



**High-Performance Teams and Job Involvement: Exploring the Linkage to Augment Quality in Indian Education and Research**

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## High-Performance Teams and Job Involvement: Exploring the Linkage to Augment Quality in Indian Education and Research

### Abstract

#### **Purpose:**

Indian higher education is arguably 'in the doldrums'. Conformity to minimum standards and requirements combined with ever-eroding quality is the serious threats. Many researchers have suggested adopting a functional approach in universities and developing greater autonomy and accountability to improve the situation. The present paper deliberates on the introduction of an integrated way of making teachers more involved in their profession with the intention of enhancing the quality of education and research.

#### **Design/methodology/approach:**

The paper's argument conceptualizes the possibilities of Indian higher education system benchmarking the concept of high-performance teams as practiced in the industry.

#### **Findings:**

Taking the support from the extant literature, it is proposed that working in high-performance teams have the potential to elevate the involvement level of the faculty. Furthermore, it is suggested that through the implementation of high-performance teams in educational settings, teachers would also be able to develop their competencies in relation to research activities.

#### **Originality/value:**

The model presented in the study has the potential to be empirically tested for its validity and reliability, which opens vistas for future research.

#### **Keywords:**

Benchmarking, Higher Education, Job Involvement Level, High-Performance Teams, Quality

**Article Classification:** Conceptual Paper

## High-Performance Teams and Job Involvement: Exploring the Linkage to Augment Quality in Indian Education and Research

Over 750 Universities and more than 40000 colleges with around 28 million students and around 1.5 million teachers make India the third largest system of Higher Education (HE) in the world. The demand for HE is growing at the rate of 20 percent per annum in India (Gupta, 2008). The world's attention is on India as a global hub for international education, especially in the light of its large youth population. Thus, India has the possibility of attracting students to its universities but only if it is able to demonstrate a quality education system. Equally, India may wish to build international linkages and partnerships through the guarantee of quality education. From both perspectives, the essence is grounded in the term "quality education". However, this is particularly jeopardized by the present weaknesses in terms of quality in the Indian education system. India does, of course, have its own mechanism and apex bodies to check and evaluate the quality in education; however, so far these bodies have not been able to carry out their role in a comprehensive manner. India's quality assurance systems are still undergoing reforms and there exists incoherence in policy formulation and implementation (Parashar & Parashar, 2012), which has always invited questions and doubts from the stakeholders. Literature suggests that these systems work on a fault-finding approach rather than a suggestive or a consultative approach. Since assessment tends to be only on an annual basis, the results of the assessment can sometimes be very different from the reality. Institutions undergoing the assessment, prepare well in advance for the inspection visit and manipulations can be a common phenomenon. Once the ratings are declared, many institutions return to their regular routine behaviour.

**The UNESCO definition of quality in HE describes it as a multi-dimensional, multi-level, and a dynamic concept (Vlăsceanu, Grünberg, & Parlea, 2004). This definition talks about the standards and the outcomes and hence, in general, the emphasis is on the measures of quality. However, measures alone can not bring the quality and hence what is required are the drivers of quality education and research. One such driver which has been consistently identified in the education literature is the teacher/faculty. There is a plethora of research identifying varied aspects related to the teacher that impacts the quality of education and research i.e. qualification, competence, commitment, and involvement etc. The study focuses on the involvement level of**

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3 **teachers in their profession as one of the key drivers of quality in the Indian HE system.**  
4 **It attempts to explore if the concept of high-performance teams (HPTs) as practiced in**  
5 **the industry, be implemented in HE sector using the benchmarking tools and techniques**  
6 **to increase the involvement levels of teachers.**  
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### 10 **Benchmarking as a Tool**

