



## RESUMEN

La gestión del talento humano es una actividad de suma importancia en toda institución, en este caso se enfoca en la universidad y su relación con los docentes universitarios, una correcta gestión del talento desarrolla un desempeño estratégico basado en las competencias docentes y enfocándolas en los objetivos de la institución, para poder alcanzarlos de manera eficaz y eficiente. La gestión se revisa en este documento desde cuatro dimensiones: contratación, incorporación, gestión de rendimiento y compromiso, bienestar del docente, haciendo un análisis de sus conceptos y cada uno de sus indicadores, detallando para el contexto aquí referido. La metodología es una investigación de carácter bibliográfica descriptiva.

**Palabras clave:** Gestión del talento humano, docentes, universidad

## **HUMAN TALENT MANAGEMENT FOR UNIVERSITY TEACHERS IN HONDURAS** **ABSTRACT**

*The management of human talent is an activity of paramount importance in every institution, in this case it focuses on the university and its relationship with university teachers, a correct management of talent develops a strategic performance based on the teaching competencies and focusing them on the objectives of the institution, to be able to achieve them effectively and efficiently. The management is reviewed in this document from four dimensions: recruitment, incorporation, performance management and commitment, well-being of the teacher, making an analysis of their concepts and each of their indicators, detailing for the context mentioned here. The methodology is a descriptive bibliographic research.*

**Keywords:** Human talent management, teachers, university

## INTRODUCTION

Human talent management is performed in an organization because it is the one that allows workers an excellent job performance. (Cachique Cari, 2018). This activity responds to the needs of the institution, developing the competencies, skills and motivation of employees with a specific direction. (Barrios-Hernández et al., 2020) That is why currently every institution or organization, and in this case universities have put their interest in the development of human talent of their staff. Universities have the responsibility to promote the improvement and enhancement of their teachers (Gonzalez-Diaz et al., 2022).

Human talent management includes activities such as recruitment, assignment and preparation of tasks, training, development and retention of personnel, all with the purpose of ensuring that the staff is qualified and meets the objectives of the institution (Díaz Muñoz & Quintana Lombeida, 2021), it is here where the importance of human talent management lies, in focusing teachers to the goals or objectives of the university, through the development of competencies and strengthening of existing skills.

As mentioned by Anchundua Loo & Cuesta Santos (2018) "human talent management, is an essential area within organizations as it establishes the importance of planning sound decisions where not only the forecast of the human resource for each job is given" p.208, the fulfillment of the dimensions, its study on an ongoing basis contributes to the relevant authorities can make decisions to achieve the established goals, benefits and welfare are achieved after the fulfillment of the requirements of the institution. In universities are "teachers are agents of change, they must have the knowledge and competencies to meet this challenge" (Triviño-Amigo et al., 2022, p.2)

The dimensions of talent management that are analyzed in this document are: hiring, incorporation, performance management and commitment, and teacher welfare, reviewing the bibliography of each of the exposed indicators. The methodology is the collection of information, the research is of a

bibliographic nature, a review is made of the different concepts and those focused on the university institution are formalized.

The objective of this document is to detail the concepts involved in the term human talent management in university teachers, making a coherent and detailed analysis of these concepts.

## METHODOLOGY

The methodology used in this paper is descriptive bibliographic, which "can be applied to any research topic to determine the relevance and importance of the topic and ensure the originality of a research" (Gómez-Luna et al., 2014:159). where scientific documentation referring to the topic was reviewed to achieve the conceptualization and analysis of the terms described.

### Development

Human talent management is understood as all the activities involved in the process of incorporating new members to the institution and retaining existing ones (Mendivel-Gerónimo et al., 2020). The purpose of this management is to attract, employ and develop talent to achieve the objectives of the organization and also personal satisfaction. L. F. López (2017) the whole process must be aligned to the mission and vision of the institution as well as its short, medium and long term goals.

