

HUMAN TALENT MANAGEMENT IN THE DEVELOPMENT OF COMPETITIVE CAPABILITIES

GESTÃO DE TALENTOS HUMANOS NO DESENVOLVIMENTO DE CAPACIDADES COMPETITIVAS

GESTIÓN DEL TALENTO HUMANO EN EL DESARROLLO DE CAPACIDADES COMPETITIVAS



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ABSTRACT: This study aims to analyze the management of human talent for the development of competitive capabilities among professors at a public university in the commune of Puerto Montt, Los Lagos region. Methodologically, it relied on a descriptive-correlational and transactional study. The sample included 265 university-level academics using a non-probabilistic procedure. A validated questionnaire was applied. Both Likert-type questionnaires achieved a high reliability of 0.955 respectively. The results indicated a positive and moderate correlation between human talent management and competitive capability. It is concluded that both male and female professors, regardless of age, contribute to human talent and competitive capability in Chilean universities. Both genders possess valuable skills, knowledge, and experiences that enrich the academic environment. There is an increase in the participation of female professors between 30 and 50 years old.

KEYWORDS: Managerial competencies. University social responsibility. Teacher.

RESUMO: O objetivo deste estudo é analisar a gestão do talento humano para o desenvolvimento das capacidades competitivas dos professores de uma universidade pública da comuna de Puerto Montt, região De los Lagos. Metodologicamente, baseou-se em um estudo descritivo-correlacional e transacional. A amostra incluiu 265 acadêmicos de nível universitário, com procedimento não probabilístico. Foi aplicado um questionário validado. Ambos os questionários do tipo Likert obtiveram alta confiabilidade de 0,955, respectivamente. Os resultados apontaram correlação positiva e moderada entre gestão de talentos humanos e capacidade competitiva. Conclui-se que tanto os professores quanto as professoras, independentemente da idade, contribuem para o talento humano e a capacidade competitiva na universidade chilena. Ambos os sexos possuem habilidades, conhecimentos e experiências valiosas que enriquecem o ambiente acadêmico. Atualmente, observa-se um aumento na participação de professoras com idades entre 30 e 50 anos.

PALAVRAS-CHAVE: Competências gerenciais. Responsabilidade social universitária. Professor.

RESUMEN: El presente estudio tiene como objetivo analizar la gestión del talento humano para el desarrollo de las capacidades competitivas de los docentes de una universidad pública de la comuna de Puerto Montt, región De los Lagos. Metodológicamente, se basó en un estudio descriptivo-correlacional y transeccional. La muestra incluyó 265 académicos a nivel de la Educación universitaria, con procedimiento no probabilístico. Se aplicó un cuestionario, validado. Ambos cuestionarios tipo Likert obtuvieron una alta confiabilidad 0,955 respectivamente. Los resultados mostraron correlación positiva y moderada entre la gestión del talento humano la capacidad competitiva. Se concluyó, que tanto las mujeres como los hombres docentes, independientemente de su edad, aportan al talento humano y la capacidad competitiva en la universidad chilena. Ambos géneros tienen habilidades, conocimientos y experiencias valiosas que enriquecen el entorno académico. En los actuales momentos se ha percibido un engrandecimiento en la participación de mujeres docentes entre las edades de 30 a 50 años.

PALABRAS CLAVE: Competencias gerenciales. Responsabilidad social universitaria. Docente.

Introduction

In the realm of education today, participation among its members is gaining increasing prominence and accelerated ground, becoming a valuable premise for universities where administrators and educators must maintain a close relationship in various scenarios for enhanced productivity. Directors require their educators to communicate directly in the development of their roles, influencing the design and implementation of procedures to effectively, efficiently, and successfully address organizational issues. This strategic approach involves actions that outline the path to lead the educational institution (BARRAZA-LÓPEZ, 2015).

The profound changes they face drive the search for viable alternatives that allow them to integrate into democratic organizational processes, contributing to forming a model for the educational strengthening of the universities in which they operate. In this context, they adapt to new realities, laws, and paradigms, streamlining the daily activities of teachers. The relevance of these changes compels and encourages teachers to interact appropriately in a social manner, specifying strategies to ensure organizational success (DELIYORE-VEGA, 2018).

