



Universidad
del Valle



Cuadernos de
Administración

Journal of Management

Print ISSN: 0120-4645 / E-ISSN: 2256-5078 / Short name: *cuad.adm.*

Pages: e2211871 / Vol: 39 / Issue: 75 / Jan. - Apr. 2023

Faculty of Administration Sciences / Universidad del Valle / Cali - Colombia

Management of human talent in a public university from Its institutional regulations

Gestión del talento humano de una universidad pública desde su normativa institucional

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Article of Scientific and Technological Research

Submitted: 10/01/2022

Reviewed: 11/17/2022

Accepted: 09/12/2022

Published: 04/07/2023

Thematic lines: Administration and Organizations

JEL classification: I23

<https://doi.org/10.25100/cdea.v39i75.11871>

Abstract

This research aims to analyze human talent management in a public university, according to its institutional regulations, in the case of the Universidad Nacional Abierta (UNA) of Venezuela. For this, it seeks to determine the fundamental characteristics that comprise the management of human talent in this institution; likewise, the elements contemplated by said institutional regulations are characterized. Subsequently, the correspondence that exists between the management of human talent and institutional regulations is established. In the methodology, the type of research is documentary, with a bibliographic research design, in which the units of analysis, the research procedures, and the data collection techniques are highlighted, with its system of variables and its analysis of data. It was determined that talent management is a set of integrated processes designed to attract, develop, motivate and retain the employees of this institution. Likewise, it is characterized that the fundamental elements are the admission, application, compensation, development, maintenance, and monitoring of people. In addition, the correspondence that exists between the management of human talent of this university concerning its general regulations, institutional regulations, admission of academic staff, and partial reform of the regulations of admission, location, and promotion, agreement document in addition to its collective agreement is established. In conclusion, it has been stated that the management of human talent of the UNA in about to its institutional regulations corresponds to the aspects that come from the various regulations and policies that this institution has.

Keywords: Management; Human resources; University; Legislation.

Resumen

El objetivo de esta investigación es analizar la gestión del talento humano de una universidad pública, según su normativa institucional, en el caso de la Universidad Nacional Abierta (UNA) de Venezuela. Para ello, se busca determinar las características fundamentales que comprende la gestión del talento humano en esta institución; asimismo, se caracterizan los elementos que contempla dicha normativa institucional. Posteriormente, se establece la correspondencia que existe entre la gestión del talento humano y la normativa institucional. En la metodología, el tipo de investigación es documental, con un diseño de investigación bibliográfico, en el que se resaltan las unidades de análisis, los procedimientos de la investigación y las técnicas de recolección de datos, con su sistema de variables

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y su análisis de resultados. Se determinó que la gestión del talento se puntualiza como un conjunto de procesos integrados y diseñados para atraer, desarrollar, motivar y retener a los empleados de esta institución. Asimismo, se caracteriza que los elementos fundamentales son: la admisión, aplicación, compensación, desarrollo, mantenimiento y monitoreo de personas. Además, se establece la correspondencia que existe entre la gestión del talento humano de esta universidad con respecto a su reglamento general, normativa institucional, ingreso del personal académico, reforma parcial del reglamento de ingreso, ubicación y ascenso, acta convenio además de su convención colectiva única. Como conclusión se afirma que la gestión de talento humano de la UNA en lo referente a su normativa institucional, corresponde a los aspectos que proceden de los diversos reglamentos y políticas que posee esta institución.

Palabras Clave: Gestión; Recursos humanos; Universidad, Legislación.

1. Introduction

The Universidad Nacional Abierta (UNA) is an official institution of Venezuela throughout the national sphere, which is part of the institutions of the subsystem of Venezuelan university education. The UNA constitutes an open and distance education system. This university has organized to democratize and massify access to university education for the different sectors of the country. Above all, those who are unable to attend a study program in person.

Various circumstances regarding the fulfillment of legitimacy concerning the personnel that works in this university lead to the following research questions: What fundamental characteristics does the human talent management process comprise? What are the fundamental elements contemplated by the institutional regulations of the UNA regarding the administration of its Human Resources? Finally, to what extent does the management of human talent correspond to the perspective of the institutional regulations of the UNA?

For this, the general objective is to analyze to what extent the management of human talent at this public university corresponds to the perspective that exists in its institutional regulations. Likewise, it was sought to analyze the aspects, with the purpose of considering if the administration is in accordance with the current reality. In

the same way, determine the fundamental characteristics that comprise the human talent management process, characterize the elements contemplated by the institutional regulations of the UNA regarding human resources, and, finally, establishes the correspondence that exists between talent management concerning the institutional regulations of the UNA.

