Artículos científicos

Estudio socioeducativo de caso mejora del clima laboral en guarderías mediante la comunicación efectiva al utilizar técnicas de programación neurolingüística

Socio-Educational Case Study Improving the Working Environment in Nurseries Through Effective Communication Using Neuro-Linguistic Programming Techniques

Estudo de caso socioeducativo, melhorando o ambiente de trabalho em berçários através de uma comunicação eficaz usando técnicas de programação neurolinguística

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Resumen

La mala comunicación es la causa de la mayoría de los problemas puertas adentro que presentan las organizaciones. Cuando no se resuelven rápidamente pueden crear sentimientos negativos entre compañeros, relaciones débiles entre los líderes y el resto de los empleados, un mal clima laboral y una disminución de la productividad, afectan la continuidad de cada proceso que desarrolla la empresa. Por lo que el objetivo de este trabajo fue mejorar el clima laboral de dos guarderías mediante la comunicación efectiva utilizando técnicas de programación neurolingüística. Para ello se realizó un diseño cuasiexperimental, pre-postest de un solo grupo; es decir, se aplicó una evaluación precisa sobre el clima laboral, se identificaron las áreas de oportunidad, se aplicaron talleres basados en técnicas de programación neurolingüística y finalmente se contrastaron los resultados de antes y después de la intervención. En total, se encuestó a 87 trabajadores con contrato indefinido (44 de una guardería y el resto de la otra). En la evaluación previa correspondiente a la guardería uno, ocho personas de la población señalan que la comunicación es baja (18 %), 24 que es moderada (54 %) y 12 señalan que es óptima (28 %). En la posintervención, 14 participantes comentaron que es moderada (32 %) y 30 que es óptima (68%), con una $p = 0.005$. En tanto que en la guardería dos, en la preintervención ocho de los participantes reportaron que la comunicación en la organización es baja (18 %), 24 moderada (56 %) y 11 óptima (25 %). Mientras que en la evaluación posintervención, dos trabajadores reportaron una comunicación baja (4 %), 12 moderada (28 %) y 29 óptima (68 %) ($p = 0.003$). En cuanto al clima organizacional, en la fase de preintervención se encontró que 28 % señala que es óptimo, mientras que en la postintervención subió a 57 %. En la guardería dos, en la preintervención 57 % del personal señaló que el clima organizacional es moderado y 25 % lo encontró óptimo. En la evaluación posintervención, la calificación de moderada bajó a 39 % y la óptima se incrementó a 61 %. En conclusión, se logró mejorar la comunicación y el clima laboral.

Palabras clave: clima laboral, comunicación, programación neurolingüística, socioeducativo.

Abstract

Poor communication is the cause of most of the internal problems that organizations present. When they are not resolved quickly, they can create negative feelings among colleagues, weak relationships between leaders and other employees, a bad work environment and a decrease in productivity. So, the objective of this work was to improve the working environment of two nurseries through effective communication using neuro-linguistic programming techniques. For this, a quasi-experimental design was performed, pretest-posttest of a single group; in other words, an accurate assessment of the work environment was applied, areas of opportunity were identified, workshops based on neuro-linguistic programming techniques were applied, and finally the results before and after the intervention were compared. In total, 87 workers with an indefinite contract were surveyed (44 from one nursery and the rest from the other). In the previous evaluation corresponding to the first nursery, eight people of the population indicate that communication is low (18%), 24 that it is moderate (54%) and 12 indicate that it is optimal (28%). In the post-intervention, 14 participants commented that it is moderate (32%) and 30 that it is optimal (68%), with a $p = 0.005$. While in the second nursery, in the pre-intervention eight of the participants reported that communication in the organization is low (18%), 24 moderate (56%) and 11 optimal. (25%) While in the post-intervention evaluation, two workers reported low communication (4%), 12 moderate (28%) and 29 optimal (68%) ($p = 0.003$). Regarding the organizational climate, in the pre-intervention phase it was found that 28% indicated that it is optimal, while in the post-intervention it rose to 57%. In the second nursery, 57% of the staff in the pre-intervention indicated that the organizational climate is moderate and 25% found it optimal. In the post-intervention evaluation, the moderate rating dropped to 39% and the optimal rating increased to 61%. In conclusion, it was possible to improve communication and the work environment.