As social beings, humans must integrate into various groups with strengthened interpersonal relationships. In this regard, Moreno and Pérez (2018) note that joint relationships should be natural or agreed upon in proportion to their capacities and culture, benefiting from communicative and efficient cooperation between the parties. Thus, it can be established that the development of competitive potential strengthens relationships among members of an institution with a set of typical procedures for human talent management in the operation of educational centers.

Chiavenato (2017) emphasizes the importance of relationships in university institutions, highlighting that institutions depend on individuals to manage, inspect, maneuver, and function. All institutions are formed by people who play a crucial role in success, continuity, and organizational productivity. Therefore, the strategies established within the institution, focused on individuals' work, are essential for men and women to seek optimal treatment.

Thus, the capabilities of educator members are visualized from the essence of being, characterized by their personalities, individualities, ethical and moral values, aptitudes, attitudes, needs, interests, and knowledge. In essence, the action of honest, accurate, and effective communication leads to the consolidation of dynamic practice towards common causes in institutions, optimizing the process of unification and harmonization in the integration

of individuals into groups, resulting from a sense of identification (FURGUERLE-RANGEL *et al.*, 2016).

Understanding that human talent management is developed and responds to a specific and familiar environment is necessary. This approach implies that individual work must transcend all local spheres, with each actor being most suitable to invigorate institutional development. Therefore, it is essential to consider the conditions of the group, the context, and the moment to elaborate on each of the actions that, during the execution of people's functions, strengthen their competencies and skills, promoting acts of interconnection between them (JARA, 2020).

The transformation demanded by organizations is a challenge in which human talent management in technical experiences is adapted, involving competitive capabilities with the management of tactics by those involved. Arenas and Bayón (2020) assert that individuals come together to achieve common goals. It is evident that organizations seek new strategies to deal with the required quality, proposing actions that strengthen continuous social relations through communication, attributing meaning to interpersonal relationships, with timely and accurate connections corresponding between the responsible parties.

The analysis of human talent management concerning the improvement of competitive capabilities is considered insufficient by Jara *et al.* (2018). They observe that deficiencies in the care provided to individuals and their entire context are integrated and enhanced, as workers do not use their skills to establish productive interrelations. This occurs due to the inexperience they may present in terms of uniting relationships between people for good health education, hindering the initiatives of directors and teachers from being effectively considered.

Considering that, on many occasions, educational institutions act as legitimizers of inequality, as stated by Cornero (2019), they do not favor the possibilities of productive progress in exercising their functions. This results in unpleasant and frivolous interrelations that do not achieve a high affinity with the tasks they need to perform. In this scenario, the action of interaction does not manifest itself, as educators' jurisprudence is not followed, and good manners are notably absent, leading to the loss of competencies, skills, and abilities to work collaboratively with their peers.

In this context, education in Chile is undergoing a process of profound reform at all levels, with teachers constantly confronted by stressful and taxing circumstances in their performance. This affects their talent management and, consequently, their competitiveness in their daily tasks (BRITO-PASTRANA; CORTHORN, 2018).

The described situation is observed in teachers working at a public university in the commune of Puerto Montt in the Los Lagos Region. In this environment, the management of human talent must be redirected towards more effective procedures, focused on a more dynamic, flexible, creative, and innovative participation. Additionally, it is necessary to promote the optimization of their competitiveness through competencies that ensure quality educational service to students, integrating activities that guarantee development, skills, and the promotion of advantageous and meaningful information for them to operate more practically and effectively.

Based on the above, this research aims to analyze the management of human talents for the development of competitive capacities of teachers at a public university in the commune of Puerto Montt in the Los Lagos region. It adopts a holistic perspective that involves evaluating transformations that promote behavior in higher education and, in turn, tactics that integrate actions to improve talent in their professional field.

Theoretical Framework

Perspectives: Human Talent Management

Human talent management in contemporary times must occupy a considerable space to gather insight, competencies, and skills. It is essential to stay updated according to available information, maintaining a differentiated level that imprints the axiological model, commitment, and human quality as individuals, directly impacting the management of their work and, consequently, human direction (ARENAS; BAYÓN, 2020).

