

Strategic management of human capital in municipal university centers as a contribution to local development

Gestión estratégica del capital humano en centros universitarios municipales como contribución al desarrollo local

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Abstract: The need to manage human capital in municipal university centers as a contribution to local development, using competences, integrated approaches and multi-actors, led to design a procedure that integrated in a coherent manner the demands of the municipality with the organization strategies, key labor competences and positions, as well as the variables and dimensions for the University management of knowledge and innovation.

Keywords: Human capital; Strategic management; Labor competences; Local development

Resumen: La necesidad de gestionar el capital humano en los Centros Universitarios Municipales como contribución al desarrollo local, con enfoques de competencias, integrado y multiactores, conllevó a diseñar un procedimiento que integró de forma coherente las demandas del municipio con las estrategias de la organización, las competencias laborales claves y los cargos, así como las variables y dimensiones para la gestión universitaria del conocimiento y la innovación.

Palabras clave: Capital humano; Gestión estratégica; Competencias laborales; Desarrollo local

Introduction

At present, the Ministry of Higher Education is immersed in a process of improvement and continuous improvement in a planned and organized manner in all the universities of the country, which becomes an exceptional factor to introduce and develop Human Capital Management (HCM) and Competency Management (CM) with qualitatively superior approaches.

From the 2009-2010 academic year, the Ministry of Higher Education defines as one of its priorities the improvement of university work in the municipal centers with the aim of achieving greater quality, relevance and integration, thus emerging the Municipal University Center (MUC).

In the current context this motivates changes in the HCM, due to the influence of some factors at the level of Higher Education Institutions (HEIs) in general and in particular MUC. Among the fundamental factors that emphasized this work are:

- The need for the MUC to increase results from the HCM with approaches to labor competencies, integrated and multi-stakeholder in substantive processes at the level of the organization, processes and positions.
- The increase of young people and adults in an inclusive manner that have the necessary technical and professional skills to access employment in a dynamic way.
- The growing phenomenon of climate change and its effects that increasingly require strengthening knowledge in science, technology and environment.
- The need to match the Strategic Planning of the CUM with that of the municipality for the design of an objective projection.
- Turn human capital (HCM) into the most competitive and important resource of 21st century organizations.
- Articulation of actors to enhance knowledge management, innovation and organizational culture in the dimensions: social, environmental and economic.

According to the bibliographies consulted; in the IES there are several definitions and references on professional competencies, profile of competencies of university teachers; but the labor competencies that are really required in the organization, and in substantive processes such as: undergraduate training, postgraduate training, science technology and innovation and university extension, in correspondence with the approved corporate purpose, the mission and the functions have not been identified; as well as those corresponding to each

main teaching category of Professor and Assistant Professor, according to the level of complexity.

The formation of the university student acquires greater connotation in the important transformations in which the Cuban university is immersed. Process that includes training of knowledge, skills and values with capacities to transform the environment, looking for solutions to the professional problems they face.

For all the foregoing, the author considers that in order to fulfill the social purpose for which the Municipal University Centers were created and contribute effectively to the municipality's integral development plan, there are difficulties that limit its contribution to local development such as:

- The key or distinctive labor competencies of the organization, those of the processes, and those of the positions are not identified.
- The management of university processes is not carried out in an integrated manner by Labor Competencies.
- The articulation of the different actors MUC- Government- Societies is insufficient.
- Inadequate integrated incorporation of the substantive processes of Higher Education to the demands of the Municipality.
- The total number of professors with main teaching categories Titular and Assistant is insufficient.
- Lack of integration in the Strategic Planning Province-Municipality- MUC.
- The careers that are taken in the MUC do not correspond to the demands of qualified force.
- The training of doctors in the municipality is poor.

The foregoing constitutes the problematic situation that gave rise to the present investigation and, in order to solve it, the objective was to develop a strategic human capital management procedure in University Centers as a contribution to local development.

Development

Human capital management with strategic focus

The development of the research was carried out on the following theoretical bases:

The strategic management of human capital according to Cuesta means “the set of decisions and managerial actions in the organizational sphere that influence people, seeking continuous improvement, during the planning, implementation and control of organizational strategies, considering interactions with the environment” (Cuesta, 2010, p. 17).

On the other hand, Human Capital Management is the “management of people who are not a means but the end in our society. Human management, or management of people who work” (Cuesta, 2010, p. 1). Strategic management is defined by objectives and focused on values “an interactive and holistic process of formulation, implementation, execution and control of a set of strategies, which guarantees a proactive relationship of the organization with its environment, to contribute to efficiency and effectiveness in the fulfillment of its corporate purpose” (Ronda, 2002, p. 23).