Human talent management in this document will be reviewed from four dimensions:

- Hiring
- Onboarding
- Performance management and commitment
- Teacher welfare

And each of them will be studied through the following indicators:

#### Table N.1

Variables and indicators of human talent management dimensions

**Table N.1** Variables and indicators of human talent management dimensions

Arquetipo	Identidad	Cohesión	Desempeño	Ciudadanía
Soluciones contraproducente.		X	X	
Límites de crecimiento.				X
Adversarios accidentales.		X		
Éxito para quien tiene éxito			X	

Source: Own elaboration

This approach is used as an assessment guideline for the evaluation of teachers and the activities performed, with a focus on the results to be achieved (Jara Martinez et al., 2018).

### Recruitment

Recruitment is a relevant dimension since it gives way to the incorporation of professionals, who meet the requirements to perform the required activity, "Every educational institution must have a staff that meets the expectations of the user in this case the parents, students and community."(Marmolejo-Carrasco & Rosero-Armijos, 2022 :22)

Finding and hiring a qualified candidate is one of the most complicated tasks for any organization, hence the question arises, how is a qualified candidate defined, for Velasco Ariza & Souza Cordoba (2018) are those professionals who meet the profile of the vacancy offered. Similarly, Suarez Vargas et al. (2021) indicate that a qualified candidate is one who is considered suitable for the existing position in the applicant organization, and who can increase the efficiency and performance of the organization's processes. A qualified candidate in a higher educational institution is the professional who meets

the requested profile, having the knowledge and experience to achieve the proposed objectives.

The hiring time is "a time cycle is the time that elapses from the beginning to the end of the process" (Yafac Risco, 2019:29), this includes all the stages until having the qualified candidate hired in the institution.

The cost of hiring includes

- Recruitment and selection costs,
- Registration and documentation costs
- Entry costs (Maldonado Melendez & Rodriguez Moscoso, 2020:20).

The sum of the expenses generated by these processes is the investment that the institution must make for the analysis and entry of a teaching candidate to effectively fill the vacancy.

To understand the acceptance rate of the offer, the term offer is detailed, for Infante Muñoz (2019) explains that it is the legal presentation that contains the necessary information and elements for the interested parties, this is formulated from one person involved to another. Becerra Ortiz (2021:2) comments that "The job offer is the relationship between the offered amount of work and the real salary, when all other

factors influencing the work plans remain the same". Therefore, the acceptance rate of the offer is the relationship between those who accept the proposal and the number of people to whom the institution makes a job offer.

In addition to acceptance, it is convenient to define the rate of abandonment in the first year, abandonment is explained as when the teacher by his own decision separates definitively from his work, this as a consequence of different factors such as: labor aspects, work climate, personal reasons, dissatisfaction with the economic remuneration or a labor proposal with better conditions for him.(Monago Quinto, 2017). It is also defined as "Leaving the position, or the service, implies the definitive and non-transitory voluntary abandonment of the duties and responsibilities required by the job" (López Quiroz, 2015:5). It is understood that it is the decision taken voluntarily by the teacher to abandon definitively the activities for which he/she was hired in the institution, and therefore the rate of abandonment in the first year is the number of teachers who perform this action during a specific year, and that their contract is less than twelve (12) months of execution.

Another indicator is the candidate's satisfaction, this is a qualitative one, and is understood as:

"The attitude of the worker towards his job whenever he feels pleased by the compatibility between his personality and the work performed, by the challenge that the work he performs represents, by the salary and socio-economic benefits he receives, by the working conditions and by the support of his colleagues and bosses"(Bastardo, 2014:10).

For Guzmán Delfino et al., (2015), the candidate's satisfaction is the attitude developed by the teacher towards his job, it includes what refers to the work in general or facets of it. It is then how the teacher assumes his job, the attitude in the development of the activities and liking to those related to it.

The satisfaction of the recruiter is of equal importance is regarding the work of the hired or teacher, this is the rational experience that arises from the comparison of the results of the hired with the expectations of the employer, before factors such as efficiency before the assigned tasks, knowledge, skills among others.(Carrillo Zavala, 2017). The university as an employer emphasizes that the teacher meets the expectations of the job, and thus their satisfaction is measured.

