96% development of SMEs and where the strength of production and service lies in the people who work in them, being one of the actions that should be pursued the most, since they are the ones who at an internal level, they collaborate and contribute through their employment to achieve common objectives. Thinking about the sense of belonging as an automatic and static fact in an organization is a strategic and conceptual error. The integration needs of every organization must be reviewed, modified, improved, and increased, complemented with other actions as often as necessary.

A report prepared by the independent consultancy Gallup worldwide, in 2013, indicates that 63% of people are not motivated or committed when going to their workplace and, however, are not willing to offer an extra for the company, which represents that the staff is not identified or satisfied, and that will have an impact on the service, attention or production of the company. Out of 100%, it was detected that only 13% of employees feel committed to their work activity, which means that this percentage does give them a sense of love and the company's brand. These results indicate that staff are emotionally disconnected from their workplace and, therefore, are no longer productive.

This study, focused on Mexico, indicates that 12% of workers are satisfied with their work; while 60% are disconnected from their activities; and 28% do not feel empathy with their occupation. This study proves that not all employees find true meaning in their position, but rather they work for the salary and/or are just passing through, since if they found a better job offer, they would not hesitate to change. "Asking the employee to "sweat their shirt" for the institution is cynical and unfair when the company has not adopted the appropriate procedures to build an optimal work environment" (Ramos, 2007). This means that the company must evaluate and obtain clear feedback about the way it carries out its actions and how it is impacting its employees.

Another of the inconveniences detected, which are presented through the internal communication media of the Universidad Anáhuac Puebla, is that they are used in isolation, disseminating messages where there are no combined efforts or strategic interlinkage. On many occasions, internal communication strategies are directed by different people who only focus on producing visual material and do not have a contextualization of the desired objective, which is why it is not achieved soon. Another area of opportunity in this educational institution lies in believing that once there is success in achieving some objective, the process can be replicated in other cases, so communication efforts fall into dispersion, decreasing the credibility of the message.

III. The notion of organization from the psychological level

Dr. Mauro Rodríguez Estrada (2012) in his book *Organizational Psychology* mentions that all members of an organization, being part of it, belong to a network of internal relationships, which contributes to human relations, communication and management performance. that occurs among the staff. In his book *Organizational Psychology*, he describes that in every organization there are two elements that are intertwined and at the same time analyzed independently: the human element (ability to understand people) and the technical element

(structure and processes). Psychology plays a predominant role within an organization, since it involves many needs that are generated within and that must be understood and interpreted.

The importance of organizational psychology lies in its ability to address a wide range of fundamental principles that affect the functioning of organizations. These include understanding and improving the communication process, overcoming obstacles that may arise in the interaction between individuals. In addition, organizational psychology is concerned with fostering motivation for both individual work and effective collaboration, reducing destructive or non-productive activities. It also plays a key role in clarifying values, developing self-esteem and selecting appropriate personnel. Through training methods based on the psychology of learning, employee training is strengthened and the integration of work teams is promoted. Organizational psychology is also concerned with developing skills for effective planning, managing leadership and collaboration relationships, managing conflict, and balancing family and professional life. In addition, it considers human needs and their satisfiers, promotes creativity

IV. Types of Engagement

The concept of "engagement" in the university context refers to the extent to which professors and other university employees are committed to their work, the institution, and its mission. Engagement is related to the passion and enthusiasm that professors invest in their work, which, in turn, influences their level of commitment, job satisfaction, and performance.

- Consumer Engagement (Consumer Engagement) - Vivek (2009): The intensity of the consumer's connection and participation with the organization's offerings and/or activities.
- Customer Engagement (Customer Engagement) - Flynn (2012): Customers reciprocate by investing effort to help the service provider succeed by making repeated purchases, rejecting offers from competitors, and recommending the business to others.
- Brand Engagement (Brand Engagement) - Hollebeek (2011): The level of motivational mental state related to a brand and dependent on an individual customer's context, characterized by specific levels of cognitive, emotional, and behavioral activity in direct relationships with a brand.
- Advertising Engagement (Advertising Engagement) - Elliot (2006): It involves connecting a prospect with an extended brand idea within the surrounding context. It is the interaction of a prospect with marketing communication in a way that can predict sales effects.

V. Results

In the research process, it has been decided to conduct a population census of professors at Anáhuac University, Puebla. This census will be carried out probabilistically and applied to the 35 current professors. The choice of a census is due to the small population, which allows for complete information without concerns about estimation errors. The instrument used will include a questionnaire and two in-depth interviews, adopting a mixed approach. To optimize resources and ensure safety during the pandemic, the census will be conducted virtually using a survey system, such as Google Forms. This strategy will streamline the data analysis process, ensuring the interpretation and general conclusions of the studied population.