11 In the contemporary era, benchmarking techniques are commonly used as a tool for  
12 development in various fields (Sweet et al., 2007). They are now widely accepted and used  
13 for quality improvement in both manufacturing as well as service industries, including  
14 education sector, however, with varying style and intensity. The term 'benchmarking' as  
15 described by Bendell (1993) is "the process of identifying and learning from best practices  
16 anywhere in the world in the quest for continuous improvement." Daniels (1996) refers  
17 benchmarking as the process of comparing one's own organization with its peers worldwide,  
18 to identify and learn from best practice. It is thus characterized as a drive for 'excellence,  
19 involving a continuous quest for improvement. Benchmarking, initially coined by Rank  
20 Xerox to describe a process of self-evaluation and self-improvement through the systematic  
21 and collaborative comparison of practice and performance with competitors in order to  
22 identify own strengths and weaknesses, and learn how to adapt and improve as conditions  
23 change (Camp, 1989), was first noted in United Kingdom HE in 1957 (Jackson, 2001), with  
24 reference to standards of students. However, since that time it has been applied in a number  
25 of ways to various organizational processes and mechanisms.  
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37 Benchmarking activities are classified into various types according to the nature of the  
38 processes such as, for example, implicit or explicit, individual or collaborative, internal or  
39 external, vertical or horizontal and metric or bureaucratic (Jackson, 1998). A benchmarking  
40 exercise might rely exclusively on one particular approach or it might utilize a combination  
41 of approaches. The literature is full of traditional and generic benchmarking (Moreland *et al.*,  
42 2000) techniques through which the processes are improved either with partnerships or the  
43 reference points of similar kind and nature. A different approach was offered in the early  
44 stages of benchmarking by the chairman of the Confederation of British Industry  
45 Benchmarking Initiative (Survey of Benchmarking in the UK: Executive Summary, 1993)  
46 who argued that "Benchmarking denotes an attitude of mind that is intellectually curious,  
47 penetrating, objective, and impatient for improvement." When benchmarking itself refers to  
48 an intellectually curious and penetrating attitude of mind, then this provides scope for the  
49 techniques followed therein to be employed creatively. However, generally, the  
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3 benchmarking is done against the comparable process in any other organization where the  
4 process is being carried successfully. The analysts of the organization study and analyze their  
5 own process in the light of the benchmarked process and try to locate the lacunae and  
6 overcome them by learning from the benchmarked process. In the education sector,  
7 benchmarking is by and large applied to develop the academic and administrative processes  
8 such as course design, curriculum development, admission process, fee structures, etc., but so  
9 far that is also in the traditional approach – course design is benchmarked against the other  
10 institutional course design, curriculum is matched with the other best curriculum and  
11 admission process is benchmarked against another sound admission process and so on.  
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18 Moreover, not much literature is available in the Indian context in relation to benchmarking  
19 and especially in relation to HE. The Indian HE system is constituted mostly of the affiliated  
20 colleges and some universities and not the islands of vaunted quality education (Indian  
21 Institutes of Management (IIMs), Indian Institutes of Technology (IITs) and National  
22 Institutes of Technology (NITs) or other University departments. It is particularly in the  
23 college sector where there is a pressing need to increase the quality of education. The college  
24 sector takes few measures to apply any benchmarking techniques to improve upon various  
25 processes. However, the question is, even if they apply the techniques whether it will  
26 improve the quality of education? Improving the systemic processes and improving the  
27 curriculum in HE settings will not improve the quality until, or unless, there is an  
28 improvement in the education delivery which in turns depends on the teacher. The ultimate  
29 responsibility of "quality" in the education sector rests with the teacher who has to be  
30 supported by other management functions with proper resources.  
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### 40 **High-Performance Teams (HPTs)**

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42 A plethora of research (Hackman, 2004; Manfred, 1999; Katzenbach et al., 1993) and  
43 practices have proved that the teams if properly supported to become HPTs, can achieve far  
44 better results. Thompson *et al.* (1998) argued that HPTs can lead to higher productivity,  
45 better quality, and a close focus by workers on what organizations really are supposed to  
46 be doing. Even an average team achieves 63% of the objectives of their strategic plans (Michael,  
47 2005) however HPT groups are capable of far exceeding this. Salas et al. (2004) define team  
48 as “a distinguishable set of two or more people who are assigned specific roles or functions to  
49 perform dynamically, interdependently, and adaptively toward a common and valued  
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3 goal/object/mission, who have each been assigned specific roles or functions to perform, and  
4 who have a limited lifespan of membership.”  
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7 HPTs or High-Performance Work Teams (HPWTs) are the evolved concepts of ‘teams’  
8 which businesses are successfully using to make their management and staff more productive  
9 and their companies more profitable. Fisher (1993) and Orsburn *et al.* (1990) affirmed that  
10 teamwork systems essentially have dominant characteristics of increased autonomy, transfer  
11 of skills and responsibilities and opportunity to rotate through the jobs. Rickards and Moger  
12 (1999) define seven factors to distinguish HPTs which are a strong platform for  
13 understanding, shared vision, creative climate, ownership of ideas, resilience to setbacks,  
14 network activators and learn from experience. Further, Katzenbach and Smith (1993) argue  
15 that it is a strong sense of personal commitment, which distinguishes HPTs from other teams.  
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19 **This way HPTs resembles communities of practice as both runs on shared passion,**  
20 **which** would link to their corresponding high level of involvement (Castka et al., 2001).  
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23 **Warrick (2016) suggests teamwork to be of high priority and that leaders in**  
24 **organizations of all types and sizes from private, public, nonprofit, athletic, military and**  
25 **other sectors should develop high-performance teams.** Moreover, business consultants  
26 have advocated the use of teams in educational settings (Colbeck, 2000). Consequently, the  
27 application of teams in an educational setting is inevitable in the form of self-managed teams  
28 (Varney, 1994) working as HPTs. **The functional approach of HPTs in HE setting would**