### Incorporation

After the hiring process, the teacher's incorporation into his/her activities continues. This is the entry into the institution of the selected candidates so that they can contribute their knowledge and skills to the achievement of the goals.

Three indicators are studied:

- Segments of the hiring process
- Applicant's experience
- Contractor's experience

The contract process can be reviewed in terms of its constituent terms. Processes are "interrelated activities" (Llanes-Font et al., 2014.:257) and a contract can be defined as an employment relationship in a legal form, between one or several people to provide a service. Gómez García & Ponce Medero (2007) so the contract process will be understood as the activities in which a legal relationship is established between the university and the teacher who applied for the position.

Experience is the skill and knowledge acquired by performing a task or trade. The word postulante derives from the Latin "postulare" which indicates to request (González Castro, 2019).

Díaz-Contreras et al. (2014) also comments that an applicant is a person who considers having the qualities to perform the activities of the job position. That is why the applicant's experience is understood as the skill, ability and knowledge possessed by the teacher applying for the job position, acquired by

performing a job, which specializes him/her in that area.

A recruiter is a "job giver" (Labarca Goddard, 1966). It can be understood then that it is any person, company or organization that requires a subject for the performance of a task (Irureta Uriarte, 2014) and that offers a consensual payment for the execution of this. The experience of the contractor is the applicant's compliance with the requirements that the contractor, in this case the university, has, based on previous work or the goals and expectations for which the teacher was hired.

### Performance management and commitment

Performance management is when institutions, in this case the university establishes its objectives and focuses its activities on meeting them. "fulfillment of the strategic actions of the institution, which are part of the institutional strategic objectives established by the entity" (Díaz Paz, 2021).

Employee commitment is the awareness, willingness and motivation for the activities of the institution generated by their satisfaction with their salary, bonuses and promotions (Hernández Bonilla et al., 2018). The "organizational commitment is wanting to remain part of the organization and that the organizational objectives and values are accepted and that workers are willing to give the maximum effort for the organization" (Ríos Díaz & Loli Pineda, 2019:130).

The management of performance and commitment is then the actions that induce the teacher to the fulfillment of the objectives of the university and that with motivation fulfills this task since the institution generates rewarding conditions to the teacher.

Performance management and commitment are evaluated on the basis of four indicators:

- Average training and coaching time
- Average time to achieve goals
- Staff turnover rate
- Level of absenteeism
- Talent retention rate

The time will be considered from the

moment an activity starts and ends, previously defined its objective and duration.

Training "consists of a planned activity based on real needs of a company or organization and oriented towards a change in the knowledge, skills and attitudes of the collaborator". (Jamaica González, 2015:4) this with the purpose that teachers can prepare for their activities, injecting motivation, integration, commitment and productivity. For Siliceo Aguilar (2004) training is a basic task for teachers to perfect the skills required by the institution and to strengthen the skills they already possess.

Training is an essential procedure to have teachers whose skills or competencies are potentiated, to the benefit of the educational institution. (Restrepo, 2018).

The training and coaching time is the period that includes the teacher's training activities, in order to develop their skills and knowledge management, which contribute to the achievement of their goals, with processes of strengthening their skills and approaching the principles, goals and motivation for the institution.

The achievement of goals is the fulfillment of the teacher's operational plan, through activities such as:

"of the performance that students manage to show, peer evaluation, self-evaluation of their own work, evaluation by experts, evaluation by superiors, evaluation by former students, classroom climate, materials developed for their work as teachers, research productivity based on their educational reality, reports of grades and enrolled, portfolio and opinion surveys to students" (Ronquillo Briones et al., 2016).

Also Quirós Meneses & Jiménez Sánchez (2013) states that for the teacher the achievement of goals is the attainment of the professional quality that the institution expects by measuring it in qualities such as: punctuality, institutional commitment, willingness to work, pedagogical development, innovation, among others.