Keywords: work environment, communication, neuro-linguistic programming, socio-educational.

Resumo

A falta de comunicação é a causa da maioria dos problemas internos que as organizações apresentam. Quando não são resolvidos rapidamente, podem criar sentimentos negativos entre colegas, relacionamentos fracos entre líderes e outros funcionários, um ambiente de trabalho ruim e uma diminuição de produtividade afetam a continuidade de cada processo que a empresa desenvolve. Portanto, o objetivo deste trabalho foi melhorar o ambiente de trabalho de dois viveiros através de uma comunicação eficaz, utilizando técnicas de programação neurolinguística. Para isso, foi realizado um desenho quase experimental, pré-pós-teste, de um único grupo; Em outras palavras, aplicou-se uma avaliação precisa do ambiente de trabalho, identificaram-se áreas de oportunidade, aplicaram-se oficinas baseadas em técnicas de programação neurolinguística e, finalmente, compararam-se os resultados antes e depois da intervenção. No total, foram pesquisados 87 trabalhadores com contrato por tempo indeterminado (44 de um berçário e o restante do outro). Na avaliação anterior, correspondente à creche 1, oito pessoas da população indicam que a comunicação é baixa (18%), 24 que é moderada (54%) e 12 indicam que é ótima (28%). No pós-intervenção, 14 participantes comentaram que é moderado (32%) e 30 que é ótimo (68%), com p = 0,005. Enquanto no jardim de infância dois, na pré-intervenção, oito dos participantes relataram que a comunicação na organização é baixa (18%), 24 moderada (56%) e 11 ótima (25%). Enquanto na avaliação pós-intervenção, dois trabalhadores relataram baixa comunicação (4%), 12 moderada (28%) e 29 ótima (68%) (p = 0,003). Em relação ao clima organizacional, na fase pré-intervenção, verificou-se que 28% indicaram que é ótimo, enquanto na pós-intervenção subiu para 57%. Na escola maternal dois, 57% da equipe na pré-intervenção indicou que o clima organizacional é moderado e 25% o consideraram ideal. Na avaliação pós-intervenção, a classificação moderada caiu para 39% e a classificação ideal aumentou para 61%. Em conclusão, foi possível melhorar a comunicação e o ambiente de trabalho.

Palavras-chave: ambiente de trabalho, comunicação, programação neurolinguística, socioeducativa.

Introduction

Organizational climate is defined as the set of characteristics that distinguish one organization from another. These are features that describe a company and that influence the behavior of the people who work in it (García-Solarte, 2009). "The organizational climate includes the subjective, perceived effects of the formal system: structure, individual responsibility, remuneration, challenge, social relations, cooperation, standards, conflicts and identification with the organization" (Sampieri et al, 2014, p. 50). Other important factors are the attitudes, beliefs, values and motivation of people who work in an organization (García-Solarte, 2009, p. 46).

In an investigation on the subject in question, Tapia and Ventura (2015) found that 73.68% of the collaborators who made up their sample did not implement effective communication and 26.32% were unaware of this type of communication. "This is affecting interpersonal relationships, causing harm to their peers; in addition, the company, not realizing these errors, has caused the performance to be notably low "(Tapia and Ventura, 2015, p. 6).

In this sense, if the organization does not transmit the actual situation to its members, then it is impossible to expect that the staff will feed back to the organization about the current situation, that is where the image of "everything is fine" is created and where It shows that nobody wants to do anything to improve, because everything is definitely going well, which generates resentments and frustrations. Work experience in organizations points to the importance of effective communication. "We all communicate at work. Regardless of what our field of action is or how much we know about it, specialized knowledge is not enough to guarantee success; communication skills are also relevant "(Adler, 2005, quoted in Avendaño, 2014, p. 4). And Avendaño (2014) adds that human capital, that is, the people who make up an organization, is decisive for its success, since it is he who possesses the skills, competencies and knowledge to achieve the objectives. "The good organization and administration of this human capital depends in turn on the management of effective communication" (Adler, 2005, p. 6).

