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Human Talent Management and its Application in the Field of Teacher Training from A Complex Perspective

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Abstract

Teacher training is a critical facet in the improvement of education and its management at the institutional level requires a complex look that, in addition to considering academic aspects, assumes the relevance of the processes that are developed in their various dimensions. The management of human talent must centralize both the curricular pedagogical and the tools that facilitate an openness to learning and innovation, advice for professionalization, organizational culture and systematic and strategic intervention. In this scenario, soft skills play an important role in the training process of teachers, involving educators and students. These skills—such as empathy, effective communication, leadership, and conflict resolution—are critical to teachers' professional success and enrichment of the educational environment. From this perspective, we explore this facet in terms of human talent management and its impact on professional performance and the educational environment.

Keywords: Teacher Training, Complex Management, Human Talent, Soft Skills

Introduction

The teacher training process is based on the acquisition of pedagogical knowledge, specialization in specific areas of teaching, and understanding of the individual needs of students. However, the current educational dynamics require additional skills to face social, cultural and technological challenges. Such a premise implies **resignifying management by elucidating the fabric in which every teacher training institution is inserted**, making it completely different from many organizations that can delimit their work in a framework of actions aimed at certain services and productions. We are talking about a context that includes different levels since its development responds to public policies with their own derivations; to the ways in which this activity is carried out; to the numerous spaces for evaluation and supervision that it entails. The complexity of this warp raises pillars that must enter into dialogue: pedagogical and didactic knowledge, specialization in the area of teaching and its specificities, understanding of the needs of students, social challenges (diversity, social inequity, educational inclusion), cultural challenges (identity, globalization, interconnection, intercultural approaches), technological challenges (advances that transform the educational landscape, digital tools and resources,

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changes implied by this new interaction) and the adaptation to distance education. We find ourselves in a field in constant evolution that feels the tension to inhabit such complexity, without losing sight of the specificity of its mission and function: to train those who will be the future formators. This leads us to focus on the *teaching profile* we consider, to frame our analysis.

From a complex perspective and in relation to human talent and soft skills, it is clear that we are talking about an educator who goes beyond being a simple transmitter of knowledge. This profile seeks to develop a series of competencies and characteristics that allow the teacher to be a comprehensive and effective educational leader, capable of facing the contemporary challenges of the educational environment and responding to the comprehensive needs of students. Therefore, we aim to explore a **complex approach to the institutional management of teacher education** that allows, on the one hand, *to identify and recognize the individual talents of educators* to provide opportunities for them to expand their potential and thus contribute significantly to institutional development and achievement of educational objectives. On the other hand, in a step that marks the generation of value, *to provide students – future educators – with the experiences, tools and means to enrich their pedagogical practice* with the strengthening of both their academic and socio-emotional skills. Therefore, to the improvement of solid capacities, continuous training, evaluation, empathy, effective communication, leadership, conflict resolution, evaluation, promotion of reflexivity, collaborative learning and linkage with the educational reality.

Starting Point

Man must be educated if he is to be such. (Comenius, Ch. VI)

Kaisen: means 'continuous improvement' and is the main management philosophy

Japanese. It is based on uninterrupted improvement, which commits the entire

organization, which in turn is based on a process-oriented reflection and a set of strategies that guarantee its continuous improvement. Not a day can go by without someone not having achieved some kind of improvement in the entity. (Sánchez Mena, p. 52)

Narodowski, in the 90s and from the analysis of Comen's expression, raised an assumption – man has characteristics of educability – from which two consequences can be drawn. One, organized and orderly action is required; another externalizes the starting point that interests us and that still remains, the responsibility of the educator is one of the most complex and difficult of all possible activity: **to make man man**. It is evident that such a premise is inserted in changing spaces and times, but that same instance allows us to reflect on a reality: in a context of change, *institutions are the units of transformation, the privileged places to think about novelty and propose the passage to a scenario of learning and construction of a true academic community*. That is, from a static planning that is far from reality, to move towards a more vital and strategic one that recognizes the social and human reality in which it develops. Leaving aside management conceived as a set of control mechanisms and supervised regulations to vertically guarantee what is set at central levels, requires us to recognize the dimensions it encompasses (pedagogical/curricular, organizational, administrative and social) to generate approaches from a complex perspective that accounts for a management model with purposes, components and cycles of continuous improvement. A model that highlights responsible autonomy, co-responsibility, transparency, flexibility in practices and relationships, collaborative work, strategic planning, social participation, leadership, plurality of voices,

proactive passage, and knowledge of the actions that are part of the process.