The importance of the study lay in determining the fundamental characteristics that comprise the management of human talent. Likewise, the characterization of the essential elements present in its institutional regulations, specifically concerning human resonance establishes the correspondence that exists between the management of human talent concerning the institutional regulations of the UNA.

The aspects that correspond to the institutional references of the UNA are evidence, highlighting its historical review and its strategic management. Likewise, its mission, vision, and principles are highlighted; in the same way, the theoretical bases were developed, highlighting the fundamental bases of the management of its human talent. In addition to the elements contemplated by the institutional regulations of the University regarding the human resources system.

2. Methodology

In the present study, the type of research was developed within the methodological processes of documentary research. This represented a qualitative research technique that is responsible for collecting and selecting information through the reading of documents, books, magazines, recordings, filming, newspapers, and bibliographies. The same, as indicated in the manual of the Universidad Pedagógica Experimental Libertador (2010), It was characterized by broadening and deepening knowledge about the object of study. This is achieved through previous work, primary and secondary sources, as well as other elements of interest.

The research design that was used was the bibliographic one, as the manual of the Universidad Santa María (2000) points out, it is the basic design within the documentary

investigations, "...since, through the revision of the documentary material in a systematic, rigorous and profound, one reaches the analysis of different phenomena or the determination of the relationship between the variables." (p. 31), the benefit of this research design was to cover a wide range of phenomena. Since it is not only based on the facts to which it had access, but could fully extend to encompass a much larger experience.

In this study, the level of research was descriptive; since it tried to accurately describe the entire research process. This type of descriptive study is characterized by studying specific situations that occur in natural conditions, unlike those studies that are based only on experimental situations.

These studies were designed to describe the distribution of the variables, without considering any other type. Hurtado (2012), points out "...the purpose is to expose the studied event, making a detailed enumeration of its characteristics..." (p. 109), since the results can be obtained at two levels, depending on the phenomenon and the purpose that the researcher has; a more elementary level, in which a classification of the information is achieved based on common characteristics, and a more sophisticated level in which the observed elements are related to obtaining a more detailed description.

The analysis units used in this research are mainly represented by two elements. First, an analysis of the processes of human talent management, and second, the aspects concerning the institutional regulations of the university. Specifically about the regulations and policies of the institution, which were generated through the documents approved by the Superior Council and the Board of Directors of the UNA.

About the procedure used, after taking into account the research map, the ideas found logically ordered, according to the importance of each of them. In this stage, we sought to develop both the main idea and the main idea. The secondary ideas concerning each of the points of the developed theme.

The techniques refer to the means that make the methods or operational steps that contributed to obtaining the acquired

knowledge manageable. The techniques have a practical and operational nature and are generally included within a method. According to the above, the techniques used were underlining, which focused on the main ideas applicable to the investigation. After that, the preparation of files or signing is carried out, for the collection and storage of information.

The presentation in this research was strategically managed since it was sought to operate with the conviction of presenting a text, briefly, through the content and/or the essential ideas of more extensive writing. This was written in his own words, highlighting the main ideas of the text, avoiding details, and always trying to keep the text short, precise and clear.

3. Results and discussion

Critical analysis, according to Hochman and Montero (2005) "...is the culmination of the work begun with the summary presentation, and consists of the definitive appreciation of a text, based on the elements found in it..." (p.62), in this analysis, external criteria not used to consider the work examined, but rather it was centered on an internal evaluation of the logical development of the ideas elaborated by the author himself.

Human talent management is a term used in recent times. This is directly related to the way of managing human resources, which has advanced as time goes by. Maintaining a new vision for employees, they considered vital in achieving organizational objectives. In this regard, Sánchez (2014) states:

Framed in the characteristics that define modernity, organizations have seen the need to reorient their management policies, focusing on people and their talents, which is why the concept of human beings is projected towards multidimensional development (p. 54).

It emphasized, therefore, that this updated world requires a new vision of human talent, which is vital and very significant support for any type of organization; this will lead to obtaining a quality product or service that will be part of the functions developed by committed individuals and co-responsible towards the entrusted work.

Defining it a little more, Chiavenato (2009) states that this type of management is generated by the synergy and coordination that exists between the various members of the organization for the achievement of business objectives that will lead to individual and group benefits. For their part, Gómez-Mejía and Balkin (2002) refer that managers have closely followed the environment that affects their human talent to act effectively and meet the requirements of their company.

Regarding the processes related to Human Talent Management, Chiavenato (2009) refers to three fundamental ones, which are: 1) Admission of people, 2) Application of people, 3) Compensation of people, 4) Development of people, 5) People Maintenance and 6) People Monitoring. The above elements are interrelated and directly influence each other.