All the previous definitions to say about Núñez Jover appear in function of “the integration university, knowledge, innovation and local development for the successful fulfillment of the Plan of Integral Development of each municipality and province” (Núñez, 2014, p. 375).

The approach of labor competences, is given that each process that is managed in these Higher Education Centers is carried out by key or distinctive competences of the organization, processes and fundamental positions, in the latter we will investigate those who hold the categories Main teachers: Senior and Assistant Professor for superior performance that contributes to a prosperous and sustainable local development

In the same way, the integrated approach interrelates the internal and external actors, and makes the Municipality-MUC Strategic Planning connection managed by Labor Skills, and it considers all the processes: strategic, substantive, supportive and transversal, as well as the interrelations and synergy that they establish themselves as a system, the problem that arises in one affects the others, taxing efficient and effective local development indicators.

In this same order, the multi-stakeholder approach relates to different groups and at different levels that have specific functions. The interaction between these actors is complex but essential to achieve sustainable results and referred to as:

- **internal actors:** they are those that intervene directly or indirectly in the different multilevel activities (HE-University-MUC).
- **external actors:** those who intervene from the environment.

Each of the actors have their own vision, roles, responsibilities, interests, perspectives and desires; Therefore, it is important to unite these differences in a development plan on a broad basis so that they establish strong alliances, all parties must receive the opportunity to give their opinion on the implementation and administration of the strategic actions and objectives that they intend to develop in order to Get the success.

The Municipal University Center and local development in Cuba

The role of CUM and knowledge management contribute to the development of capacities of the actors that direct and organize processes in entities and communities, so work methods must be modified so that the application of knowledge becomes a gradual and positive habit. It is the MUC who has the necessary potential for the articulation of local actors and the mediator of the scientific knowledge that is required. Knowledge management pays for the mobilization of capacities for decision-making in the implementation of actions and in the control of results that generate impacts in the economic and social order.

In some Cuban municipalities, Local Development (LD) initiatives have been implemented for several years, which have been enriched from the initial experiences. All have had impacts, but with the recognition that they have been a starting point for the analysis of LD in Cuba and the challenges that this issue imposes on localities and the country.

Experiences show that in the sustainability of the initiatives, strategic management is essential as a starting point, the creation of structures that complement it and the determination of those responsible for monitoring, monitoring and controlling the

management of innovation projects that are generated; all interrelated with the organizations of the municipality and knowledge institutions, which enhance learning and develop innovative capacities in the municipality. (Boffill, 2010)

One of the most important factors for LD is the effort that is invested in the processes, economic and social dynamics and behaviors of local actors, rather than quantitative results. (Albuquerque, 2001)

According to knowledge management, it consists largely in collaborating in the identification of local problems that require knowledge for its solution and contributing to identify the organizations or people who can contribute it and then build the links, networks and knowledge flows that allow the assimilation, evaluation, processing and use of this knowledge. The MUC must act as a relevant agent in the social construction of knowledge and the establishment of connections that allow knowledge flows. (Núñez, 2014)

The municipality has the most favorable conditions for development self-management. The decisions are closer to the community and have less complexities than a province; It constitutes the key scenario where society hopes to find answers to its aspirations, create conditions of integration in the application of the principles of socio-economic development and where the most direct link between the people and the government takes place. On the other hand, the greatest wealth of the country lies in the intelligences that are scattered throughout all territories, as a result of a consolidated and equitably distributed educational system. And this represents an indisputable strength for the promotion of development processes at the local level. (Guzón, 2003)

At the local level, knowledge management is defined as a complex process of generation, supply, administration and circulation of the information, data, knowledge and values necessary to guarantee decision-making, with the aim of promoting the elevation of the quality of life of the population on the basis of equitable sustainable development and characterized by a growing citizen participation.

If in today's society development is focused on knowledge, the university must develop and articulate with other local actors to enhance the production and transfer of knowledge to solve specific problems in the local context. This possibility was limited according to (Núñez, 2014) because the knowledge institutions in Cuba were located in the provincial capitals and in the case of the major universities with a relatively strong presence in national research programs, this diminished the possibility of capture the uniqueness and diversity of local needs. That is what changes radically with the University of the Territory. Therefore, it is conceived for her that the local is the space in which it is installed and with which she must build her interactions, which although progress has been made is not enough.

The quality of Higher Education

The movement towards quality is a worldwide phenomenon that acquires increasing relevance, because it influences, practically, all spheres of human life. The issue of quality in higher education has had a deep treatment and debate, both theoretical and practical. It is a phenomenon that is associated with the origins of university development itself, first as an essentially inward concern, which emphasizes the internal values of its work and is identified as the intrinsic quality of its processes. Subsequently, it has transcended these areas, to turn outward and study the assessment of the impact that the educational institution causes on social development.

