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## MODELLING LEADERSHIP IN THE COVID-19 ERA

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DOI: 10.13165/PSPO-21-28-07

**Abstract.** *Broadly speaking, the establishment of a scientific and technological agenda is an intention of state management around which a conflict or difference with society is resolved. In this sense, the academy is subject to the evaluative guidelines of the quality of its processes and products. As an institution sponsored by the State, the public university continues to follow the agenda, but at the same time it undertakes the formation of talents that the State hopes to institutionalize as opinion and knowledge leaders. The objective of this work is to model the axes and central themes of the agenda to show the management and incubation of talent. A documentary study was carried out with a selection of sources indexed: Academia, Copernicus, Dialnet, Ebsco, Frontiers, Latindex, Redalyc, Scielo, Scopus and Zenodo. There are lines of research on entrepreneurship based on the establishment of the scientific and technological agenda.*

**Keywords:** *Institutionalism, agenda, entrepreneurship, talents, training.*

### Introduction

Regarding indicators management talent, Mexico achieved a higher position on cooperation in around patent management, but their areas of opportunity are in training talents in science and technology (Pérez et al., 2018). In this way, the training of talents is a challenge and challenge for the Mexican educational system, since the conditions for the development of human capital are not optimal if the items related to the management, production and transfer of knowledge are considered.

In the case of higher education institutions in strategic alliance with organizations producing knowledge, management of human capital lies in the formation academic, professional and employment, highlighting collaboration as an indicator of the development of patents (Carreon et al., 2017). In this regard, public universities that establish systems of professional practices and social service organizations that produce knowledge, emphasize the training continued, specialized and updated as axes and avenues of discussion, agreement and shared responsibility between the parties involved in managing the knowledge.

Professional training, in its field of research, involves scientific and technological entrepreneurship, but this limits the observation of factors external to HEIs, since society establishes themes that are reflected in theses, books and academic journals (Fierro et al., 2018). In this way, HEIs are limited to the processes of media influence that in society are

known as the establishment of an agenda. The issues disseminated by the media not only indicate the degree of credibility and verifiability of the information that is established between communicators and audiences, but also its relationship with initiatives, programs and political strategies aimed at local development.

Therefore, the **objective** of this work is to model the management and incubation of talents, considering a review of the literature in the Covid-19 era, as well as an evaluation by expert judges on the subject and the most relevant findings.

Are there significant differences between talent management and incubation structure reported in the literature regarding the evaluation of expert judges in the field?

The premises that guide this work allude to the approaches of knowledge networks that arise as a result of conflicts within Higher Education Institutions (Aguilar et al., 2020). These are asymmetries in the management and incubation of talents that can inhibit the academic, professional and labor training of human capital, but the literature addresses them as a requirement for entrepreneurship, innovation, competitiveness and even job satisfaction (Sánchez et al., 2020). In this way, management is understood as a process of codification of demands, knowledge and skills that guide decisions towards efficiency, effectiveness and effectiveness (García, 2019). Derived from this knowledge transfer system, the incubation of talents will be the product of the strategic communication of objectives, tasks and goals oriented to the requirements of the environment, as well as from the resources available within the knowledge-producing organizations and in alliance with public universities (Quiroz & García, 2021). Therefore, it is expected to observe significant differences between the case studies or the comparisons of findings in the literature regarding the evaluation of these results by expert judges on the issues (García et al., 2021). This is so because knowledge networks are prone to risk situations such as pandemic, modifying and innovating their purposes and tasks.

This paper includes a review of the literature on agenda setting in the field of talent management and incubation. The following are studies related to the situation. Subsequently, the fundamentals of data processing are exposed, as well as the findings and discussion with the reviewed literature.

### **Theory of Talent Management and Incubation**

The public agenda that is established in society reflects an academic agenda that in turn is by institutional means. If the schedule reflects society interests economic, political and social, academic agenda reflects the administrative interests and teachers regarding student proposals (Ardevol, 2015). It is due to such circumstances that an academic agenda is composed of issues that arise from public opinion influenced by the media, which in turn is considered by academics and codified in technical language with the advice of researchers and the workforce of the students. In this way, a knowledge work is processed by institutional, academic and technical phases that will define the areas of knowledge, academic bodies and lines of research, as well as theses, works, articles or any academic production.

In the establishment of the public agenda, the media generate information that a critical sector of society will contrast with the scientific and technological advances reported by the academy, but in the case of the construction of a university agenda, the institutional media follow the guidelines of technical advice, bodies collegial and academic bodies (McCombs and Valenzuela, 2007). The verifiability of the public agenda and the academic agenda is very similar in that each sample shows verifiable content, but when such a process is aimed at non-specialized audiences, the construction of the agenda follows a quite probable path that consists of the emotional categorization of the information. Consequently, uneducated

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audiences of the contents of an agenda reproduce the information to participate in the discussion and academic consensus, but the lack of questioning places them in a position external to the initiatives.