Martínez Garcés (2016) mentions that this formation or training is the orientation for the development and potentiation of their skills or competencies.

The goal attainment time, is the period assigned for this performance, following an evaluation where it will be analyzed whether or not the teacher's objective was achieved.

Staff turnover is the number of people who leave the institution in a period of one year (J. López, 2011). (Mendoza, 2003) Staff turnover in teaching is understood as the number of teachers who leave their job at the university, regardless of the cause, in a period of one year, leaving this position to be filled by another person.

Absenteeism is conceptualized by the International Labor Organization (ILO) as "the non-attendance at work by an employee who was expected to attend, excluding vacation periods and strikes, and absenteeism due to medical reasons" (Baptista et al., 2016).

To understand the talent retention rate, Hurtado & Taquez (2021) comment that institutions must know the essential needs of workers and their expectations, thus it becomes important to know their main needs and expectations, which, in turn, promotes a decrease in the turnover rate and the optimization of their financial resources. For Parra & García (2020), talent retention is all the actions taken by companies to prevent the departure of key employees, through follow-up and continuity strategies. The talent retention rate refers to the difference between the number of teachers who started the year and the number of teachers who left the institution permanently in the same year.

### Teacher well-being

Well-being in this paper focuses on work well-being, and will be defined as the positive emotion, of the subject about his or her work, in which he or she developed and enhances his or her skills (Quiróz-Gonzales et al., 2020). Ferrer (2020) also summarizes it in two terms: satisfaction and tranquility. The well-being of the teacher will then be the teacher's satisfaction and positive

feeling, due to the working conditions and environment.

This variable will be measured by means of five indicators:

- Personal satisfaction
- Working conditions and environment
- Internal organization
- Income
- Accessibility to services

Satisfaction is explained according to Gómez Jordán. Santiago (2020:3) as "Satisfaction is defined as a pleasant and positive emotional state product of those experiences that occur in relation to a need or desire". in the same way Marin Borunda (2019) describes it as the attitude of the person for his work. This is why personal satisfaction will be the pleasure and positive attitude of the teacher for his assigned activities. Personal satisfaction is then the positive attitude of the teacher for a pleasant experience in their work environment.

Working conditions, another indicator of study, is understood as the economic, social, political, legal and organizational contexts. Riquelme Lagos et al. (2019) and in his paper approaches it from six dimensions: regulation, development material environment, social environment, organization-person adjustment and person-organization adaptation. For Tamayo (2018), they are the optimal safety and health activities that the company provides to employees for a good job performance. The working conditions is then all the activities under the economic, political, social, and legal conditions of the institution that determine their physical and mental safety of the teacher.

The organization is "focused on the structure and modes of action to ensure that it achieves the business objectives it sets out" (Mero-Vélez, 2018 :92) achieving the link between the activities and who is given the responsibility to execute them. Following this line of thought, it is also understood as "quality management system, since it allows to have a structuring of how the company will operate, what role will be played and the position that will touch each certain group

of people" (Larrosa Moran et al., 2020:62) Then the internal organization in a university institution is the way in which the activities are determined for the achievement of goals and who are the most optimal people or teachers to perform them effectively and efficiently.

A factor of importance for teaching welfare is income, which is "the remuneration due to the worker for his services rendered" (Castro Álvarez & Londoño Atehortua, 2019:90) This income should be, as mentioned by Ojeda-Pérez et al. (2019), sufficient to meet their personal and family needs, granting a safe working environment, with social protection. That is why teachers' income should be the economic remuneration that fulfills the task of satisfying their needs, providing security that they perform a fairly paid task.

The accessibility of services is the relationship between a user and the difficulty or ease of obtaining a service (Bianqui et al., 2021). For Alloza Frutos et al. (2021), on the other hand, this term refers to the distance in kilometers that a person has to travel to access a service. Thus, this indicator is the level of ease with which the institution provides a service to the teacher.