On the other hand, Simancas *et al.* (2018) focus on human talent management as involving the grouping of listening, motivation, and visualization of the particularities and potentialities of each worker in an institution. In other words, talent is acquired through training and practice, as well as the general skills and competencies that each individual possesses in their work.

Alarcón-Quinapanta *et al.* (2019) consider human talent management as a valuable action necessary to face current challenges attributed to the context in which a particular organization finds itself. At the same time, it implies stimulating the improvement of one's skills and responding to active interests that promote progress in managing the abilities of individuals in their work (CUESTA, 2019).

In the university context, human talent management plays a fundamental role since there is intrinsically a need for qualified professionals whose skills drive the institution's progress, introduce innovations, and promote new competitive perspectives within the faculty. This contributes to the enhancement of an increasingly relevant scientific and technical education (ANCHUNDIA; CUESTA, 2018).

It is pertinent to emphasize that human talent management seeks transformation, employing organizational structures with characteristics that outline the form and manner in which goals and objectives are implemented, following regulations, ethical values, and essential moral principles to be applied in the work environment (MATURANA; ANDRADE, 2019). This approach aims to enhance competencies, foster a sense of relevance, and increase participation, balance, and collaboration among members, thus contributing to progress and success in students' intellectual talent production and productivity.

Similarly, Vera-Barbosa and Blanco-Ariza (2019) assert that the purpose of human talent management manifests in the implementation of programs and processes inherent to the praxis of university professors, aiming to maintain effectiveness in achieving the proposed goals for excellence in student education and the overall context. In this sense, the execution of planning, regulation, and monitoring of all academic tasks and the articulation with the environment are essential.

In human talent management, according to Atará (2020), it is crucial to put into practice various functions and actions directed toward the institutional scenario to optimize the work of teachers, strengthen the formation of educators' talents to increase their productivity, optimize the normative performance of students, and prevent dropout; this represents a significant component in the strategic vision within the University.

In this context, Fulquez *et al.* (2022) believe that human talent management encompasses four essential components: knowledge, skill, attitude, and innovation. The knowledge component, centered on practical knowledge or know-how, aims to address conflict situations, provide information, manage, synthesize, and develop analytical capacity with students (BOM CAMARGO; BOLÍVAR, 2018). The skill component, framed in the elements of know-how, focuses on the application and execution of knowledge, i.e., conflict resolution, strengthening critical thinking, and creating and transforming students' behavior to integrate effectively into the university and society (ZAMBRANO, 2019).

The attitude component involves the know-how to achieve and highlight objectives, take risks, maintain qualities in the face of transformations, adopt ethical values, seek excellence,

and focus on student learning results (DÍAZ; CARDOZA, 2021). The innovation component is related to experiencing original, different, and meaningful skills that will impact the continuous optimization of education and, therefore, facilitate teaching in building understandings in real contexts with students (CONCHA; SÁNCHEZ; ROJAS, 2020).

Indeed, in the realm of human talent, innovation currently plays a fundamental role in the teacher's practice, as it seeks to collectively deepen the resolution of problems impacting the development of classes, offering new guidance for the improvement of the well-being and lifestyle of students (MALDONADO-FUENTES; RODRÍGUEZ-ALVEAL, 2016).

Development of Competitive Capability

As highlighted by Monroy *et al.* (2022), competitive capability is intrinsically related to the competencies, skills, talents, or scenarios that an individual possesses to compete in a particular institution, i.e., to compare and measure oneself with colleagues or partners in the work environment. It also corresponds to the enhancement of sufficiency and practices concerning competitors, involving an individual perspective on the results that can be achieved (BRACHO, 2016).

Therefore, the development of competitive capability provides the construction of skills to broaden initiatives during a performance in an institution, where learning becomes more flexible, interpersonal relationships are effective, and decision-making, leadership, and communication are enhanced. This enables individuals to advance in their competitive capabilities and adapt to the transformations in their surroundings (GORDILLO-SALAZAR *et al.*, 2020).

Borja-Ramos *et al.* (2022) consider that the development of competitive capability for university professors involves a structure composed of aspects such as cognition, intellectualism, practices, qualities, and interrelated principles that lead to the effectiveness of professional performance and improvement in students' academic performance.