The admission process according to Chiavenato (2009) refers to the recruitment and selection of talent that will be part of the organization, in this respect the ideal people for the position should be considered, and processes for the inclusion of new employees, among others that makeup recruitment and selection. The author adds that the process requires time and paperwork to be generated as planned.

Recruitment constitutes, as indicated by Gómez-Mejía and Balkin (2002), "a process of generating a set of qualified candidates for a particular position". (p. 250), this is derived from the analysis of the vacant position, which, by specifying it, will indicate the profile of the candidate, as well as the skills to fill the position. Similarly, Chiavenato (2009) states that recruitment originates from present and even future human requirements by projecting the required resources. All of it allows the achievement of organizational objectives.

Given this approach, in the recruitment process, human talent managers must know what the organization requires regarding people, what offers are made by other companies, and the techniques to use for recruitment. It should add that the inputs provided by the departments are of the utmost importance in the planning of human talent.

Once the manager has a pool of eligible candidates, the selection proceeds. In this regard, Robbins and Decenzo (2002) state that "...it is a forecasting exercise, that is, they intend to forecast which applicants will be successful if they are hired, which ones will perform well based on the criteria that the organization uses to evaluate its employees" (p. 190). Given this point, the person in charge of the selection, together with the various exams applied to the candidate, his curricular summary, the interview, and his experience, will determine the most appropriate decision.

Regarding the validation of the selection, Robbins and Coulter. (2010) indicate: "For a selection mechanism to be valid there must be a proven relationship between the selection mechanism and some relevant criteria... A valid selection mechanism measures the same thing consistently." (p. 213). Therefore, managers must validate these instruments beforehand to ensure their reliability.

Stoner *et al.* (1996) establish that for the selection, each organization can have its procedures since some steps must estimate. These steps: the formulation of the job application, which allows the candidate to provide the necessary information for the job he is applying. Likewise, his personal and professional data; the previous selection interview, includes the evaluation in first contact with the candidate's skills. Similarly, the application of tests to measure these job skills; is the background investigation corroborates the veracity of the information given. The selection interview, which is usually carried out by the direct supervisor of the position to be filled, allows for knowing a little more about aspects of the applicant. The medical examination ensures the best conditions in terms of health, to perform their duties, and finally. The job offer constitutes the proposal made to the selected person. This must accept or not, depending on the remuneration and labor benefits.

In hiring, as mentioned in the previous paragraph, the manager or direct supervisor in most cases has the final decision to choose the candidate who meets the requirements by offering him a contract in the company. In this regard, Ollerós (2002) states that, when the position is offered, it must be where all

the elements and conditions in the contract are detailed, including the contract model or a letter that makes the formal offer of the position and the benefits to receive. Among many, Olleros (2002) underlines that “There is a variety of labor contracts depending on the various groups that are intended to be protected” (p.80), for which it is advisable to carefully consult the current regulations and the changes that in its underlies.

Once the employee begins his work, there is the application process that, according to Chiavenato (2009), identified with the procedures used for the actions that “... people will carry out in the company, and guide and monitor their performance. They include organizational design and design of positions, analysis, and description of positions, orientation of people and performance evaluation, (Statisticians, analysts of positions and salaries)” (p. 8). In other words, it represents what individuals must execute and that should be documented through the design of positions, their analysis, and description of functions.

According to Stoner *et al.* (1996), organizational design is the structure in which business positions are organized according to the manager’s strategies, number of people, existing technology, and task, among other aspects. Regarding the description of positions, Chiavenato (2009) comments that it is “...a simplified portrait of the content and the main responsibilities of the position; defines what the occupant does, when he does it, how he does it, where he does it and why he does it”. (p. 74), this symbolizes a guide for the worker who begins a job and must know the responsibilities he has to perform. Among the items to consider in the description, there is the name of the position, the summary of the position, the relationships with other positions, and the responsibilities. The analysis, according to Gómez-Mejía and Balkin (2002), provides elements of interest such as the collection and organization of information on the tasks and functions of the position.

Once the selection is made, the chosen employee is inducted into the company. It is valuable to guide and socialize since many workers are nervous and logically do not know anything about their new job. Stoner

et al. (1996) point out that companies that have suitable socialization programs will minimize the natural nervousness of new members. In addition to this, they will be able to learn about elements of interest in their work environment, and colleagues, among others. For this reason, this process should not be missing, since the first contacts in the organization should be pleasant, harmonious, and stimulating for the worker.

