

Management Of Human Talent And Its Influence On The Training Of Competitive Professionals At National Universities In Peru

Víctor Demetrio Dávila Arenaza

Abstract:The research aimed to determine the influence of human talent management in the training of competitive professionals in the national universities of Peru. It was based on systems theory, contributions from Chiavenato I. and Michael Porter among others. Its design was non-experimental transectional, quantitative approach, causal explanatory, applied type. The sample has been 52 teachers, 15 administrators and 277 students. To collect the information, two questionnaires were used, one for teachers and administrators and one for students. The data were analyzed using descriptive and inferential statistics which have allowed us to establish that the management of human talent influences the training of competitive professionals in National Universities of Peru.

Index Terms: Human talent management, training, competitive professionals.

1. INTRODUCTION

TO govern, manage, direct and impart knowledge efficiently in a public or private institution requires professionals with the highest level of training, ie people with mind, intelligence, vitality, proactive and positive attitude, in short competitive people able to lead or develop actions that represent a competitive advantage, the same that would allow them to be a successful institution or company. The national universities have shown a series of deficiencies in the management of human talent such as, among others, fundamental, omission or blunt determination of the profile for teachers, directors and administrators, calls, qualifications and selection of personnel; currently improvisations or empiricism prevail and priority is given to recommendations, companionships, cronyism among others and not meritocracy. Considering what has been said, every institution or company and in this case the national universities need to develop with efficiency the actions inherent to the administration of personnel; the same ones that would allow hiring the professors, administrative and managerial personnel with the necessary competences to exercise their positions with efficiency and fundamentally to impart knowledge and to form competitive professionals; to train all the personnel especially to the professors; to foment an environment propitious for the motivation and productivity in the institutions of the country, which would allow a sustained growth and to leave the underdevelopment. The aspects mentioned above are consistent with the goals and purposes of the national education project to the year 2021 as they are: Educational quality, competitive teachers, institutions with all the basic conditions of quality and achievements in quality education for the entire population: as well as students and educational institutions that achieve pertinent learning, quality higher education as success factors for development and national competitiveness. The research aims to show the authorities and directors responsible for administering national universities alternatives that allow for the efficient development

of human resources administration at all levels of government, especially for teachers. The scope of the investigation is pertinent, considering that according to the directory of the ANR to the year 2012 in our country there were 132 universities at national level. Of which 51 public and 81 private. In these centers, approximately 779,296 students were studied; the number of teachers in charge of teaching chairs was approximately 52,460 in public and private universities. It is widely known and demonstrated by different official and unofficial sources that the competitiveness of professionals who graduate from universities in Peru is not optimal and this is due, among others, to the limited quality of the professorship, due to the deficient selection and hiring of teaching personnel.

The guru of Management, professor at Harvard University, in his visit to our country in November 2009 said that Peru is going through economically dangerous times because the factors that allowed growth in recent years do not have sustainability due to the fact that competitiveness has not been achieved as a result. However, he stressed that it is very good in the macroeconomic indicators achieved, also said that they do not invest enough in human potential and infrastructure. He also made reference to the lack of medium and long term competitiveness policies and strategies; therefore, there is no defined horizon regarding its economy. He also pointed out that in spite of the growth of the last years the population has not benefited in its majority; There was an important growth of the exports and increase of the prices of the minerals at international level, not so with the products with added value or services that have remained stable; the use of technologies has not grown either its development is not projected, on the contrary it is every time negative. Investors who come to Peru do not create new companies but buy existing ones [1]. The same author mentioned above also stated that the investors who come from other countries are not creating new factories, nor are they implementing new technologies; on the contrary, they only buy the existing ones, which is negative. This shows that foreign investors who want to implement factories, new technologies and services do not trust Peru, this is due to the lack of productivity, competitiveness and an unfavorable environment for business as they are: Poor education and health, poor physical infrastructure, social inequality, widespread corruption, informality, weak legal system, political instability, failure to respect property rights and excessive