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30 **be to leverage on collaboration, shared resources and increased knowledge and**  
31 **expertise, which is expected to deliver high-quality teaching and research outcomes.**  
32 **Course and curriculum development, co-teaching, co-authorship on research and**

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34 **consultancy projects are some of the ways in which the concept of HPTs can be**  
35 **implemented. HPTs contribute to the learning within the team as well as across the**  
36 **teams through multiple memberships and therefore contributes to organizational**

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38 **learning. Also, the clarity of goals and shared vision and active participation and**  
39 **contributions increases the engagement levels.** Therefore, the study aims at exploring the  
40 ways in which the fruits of teamwork can be extracted in the most effective manners in  
41 educational settings.

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### 50 51 **Job Involvement Level**

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54 HPTs are intrinsically connected to job involvement levels. Job involvement levels may be  
55 taken as the extent or the degree of intensity to which an individual feels enthusiastically  
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3 involved, attached and to his/her job. It is the degree to which one is cognitively preoccupied  
4 with, engaged in, and concerned with one's present job (Paullay et al., 1994). In much  
5 literature, job involvement and work engagement are considered to be same and these terms  
6 are even used interchangeably as well as to define each other. John Kammeyer-Mueller,  
7 University of Florida defines it as active engagement in one's work. However, as per  
8 Hallberg (2006) "work engagement is positively related with, but can nevertheless be  
9 differentiated from, similar constructs such as job involvement and organizational  
10 commitment." Involvement differs from other constructs in the sense that it is a deeper state  
11 of psychological attachment and absorption in one's work tasks. The purpose of the study is  
12 not to differentiate between involvement, commitment, and engagement and, because of their  
13 relatedness; all the terms are used for finding the impact of striving for quality while working  
14 in teams. Involvement level of lecturers in their profession is frequently considered to be one  
15 of the key determinants for the delivery of quality education i.e. service quality. However,  
16 Mosahab et al. (2010) are of the opinion that research into service quality in educational  
17 organizations is somewhat scant. Raju and Srivastava (1994) have emphasized the point that  
18 "the more dependable and psychologically participative behavior on the part of teachers on  
19 one hand, and educational outcomes and the students' intellectual and personal development  
20 on other, depend largely on the commitment of the teachers." They have also stated the basic  
21 psychological determinants of job involvement as choice satisfaction, interest in the  
22 profession, desire to utilize skills, group attitude and intention to stay with the profession.  
23 The present study is an attempt to set up a relation between the teamwork and above-  
24 mentioned determinants.  
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### 39 **Conceptualization and Discussion**