The management of human talent in higher education institutions or universities should be analyzed by means of the different indicators presented here, all with the purpose of developing teaching competencies and having personnel with the

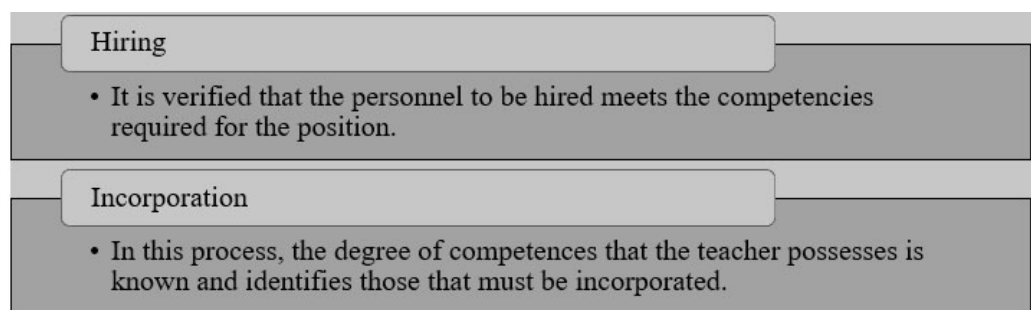
skills and knowledge required to carry out their activities.

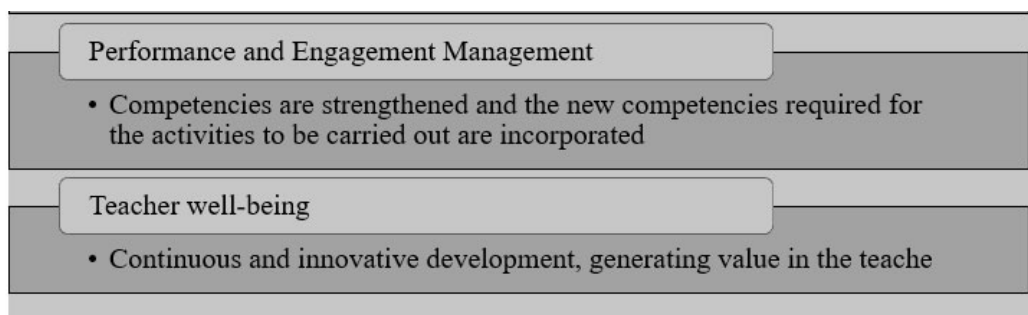
The teaching task is a "complex process that presents a multiplicity of scenarios, subjective relationships, integration of learning and relevant actions that define the intervention of the teacher as an educational manager"(Canquiz et al., 2019:139) that is why it is necessary for teachers to develop their competencies, which consist of: "knowing (data, concepts, knowledge), knowing how to be (attitudes and values that guide behavior), knowing how to be (skills related to interpersonal communication and cooperative work) and knowing how to do skills, skills, methods of action)" (Ureta et al., 2018:71), so the task of human talent management in the university, go focused on the processes of recruitment, incorporation, performance management and commitment, teacher welfare, develop academic competencies.

The teaching job requires the adequate management of formal competencies that are those obtained in the initial training and that qualify him/her for the position and the real competencies that are those that the teacher has acquired through practice and work experience. (Espinoza Freire & Campuzano Vásquez, 2019).

Each stage of the process is related to the development of competencies from the following perception:

**Graph N° 1. Activities for the development of teaching competencies in human talent management dimensions**





Source: Own elaboration

is important that each university has a guideline that incorporates human talent management and evaluation activities, with the purpose of obtaining academic competencies development by teachers.

## CONCLUSION

The management of human talent is an important task in any institution, and in the university it establishes relevance since it depends to a great extent on it that the objectives are met, from the recruitment and identification of the most qualified personnel, and the retention of this through the tasks of incorporation, performance management and commitment, and welfare of teachers.

The competent development of each of the indicators of these dimensions will be the basis of the management work, which will allow the development of teacher competencies. Conceptual analysis contributes to the evaluation of each one in order to make decisions about improvement activities and sustain those that are working.

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