- Víctor Demetrio Dávila Arenaza. Teacher at Universidad César Vallejo, Highly specialized professional and extensive experience in public management and university teaching, teacher, advisor, thesis jury willing to do research to provide knowledge to solve the problems of Peruvian society. E-mail: vdavilaa@ucv.edu.pe

bureaucracy are the ones that definitely play against the country. Finally, he said that these issues must be considered as priorities if we want to be attractive and competitive and also seek cohesion among all actors in our society [1]. He points out that changes are increasingly dynamic in institutions, organizations, companies and individuals; these are due among others to globalization, advances in technology, advanced knowledge, prioritization of customers, total quality, productivity and competitiveness, which influence the coexistence of companies and their. There is an interdependence of organizations and society because in them we are born, we work, we learn, we serve each other and we spend most of our life time [2]. Companies and organizations are made up of more than one person who have common goals and objectives and are part of a continuous and interdependent society [3] On the other hand, it defines institutions or companies as a systematized set of man's works to fulfill a previously established objective and clearly defined in an organization model integrated by activities, resources, means to achieve the ends [4].

Organizations are part of a complex system that adapts; bearing in mind that personal knowledge is not enough for business learning, there is also no improvement in organizational knowledge without personal knowledge representing it the axis of the intelligent organization. When he had knowledge of what a learning organization means, this fact interested him to control the human groups of magnitude, the same that are of technological, economic, cultural and political character; those that cannot be understood these dimensions in an individualized way; and he was interested and surprised that nobody knew how to lead the human systems to that magnitude, for that purpose we are not technically prepared nor for the respective control[5]. Traditionally, the fixed assets and financial resources of an organization are shared. Currently the basis of organizations are intangible as knowledge and information human capital can not be replaced in work activities of an intellectual and service therefore human potential is the most valuable asset [6] Admission, 2. Application, 3. Compensation, 4. Development of people, 5. Maintenance and 6. Monitoring [2] five categories [7] four basic actions, [8] [9] as well as four approaches. 10) [11] It differs from the cited authors because it proposes specific functions of talent management [12] According to the Japanese experience, they propose that despite the dominant western paradigm, the main actor is the person who in turn is the holder and processor of knowledge; people interrelate with institutions through knowledge and are therefore considered as complementary. [13] Considering the above arguments, we can determine that interventions or reorganizations of social actions, to convene, select, and develop personnel in institutions or companies, in any circumstance, will have consequences in the processes that are developed and a change in organizational processes will be needed. With respect to the competitive professional he defines as the one that has inherent characteristics that have relation with actions of success for the performance in his work in the work; reason why the personal competences, allow a differentiated development or of success, in consequence to

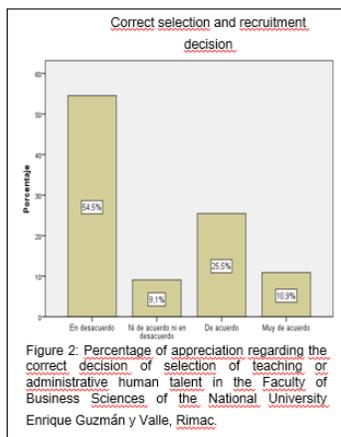
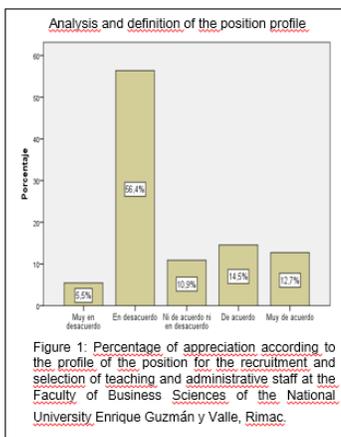
be successful it is not enough to wish it but to have the personal qualities. [14] Considering what was said, the following problems were raised: How does human talent management influence the training of competitive professionals? and as specific problems: What personnel actions are developed to retain human talent? What personnel actions are those that most influence the training of competitive professionals? The general objective was: To determine the influence of human talent management on the training of competitive professionals and the specific objectives were: N° 1. To determine personnel actions to retain human talent; N° 2. Determine the personnel action that most influences the training of competitive professionals. It should be pointed out that the research carried out was inspired by the search for the efficient development of human beings and their realization as executives, teachers and students within the framework of a university higher education of excellence and its effects on society, as well as the sustained development of the country. The following processes were proposed for the present research: 1° Selection and recruitment, 2° Retention programs, 3° Competitive salaries, 4° Training and development, 5° Performance evaluation, 6° Promotions and transfers and 7° Disconnection or termination of the contract.