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41 As per Cai-feng (2010), education today is tomorrow's economy and is becoming an  
42 important source of power. He also highlights the importance of education stating it to be the  
43 strategic fundamental industry in the age of knowledge-based economy. However, Indian HE  
44 is in a static state. The issue of reducing quality is a serious threat to Indian HE.  
45 Engelkemeyer (1995) categorized key shortcomings of contemporary HE systems as poor  
46 teaching. Misra (2002) identifies "management without objectives" as one of the key reasons  
47 for the downfall of the Indian university system. He highlights the need for – adopting a  
48 functional approach in our universities; periodic academic audits; greater autonomy and  
49 accountability in all spheres of operations; open door policy welcoming ideas and people  
50 from all over; administrative restructuring decentralizing university departments and schools;  
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3 and making education relevant to our people and times; as the basic steps in improving the  
4 Indian universities. The World Declaration on Higher Education (1998) declared that “quality  
5 in higher education is a multi-dimensional concept.” But, both Misra and the World  
6 Declaration on Higher Education appear to overlook one of the key drivers of education  
7 quality - the teacher.  
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11 The teacher acts as a central protagonist for knowledge dissemination. A paradigm shift is  
12 required in the approach of HE systems to think in new and integrated ways of making  
13 teachers more involved in their profession. The complex array of associated issues deserves a  
14 complete rethinking of our approach to higher education (Umashankar et al., 2007). For this  
15 purpose, the paper suggests a novel approach through benchmarking. The proposed model  
16 (Figure 1) is constituted of a range of benchmarking approaches which, *per se*, are not novel  
17 in regards to its origins but in the education sector. Hitherto, the primary reference point is  
18 industry and applied corporate settings rather than educational settings and this highlights the  
19 difference in the nature of two environments. In India, HE institutions are becoming  
20 increasingly aggressive in their marketing activities by benchmarking their marketing  
21 practices against those of the corporate sector, but they fail to show the same passion in, for  
22 example, research activities or towards the efforts to improve the processes or the quality of  
23 education. When the definition of benchmarking itself states that it is the quest for  
24 improvement and learning from the best practices, then the point should be to learn from the  
25 practice rather than to copy the practice as it currently exists. Introducing a more flexible  
26 attitude in this manner allows the possibility of learning wherever we deem fit and in  
27 whatever way we want.  
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40 It is evident from the literature that benchmarking as a tool has been proven to be effective in  
41 a range of contexts. For example, Ruiz, Segura, and Sirvent (2015) have demonstrated  
42 benchmarking as a tool for identifying best practices in Spanish universities. Similarly, Lee  
43 and Kim (2014) and Montoneri, Lee, Lin and Huang (2011) have advocated the use in  
44 various contexts, including educational, of benchmarking models. Thus, this technique can  
45 also be adopted in Indian educational settings. Normally, in benchmarking, the benchmarked  
46 process is thoroughly studied and, in the light of this, individual processes are developed.  
47 However, in the educational setting the concept of ‘team’ is a rare phenomenon and therefore  
48 it is to be developed from scratch. The concept of HPTs in corporate settings can be readily  
49 benchmarked and studied and on the basis of this learning with minor modifications, intra-  
50 department teams, and multi-disciplinary inter-department teams can be worked out. Rickards  
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3 and Moger (1999) also state the importance of necessary support for newly formed teams.  
4 Furthermore, a clear understanding should be developed among all the members of the teams  
5 regarding the objective of the benchmarking.  
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9 Despite the widespread use of teams in almost all types of organizations, it is difficult to find  
10 any research for teams in HE in India. Stehr (2002) writes “The transfer of knowledge is part  
11 of a learning and discovery process that is not necessarily confined to individual learning.”  
12 The nature of teams in an educational setting will be heterogeneous. As per the findings of a  
13 recent study carried by Yair Holtzman and Johan Anderberg (2011), “a heterogeneous team  
14 composition could optimize efficiency, quality, and innovation.” They have stressed the  
15 importance of diversity and collaboration among teams by stating:  
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21 “We believe that diversity in team members’ skill sets is critical for breakthrough  
22 results and external collaboration has the potential to add significant value to all  
23 parties involved”  
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27 But at the same time, they also argue we should neither overlook nor underestimate the value  
28 of the basic essential ingredients that are required for team success. They also provide the  
29 critical success factors for teams (see Holtzman and Anderberg, 2011). Altbach (2005)  
30 remarks “world-class universities require world-class professors and students – and a culture  
31 to sustain and stimulate them.” Teams, aiming to reap the benefits of learning through sharing  
32 could act as a stimulus to get utmost involvement levels from the teachers. Another benefit of  
33 having teams in an educational setting can be the nature of teams itself – interdisciplinary. **In  
34 a study on more than 17,000 patents, Fleming (2004) showed that breakthrough  
35 innovations are more likely to arise out of teams made up of people from very diverse  
36 disciplines. On the other hand, his research also indicates that the average value of  
37 innovations will be higher when the team is comprised of individuals from similar  
38 disciplines. Likewise, Hsu, Lee, and Lin (2010), showed that individual researchers are  
39 more efficient than research teams in applying for patents; however, research teams are  
40 superior to individual researchers in terms of passing rate and quality of patents  
41 granted. This endorses the implication of teams in augmenting quality. Meier (2008)  