But, in this approach to our institutional reality, we cannot ignore that we must start from the original recognition of **accepting the "other"** who walks by our side, of accepting his subjectivity, to find paths of dialogue and work. Percia reminds us of a way of approaching it when he thinks of that subjectivity as an "experience that is sensed with the crowded conscience... that cannot be represented, it lurks. And that one way of loitering is to work on the reception of what happens between – while – we talk. Prowling thoughts like a foreigner, wondering what each word is called." And this is not trivial, since – as Bakhtin (1985) told us – the word is not a thing, but the eternally mobile and changing medium of dialogic communication. The word is given in specific contexts that enclose the areas of which it is a part, it is transferred from one to another, full of meanings and thoughts, demanding that we access its genesis so that actions and strategies respect and enhance the environment in which we seek to intervene.



Figure 1. Institutional Dimensions in Original Spanish Language

The Educational Institution in the Twenty-First Century

As we have been developing, the educational institution has faced in these first decades the speed of change as a distinctive note, forging a new context. The challenge arises in the new demands:

Redefine its objectives, seek equity in the masses, know and respond to the demands of various sectors, change content, modify teaching practices and accompany these changes with renewed management. In response to these imperatives, Latin American education systems continued with the set of reforms initiated in the 60s and 70s of the previous century, focused on different areas: curricula, system structure, way of organizing and managing school institutions. Before moving forward on the central point of our reflection, it is convenient to stop at two major areas in which the educational challenge is expressed, since we must be clear about these dimensions in order to develop a proposal for those who have to act in these organizations: future educators.

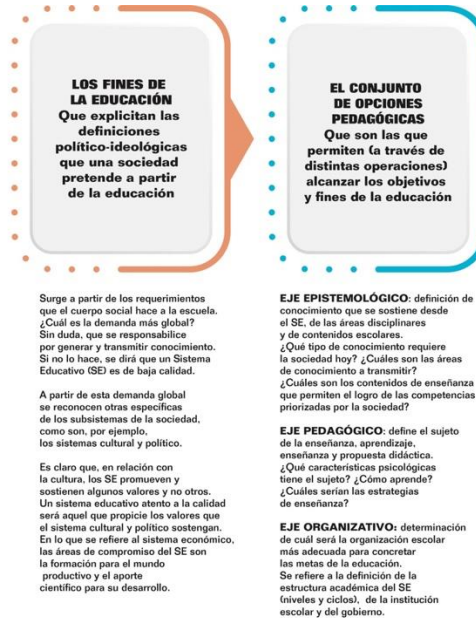


Figure 2: Pedagogical Purposes And Options. In Original Spanish Language



Figure 3: Margins of Autonomy in Educational Institutions. in Original Spanish Language

Human Talent Management

Many sick organizations fall into functional blindness to their own shortcomings. They suffer not because they are not able to solve their problems, but because they are not able to see them.

John Gardner (p.5)

In general terms, human talent management is understood as the set of processes that an organization implements through its human resources department, in order both to attract, attract and incorporate new collaborators and to retain those who are and are part of the company.

Chiavenato defines human talent management as "The set of policies and practices necessary to direct the people- or resource-related aspects of managerial positions, including recruitment, selection, training, rewards, and performance appraisal." (2009, p. 9). Eslava Arnao (2004) defines it as "the strategic management approach whose objective is to obtain the maximum value creation for the organization, through a set of actions aimed at having at all times the level of knowledge, capabilities and skills in obtaining the necessary results to be competitive in the current and future environment". For his part, Dessler (2006) refers to the "practices and policies necessary to handle matters that have to do with the human relations of administrative work, specifically recruiting, evaluating, training, remunerating, and offering a safe and equitable environment for the company's employees."