2 MEHOD

The research is based on the quantitative paradigm, transectional non-experimental design. The population of 990 students, 42 teachers and 13 workers has administrative function in the Faculty of Business Sciences of the UNEGV Rímac District, Province and Department Lima. The sample consisted of 277 students, 42 teachers and 13 administrative staff. In order to collect the data from the established sample, the survey was developed and used two Likert type questionnaires, one for teachers and administrators and the other for students. For the aforementioned instruments, five alternatives were used: strongly disagree, strongly disagree, neither agree nor disagree, strongly disagree, revalidate the instruments by method of expert judgment, and reliability was obtained through pilot encuesta and statistical index Alfa de Cronbach.

3 RESULTS

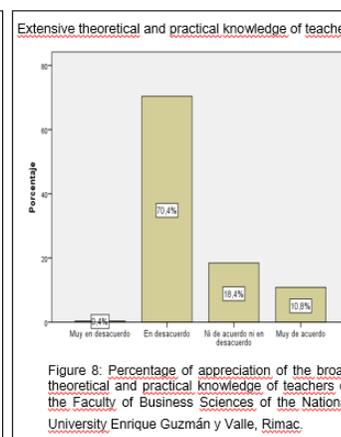
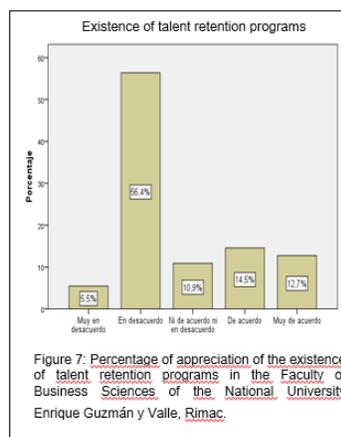
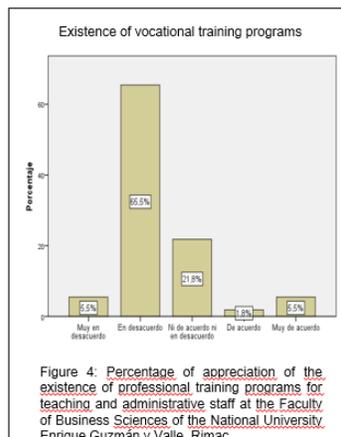
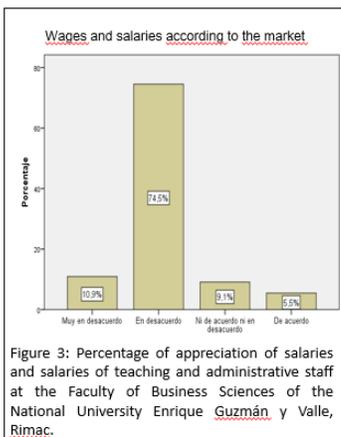
According to the descriptive and inferential analysis the results are as follows: (1) 62% of teachers and administrative staff surveyed consider that the analysis of posts is not carried out, nor is the respective profile of the post defined for the recruitment and selection of competitive teaching and administrative staff; only 27% consider that if actions are taken to define the profile of the post, and 11% neither agree nor disagree with the fact that the analysis is carried out and defines the profile of the post for the selection and recruitment of teachers and administrative staff, as can be seen in the respective table below(2). Only 36% consider that it is correct and 9% do not agree or disagree that the decision to select human talent for teaching and administration is correct, as can be seen in the following figures:



that there is no motivation, understanding or teamwork in the Faculty. Understanding and teamwork and 11% do not agree or disagree on the existence of understanding and teamwork, as can be seen in the following figures:

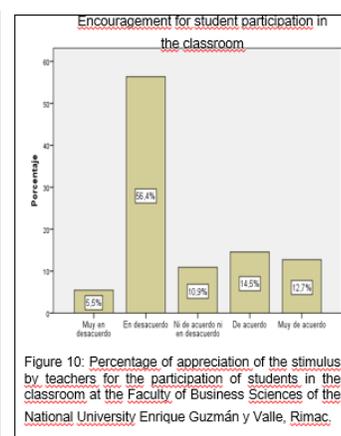
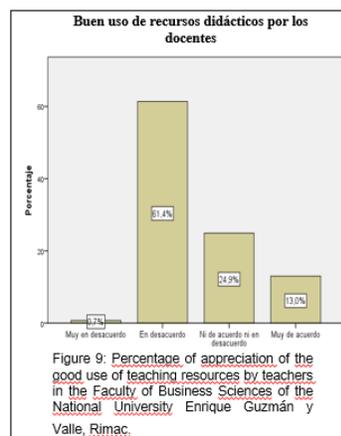
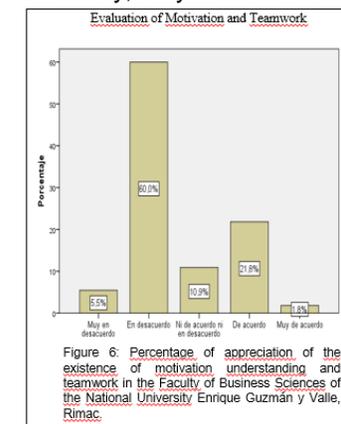
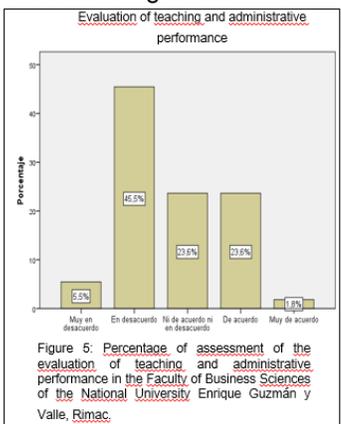
(7). 76% consider that there is no retention program, only 11% consider that there is a retention program, and 13% do not agree or disagree that there is a retention program for competitive teachers and administrators, as shown in the graph below.(8).70% consider that teachers do not demonstrate a broad theoretical and practical knowledge of the subject, only 9% consider that they do demonstrate a broad theoretical and practical knowledge, and a significant percentage that is to say 18% do not agree or disagree with the fact that teachers demonstrate a broad theoretical and practical knowledge of the subject, as can be observed in the following figures:

(3). 85% consider that salaries and wages do not agree with the market, only 6% consider that they do agree with the market and 9% do not agree or disagree that salaries and wages for teachers and administrative staff are in agreement with the market, as can be seen in the respective table below. (4). 71% consider that professional training programs are not developed for teachers and administrators of the Faculty and University context of the study and only 7% consider that if they are developed and 22% do not agree or disagree with the development of professional training programs for teachers and administrators, as can be seen in the following figures:



(9) 62% consider that teachers do not make good use of the didactic resources, only 13% consider that if they make use of the aforementioned resources, and a significant percentage, that is, 25% do not agree or disagree with the fact that teachers make good use of the didactic resources, as can be seen in the following graph.(10) 60% consider that teachers do not stimulate student participation, 14% consider that they do stimulate student participation, but a significant percentage, that is, 26% do not agree or disagree that teachers stimulate student participation, as can be seen in the following figures:

The evaluation of teacher and administrative performance is not transparent, only 25% consider that they are transparent, and 24% do not agree or disagree that evaluations of teacher and administrative performance are adequate and transparent, as can be seen in the following graph. (6) 66% consider that there is no motivation, understanding or teamwork in the Faculty; only 23% consider that there is no motivation, understanding or teamwork in the Faculty; only 23% consider



(11) 62% consider that teachers do not have recognized professional quality, 15% consider that they do have recognized professional quality, and a significant percentage that is 23% do not agree or disagree with the recognized professional quality of teachers, as can be seen in the following graph. (12) 61% consider that administrative personnel do not show ample knowledge in the performance of their functions, 17% consider that if they show ample knowledge and a significant percentage 21% do not agree or disagree with the fact that administrative personnel show ample knowledge, as can be observed in the following figures:

selection and recruitment, talents are included and competencies are endowed for companies to be successful [2] In this regard and according to what has been stated, the result of the investigation was mostly 53%, determining that the selection and recruitment of personnel is deficient and inadequate. The statistical test result T of students as observed in table 13, in turn, the level of bilateral significance (sig=000) is lower than the p value (0.05), according to the decision rule is rejected the null hypothesis (H0) and accepted the alternative hypothesis (H1). Consequently, the management of human talent influences the training of competitive professionals in national universities.