If the vertical construction of an agenda is based on the verisimilitude of its contents as they are transferred from actor to actor, then the horizontal construction of the agenda is the result of the concatenation of information, assumptions and experiments that will define and specify a theoretical structure. corpus (Godson, 2014). The construction of an agenda whatever it is, public, academic, scientific or technological includes two processes: 1) The information disseminated in the media generates a need and a motivation to search and process your data. It is a logic of verifiability, where positions are contrasted before a topic of discussion; 2) refers to the favorable disposition towards the source, emerging a verisimilitude effect that lies in accepting the contents because they are considered linked to people, objects or constant processes.

However, this does not imply a reflection of the content, but a transfer of the phrases and the incorporation of the images in the decisions and actions of entrepreneurship or training (Rivera et al., 2013). The quality of the messages is not always in doubt since, if the images are persuasive enough, the sentences will only complement the educational intentionality, but if the contents do not have a representation, then their meaning will not affect the decisions confining in memory. (Weaver, 2007).

The establishment of research topics refers to the convergence of institutional guidelines regarding beliefs, attitudes and intentions of the audience. It is a process in which the actors become aware of their discursive or creative abilities oriented towards institutional objectives, tasks and goals. In the school environment, the means of dissemination of the established topics are the actors provided that a structure of transfer and reproduction of knowledge defines the quality of the contents in educational training and scientific entrepreneurship. The models used for training, entrepreneurship and the agenda reveal the limits of institutional actors with respect to school actors. That is, teachers, administrators and students confined to institutional support and recognition generate an enterprise adjusted to a call. On the other hand, the models that explain the initiatives, agreements, co-responsibility and participation of the bulk of the population, specify trajectories of dependency relationships between variables indicative of training, entrepreneurship and agenda, but do not clarify the relationship between opportunities and capabilities (García et al., 2016). At least it is necessary to describe the findings on entrepreneurship based on the asymmetries between demands and resources, as well as with respect to opportunities and capacities.

### **Incubation and Talent Management Studios**

The process after professional and research training is known as scientific and technological entrepreneurship. It is a logic in which entrepreneurship acquires a strategic sense. It is a process in which individual and organizational capacities converge in a strategic management of resources, the application of proposals and the development of innovative solutions as demands intensify and force greater competitiveness in initiatives (Sánchez et al., 2011). The production of knowledge, as research training suggests, is determined by the concatenation between organizations and talents. It is to adhocratic structure from which the collaborative learning that emerges as a result of asymmetries between opportunities and capabilities, but also between demands and resources. In the transformational entrepreneurship model, decisions are preferably horizontal, but with a vertical intention, no

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longer in the authoritarian or unilateral sense, but in the motivational sense. In other words, the leader generates stimuli that foster the creativity of talent without losing sight of equity and co-responsibility around objectives, tasks and goals (Wopner, 2012).

However, in local educational development contexts, entrepreneurship implies the inclusion of environmental factors that affect the performance of higher education institutions (HEIs) with a view to protecting species and conserving resources. In this model of sustainable responsibility, entrepreneurship is the result of the interrelation between the availability of resources and the capacities to face the stressful situation. While the corporate responsibility model is part of sustainable organizational development, it does not specify competitive advantages between individual and resource interrelationships, as well as between groups and nature.

In the case of collaborative networks, it is possible to notice that entrepreneurship is already determined by a group dynamic in which tasks prevail over interpersonal relationships. This implies a vertical structure in which decisions are assigned from top management, but unlike authoritarian approaches, the manager does not decide based on his experience, but rather considers the relationship between demands and resources (De la Fuente et al., 2012).

An increase in demands means an increase in task relationships with respect to interpersonal relationships. Not only do talents focus on objectives, tasks and goals, but also on proposals, as demands are exacerbated and resources are increasingly scarce. Therefore, the entrepreneurial responsibility model focuses its attention on the agreements between leaders and talents, since the viability and effectiveness of the initiatives is considered a fact, but coordination and collaboration are not entirely guaranteed (Acosta, 2012). That is, the forms of cooperation depend on the motivation for creativity to emerge. The collaborative entrepreneurship model remedies the vicissitudes of the transformational model and the lack of the responsibility model.

While the transformational model pursues the quality and efficiency of the processes that distribute benefits among leaders and talents, the co-responsibility model addresses only equity and diffusion of tasks in a way that allows the inclusion, claim or recognition of capabilities in accordance with the opportunities, but both models rule out the differences between individuals and groups with respect to the establishment of objectives and the achievement of tasks, as well as the achievement of goals (Duarte and Ruis, 2009).