In Cuban higher education this concept of quality is assumed as the two-element dialectical unit: academic excellence and integral relevance.

Academic excellence is characterized by three dimensions: the excellence of human resources, in particular the cloister and students; excellence in the material base of study, both that which is available in the universities and that which is used from those existing in the territory; and excellence in human resources management.

Integral relevance is a concept that is characterized by the relationships established between the university and its environment. It is achieved effectively if its actors participate in the social, economic and cultural life of society. The integral relevance of the university responds to the interests and needs of its time, of its society, not only to do what is requested, but also to be a propitiating agent of what is really needed. This means not only

relevance in the sense of reproduction and legitimization of economic, social and cultural life, but also in the critical, renewing, transformative sense.

A university that is characterized by academic excellence and integral relevance must fulfill, first and foremost, the supreme duty to educate in moral values and in the ethical principles that govern professional and citizen conduct, in order to make preaching Martian reality of a homeland with all and for the good of all. In this way, it will guarantee that the professional training process developed in it is distinguished by its integrality. (Alarcón, 2013)

Procedure for strategic management of human capital as a contribution to local development in Municipal University Centers

Adherence to the program requires that bosses and workers in general must be involved, setting goals at the highest level: those at the highest level determine annual strategies and objectives; in the individual goals, each boss and subordinates have clearly defined objectives and responsibilities, which are decided together; everyone's participation must be sought; With regard to autonomy, we must have ample freedom in achieving the planned objectives; in the performance evaluation the progress of the objectives is reviewed, the problems are evaluated and others are decided.

The procedure consists of four stages and 18 steps, with an integrated, competency, strategic and multi-stakeholder approach; it integrates the strategic planning of the Municipal University Center, the labor competences of this organization, of the substantive processes (Undergraduate, Postgraduate, R & D & I training and university extension) and of the positions with main categories: Professor and Assistant Professor; as well as the variables with their indicators for knowledge management and innovation: capacity building, management impact and the articulation of actors, as a contribution to local development.

The procedure of strategic management of human capital as a contribution to local development in Municipal University Centers is presented below.

<p>Stage I: Initial Preparation</p> <ul style="list-style-type: none"> -Step 1: coordination meeting in the municipality.
<p>Stage II: Strategic Planning of the MUC for local development.</p> <ul style="list-style-type: none"> - Step 2: documentary analysis. - Step 3: characterization of human capital. - Step 4: determination of the organizational climate. - Step 5: organizational diagnosis (prospective SWOT analysis). - Step 6: Determination of problems and possible solutions. - Step 7: formulate the objectives and strategies.
<p>Stage III: Identification and validation of Labor Skills.</p> <ul style="list-style-type: none"> - Step 8: appoint the Competition Committee. - Step 9: identify the key or distinctive competencies of the MUC. - Step 10: identify the competences of substantive processes (Undergraduate, postgraduate, R&D and University Extension training). - Step 11: identify the competences of the positions with main teaching categories (Professor and Assistant Professor). - Step 12: validation by the Competencies Committee. - Step 13: CH evaluation and gap analysis. - Step 14: action plan to minimize gaps.
<p>Stage IV. Evaluation of knowledge management and innovation indicators.</p> <ul style="list-style-type: none"> - Step 15: assessment of the capacity building variable and its indicators. - Step 16: evaluation of the variable impact of innovation management and its indicators. - Step 17: assessment of the variable articulation of actors and their indicators. - Step 18: execution, evaluation and continuous improvement.

Source: self- elaboration

Conclusions

The analysis of the various approaches, models, procedures and current legislation allowed the development of a strategic human capital management procedure in the MUC as a contribution to local development; evidencing the need for integration with Strategic Planning, the competencies of the organization, substantive processes and positions with

main teaching categories, as well as the evaluation of the indicators identified for the university management of knowledge and innovation with emphasis on local development through the articulation of internal and external actors, which facilitates its practical implementation through four stages and 18 steps that make it up, with well-founded techniques and tools, constituting the fundamental contribution of this research.

The instruments proposed to design the labor competencies in the organization, of the processes and the positions that the main teaching categories hold (Titular Professor, Assistant) allow obtaining a Skills Catalog that facilitates a more objective performance evaluation of the results obtained by stages in the MUC at each level and the existing gaps to develop a real training plan.

The variables with their indicators for university knowledge management and innovation with emphasis on local development (capacity building, management impacts and articulation of actors) allow to evaluate the effectiveness of the process, as well as the progress of the municipality towards to a prosperous and sustainable local development.

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