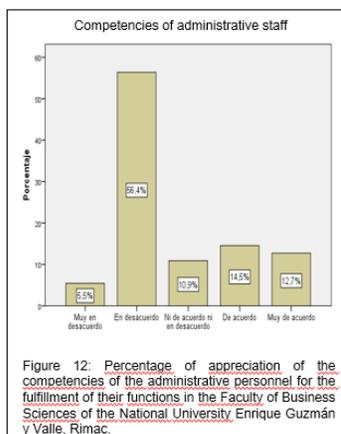
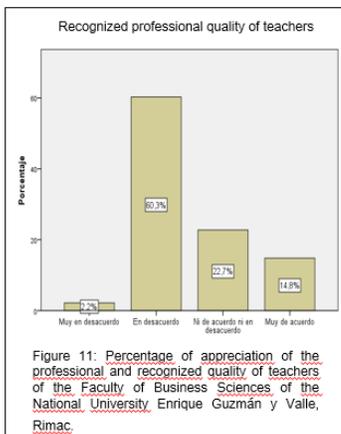


Figure 11: Percentage of appreciation of the professional and recognized quality of teachers of the Faculty of Business Sciences of the National University Enrique Guzmán y Valle, Rimac.

Figure 12: Percentage of appreciation of the competencies of the administrative personnel for the fulfillment of their functions in the Faculty of Business Sciences of the National University Enrique Guzmán y Valle, Rimac.

4 RESULTS

The general objective has been to determine the influence of human talent management on the training of competitive professionals; in this respect and according to the results of statistical hypothesis tests, it has been determined that human talent management integrated by personnel actions influences the training of competitive professionals, the following being in the order of priority: 1st Selection and recruitment 2nd Retention programs 3rd Competitive salaries 4th Training and development 5th Performance evaluation 6th Promotions and transfers, and finally 7th Disengagement or termination of the contract. The same that are consistent with the conceptualization in the sense that Human Talent Management is related to the following processes: Admission, Application, Compensation, Development, Maintenance and Monitoring of people. These processes are interrelated, and there is reciprocal influence. [2] Regarding the first specific objective 1, which was to determine personnel actions to retain human talent in the Business School of the Enrique Guzmán y Valle National University; it was determined that there is no personnel action to retain talented teachers and administrators; which is harmful for national universities because in this regard the author says that the retention program is one of the personnel actions that allows for the implementation of processes to retain talent[2]. With respect to specific objective 2, which was to determine the personnel actions that most influence the training of competitive professionals in the context of research; the result has been that the personnel actions that most influence the training of competitive professionals according to the order of priority are: Recruitment and selection, retention programs, competitive salaries, training and development and finally promotions and transfers of personnel. Such actions mentioned above are consistent with the conceptualization that says that through

Prueba para una muestra					Estadísticos para una muestra								
T	Valor de prueba = 3				N	Media	Desviación típ.	Error típ. de la media	Promedio	55	2,2612	,82704	,11152
	gt.	Sig. (bilateral)	Diferencia de medias	95% Intervalo de confianza para la diferencia									
				Inferior	Superior								
Prom	-6,625	54	,000	-7,3876	-9,623	-5,152							

5 CONCLUSIONS

1. It has been determined that the personnel actions that influence the training of competitive professionals are: 1° Selection and recruitment 2° Retention programs 3° Competitive salaries 4° Training and development 5° Performance evaluation 6° Promotions and transfers, and 7° Disengagement or termination of the contract.

2. The management of human talent is deficient in the context of study.

3. Competitive professionals are not trained

4. It has been shown that there is no staff action to retain talented teachers and administrators, which is a significant omission.

6 RECOMMENDATIONS

1. Establish and implement the technical processes of personnel based on the administrative system Human Resources Management of the public administration.

2. Recruit and select nationally recognized and competitive teaching and administrative professionals.

3. Establish and implement programs to retain teachers and administrators and thus prevent the flight of talent.

4. Establish and implement competitive salaries

5. Develop training programs

6. Establish and implement fair and equitable assessments

7. Establish and implement fair and timely promotions and transfers

8. Establish and implement efficient career completion and/or contract policies and actions for teaching and administrative staff.

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