In essence, the collaborative model is highly motivating and focused on the discourse of leaders and talents in the face of a contingency in the environment, not only in the sense of transforming their opportunities and capabilities, of seeking equity and trust, but in the sense of establishing provisions and alliances between stakeholders on achievements and failures, merits and shortcomings.

The collaborative model goes beyond the objectives, tasks and goals, for its motivational period, it is an undertaking no longer to obtain benefits, but as an end for the subsistence of the actors with respect to the specific demands or demands and each one more time. dispersed resources (Carreón et al., 2015).

In sum, entrepreneurship in scientific and technological terms would not only be focused on the resolution or dissemination of the problem, but also on the promotion of collaborative relationships free of violence, although its structure is predominantly vertical, but not in the authoritarian sense, but rather with a cumulative meaning of knowledge, skills and experiences aimed at the reproduction of a system of training talents and leaders in the face of contingencies external to higher education institutions.

## Method

Design. Since the studies related to the management and incubation of talents address the need and processing of information, a documentary, retrospective and comparative research was carried out with a selection of sources indexed to international repositories: Academia, Copernicus, Dialnet, Frontiers, Latindex, Redalyc, Scielo, Scopus and Zenodo, considering the keywords "management", "incubation" and "talent" (see Table 1).

**Table 1. Description of the sample**

Repository	Management			Incubation		
	2019	2020	2021	2019	2020	2021
Academy	3	2	2	3	4	2
Copernicus	2	1	4	2	3	1
Dialnet	4	1	3	2	2	4
Ebsco	5	3	2	1	5	5
Frontiers	3	2	1	3	4	3
Latindex	2	4	2	4	3	4
Redalyc	1	3	3	2	1	2
Scielo	3	1	2	3	2	3
Scopus	2	3	4	2	1	2
Zenodo	4	2	1	1	1	1

*Note: Prepared with the study data*

Show. A selection of abstracts was made, considering the relationship between talent management and incubation during the pandemic in order to evaluate their contents using the Delphi technique (see Table 2).

**Table 2. Description of the sample**

Abstract	Repository	Author	Year	References	Modeling
e1	Academy	Aguilar et al.,	2020	43	Management → Training
e2	Copernicus	Sánchez et al.,	2020	23	Management → Training
e3	Dialnet	García	2019	36	Management → Training
e4	Ebsco	Quiroz & García	2021	33	Management → Entrepreneurship
e5	Frontiers	García et al.,	2021	25	Management → Training

*Note: Prepared with the study data; ←formative relationship →reflective relationship*

Process. The Delphi technique was used with expert judges in talent management and incubation during three rounds of analysis: a) Score where a value of -1 was assigned for the management and incubation of talents at risk and +1 for engagement in a post-pandemic situation; b) Feedback when comparing the grades with the average; c) reconsideration now the judge issued a new qualification, or reiterated his criteria.

Analysis. The data were processed in the statistical analysis package for social sciences (SPSS 20), as well as in the NetMiner software version 3.0 and Amos 4.0, considering the parameters of non-parametric normal distribution, contingency, probability ratio, fit and residual.

## Results

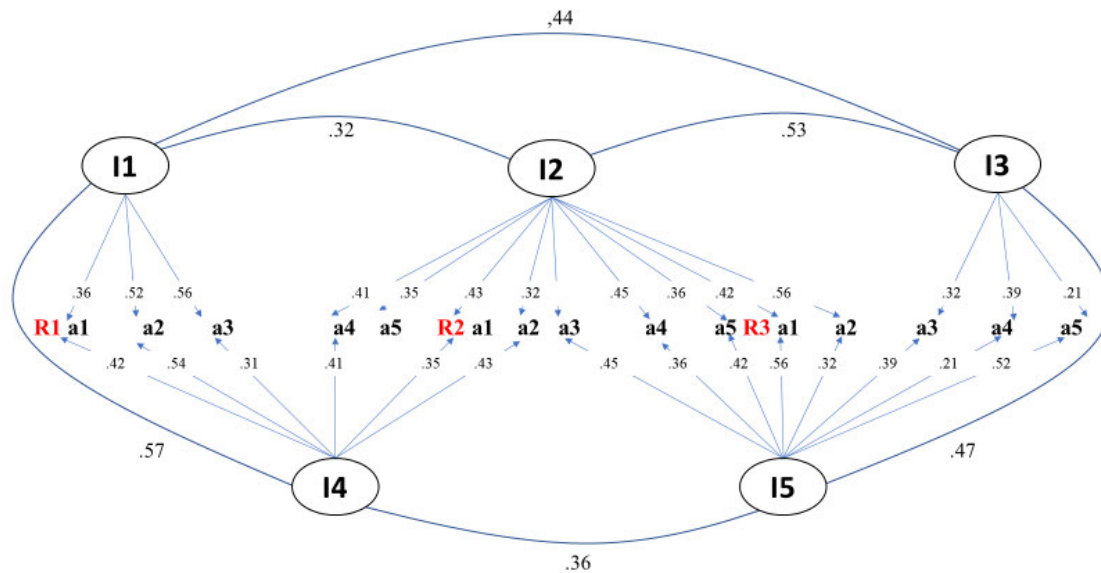
The values reached the minimum normal distribution requirements, as well as the contingency relationship statistics to contrast the hypothesis of significant differences and the probability ratio parameters that establish the risk thresholds (see Table 3).