Compensation refers to how the employee is remunerated and benefits provided once they are working. In this order of ideas, the remuneration, rewards, benefits, and social services that the organization stipulates in its work package are contemplated in these processes. The rewards for this, Chiavenato (2009), refers to some aspects concerning remuneration: “As a partner of the organization, each employee is interested in investing work, dedication and personal effort, knowledge, and skills, if he receives the appropriate remuneration”. (p.99), the above means the consideration that the worker receives for his work.

The basic remuneration is the salary, either monthly or hourly, according to Gómez-Mejía and Balkin (2002), “Establishes the fixed amount of money that the employee expects to receive in his monthly, weekly, or hourly salary”. (p. 260), accordingly, it corresponds to the fixed salary without considering working conditions, worker performance, or another intervening incident. Everything will depend on the current salary regulations of the institution and the function of each position held.

Salary incentives according to what Chiavenato (2009) states are “programs designed to reward employees for good performance, bonuses, participation in the results, etc.” (p. 99). This represents the type of compensation that distinguishes the worker for variables such as performance and merits achieved. This can be a source of motivation for the individual, which will lead him to achieve goals for the benefit of the organization.

Salary benefits correspond to those defined by Gómez-Mejía and Balkin (2002), who alludes to being those “...that provide social services and security to employees. It

can sometimes represent up to 40% of the total salary package and includes medical insurance, pension plans, unemployment insurance, vacations, and sick leave, among others". (p. 260). Among the most outstanding objectives, there is a relative return to productivity, motivation, and quality in the different tasks; in the same way, it generates responsibility on the part of both parties, namely, the company employee.

Likewise, in conceptualizing development, Chiavenato (2009) refers that it is not limited to providing information to acquire knowledge. Constructive attitudes, solutions, ideas, and habits need to be developed in employees for a more proactive and effective performance. The basic processes are training, people development, and organizational development. The foregoing encompasses the consideration of human talent as something more than an individual who fulfills his functions. Given that, companies must always be attentive to their development, not only staff but also as a person, and that will affect their evolution in the organization and favor it in the success it will achieve.

Staff training constitutes what is stipulated by Gómez-Mejía and Balkin (2002):

"...a planned effort to provide employees with specific skills to improve their performance. Effective training can also improve morale and increase the potential of the organization" (p. 253). Therefore, it follows that training human talent will provide tools that facilitate job performance.

According to Gómez-Mejía and Balkin (2002), career development "...involves designing actions that help employees grow and learn the necessary skills to advance to the desired position in their career plan" (p. 257). Therefore, the process implies creating the right environment so that the worker feels comfortable with his work and develops his capacity for the generation of proactivity, motivation, and effective compliance with guidelines, among others.

For his part, Camacaro (2010) points out that: "Patience and a broad perspective are required on the part of the administrator. The most important factor in building staff capacity is creating an environment in

which cooperation, communication, and open exchange of ideas are achieved." (p. 144). Therefore, it visualized that this type of development does not focus on knowledge acquisition; rather, the company ensures the appropriate environment for the worker to flow harmoniously in their assigned tasks and functions.

Stoner *et al.* (1996) as a "long-term effort, by senior management, to increase the processes of renewal and problem-solving of the organization through proper management of culture organizational, approach organizational development" (p. 461), this translates into the fact that the organization, through various techniques, induces changes in it, including the people who work there, to achieve excellence. By the aforementioned, the experience, and experience in the company are considered to detect any problems or solutions for improvement, intervening in it to solve them. In another order of ideas, Chiavenato (2009) explains that maintenance is directly related to how people are retained, how the processes set the environmental, and psychological conditions, the method to manage hygiene, safety, and quality of life, and finally, relations with trade unions.

Thus, hygiene for Chiavenato (2009) points to it as the environmental environment where the worker interacts, and that guarantees his physical, and mental health, generating well-being in the functions he develops. At the same time, Camacaro (2010) adds that, for this element, the mental and psychic components in the work environment are taken into account. In this aspect, the times for the execution of a task, and the work environment are considered.

Regarding security, the company must guarantee and prevent accidents, fires, and thefts to a minimum. Chiavenato (2009) states that a hygiene and safety program must be applied that allows employees to be educated about the prevention of accidents, and occupational diseases, avoiding unsafe conditions as much as possible. Some laws protect this fact in Venezuela, such as the Organic Law of Prevention, Conditions, and Work Environment (Lopcyamat) which establishes precise guidelines that contribute to the promotion of hygiene, and safety.

From there, then, an important aspect that weight the employee is derived, such as quality of life, which Marín (2011) conceptualizes as "...those conditions related to work that may be relevant for job satisfaction and motivation, in addition to it also encompasses their own work experiences in terms of the opportunities it provides" (p. 27). Therefore, the quality of the employee in his work translates into feeling comfortable in the environment that surrounds him and that drives him to an optimal fulfillment of work goals.