Among the main contributions of Human Talent Management to a company are usually mentioned: work environment, alignment of the objectives of workers and teams with those of the organization, conflict resolution, well-being and health programs at work, training and continuous development, prevention of occupational risks, selection of appropriate profiles for positions, Effective recruitment, strategic plans, 360° evaluation, leadership and professional skills development, scholarship and recognition programs, retention. In other words, in this type of management, factors such as knowledge, experiences, trends, skills, and attitudes are integrated.

To specify these instances, management phases are established: Planning that reconciles a collective vision and individual needs; practical recruitment through timely strategies to attract and hire talent; incorporation into the company; strategic plan, with recognition programs; professional development with analysis of needs to achieve new perspectives and competencies.

This broad vision is particularized when we talk about educational institutions that, as we have seen, make up a network of different levels within the educational system and their corresponding public policies. To put these fields in dialogue, we must focus on those edges that allow us to enrich our scope and context.

To go to school is to free oneself from that persistent egocentric atavism, it is to go from whim or self-interest to a decision made in a small group; from the consideration of the will of a group to that of a class, from the class to the school, from the school to the neighborhood, from the neighborhood to the municipality, from the municipality to the country, from the country to humanity... Meirieu (2011. p. 107).

Therefore, the central challenge today is not reduced to providing greater autonomy or break centralization, as is often proposed. The Challenge -more

It is still complex to conceive and promote the development of a new way of conducting the functioning of education systems, in which the central axis is the creation of human, technical and institutional capacities to carry out the new missions in an uncertain, changing and increasingly inequitable social context. UNESCO IIEP. (2000, p. 20)

The UNESCO document, beyond the two decades of its presentation, provides us with the appropriate framework to understand strategic priorities and new professional competencies for management. Specifically, it states:

- It is necessary to invest in human resources training.
- It is necessary to multiply the instances of horizontal meeting and exchange within the system.
- It is necessary to reinstate leadership.
- It is necessary to expand decision-making capacity at the local level.
- There must be multiple mechanisms and procedures for evaluation and generation of institutional responsibility for the results.
- It is necessary to bet on the creation of new ways of articulating the educational system with the environment. (pp. 19-23)

Within the framework of these strategic priorities, we are invited to rethink the professional

profile and the skills and knowledge of those responsible for educational management:

Piloting an organization and leading it to re-discover its meaning and purpose requires, first of all, new capacities of its managers so that they enable them to point out new horizons, trace trajectories, develop negotiations, elaborate commitments that bring together new actors and unleash a *quantum* of creative capacity and transformation. (p. 24)



Figure 4: Challenge of Educational Management. in Original Spanish Language

We agree with this postulate, but we undoubtedly believe that, also before continuing, we must *establish the profile of the educator* we seek, to generate the facets of a management capable of providing answers, far from a culture of rigidity, of isolated tasks, with restrictions and simplistic visions that lead to the loss of the pedagogical sense.

From a complex perspective, it is necessary to overcome the paradox of limiting traits and attitudes, a profile that must be constantly evolving. But to avoid decoupling, it is essential *to locate that educator who is preparing for the future, open to the context and to others*. This implies developing a series of competencies and characteristics that allow the teacher to be an educational leader, capable of facing the contemporary challenges of the educational environment and responding to the comprehensive needs of students. We could set some

guidelines as a roadmap:

1. Soft Skills

According to Yturralde (2020), the "Soft Skills originally called *Soft-Skills* as they are often recognized, are transversal competencies and include critical thinking, synderesis, ethics, the ability to adapt to change, resilience, superimposing systemic thinking over linear thinking." They allow us to: guide learning, manage change, build solid relationships, focus goals, solve problems. We can recognize:

- **Empathy:** Ability to understand the emotions, needs, and experiences of students and other members of the educational community.
- **Effective Communication:** Ability to convey information clearly, listen actively, and encourage open and fluent communication with students, colleagues, and parents. It implies mutual understanding.
- **Leadership:** Ability to guide and motivate students, colleagues and work teams, promoting collaboration and active participation.
- **Responsibility:** Fulfillment of objectives, commitment, goals based on self-discipline (Goleman, 1998).
- **Conflict Resolution:** Competence to address and resolve conflict situations in a constructive and peaceful manner.
- **Adaptability:** Flexibility to adjust to different educational situations and contexts, demonstrating resilience in the face of changes and challenges.
- **Effective access to information:** Ability to manage information by recognizing reliable sources and using the required time.