State of knowledge

The three pillars that make up this research are neurolinguistic programming, communication and the work environment. O´Connor and Seymour (1999) define neurolinguistic programming as "the art and science of excellence and derives from the study of how the best people in different fields obtain outstanding results. These communication skills can be learned by anyone to improve their personal and professional efficiency "(p. 21).

The study of the work environment and effective communication are relevant topics for any organization, since it will allow to know the perception that workers, bosses and managers have regarding their work environment and according to their own development in the company. Therefore, the study of these variables is necessary, and since they have been little studied, therefore, this research will serve as an antecedent for future work and professionals interested in these topics (Tapia and Ventura, 2015). The communication process is the one that unites the organization with its environment, as well as with its parts. As mentioned by Ansede (2010), approximately 80% of the time managers in organizations dedicate it to solving issues in which communication has a decisive impact, which underscores the importance of this process. Furthermore, considering that the individual who is able to communicate with others clearly and concisely is the one who will achieve their goals, the organizations that find a way to transmit the information and aspects of the culture they wish to have will be those that will achieve their goals. , as pointed out by Naranjo (2008).

Likewise, the proper handling of communication techniques for neurolinguistic programming would give the staff and leaders of the organization the tools to improve the quality of the work environment; It would foster a cooperative attitude among the staff, and would awaken a positive attitude towards their work and the organization, with all of which would help the growth and solidification of the company.

Study object

The object of study is to improve the working environment in two kindergartens through affective communication, using neurolinguistic programming techniques.

Objectives

- Analyze the work environment in two nurseries through affective communication, using neurolinguistic programming techniques.
- Prepare a statistical analysis between the variables education, occupation, marital status and the total scores of the work climate.

Hypothesis

Through affective communication and using neurolinguistic programming techniques, there will be an improvement in the working environment in two kindergartens.

Research question

What is improved in the work environment of two nurseries through affective communication and using neurolinguistic programming techniques?

Methodology

In this investigation, a group underwent an initial diagnosis to assess the working environment of the nursery staff; then the intervention was carried out, which consisted of the instruction of neurolinguistic programming techniques to apply in organizations through effective communication, and finally a post-treatment diagnosis was made. So it was a quasi-experimental design without a control group.

Population selection

The total of 85 workers employed in different positions in two branch day-care centers was taken.

As part of the inclusion criteria, the workers carried out an initial and final evaluation; Those who were recently admitted were excluded, and personnel who were on vacation or

were separated from the institution, or who did not complete the entire process were discarded during the analysis.

The tools for collecting information were as follows:

1) Free and informed consent letter: here the objective of the investigation is explained and that their participation consisted in answering the questionnaire, which was completely anonymous and confidential and whose data would only be used for the purposes of this investigation.

2) In the pre-intervention stage, the first evaluation of the work environment was carried out on daycare staff to look for areas of opportunity.

The Likert scale was an express design for this investigation made up of 56 items, seven areas that make up the work environment, which can be influenced through effective communication. Eight items were designed for each area to be evaluated, having several response options: the worker was asked to choose the option that most closely matches the reality they live.

To ensure the validity of the work climate questionnaire, the judge criteria validation technique was used. Therefore, a preliminary Likert scale was submitted to the opinion of five professionals dedicated to the labor area and with experience in the subject of scale development. The procedure consisted of an analysis of the content of the items in order to appreciate the degree of representativeness with respect to the universe and the content of which it is part. Logical validation was performed based on the assumptions that guided the choice of items; The guiding question for this type of validation was: Does this item evaluate the proposed property or not? In the event that it was negative, it was changed until the scale was accepted in its entirety by each judge. To ensure the internal consistency of the work climate questionnaire, Cronbach's alpha calculation was used, which "allows us to estimate the reliability of a measurement instrument through a set of items that are expected to measure the same construct or a single one theoretical dimension of a latent construct "(Frías, 2006, p. 3). The result obtained here was 0.947, which means that said instrument had internal consistency, according to Frías (2006). The scale was composed of 56 items distributed in seven subscales (see table 1).