42 quoted “When we’re faced with what looks at first like an unsolvable problem, a team  
43 with what I call ‘spikes’ of different talents will come up with a better solution than a  
44 team whose members have similar strengths.” Well-structured and innovative models  
45 can be developed to apply the concept of high-performance intra-discipline and inter-  
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3 **discipline teams to generate quality performance in terms of research work and course**  
4 **delivery.** To elaborate the point it will be useful to take an example. A professor working in  
5 one particular department is very good at research methods and techniques. S/he is a learned  
6 person having vast and diverse experience. In the coming two years s/he will retire or make a  
7 shift from present university to some other. Once gone, s/he takes away all her/his learning  
8 and expertise. This is what actually happens in practice. The organization (university) in this  
9 example has failed to create a learning system in which it may ensure that whatever time an  
10 individual spent with the organization, his/her expertise and knowledge is disseminated  
11 through the organization in such a way that in case the individual plans to leaves,  
12 organization is assured that the event will add to the existing knowledge inventory as  
13 someone new will join the organization.  
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21 Nonaka and Takeuchi (1995) both agree that the individual learning is irrelevant for  
22 organizations unless such knowledge is disseminated through the organization where  
23 teamwork is the core tool for this dissemination. These teams are however not the informal  
24 groups which at times play politics. The purposive teams are therefore required in educational  
25 settings because of the inevitable formation of informal groups based on certain likings and  
26 disliking which affect the effectiveness of education delivery. The purposive teams will,  
27 however, harness the results in terms of informal learning as well. Informal learning refers to  
28 activities initiated by people in work settings that result in the development of their  
29 professional knowledge and skills (Cofer, 2010). Teams in educational institutions especially  
30 in HE shall induce the informal learning based culture which will further spur the quality  
31 research. The US Bureau of Labor Statistics reports that 70 percent of new learning is  
32 acquired through informal learning in the workplace (Benson, 1997). Acknowledging the fact  
33 that each individual is talented, in one or the other ways, and is blessed with different abilities  
34 and potentialities, we must realize that the planned collaboration of such individuals will  
35 definitely yield something which they alone could never produce. The reason behind this is  
36 that every individual has certain limitations and gaps in knowledge which can be filled by  
37 others. In other terms, the weaknesses of one can be shadowed by the strength of others. Then  
38 only the real purpose of education is served and the actual learning takes place. The  
39 collaboration of interdisciplinary teams can be thus adopted as one high involvement work  
40 systems (Buren and Werner, 1996) intended to increase organizational performance.  
41 However, many academicians still strongly doubt that in an educational setting, teams will be  
42 able to work efficiently because of reasons such as individuality and autonomy, with which a  
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3 faculty works, differences in modus operandi, dissimilar focus and inclination, possible lack  
4 of coordination and so on. For this, McDonough (2001) has to say that the most effective  
5 team is relatively self-governed, reflecting constructively on, and managing its own internal  
6 processes. Also, Fraser et al. (2010) affirm that one who experiences a greater variety of  
7 functional flexibility may in fact exhibit higher levels of team effectiveness when working in  
8 groups.  
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13 Senge (1990) defines the “Learning Organization” as one “where people continually expand  
14 their capacity to create the results they truly desire, where new and expansive patterns of  
15 thinking are nurtured, where collective aspiration is set free, and where people are continually  
16 learning how to learn together.” There should not be any other organization than the  
17 educational institutions of HE which should ideally be regarded as exemplary learning  
18 organizations. But sadly it is not true. In spite of being the source and the creator of  
19 knowledge, these institutions have often failed to be termed ‘learning organizations’. Many  
20 authors have written much about informal learning, its importance, characteristics, factors  
21 affecting and how it develops knowledge (Billett, 2001; Ellstrom, 2001; Boud and Middleton,  
22 2003; Ellinger, 1999; Kwakman, 2003; Doornbos et al., 2004). The lessons can be taken from  
23 above-mentioned studies of different authors to actually implement the concept. Authors like  
24 Rus, Chirică, Rațiu, and Băban (2014) have tried to study the learning organization concept  
25 in the context of Romanian Higher Education Institutes. If a culture, with the indispensable  
26 support from the management, is infused, then this will result in inculcating the team  
27 behaviors among teachers. Park et al. (2005) argue that teachers showing higher levels of  
28 teamwork behaviors perceived a higher level of team commitment. This will further lead to  
29 the higher involvement level and alleviation of quality in education and research (Figure 2).  
30 The study is not aimed at establishing significant relationships between excellence in  
31 teaching and research performance. Brew (1999) said “the belief that research activity  
32 benefits teaching and the student learning experience, has remained strong in the myths of  
33 academia while being difficult to support with empirical evidence.” But the efforts are made  
34 by the author to strengthen the belief that the high involvement of faculty members in their  
35 profession can definitely promote research culture and excellence in teaching. Highly  
36 involved teachers will be physically, cognitively, emotionally and mentally into their role  
37 while performing (Khan, 1994). The analysis of the literature studied has led to the  
38 development of a model (Figure 1) wherein corporate High-Performance Teams (HPTs) are  
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3 benchmarked in Indian HE to elevate the involvement level of teachers in their profession so  
4 as to advance the quality education and research.  
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### 6 7 **Proposed Model and its Implications**