2. Talent Recognition and Development

Each educator and learner has something to contribute while being enriched by the experience and knowledge of others. To this end, favorable environments are required that allow recursive dialogue, observation, debate, experimentation, which has an impact on training open to innovation:

- *Self and others' development:* Ability to identify and enhance students' individual talents, helping to enhance their unique skills and abilities. Likewise, it seeks to recognize and take advantage of its own talents, applying them in its educational practice and in its professional development.
- *Continuous learning:* Seeks to update oneself in their area of specialization and in the development of pedagogical, emotional and social skills.
- *Collaborative learning:* It is capable of creating a collaborative educational community, where all members can contribute their ideas and contribute to the achievement of common objectives.
- *Concern for the integral development of students:* Not only in the academic aspect, but also in the emotional, social and ethical aspect, which is why it promotes an inclusive and safe learning environment, where each student feels valued and motivated to reach their full potential.

- *Resilience and management of emotions.* They are able to handle stress and negative emotions, allowing them to face difficult situations with a positive and constructive attitude.

Another facet of human talent management has to do with **the generation of value in teacher training**, understood as the process by which significant and relevant elements are added to the education and professional development of educators, which allow them to improve their performance and, ultimately, contribute to the quality of the educational process and the achievement of better results in student learning. In the context of teacher education, value generation involves going beyond the simple acquisition of theoretical and technical knowledge. Some key aspects are:

- **Creativity and innovation:** It is understood as a long-term journey – "a cyclical process of frequent mistakes and small successes" – open and receptive to new and diverse perspectives, to incorporate contributions and comments (Alcalde, 2014)
- **Critical thinking:** Depending on situations during teaching, evidence, arguments, demands and beliefs are effectively analyzed and evaluated; experiences and processes are critically reflected. (Mayor, 2014)
- **Development of Pedagogical Skills:** The training provides solid training that includes lesson planning, design of teaching strategies, learning assessment and classroom management.
- **Integration of Soft Skills:** Soft or socio-emotional skills are fostered in future educators that allow them to build positive relationships with students, colleagues, and the educational community at large.
- **Focus on Integral Development:** This includes taking care of their emotional well-being, mental health and personal growth, which has a positive impact on their educational work and the learning environment.
- **Promoting Reflection and Collaborative Learning:** The possibility of sharing experiences, discussing challenges and learning from each other enriches the professional development of educators.
- **Linkage with the Educational Reality:** It implies that the contents and teaching methodologies are connected to the educational reality and the needs of the students.

In summary, the **profile** of a teacher from a complex perspective in relation to human talent is one that is characterized by their ability to develop emotional and social skills, recognize and enhance the individual talents of students, and promote an inclusive and collaborative learning environment. At this point, we find ourselves with an *increasingly complex articulation*: education and society; the educational system and new demands; teacher training and the lack of effective efforts to achieve its professionalization; the multiplication of expectations placed on formal education and the scarcity of resources allocated to ensure that this work is accomplished.

Some of these manifestations can be found, for example, in various Latin American countries. Specifically, SITEAL in its document on the Teaching axis, quoting Calvo (2019), poses the great challenge that becomes imperative for our reflection:

The challenges facing the region in relation to teacher policy are aimed at greater attention to the social, cultural, ethnic and economic diversity of those who are currently marginalized and

want to start and develop in the exercise of the teaching profession. Likewise, the strengthening of the mobilization of material and symbolic resources to promote collaborative work in a regional context that advances to meritocratic proposals, the training of tutors and trainers, teaching practice and the valorization of the profession beyond recognition through incentives and salary improvements, but in its social function, recognize them as "political subjects".

In this network of realities, needs, demands, challenges and challenges of a context that does not cease to question, we can move forward to make a contribution in relation to the management of these institutions that must train future educators, with a background panorama that, as we have seen, is not the most positive. Of course, educators usually know about these circumstances and about carrying that backpack.