Tabla 1. Encuesta del clima laboral

Comunicación
La información que recibo sobre mi trabajo es:
Cuando me dan una instrucción sé perfectamente lo que debo de hacer.
Me siento libre de expresar mis comentarios o sugerencias relacionadas con mi trabajo.
Los tableros o pizarrones de comunicación transmiten información clara e importante
Me puedo comunicar abiertamente con el personal de la institución.
En la institución existe comunicación entre los diferentes niveles.
Se me mantiene informado(a) acerca de la dirección de la compañía en general (objetivos, estrategias, desempeño, competidores, etc).
Solución de problemas y conflictos
En la institución los problemas se informan.
El personal de la institución trata de resolver los problemas con las personas involucradas.
La información circula por las vías formales más que por chismes.
El personal trata de negar los conflictos en lugar de resolverlos.
El personal trabaja en la solución de problemas.
Conozco perfectamente cuando los objetivos y metas relacionados con mi trabajo y mi departamento no se alcanzan.
Existe justicia y equidad en la solución de problemas y conflictos.
Las ideas que proporciono para mejorar el trabajo son tomadas en cuenta.
Liderazgo y autoridad
Siento que tengo una buena relación con mi jefe.
Puedo intercambiar ideas sobre diferentes aspectos de mi trabajo con mi jefe.
El ambiente de trabajo que propicia mi jefe es:
a) Muy bueno   *b)* Bueno   *c)* Malo   *d)* Pésimo
Mi jefe está dispuesto a ayudarme:
Mi jefe inmediato me da retroalimentación que me ayuda a mejorar mi desempeño.
Mi jefe se asegura que yo comprenda los procesos y herramientas de administración de gente incluyendo nuestras respectivas responsabilidades dentro de cada proceso.

Tengo la oportunidad de discutir con mi jefe mis intereses de trabajo y metas en mi carrera de manera franca.

El diálogo es el medio más importante de que disponen nuestros directivos para conseguir el involucramiento de todos los empleados

Cooperación y competencia intergrupal

Las relaciones de trabajo entre mis compañeros de área son:

Me siento comprometido con mis compañeros de trabajo por lo que colaboro con ellos.

En mi área trabajamos en conjunto para lograr las metas.

Las relaciones de trabajo del personal de mi área con otras son:

a) Muy buenas   *b)* Buenas   *c)* Malas   *d)* Pésimas

Se siente un ambiente de trabajo cordial y cooperativo en la institución.

Las políticas de la empresa permiten que los empleados nos ayudemos mutuamente.

Dentro de mi área todos ven solo por su propio beneficio sin pensar en los demás.

Se coordinan las iniciativas de tal manera que toda el área se trabaje conjuntamente en la misma dirección.

Trabajo en equipo

Mis ideas y opiniones son valoradas y respetadas por los demás.

En mi área sabemos que los méritos del equipo son más importantes que los méritos individuales.

En mi área se valoran, agradecen y distinguen las aportaciones de los equipos y compañeros que contribuyan positivamente a los logros de la organización.

En mi departamento aprendemos de todas las experiencias sin importar si son buenas o malas.

Nos animamos unos a otros con mayor frecuencia de lo que nos criticamos.

Entre los compañeros de trabajo, nuestra comunicación se basa en la confianza, la sinceridad y el respeto mutuo.

En nuestra compañía impera una cultura de trabajo en equipo.

Aquí hay un sentido de "familia" o equipo.

Actitud hacia el trabajo

Por la mañana, me levanto con mucho ánimo para iniciar mis labores de trabajo.

Mi trabajo es monótono y aburrido.

El ambiente de trabajo es pesado y frustrante.
La institución se preocupa por el respeto de la calidad de vida de sus empleados.
En general, estoy satisfecho(a) con mi institución como lugar para trabajar.
Deseo trabajar aquí por un largo tiempo.
Este es un lugar amigable para trabajar.
Estoy orgulloso de decirles a otros que trabajo aquí.
Herramientas personales de comunicación
Escucho atentamente cuando los demás hablan.
Trato de ponerme en el lugar de los otros para entenderlos.
Cuando tengo dudas, pregunto a la persona indicada.
Cuando tengo una inquietud, la comunico.
Verifico que la información que doy sea recibida de manera adecuada.
Creo que las personas son abiertas y sinceras.
Me doy cuenta cuando una persona tiene cambios de ánimo al verle sin necesidad que me platique cómo está.
Cuando hablo por teléfono identifico el estado de ánimo de mi interlocutor.