The unions in the organizations have the duty to be a symbol of the entity that is in the constant search for improvements of its members or associates around the economic and social benefits. These groups seek to defend employees and mediate between their employers. Regarding the benefits obtained, Werther (2008) affirms that having a union formalizes the relations between companies and employees, which has the effect of uniformity in the treatment given to personnel affiliated with a union.

Already in the evaluation, Chiavenato (2009) explains its relationship with the ways to know about what each worker does and control each of their functions to verify that their work, the organizational goal, is achieved. In this sense, when monitoring people, according to Chiavenato (2009), one is following, accompanying, guiding, and maintaining the work produced by the employees, and, in more organizations that are modern, each of these can self-assess based on the set goals and objectives. The foregoing results in a kind of control, a consequence of effective planning.

One of the tools used in this administrative function is databases, the main input of management information systems, Meza (2010) points out that its essential purpose is to improve performance with reliable and accurate data, which become inputs for decision-making. This database collects, codifies, stores synthesizes, and presents the strategic and operational data for the operation of the entire organization. Some data of interest: personal data of the workers, registration of the position held and the area in which it works stipulated remuneration and benefits, training carried out, medical

records, and others according to institutional need.

Information systems, conceptualized by Betancourt (2001) indicate that they bring together people, teams, processes, and controls that generate a flow of information required to satisfy organizational requirements. Therefore, reliable and reliable data must be available for decision-making depending on business needs. In this way, Meza (2010) adds that technological tools "... are an important strategic resource, which monitors external and internal issues and trends, identifies competitive threats and contributes to the implementation, control, and evaluation of the strategy." (p. 9). Therefore, the larger the organization, the more useful the management information system that is implemented will be, thus symbolizing a competitive advantage due to the correct and adequate management of information.

In the context of the study, the institutional regulations of the UNA refer to the various regulations and institutional policies that are generated through documents approved by the Board of Directors. This is to assign duties, and rights to the members of the university community, in addition to regulating the activities of the operation of the University.

Mainly the legal framework that regulates university action governs these human talent management processes at UNA. As established in the Law of Universities República de Venezuela, 1970, and the General Regulations of the UNA (1996). Similarly, in the Regulations for admission to the ordinary academic staff of the UNA (2015), the Partial Reform of the Regulations for admission to academic staff, the Regulations for placement and promotion in the university ranks of the UNA (2010), the Agreement Act of APAUNA (2011) in addition to the Single Collective Agreement (2015).

Regarding the General Regulations of the UNA (1997), it was approved on September 27, 1996, with Decree No. 2398, which explains generally, what concerns the general provisions, structure, and organization of the university, the academic regime, and university extension, administrative and financial system, regarding students,

graduates and institutional relations. Regarding the management of human talent, regulations are observed in Chapter V, fourth section, from article No. 96 to No. 212.

Concerning academic staff, article No. 100 explains that those who carry out managerial, teaching, and research tasks constitute it. Article No.101 exposes some requirements to be a member of this university campus as an academic. These are moral and civic solvency, an undergraduate degree preferably with a postgraduate degree, having attitudes and aptitudes for teaching and research, and fulfilling teaching, research, and extension functions, among others. Article No. 102 specifies the types of academic staff members: ordinary, special, honorary, and retired.

Article No.106, indicates the ranking of the ordinary academic staff that includes the categories: instructors, assistants, attachés, associates, and holders. Likewise, in its sole paragraph, it explains that to promote to say positions, certain aspects are required. These are indicated in article No. 89 of the Law of Universities, the presentation of a work that constitutes a contribution to the institution related to the area of performance. Article No. 107 classifies the time that academic staff will dedicate to the university: exclusive dedication, full-time, part-time, and conventional time. Article No. 111 explains what is related to the requirements of contracted professors, who must have academic merits to apply for the position. Finally, article No. 118, indicates what is not foreseen in the regulations, mentioning other regulations approved by the Superior Council.

For recruitment, article No. 104, indicates who must publicly report vacant positions in this university union. For the hiring of personnel, article No. 105 explains the Board of Directors must approve the hiring process and for unions, it is mentioned in article No. 116, which explains the benefit of associating with groups recognized at the university.

As for the Regulations for admission to the ordinary academic staff of the UNA (2015), approved on June 16, 2015, of No. 181 Extraordinary, it establishes the rules that must govern the admission of the Ordinary Academic Staff of the UNA. Starting, it

defines the ordinary academic staff in article No. 2, which is made up of professionals who perform teaching, research, social bonding, and intellectual creation functions, without prejudice to the fact that they may eventually exercise managerial functions.