Simultaneously, the development of competitive skills, according to Martínez-Huamán (2022), should be in line with academic, communicative, creative, and emotional thinking skills. This aims to consolidate effective teams in constant innovation with well-established purposes, adapted to transformations, and highly committed to teaching, research, and engagement with the surrounding environment.

As per Vianet (2019), academic competencies are linked to the skills that the professor possesses to deal with various situations, including everyday practices, knowledge, principles,

ethical values, and social skills. It is relevant to emphasize that this competence is not restricted only to performance but also to the projection they have inside and outside the university. Similarly, communicative competence, according to Pinargote-Macías (2022), relates to a set of activities involving transmitting information, guiding, and coordinating teaching action, where active protagonism and commitment to students and the university are privileged.

The competence of creative thinking manifests in the exploration of expectations and paradigms that can be perceived with new meanings, acquiring new qualities, mediating conflicting situations, and influencing the behavior of students proactively and dynamically (MORENO; LLORCA; HUÉSCAR, 2020). Moreover, it has the characteristic of generating a diversity of thoughts that can be disseminated within and beyond the university campus.

Finally, Duran and Costes (2018) understand emotional competence as the set of understandings, skills, abilities, and fundamental practices to perceive and regulate emotions appropriately. Likewise, it aids in the ability to recognize one's feelings and those of others in the university context. This competence is crucial in the teacher's practice, as they must demonstrate empathy with their work in an emotionally intelligent manner, know how to manage their feelings appropriately and regulate self-efficacy in the process of instructing and training students (MARTÍNEZ-SAURA; SÁNCHEZ-LÓPEZ; PÉREZ-GONZÁLEZ, 2021).

The above is an essential part of the development of teachers' competitive capability, bearing in mind that there are other crucial skills for them to perform their functions, from teaching and research to connections with the environment. However, the ones mentioned here are relevant because they represent essential components for the progress of students, the university, and the surrounding context. Additionally, they contribute to sowing and implanting competencies that achieve greater management and actions for the benefit of students' education, instruction, values, skills, and abilities in committed, responsible, sustainable, and competitive environments.

Methodological Route

Decision-making is grounded in various actions proposed to achieve goals, developed based on a sample composed of professors engaged in their educational praxis at undergraduate and postgraduate levels across different shifts. The research involved 265 professors from public universities in the commune of Puerto Montt, in the De Los Lagos region.

Concerning the methodology, a non-experimental design was employed based on a quantitative approach, field study, and descriptive approach. The results were obtained through the application of an instrument (questionnaire) to the sample, which responded using a Likert-type scale. This scale allowed the collection of information about implementing human talent management in terms of knowledge, skill, and innovation, in addition to the variable competitive capability and its dimensions: academic, communicative, creative, and emotional thinking skills. The said instrument was completed within a sixty-minute timeframe.

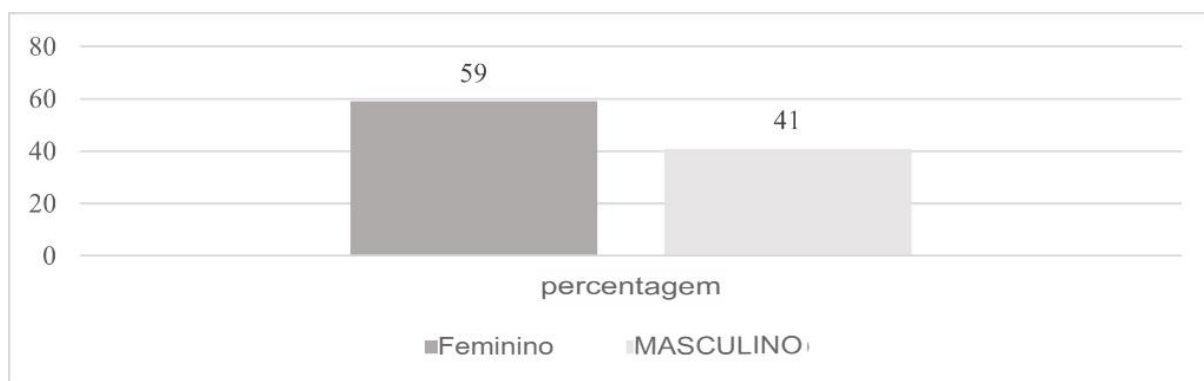
Regarding the significance error, a significance level lower than 5% was adopted, with a confidence level of 95%, using a probability sample supported by theory. A relationship between the aforementioned variables was established beforehand, estimating a value of $p < 0.05$.