Managing Teacher Training Institutions from A Complex Perspective

Is there any knowledge in the world so certain that no reasonable man can doubt it? This problem, which at first glance might not seem difficult, is in fact one of the most difficult that can be raised. When we have examined the obstacles which stand in the way of a direct and certain answer, we shall be thrown fully into the study of philosophy—for philosophy is merely the attempt to answer such final problems, not in a careless and dogmatic way, as we do in ordinary life and even in the domain of the sciences. but in a critical manner, after having examined what is confused in them, and removed the vagueness and confusion which lie at the bottom of our usual ideas. Russell, B. (p. 5)

As we have warned in this brief review, the institutional management of teacher training must transcend one-dimensional models and adopt a complex approach to promote the integral development of teachers, addressing both their academic training and the promotion of socio-emotional skills and the recognition and enhancement of their individual talents.

Casassus (2000, pp. 4-5), in recognizing management as "human action", affirms that it will always be based on a theory – explicit or implicit – of this task. In this framework, the emphasis given to a certain object or process will delimit the space of definition by highlighting the components of an organization, its institutional arrangements, the objectives, the articulation of resources or the interaction between people. In reviewing the different areas and options, he recognizes that, on one point, they all suggest that "the evolution of thinking about management is approaching the evolution of thinking about education. This aspect should be a favorable element to establish an adequate relationship between management and education." At the same time, he points out an aspect to which we have referred: the difference between educational institutions and other organizations, which gives management a peculiar style, refers to its objective, which is the formation of human beings: "This aspect is important, because if it operates without reflection on the concrete situation, the action is abstracted from reality and operates in an alienated way. separated from reality." (p. 7)

Then? We have to think about the profile of graduates to which we alluded in order to project a **complex management** that includes academic training, specialization in teaching areas, understanding of the needs of educators and students, in an environment that can elucidate and respond to the:

- **Social challenges** (cultural diversity, social inequality, educational inclusion). Teacher training must include awareness raising and skills development to address these issues and create fair and equitable learning spaces.

- **Cultural challenges** (globalization and interconnection). Educators must be trained to understand cultural diversities in their classrooms and value different perspectives. Interculturality and the intercultural approach in education are crucial to form global and engaged citizens.
- **Technological challenges** (advances, tools and digital resources that transform the educational landscape). Technological skills and the ability to adapt to changes, including the characteristics of distance education, require training to design and implement experiences in virtual scenarios.

A teacher training program of these characteristics that combines the acquisition of academic knowledge with the development of social and emotional skills, generating strategies so that curricular designs and interaction between the various spaces favor teaching practice in a positive institutional climate with clear goals and objectives, cannot take place within the parameters of a merely administrative management or anchored in stagnant perspectives. Today, educational management (Fig. 5) requires recognizing the levels that are involved in spaces for reflection and dialogue so that all actors move towards a complex perspective; reviewing and adjusting curricular designs, coherently integrating competencies and skills into curricula; supporting educators in their continuous training; ensure resources to implement pedagogical strategies such as materials, technology, practice spaces, sufficient time for debate; establish alliances with external organizations and communities to provide experiences in diverse and enriching contexts; Assess the impact of the complex perspective on educators' professional performance and learners' learning to support the approach and adapt them to needs.