The duties of this type of personnel are stipulated in articles No. 3 to No. 5, which range from recognition of the principles of education of the National Constitution of the Bolivarian Republic of Venezuela, intervention in the identification and solution of needs, engaging in the design, organization, and execution of educational, cultural, technological and socio-productive projects.

As for the staff admission process, article No. 8 observed, the admission of the Ordinary Academic Personnel, which will be done in the category of Instructor, through Public Opposition Competition. If the Institution requires it, contests may be opened in another category, in the same way as article No. 9. Which Points out that the Board of Directors is the entity that approves the applications for the opening of the opposition contest, requested by the Academic Council, said contest will public.

Likewise, regarding recruitment, this regulation states in article No. 8, that admission to the Ordinary Academic Personnel will be made in the category of Instructor, through Public Opposition Competition. If the Institution requires it, contests may be opened in another category. Already in article No. 9, it states that the Board of Directors is the entity that approves the applications for the opening of the opposition contest, requested by the Academic Council and that this contest will be public.

In this regulation, article No. 10, the steps for competitive examinations are stated, which start from the call, registration, review, and validity of credentials, evaluation, verdict, and presentation of the verdict record. In article No. 11, the consignment of documents to register for the competitive examination is regulated. In article No. 12, the requirements for registration in the competitive examination are indicated according to the ranking chosen, while article No. 16 of these regulations sets forth the

composition of the competitive examination that consists of a test written, oral evaluation, and scoring of your credentials.

Regarding the selection of this personnel, articles No. 17 and No. 18 describe how the candidates, and evaluation times, among others, will carry out the written and oral tests. Article No. 21 presents what is related to the verdict of the Jury once the evidence and credentials of the jury have been evaluated. Selecting one of them, declaring him the winner of the opposition contest.

Regarding career development, articles No. 23 and No. 24 present the guidelines for a teacher-training program for the selected candidates and with people orientation. In article No. 25, an induction course for the selected professor is expressed as a mandatory requirement. Already article No. 26, observed what refers to the training of personnel, which showed that the assignment of a tutor is the one that will accompany the investigative process of the professor.

Likewise, article No. 27, related to the training of personnel, defined who is responsible for the Teacher Training Program in Distance Education, and who will ensure compliance with it. For staff monitoring, article No. 28, states about the evaluation strategies for the Teacher Training Program in Distance Education are governed by the guidelines and criteria established in the Evaluation Plan corresponding to each course and/or program.

The Partial Reform of the Regulations for admission to academic staff and location and promotion in the university ladder of the UNA (2010), establishes regulations regarding career development. The Superior Council approved this Regulation through Resolution No. 39 of the C.S. dated October 14, 2010, This Regulation was initially legislated around admission; however, it was modified in 2015 and, separated from the current regulations.

Regarding career development, article No. 45 exposes the Classification Commission that will advise the authorities on the location and promotion of academic staff. In the same way, article No. 48 to No. 53, in section II of the Regulation, describes the total process of promotion of the professor, from its requirements based on the Law of

Universities (Article 89). Here it deals with the constitution of the work as presented, the years of service completed, in addition to other aspects of the research product that can be generated from Postgraduate studies of recognized universities. From article No. 54 to No. 58, the process of presenting the work is exposed, the appointment of the jury that will be the evaluator of the job for the promotion of university professor, and the requirements to be a jury. While from article No. 59 to No. 63, the process that begins to designate the defense date, verdict, and subsequent processes is shown.

About the hiring of personnel, article No. 74 indicates conditions for hiring a teacher. In the same way, article No. 75, stated that the Board of Directors must approve the contracts. This must be proposed by authorities, accompanied by a detailed and precise work plan, with tasks inherent to the contract. Article No. 76, states that the maximum duration of the contract is one year, and can be renewed.

For its part, another regulation considered in the management of human talent of the academic staff is the Agreement Act of the association of teachers of the UNA (APAUNA) (2011), and approved on June 22, 2011, under the resolution of the Board of Directors No. 1041, whose purpose is to regulate relations between UNA and its Academic Staff. Thus, some of its clauses define some basic terms related to the agreement, guiding principles on the relationship between UNA and its academic staff, and the consolidation of the university institution.

Already in the Trade Union Relations, clause No. 7, the union character of APAUNA is indicated, for which the UNA recognizes this association as part of the union life of the Academic Staff and as the body of legal representation before the University Authorities, around labor, academic and socioeconomic conditions. Clause No. 9 sets out the conditions that are managed in the UNA-APAUNA relationship.