The study universe includes a total of 487 professors at Anáhuac University, Puebla, of which 49 are full-time professors and 438 are part-time professors. The population is divided into two main areas, the School of Communication and Entertainment Business Management, with different numbers of full-time and part-time professors in each. This study population consists of five full-time professors and 34 part-time professors, totaling 39 individuals, including 14 female professors and 25 male professors.

The census has no margin of error since it will be applied to the entire population, ensuring a confidence level of 100%. For the in-depth interview sampling, a non-probabilistic convenience approach has been chosen, meaning that individuals will be selected based on the researcher's convenience in terms of geographical proximity and availability. In this case, interviews will be conducted with one senior professor and one new hire.

The research instrument consists of three main variables: Identification Program, Job Commitment, and Social Commitment. These variables are assessed using a Likert scale consisting of five response options, where 1 represents "Completely Disagree" and 5 represents "Completely Agree." This scale allows participants to

express their degree of agreement or disagreement with statements related to these variables. The Measurement Scale for Job Commitment includes a total of 6 items with a maximum score of 30 and a minimum score of 6. Similarly, the Measurement Scale for Social Commitment also consists of 6 items with a maximum score of 30 and a minimum score of 6. Lastly, the Measurement Scale for Identification Commitment comprises 8 items with a maximum score of 40 and a minimum score of 8. In total, the questionnaire consists of 20 items with a maximum total score of 100 and a minimum score of 20.

Furthermore, weightings have been established to determine the level of organizational commitment among participants. Three categories of commitment have been defined: deficient, regular, and effective. Deficient organizational commitment is considered within the range of 20 to 46 points in the total score, while regular organizational commitment falls within the range of 47 to 73 points. Effective organizational commitment is achieved when participants score in the range of 74 to 100. These weightings allow for a more detailed classification of commitment levels and provide valuable information about individuals' relationship with their organization, divided into 26-point ranges.

The analyzed population in this study consists of 39 participants. Among the general characteristics of this population, several significant traits were identified. In terms of age, an average of 41.4 years was observed, with the age range spanning from the youngest professor at 31 years to the most senior at 60 years among the 39 surveyed educators. In terms of gender, 25 professors were male, and 14 were female, totaling 39 educators in the School of Communication at Anáhuac University, Puebla. Regarding educational attainment, it was determined that 69% of the participants held a Master's degree, represented by 27 professors; 18% comprises seven educators with a bachelor's degree, while 13% of the total population, five educators, hold a Doctorate degree.

The distribution of professors based on the levels where they teach revealed that 61% of professors teach at the undergraduate level, 8% at the graduate level, and 31% have experience at both educational levels. Furthermore, the diversity of professions among the professors was highlighted, as they often combine their teaching duties with activities related to their academic or professional background. Regarding the institutions where they teach, it was found that out of the total number of professors in the School of Communication, 8% work in public institutions, 79% in private institutions, and 13% work in both. Regarding the years of teaching experience, an average of 12.23 years was obtained among the 39 participants, with the most experienced professor having accumulated three decades of teaching experience and the least experienced one having three years.

The average length of service at Anáhuac University was 6.64 years, with some professors having 19 years of tenure and others only one year in the institution. Concerning the type of employment relationship with Anáhuac University, Puebla, it was observed that professors may be hired under part-time and full-time schemes, with 35 professors working on an hourly basis and 4 on a full-time basis. These general characteristics provide a broad overview of the studied population and offer a solid foundation for the analysis of data related to organizational commitment in the educational context.

VI. Conclusions

In conclusion, the construction of engagement in the teaching context of a university is based on a dynamic interaction between three fundamental pillars. The first pillar focuses on the configuration of work-related aspects, encompassing administrative elements, financial considerations, and professional development opportunities offered to the teacher. A work environment that provides suitable conditions and opportunities for professional growth is essential to cultivate the commitment and loyalty of teaching staff toward the institution.

The second pillar is related to the social development of the professors, emphasizing the importance of their interaction with the university community, including students, fellow teachers, and administrative staff. Positive and collaborative interactions with these groups strengthen the professor's sense of belonging and connection to the university, promoting their commitment and contributing to a harmonious and collaborative work environment. Such collaborative relationships and integrations in public and private education, at both basic and higher levels, have always marked a positive strategy (Martínez et al. 2019).

Lastly, the third pillar in the construction of commitment and organizational loyalty lies in the implementation of programs that foster the professor's identification with the institutional values reflected in the university's mission, vision, and core values. When teachers feel that their own values align with those of the institution, a sense of shared purpose is promoted, leading to a greater dedication to the university's objectives and goals. In

summary, engagement in the teaching context is the result of a careful interaction between work-related, social, and identification aspects related to the mission and values of the university. Fostering this commitment not only benefits teachers and the institution but also contributes to a more productive and enriching academic environments for all members of the university community.

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