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9 **Figure 1 presents the conceptual model of benchmarking industry-practiced HPTs in**  
10 **HE setting. To bring about any change in the organization, the top management or the**  
11 **leaders of the organization (universities or educational institutions in this case) have a**  
12 **great role to play. Likewise, in order to bring the concept of HPTs to the education**  
13 **sector, the top management/leaders have to sponsor/champion it and provide all the**  
14 **required resources both in financial and non-financial terms. Another important aspect**  
15 **is that of trust. Having a confidence in the concept of HPTs and in the employees that**  
16 **they'll be able to reap the benefits is quite important. Alongside, the governance and**  
17 **control mechanisms have to be very strong to ensure that things are moving in the right**  
18 **direction.**  
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26 **Benchmarking literature shows that there are lot many benchmarking process models**  
27 **with a different number of steps and phases being practiced in the industry (Anand and**  
28 **Kodali, 2008). Also, there is no fixed criteria and parameters for the formation of HPTs.**  
29 **Therefore, the model keeps it open to the individual institutions to pick the model of**  
30 **their choice which suits the specific needs and also to create an HPT as per their own**  
31 **requirements. This highlights the importance of autonomy to be given for creating and**  
32 **developing the HPTs. The members should be allowed to experiment without the fear of**  
33 **failure and setbacks and that's how to develop resilience amongst the members. The**  
34 **only thing to keep in mind that the purpose and the goals of HPTs should be very clear**  
35 **to its members. People in educational institutions may create intra-department or inter-**  
36 **department teams. The success of these teams, however, depends on many factors such**  
37 **as the composition of the team, informal learning, complementary expertise,**  
38 **collaboration, competency building and working on projects. These teams can work on**  
39 **curriculum and programme development, research and consultancy projects, co-**  
40 **teaching a course etc. Working in an HPT increases the responsibility of an individual**  
41 **member towards the group success and thus increases the participation which is**  
42 **intrinsically involving and rewarding. The more involved a teacher is with his/her job**  
43 **the quality in terms of delivery and dissemination of knowledge increases as well as the**  
44 **quality of research outcomes increases.**  
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3 **The proposed model opens vistas of future research on HPTs in an educational setting**  
4 **and to empirically validate the potential use of benchmarking techniques. It also**  
5 **provides insights for educational institutions to address the quality concerns as more**  
6 **and more ranking agencies have started looking at the quality aspect both in education**  
7 **delivery and research.**  
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### 11 **Conclusion and Scope for Future Research**