Fuente: Elaboración propia

For the evaluation of the items, a numerical value was assigned to each of the questionnaire responses. The sum was made for each area addressed and the responses were grouped into three for analysis: low, moderate, optimal.

Workshops

The content of the workshops was grouped into four modules. Four workshops of two and a half hours each were designed; in total 10 hours. One was applied every week for a month, this to facilitate the assimilation of the information by the participants.

The topics covered were: perceptual positions, beliefs, empathic or non-violent communication, negotiation techniques.

Perceptual positions

Perceptual positions are the approaches that could be assumed within some techniques that were used.

The first position or I is when you are inside the person, when you see things from your own particular point of view, when you perceive the facts through your own senses.

The second position or the other is when, through imagery, the role of the other is assumed. It is an imaginary attempt to enter someone else's body, their thoughts, their emotions, trying to understand the positive intention of the other, to know the possible reason for their reactions, in order to establish an empathetic relationship with that other person.

Third or out position is when you are in an out of fact position, such as watching bulls from the sidelines. In this position, one can also assume the perspective of someone who considers himself an expert in solving a situation, a mentor, someone who can provide help and advice.

In the fourth or spiritual position, the role of who else is assumed, from a systemic position: the other parts that are being affected by the decisions that are made. This is a transcendental position (Dilts, 2013).

Going through each of these positions, the person has more resources to have a much broader perspective of things and is not only submerged in their points of view and, therefore, has more elements to be able to make better decisions (Bandler, 2006), (Watzlawick, 1979), (Watzlawick et al. 1991).

Beliefs

Another way of thinking about behavior is that it is organized around more lasting aspects called beliefs. You might think that all behavior is mobilized by beliefs. "When you truly believe something, you will behave in a manner consistent with that belief" (Dilts et al. 1995, p. 11).

Beliefs are a very powerful force within behavior. Dilts, Hallbom and Smith (1995) give several examples where they demonstrate that if someone really believes that they can do something, they will do it, and if they think that it is impossible to do it, they will not do it. Beliefs about oneself and about what is possible in the world have an effect on daily effectiveness. Beliefs are the filters or lenses that people use to see the worldview: those events that are consistent with the belief system are perceived, omitting everything that does not tie with it. Proper language management allows impacting on the belief system; Proper

language management will help achieve this goal. Language guidelines indicate people's beliefs. For example: those known as modal operators and nominalizations: the person will talk about what they can or cannot do, or should or should not do; Another example is what is known as the cause-effect phenomenon (Dilts et al. 2013).

"When you change your beliefs about your identity, you somehow become a different person" (Dilts, 2013, p. 15). So it is necessary to move individuals to a different place than they already know in order to generate different results. If what the person is doing is not giving her the results she expects, she should start doing different things. In communication it is said that the brain is a cybernetic mechanism, since it is asserted that when the person is clear about the objective, her brain will organize the unconscious behavior so that she can achieve it; reason why the person will begin to carry out actions and behaviors that bring her closer to her objective with the belief that this is what she should be (Dilts, 2004). These are the techniques and concepts that are applied in this work to achieve efficient communication within the organizational environment to improve the work environment.

Empathic or nonviolent communication

Although it is not properly part of neurolinguistic programming, empathic or non-violent communication proposed by Rosenberg (2006) is a model that helps improve communication with others through four steps, namely:

a) Observation of the facts.

b) Recognition of the feelings of the people involved.

c) Recognition of the needs of the people involved.

d) The specific request that you want to make to the other (Rosenberg, 2006, p. 30).

Negotiation techniques

When you are in an interpersonal relationship, in many occasions you have to establish a negotiation, examples can be: from choosing the movie you will see together to negotiating the annual salary increase. Everyone is interested in having useful elements to use in negotiations and thus try to ensure a successful deal.