Concerning occupational hygiene and safety, it is explained in clause No. 13, the working conditions that must prevail to guarantee the hygiene and safety of employees. While, for recruitment, clause No. 18 exposes the modalities of admission

of the professor, for selection, clause No. 20 observed, which shows the opening of competitive examinations for contracted professors. Subsequently, with the hiring clause No. 21, the right to renew the contract is generated for personnel who are in that condition.

For personnel monitoring, clause No. 22 indicates the design of an evaluation system for contracted academic personnel. For the quality of life, it is determined by clauses No. 23 to No. 25, which deal with the stability that should give to teachers hired according to their time. Clause No. 27, deals with training, and points out the permanent improvement in the formation and the integral growth of the Academic Staff, a priority factor for academic and institutional development.

Regarding the orientation of people, clause No. 28, agrees to point out the review of the induction course that academic staff must take upon admission. Regarding social benefits, clause No. 38, refers to what is related to permits for academic staff to study or investigate. For the selection of professors, clause No. 20 indicates the opening of competitive examinations for contracted professors. For the hiring of teachers, clause No. 21 generates the right to renew the contract for hired personnel.

Similarly, for the monitoring of people, clause No. 22 indicates the design of an evaluation system for contracted academic staff. While, for the quality of life, the clauses that go from No. 23 to No. 25, talk about the stability that should be given to teachers hired according to their time. Already with training, clause No. 27, expresses what concerns the permanent improvement of the formation and integral growth of Academic Staff as a priority factor for academic and institutional development.

For the orientation of people, clause No. 28, agrees to indicate the review of the induction course that academic staff must take upon admission. About social benefits, clause No. 38 of this agreement document. It refers to what is related to permits for academic staff to study or investigate. Clause No. 40, indicates the granting of a sabbatical year, meanwhile, the clauses that go from No. 40 to No. 50, are related to paid and unpaid leaves that can be given to this personnel.

Regarding salary incentives, the clauses that go from No. 58 to No. 64, and those corresponding to No. 76 and No. 77, establish the various bonuses and premiums that by right correspond to this staff. As social benefits, the clauses corresponding to No. 65, from No. 66 to No. 75. In addition to No. 84 and No. 85, they establish some social benefits such as hospitalization, surgery and maternity insurance, corrective lenses, collective annual vacations, cultural and scientific promotion, sports, and recreation.

Finally, since 2012, in public universities, the Single Collective Agreement has been in force, which reached its second revision in 2015, which was signed by federations of university workers and the Popular Ministry for University Education. This convention indicates, regarding training, clause No. 11, which indicates workers 'right to permanent training. For the quality of life, clause No. 12 deals with the harmony and mutual respect that must exist in the university.

The hygiene and safety in the clauses corresponding to No. 13, No. 32, and No. 33, point out what concerns adequate working conditions. This is to current occupational safety, and hygiene regulations, while for the development of people. Clause No. 35 shows the right of workers to have a career development system. For training, clause No. 46 is observed, stating the right of teaching workers to have comprehensive training through courses and postgraduate courses. About social benefits, the clauses that go from No. 56 to No. 66, express what concerns benefits related to health, and social security, such as hospitalization and surgery insurance, life insurance, funeral expenses, periodic medical examinations, and medicines, among others.

Regarding the basic remuneration, clause No. 83 shows the general tables of salaries and wages of university workers. These tables tabulated, in force, according to the teacher's rank, and time, for salary incentives. The clauses that go from No. 84 to No. 99 and from No. 103 to No. 105, exhibit the various premiums and bonuses that teachers receive.

Concerning occupational hygiene and safety, they are in the clauses that go from No. 106 to No. 108. It should be noted, what concerns adequate working conditions per

current regulations on occupational safety and hygiene. Meanwhile, salary incentives developed in clauses from No. 106 to No. 111, show other socioeconomic benefits such as scholarships for children, school supplies, toys in December, a contribution for marriage, the birth of children, death of a family member, and charge premium.

The normative base of the institution serves as a source of orientation to determine which changes are appropriate and which are not. However, when the logic of change is expressed in an institutional design, there seems to be a certain tendency to vindicate the institutions, but also to grant the community a capacity of choice dictated by the governing bodies of the University. Given that, not only must the legal framework that corresponds to it govern it, but it must also propose policies that demand human talent.

The management of the human talent of the UNA must seek to design, implement and control the systems that guarantee the efficient management of the human resource management of the Institution and advise the authorities and the different line managers on problems that arise in the management of their subordinates, under current regulations. Therefore, it must be adapted to the institutional functioning in the area and the satisfaction of the employees.