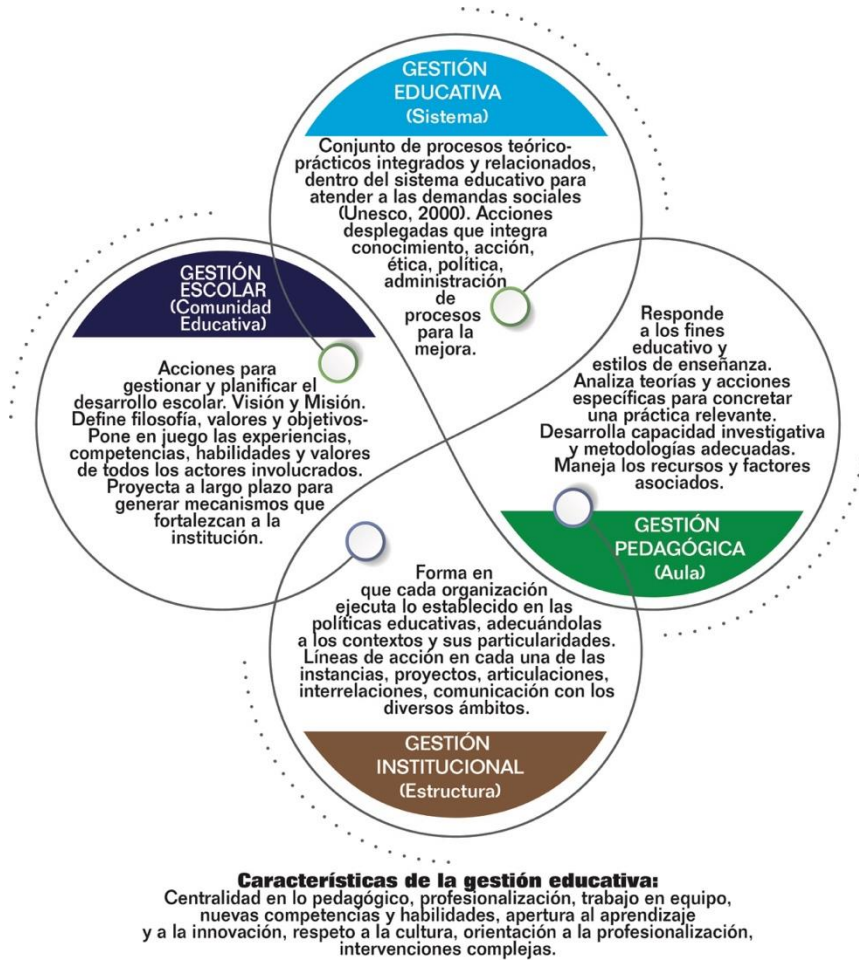


Figure 5: Educational Management And Levels Involved With Their Characteristics. In Original Spanish Language

From this perspective, management moves away from mere processes of control, verticality and homogenization, to advance in a dynamism of functions that ensure participation, dialogue, collaborative work, with autonomy in decision-making and co-responsibility. That is why we talk about organizational culture, research, planning, openness and opportunities.



Figure 6: Administration Or Management?. In Original Spanish Language

Discussion

The magic of having something to say lies in someone inhabiting the desire to listen. (Percia, 2017, p. 25)

Disrespect, while less aggressive than a direct insult, can take an equally hurtful form. With disrespect another person is not insulted, but neither is recognition granted; she is simply not seen as an integral human being whose presence matters. (Sennett, 2003, p. 17.)

How can we think of a management of educational institutions that responds to the challenges of the present? Percia speaks of thinking about how to surround a thing with hesitations, to destabilize its order, to shake circumstances, to shake sensitivities or to tear apart habits, covered in immobility. Cortázar in *Historia de cronopios y de famas*, writes instructions to do the simplest things such as climbing the stairs, crying or winding the clock; he gives us time on silent acts to propose a distancing that allows us to approach something naturalized as familiar as strangers. Like Zea (1993) when he invited us to make the everyday horizon strange. In any case, the premise is to recognize the turmoil and bewilderment that reach our shores in order to understand the power of polyphony, the crystallization of representations with their encapsulated meanings and without discarding the instituted (the stable) to allow the entry of the instituting (the questioning, the criticism, the proposal, the transformation). Sennett sets a **point** that is **key** in all management:

Of course, society has a dominant idea: that by treating each other as equals, we affirm mutual respect. However, can we respect only our equals in strength? Some inequalities are arbitrary; others are very difficult to deal with, such as differences in talent. In modern society there is generally no expression of mutual consideration and recognition between individuals beyond these borders. (2003, p. 13)

Let us then return to that line that we traced at the beginning looking for an approach to such a complex reality. Kaminsky (2000, p. 219) gives us an idea to practice this prowling – so important in institutions – in search of singularities, resonances and propagations, approaching the limits to find ourselves again in differences, with questions in search of answers. "At the limits (physicists and biologists say so) there are metamorphisms, interferences, there are precipitates of resonances, sensible or chromatic materials and forms are conjugated, at the edges the lines of propagation are extreme." **Prowling not as a praise of the marginal, but as a willingness to broaden one's gaze and accept the intertwined singularity of multiple resonances that deny walling. I wander to see, to listen, to express, to meet others without preconceptions.** *In short, to respect and enhance the talents and skills of each and every one of those who share the same space and mission.* An institutional management that perceives, values and respects the actions of its members and the environment in which it is based, will be able to train teachers capable of creating new scenarios.

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