Negotiations seek for people to have a win-win, that is, that the negotiation is closed until those involved agree to the negotiation (Mohl, 2004). Using empathy, perceptual

positions and knowing the other's goal-objective, you can count on more tools to achieve successful negotiations (O'Connor and Seymour, 1999), (Bateson, 1998), (Brunet, 2002).

Ethical considerations

The declaration of Helsinki was followed in a risk-free investigation, since the anonymity of the participants was maintained at all times, the data obtained is for research purposes only (World Medical Assembly, 2013).

For the statistical treatment, a descriptive analysis was performed and the continuous variables complied with the normality parameters. Subsequently, an analysis was carried out between the variables Education, Occupation, Marital status and the total scores of the work climate, people (n) and percentages (%) are reported. Finally, the results of the working climate at the beginning and end of the program were compared through the Kruskal Wallis and the Mann-Whitney u tests, and the Wilcoxon sign rank test for related samples, to establish if there are differences between observations and organizations with a $p < 0.05$ by using the R Commander program.

Results

As can be seen in Table 2, 87 people collaborated for this study: 44 from nursery one and 43 from nursery two. Regarding gender, 98.8% (84) were women; there was only one man. The people who held the position of educational assistant are the main focus of the organization, because the care of minors falls on them. The ages of the employees range from 19 to 49 years; The population mean is 27.3 years. In this data, three people omitted their age.

With regard to the Communication subscale in daycare one, in the previous evaluation eight (18%) people in the population indicated that communication was low, 24 (54%) moderate and 12 (28%) indicated that it was optimal. In the post-intervention, 14 participants opted for the moderate option (32%) and 30 for the optimal option (68%) with one ($p = 0.005$); here there were no records of cancellation.

While in kindergarten two, in the pre-intervention eight of the participants reported that communication in the organization is low (18%), 24 moderate (56%) and 11 optimal (25%).

While in the post-intervention evaluation, two workers reported low communication (4%), 12 moderate (28%) and 20 optimal (68%) (p = 0.003).

In the problem-solving area, according to the data obtained in the pre-intervention evaluation of nursery school one, 16 participants reported that there is a low level (36%), 24 moderate (54%) and 12 optimal (28%); in the post-intervention, five of the workers reported perceiving a low level 5 (11%), 24 moderate (54%) and 16 optimal (36%). In kindergarten two, meanwhile, there is also an improvement in the percentage of people who perceive this area as optimal: it went from 6 (14%) to 17 (40%).

On the subject of leadership, the participating population of nursery school one perceives it as low in 32% (14 workers), as moderate in 48% (21 workers) and as optimal in 20% (nine participants). And in the post-intervention it was registered as low with only 4% (two workers), moderate with 28% (12 participants) and optimal with 68% (30 workers) (p = 0.017).

While in daycare two, in the pre-intervention 15 workers reported that the leadership of this branch is low (35%), 14 moderate (32%) and 14 optimal (32%). In the post-intervention, five commented that it is low (11%), 19 moderate (44%) and 19 optimal (44%) (p = 0.03).

Regarding intergroup cooperation and competence, in nursery two, in the pre-intervention evaluation, it is observed that only five members (11%) of the staff consider it optimal; in the post-intervention evaluation this rating was chosen by 23 participants (54%) (p = 0.03). The next area evaluated was teamwork, in the nursery one in the pre-intervention evaluation was considered low with 32%, moderate with 48% and optimal with 20%.

In this area, that of teamwork, there are also changes in the opinion of daycare staff two. Those who considered it optimal in the pre-intervention were only 11 members (25%), while after the workshops 18 participants opted for the highest score (42%).

Regarding the attitude towards work, in the nursery one 14 participants considered it low (32%), 21 moderate (48%) and 9 optimal (20%). While in the post-intervention evaluation, six workers opted for the low option (14%), nine for the moderate option (21%) and 29 for the optimal option (66%). Regarding personal communication tools, in the pre-intervention 18 staff members (42%) of the kindergarten two perceive that they have tools of this type; for the post-intervention they were 35 (81%) (p = 0.254). Regarding the qualification of the work climate, in nursery school one, 20 considered it low (46%), 17 moderate (38%) and seven optimal (16%). While in the post-intervention, seven opted for

low (16%), 23 for moderate (52%) and 14 for optimal (32%) (p = 0.05). In this same category, the results of daycare two were as follows: eight low (18%), 24 moderate (56%) and 11 optimal (25%). And in the post-intervention, 17 opted for moderate (39%) and 26 for optimal (60%) (p = 0.05). There are no statistical differences between daycare one and two