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13 Benchmarking HPTs in Indian HE has the potential to elevate the involvement level of  
14 teachers in their profession. The study of extant literature supports that the interdisciplinary  
15 teams with greater autonomy and resilience can produce amazing results. Implementation of  
16 HPTs in the education sector will also reap the benefits of informal learning and teachers  
17 would be able to develop their competencies. The culture so developed would urge the  
18 teachers to improve upon their delivery part and spur the willingness to participate in quality  
19 research activities and thus overall increasing the 'quality' in Indian HE. The present study  
20 has the full potential to be empirically tested for its validity and reliability, thus authors  
21 suggest implementing the proposed model in an educational setting to add significant value.  
22 The process can be slow and hard to implement and but it can yield spectacular results.  
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30 **However, it is important to note that the nuances and dynamics of HPTs in HE setting**  
31 **may differ from that of other contexts and therefore, it is expected that antecedents to**  
32 **the team effectiveness in HE setting would also be different. Future research work can**  
33 **be undertaken in this direction to identify these antecedents. Lately, the team literature**  
34 **has also explored the underlying mediating mechanisms in the relationship between**  
35 **team effectiveness and its potential antecedents for e.g. trust in the team (Lau and**  
36 **Liden, 2008) and shared mental models (Dionne et al., 2010). These mediating**  
37 **mechanisms can also be explored and validated for HE setting. The future work may**  
38 **also include the perspectives of team development interventions such as to suggest how**  
39 **to develop, sustain and maximize the effectiveness of such teams.**  
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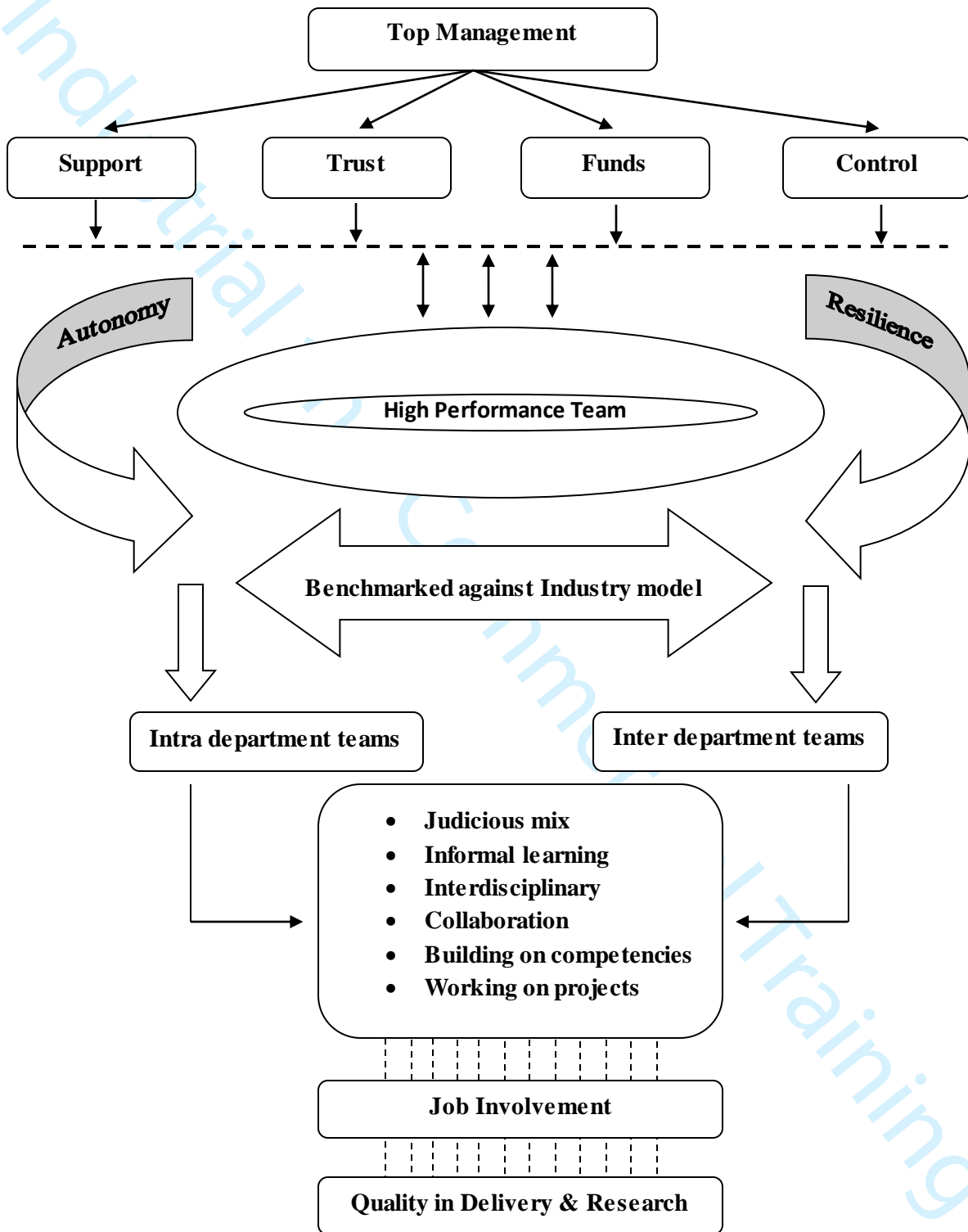
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Figure 1 – The Proposed Model



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Figure 2 – Impact of implementing HPTs