Subsequently, the decision was made to use the Spearman correlation as a non-parametric measure. This choice aimed to obtain the interval in which values centered between 1 and -1 indicate a positive and strong correlation, while values close to -1 reflect a negative correlation. Values close to 0 suggest a non-linear correlation. The researchers obtained the Cronbach's alpha coefficient, with the following values established: Knowledge, 0.85; Skill, 0.85; Innovation, 0.82. These results indicated direct and significant correlations.

Results

In the organizational context, as argued by authors such as Simancas *et al.* (2018), the importance of considering gender for achieving planning, development, and, consequently, institutional emergence is emphasized. This approach aims to ensure human talent management is embedded in the university and aligned with the professional training of the researched professors, as evidenced in Table 1.

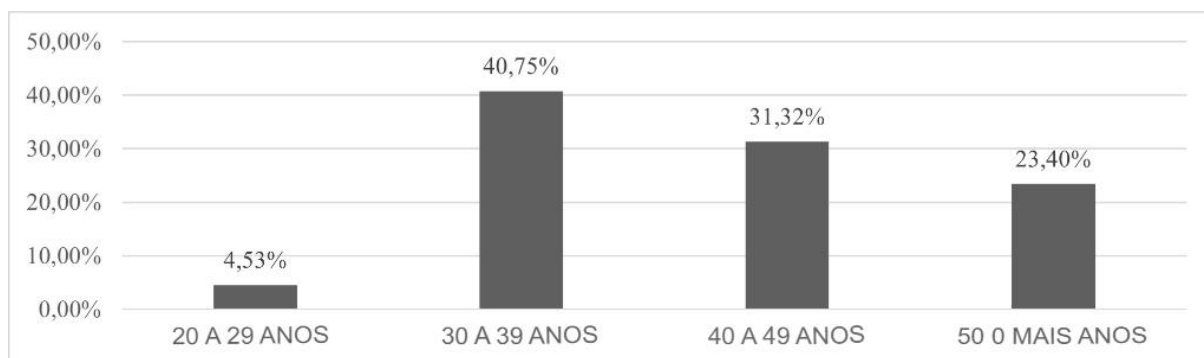
Table 1 – Gender of the surveyed professors⁵



Source: Authors' creation.

Table 1 presents the gender distribution in the sample, revealing that 59% of participants are female (156), and 41% are male (108). Consequently, academics engaged in educational praxis at this institution are predominantly female.

Table 2 – Age Frequency⁶



Source: Authors' creation.

Table 2 outlines that 4.53% (12 academics) fall into the age group of 20 to 29 years, followed by academics aged between 30 and 39 years (40.75%), professors aged between 40 and 49 years (31.32%), and those aged 50 or older (23.40%).

Regarding the knowledge indicator, it addresses the adequate levels and areas that need improvement by the university academics.

⁵ 59% - Female; 41% - Male.

⁶ 4.53% - 20 to 29 years old; 40.75% - 30 to 39 years old; 31.32% - 40 to 49 years old; 23.40% - 50 or over.

Table 3 – Knowledge Frequency Indicator

	Knowledge		
	Needs Improvement	Adequate	Total
Women	69	90	159
%	30,62	69,38	100,00
Men	35	71	106
%	26,52	73,48	100,00
Total	104	161	265
%	28,57%	71,43%	100%

Source: Authors' creation.

Table 3 shows that 69.38% of female academics agree with an adequate level of knowledge, while 30.62% believe there is room for improvement. As for male academics, 26.52% need improvement, compared to 73.48% of this gender who are at an adequate level. Finally, 71.43% of academics have adequate knowledge of the work they perform, while 28.57% fall into the improvement range in this indicator.