Tabla 2. Análisis comparativo de dos guarderías

	Guardería 1 *n* (%)		Guardería 2 *n* (%)	
Sexo biológico				
Mujer	44 (100)		42 (97)	
Hombre			1 (2)	
Escolaridad				
Primaria	5 (11)		5 (12)	
Secundaria	8 (18)		7 (16)	
Preparatoria	27 (61)		27 (63)	
Universitaria	4 (9)		4 (9)	
Puestos				
Intendencia	5 (11)		5 (11)	
Vigilancia	1 (2)		1 (2)	
Asistente educativo	28 (64)		28 (65)	
Personal de cocina	6 (13)		5 (11)	
Coordinador de fomento a la salud	1 (2)		1 (2)	
Coordinador de pedagogía	1 (2)		1 (2)	
Dirección	1 (2)		1 (2)	
Escala	**Pre**	**Post**	**Pre**	**Post**
Comunicación				
Baja	8 (18)	0	8 (18)	2 (4)
Moderada	24 (54)	14(32)*	24 (56)	12(28)
óptima	12(28)	30(68)	11(25)	29 (68)

Solución de problemas				
Baja	16 (36)	5(11)	18 (42)	6 (14)
Moderada	23 (52)	24 (54)	19 (44)	20(46)
óptimo	5(11)	16(36)	6 (14)	17 (40)
Liderazgo y autoridad				
Bajo	14(32)	2(4)	15 (35)	5 (11)
Moderada	21(48)	12(28)	14 (32)	19(44)
Óptimo	9(20)	30(68)	14(32)	19 (44)
Cooperación y competencia intergrupal				
Bajo	5 (11)	2(4)	9(21)	0 (0)
Moderado	28(64)	24(54)	29 (67)	20(46)
Óptimo	11(25)	19(43)	5 (11)	23(54) *
Trabajo en equipo				
Bajo	14(32)	6(14)	20 (46)	7 (16)
Moderado	21(48)	19(43)	12(27)	18(42)
Óptimo	9 (20)	19(43)*	11(25)	18(42)
Actitud hacia el trabajo				
Bajo	14 (32)	6 (14)	12(27)	2 (4)
Moderado	21(48)	9 (21)	18 (42)	21(49)
Óptimo	9(20)	29 (66)	13(30)	20(46)
Herramientas personales de comunicación				
Bajo	22 (51)	10 (23)	12(27)	0(0)
Moderado	14 (32)	14 (32)	13(30)	8(18)
Óptimo	7 (16)	20 (45)	18(42)	35(81)*
Clima laboral				
Bajo	20 (46)	7 (16)	8(18)	0 (0)
Moderado	17 (38)	23 (52)	24(56)	17(39)
Óptimo	7 (16)	14 (32)*	11(25)	26(60)*

*$p = 0.05$ prueba de signos de Wilcoxon para pruebas relacionadas.

Fuente: Elaboración propia

Discussion

The assumption was made that the perception of the work environment of the nursery staff would improve when communication was more effective.

Following the results found in daycare one, in the pre-intervention evaluation it was found that 16% indicated that the organizational climate is optimal, while in the post-intervention the population that perceived that the organizational climate is at this level rose to 32%.

In nursery school two, in the pre-intervention evaluation it was found that 18% of the staff indicated that the organizational climate is optimal. In the post-intervention evaluation, the optimum score was increased to 60%.

The results agree with what was reported in the research by Tapia and Ventura, (2015): by improving communication, the organizational climate improves. Of the techniques addressed, some were based on the basic assumptions of communication and the axioms of Watzlawick et al. (1996), such as:

- The impossibility of not communicating.
- All communication has a content level and a relationship level.
- The nature of a relationship depends on the communication sequence score between the callers.
- Human communication involves two modalities: digital and analog.
- Communication exchanges tend to equalize their reciprocal behavior, they can be both symmetrical and complementary.