Receive and order the processing of claims, both from union representatives and from workers and employees, regarding the application of contractual clauses that affect labor matters. Regarding the admission process, related to recruitment and selection, according to the staff (academic, administrative, or worker), each of them follows a different process. In the case of academics, this is managed in each of the Local Centers, where their coordinator is. After conducting the interviews, he sends a short list to his direct dependency, to the Operations Directorate, and, at the same time, to the academic areas that will jointly choose the ideal candidate.

In his position, the professor is hired until an opposition contest is opened. This can take about a year or, as has happened in various cases, it can be done after 6 or 8 years, to pass to the status of ordinary academic staff. For administrative and worker personnel,

the Human Resources Directorate has a database if the contest is internal, the call is opened through the website and the interested parties will attend if necessary.

When this contest is declared void, the external one is opened, selecting a short list from the management database and sending it to the dependency where the talent is required for the respective technical interview and subsequent selection. In this last aspect, it should note that the management currently does not publicize vacancies through the press or other means of mass communication, which limits the effectiveness of recruitment; sometimes, the demands for human talent are not met due to the lack of external candidates, which is critical for those who require personnel.

The application process, corresponding to the organizational design, induction, analysis, and description of positions, orientation of people, and basic remuneration is that most of the positions are governed by the profiles of the Office of University Planning (OPSU), in the case of administrative staff and workers. In the case of academics, the academic vice-rectorate is the one who dictates the guidelines on suitable personnel.

The induction should give on the first day or at least during the first week, to minimize anxiety and nervousness, natural in any organizational change of the individual. At UNA, there is no specific induction plan; the boss simply explains what the employee must do, without disclosing the benefits of the organization, legal aspects, and processes inherent to his profile, among other elements. The individual discovers all of this, as he is curious and moves through his job. For academic staff, an "Induction Course" emerges after six (6) months or a year of the professor in his job.

Compensation is subject to the Collective Bargaining Agreement for University Workers and, of course, to the resources provided by the State, for which, at the time of selection, there is no negotiation process as in other organizations. The increases and the consideration of other benefits depend exclusively on the OPSU. The development process, related to social benefits, staff training, career development, and organizational development, depends in

many cases on the Collective Agreement of university workers.

The academic, administrative, and labor staff have unions according to each of these groups: the UNA Professors Association (APAUNA), the National Union of Administrative Employees of the UNA (SNEAUNA), and the Single Union of Workers of the UNA. (SUOUNA). Each of them is attached to the unions of all the universities that seek salary claims and benefits that depend exclusively on the State. If there is something internally related, they also monitor the well-being of their members.

The evaluation process at UNA is done formally with the administrative staff through a pre-established format according to the position. Each supervisor evaluates and sends the respective information to the Human Resources Department. For academic staff, no evaluation was carried out, neither of the students nor of the direct supervisors.

Definitely, it can be determined that the institutional regulations of the UNA, regarding the management of its human talent, correspond to aspects that are directly related to its regulations and institutional policies. The State, the Superior Council, and the Board of Directors of the university have generated these through legal documents that have been approved. This is to record the various duties, and rights of the members of the university community, which serve to regulate their functions and activities for the operation of the institution.

4. Conclusions

After carrying out the critical documentary analysis in this investigation, it can affirm generally that the management of human talent of the UNA for its institutional regulations corresponds to some aspects that come from the various regulations and policies that this university institution possesses. That operates under the modality of open and distance education in Venezuela.

Likewise, the management of human talent was determined as a set of integrated processes designed to attract, develop, motivate, and retain the institution's

employees. These processes have cardinal characteristics that consolidate it as an essential axis in any organization, such as admission, application, and compensation of people, in addition to staff development, maintenance, and finally monitoring of people. All these processes must work in a systematized and structured way.

Finally, the essential elements contemplated by the institutional regulations of the UNA for the administration of its Human Resources are established. This was contemplated in the general regulations of the UNA (1977), the regulations for admission to the ordinary academic staff of the UNA (2015), the partial reform of the regulations for admission to the academic staff, the location, and promotion in the university ladder of the UNA (2010). In the same way, in the agreement act of the association of professors of the UNA (2011) and the unique collective agreement (2012).

5. Conflict of interest

The authors declare no conflict of interest.

6. Source of Financing

This research is sponsored by the Dirección de Investigaciones y Postgrado of the Universidad Nacional Abierta de Caracas, Venezuela, and is carried out in the research line "Gestión de Investigación y Desarrollo" (LIGID).

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How to cite this paper?

Rodríguez Arias, R. E. (2023). Management of human talent in a public university from Its institutional regulations. *Cuadernos de Administración*, 39(75), e2211871. <https://doi.org/10.25100/cdea.v39i75.11871>

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