As for the skill indicator, it was categorized as "needs improvement," "adequate," and "excellent," resulting in:

Table 4 – Skill Indicator Frequency

	Capacity			Total
	Needs Improvement	Adequate	Excellent	
Female	17	85	57	159
%	10,89	52,1	37,01	100
Male	3	58	45	106
%	3,80	52,92	43,28	100
Total	20	143	102	265
%	8,45%	52,96%	38,59%	100%

Source: Authors' creation.

In Table 4, it can be observed that female academics express agreement regarding the capacity for improvement, with 52.1% aiming to reach an adequate level; finally, in this gender, 37.01% are classified as excellent. On the other hand, the male gender presented similar data, with 3.80% indicating the need for improvement, while 52.92% were considered adequate in terms of skill, and the remaining 43.28% were classified as excellent.

Table 5 – Innovation Frequency Indicator

Innovation				
	Needs Improvement	Adequate	Excellent	Total
Women	10	89	60	159
%	6,29	55,97	37,74	100
Men	8	67	31	106
%	7,55	63,21	29,25	100
Total	18	156	91	265
%	6,79%	58,88%	34,33%	100%

Source: Authors' creation.

Table 5 reveals that innovation is noted, with 6.29% of female academics specifically stating they need improvement; 55.97% of the sample agrees, and only 37.74% are classified as excellent. Men provided data indicating that 7.55% need improvement, 63.21% were considered adequate, and 29.25% were classified as remarkable. Regarding the correlation between the indicators of human talent management and competitive capabilities, this relationship is presented in Table 6 below.

Table 6 – Correlation Coefficient between Human Talent and Competitive Capability Indicators

	Rho Spearman	Knowledge	Capability	Attitude
Academic Competencies	Correlation Coefficient	,318**	,558**	,647**
	(bilateral)	0.000	0.000	0.000
	N	265	265	265
Communication	Correlation Coefficient	,367**	,558**	,623**
	(bilateral)	0.000	0.000	0.000
	N	265	265	265
Creative and Emotional Thinking	Correlation Coefficient	,266**	,647**	,623**
	(bilateral)	0.000	0.000	0.000
	N	265	265	265
Dimension		,317**	,587**	,631**
Total			,511**	

Note. ** Correlation is significant at the 0.00 level.

Source: Authors' creation.

In the Spearman's Rho analysis, which relates the established variables, a moderate to strong positive correlation is identified between competitive capabilities and attitude. Additionally, there is a moderately weak positive correlation in knowledge, which is statistically significant.

Final considerations

The connection between human talent and competitive capability in the context of Chilean universities emerges as a complex and multifaceted issue. For a comprehensive understanding, it is imperative to examine various aspects.

Firstly, the term "human talent" refers to the quality of professors, researchers, and students in an educational institution. High-caliber human talents are crucial and prioritized, enabling university bodies to develop specific knowledge that historically distinguishes scholars and students in various fields of expertise.

However, the competitive capability of a university transcends human talent. It also encompasses infrastructure, available resources, study programs, and interaction with the productive sector, influencing the knowledge that enables future professionals to stay at the forefront and achieve the desired employability. A university may have exceptional human talent, but its competitive capability may be compromised if it lacks appropriate resources and policies.

Male and female academics, regardless of their age group, contribute to both human talent and competitive capability in Chilean universities. Both genders possess valuable skills, knowledge, and experiences that enrich the academic environment. Currently, women play an active role in various branches and areas of knowledge, occupying significant positions, especially in the age group between 30 and 50 years.

The presence of female professors in the mentioned age group has facilitated a variety of approaches and perspectives in teaching and research. Such contributions enhance the quality of education by providing different viewpoints and fostering an inclusive learning environment.

However, the Chilean university system faces significant challenges. Some institutions struggle to attract and retain high-level talent, often due to budgetary constraints or management issues. Additionally, competition among universities for the admission of the best students can lead to an excessive emphasis on admission and accreditation outcomes, potentially compromising the quality of education and knowledge generation.

In conclusion, the interrelation between competitive capability and human talent variables within Chilean universities is complex and influenced by various factors. While human talent management is crucial for developing the competitive capability of an institution, a coordinated set of resources, appropriate policies, and academic approaches are needed to achieve high standards of education and an exceptional competitive position.

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