From the axioms, practical exercises were carried out where the participants could appreciate these axioms in practice and benefit from these tools by understanding that they should be more aware of the messages they send and how they send them; In addition to the axioms, the work was annexed with the following budgets:

- People respond to the map of their reality, not to reality itself.
- Every mind map is valuable.

Likewise, the axioms served to make participants aware of the elements of communication; an attempt was made to hold them responsible for the messages they emit.

The work of Watzlawick (1980) is one of the pillars in the area of communication that gives strength to the psychological approach to neurolinguistic programming with its postulates.

In relation to the concept of calibration outlined here, it is important to emphasize that people do it empirically and often on an unconscious level; however, it is much more important that this activity can be carried out consciously and adequately so as not to fall into false interpretations in verbal or non-verbal language, this was something that was emphasized in the workshops. Representational systems are a technique that facilitates the understanding of the different ways of interacting with the world, but it should not be taken as a way of limiting others. It was found that one of the elements that facilitate communication problems is the bad habit of not listening or not paying attention to the other. It is necessary to give yourself the time and the task of having an active listening: if you only kept quiet, listened and tried to fill in the gaps in communication (the information was specified), communication problems would drop dramatically.

One of the errors of communication, according to Satir (1991), is the reading of thought; If it were learned that what is perceived is not reality, just a simple map, more importance would be given to the need for feedback, and also to how to effectively execute it to avoid hurting susceptibilities. Letting the other know what is thought and wanted, if it is clear in what is said and the other is made known what is understood, would avoid in good proportion the misunderstandings.

Beliefs are an essential part of life. There are limiting beliefs and beliefs that could be called empowering. Limiting beliefs tend to enclose fear, impossibility, and taking into account that, according to Dilts et al. (1995), the mind does not distinguish between fiction and reality, people are harmed by living in inappropriate settings that they have only in their minds. Previously, it had been said that within an efficient communication process, the transmission of information has the desired effect on the receiver and that confusion is the consequence of faulty communication, where the receiver is left in a state of misunderstanding; During the planning of the workshop, with the programming of the tools that would be taught to the nursery staff, it was sought that, at the end of it, they could have a well-achieved communication process, and progress was made in this goal. Now it is in the hands of each one of the participating people to take responsibility for their communication process and do what is in their hands to improve it.

Information about effective communication is the result of a common understanding between the consumer and the receiver (Gibson et al. 2006). And given that for the correct transmission of information several aspects are required, according to Rosenberg (2006), some of them such as verbal communication, non-verbal communication and paralinguistic

communication, and above all that there is congruence between them, it is It is important to help people to be more aware of these elements of communication and to have a good command of their communication. When speaking of the concept of fidelity, one can speak of the congruence between the elements of communication, it is the elimination of the components of noise.

In this sense, it is said that the work climate is what describes an organization, distinguishes it from another, and that it influences the behavior of the people who form it, so, increasing the degree of improvement in the perception of the work climate , possibly will cause changes in the behaviors of the personnel who work in the nurseries. It is stated that the organizational climate is the opinion that the employee forms of the organization, so, once again, by helping the staff to change their beliefs about the aspects that make up the work environment, they can improve their opinion of the organization. As the results obtained in both kindergartens show, with the workshops the degree to which people distinguished the work environment perceived as optimal increased.

According to García-Solarte (2009), the organizational climate includes the subjective, perceived effects of the formal system, which is why, from this perspective, it is feasible to modify the working climate with neurolinguistic programming techniques, however, it is important to remember that there are limitations in other aspects that make up the work environment that will impact their quality, such as working conditions and wages, the recent crisis caused by the coronavirus that the world is facing and that has changed working conditions.

Conclusions

Effective communication using neurolinguistic programming techniques can improve the work environment. It is a fast and effective psychological model to achieve changes in human capital. A climate of listening and real communication lead to the solution of problems and with it the organizational climate is improved.

Non-violent communication, although it is not properly part of neurolinguistic programming, is a model that helps to achieve effective communication, since it facilitates the analysis of verbal language, emotions and feelings, where it is also possible to include the technique of perceptual positions and thus be able to interact with the interlocutor in a more efficient way.

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