**Table 3. Description of the instrument**

E	M	SD	I1	I2	I3	I4	I5			
<b>R1</b>										
e1	, 659	, 135								
e2	, 672	, 178	, 46	( 8,21, 49)						
e3	, 562	, 109	, 54	(, 32, 67)	, 54	(, 24, 59)				
e4	, 674	, 143	, 56	(, 34, 78)	, 52	(, 24, 78)	, 46	(, 21, 58)		
e5	, 782	, 172	, 57	(, 21, 58)	, 43	(, 29, 76)	, 32	(, 26, 58)	, 21	(, 18, 43)
<b>R2</b>										
e1	, 603	, 135								
e2	, 671	, 121	, 56	(, 23, 67)						
e3	.683	, 178	, 43	(, 29, 22, 60)	, 36	(, 21, 67)				
e4	, 793	, 198	, 54	(, 32, 58)	, 11	(, 10, 19)	, 35	(, 24, 54)		
e5	, 624	, 135	, 65	(, 32, 68)	, 21	(, 18, 39)	, 35	(, 20, 44)	, 32	(, 27, 40)
<b>R3</b>										
e1	, 650	, 132								
e2	, 635	, 124	, 34	(, 25, 40)						
e3	, 651	, 165	, 32	(, 21, 44)	, 45	(, 25, 49)				
e4	, 698	, 190	, 43	(, 27, 39)	, 32	(, 20, 46)	, 21	(, 32, 76)		
e5	, 624	, 167	, 56	(, 25, 67)	, 37	(, 21, 50)	, 32	(, 25, 67)	, 32	(, 25, 43)

Note: Prepared with the study data; E = extract, e1 = Aguilar et al., (2020), e2 = Sánchez et al., (2020), e3 = García (2019), e4 = Quiroz & García (2021), e5 = García et al., (2021), R = Round, R1 = Qualification, R2 = Feedback, R3 = Reconsideration, I = Indexing, I1 = Academy, I2 = Copernicus, I3 = Dialnet, I4 = Ebsco, I5 = Frontiers, M = Mean, SD = Standard Deviation, QR = Probability Ratio, ( ) = Confidence Interval

Once the contingency relationships between the categories of talent management and incubation had been established, as well as the risk thresholds perceived by the expert judges in the field, we proceeded to observe the structure of axes, trajectories and relationships between the elements with the purpose anticipating risk scenarios (see Figure 1).



**Figure 1. Structural Categorical Modelling**

Note: Prepared with the study data; E = extract, e1 = Aguilar et al., (2020), e2 = Sánchez et al., (2020), e3 = García (2019), e4 = Quiroz & Garcia (2021), e5 = Garcia et al., (2021), R = Round, R1 = Qualification, R2 = Feedback, R3 = Reconsideration, I = Indexing, I1 = Academy, I2 = Copernicus, I3 = Dialnet, I4 = Ebsco, I5 = Frontiers, M = Mean, SD = Standard Deviation, QR = Probability Ratio, ( ) = Confidence Interval

The resulting structure shows that both categories: management and incubation are related to the modeling proposals in the five findings extracts rated by the judges. The adjustment parameters and residuals [  $\chi^2 = 13.24$  (12 gl)  $p > .05$ ; CFI = .997; NFI = .990; RMSEA = .008 ] suggest the norm of the null hypothesis relative to the significant differences between the theoretical structure with respect to the empirical test of the model.

## Discussion

The leadership and talent incubation process includes three phases: individual - self-perceived skills -; group management and motivational communication, problem and conflict resolution; institutional - inclusion, responsibility, happiness, sustainability.

Often the incubation process includes five stages; vision, action, impact, connection and management, but it is commitment and skills that generate a culture of directed and shared success (McCleskey, 2014).

However, the leadership training process involves the establishment of skills related to learning processes, management skills, group dynamics, and strategies.

In this sense, the competencies focus on management and control, emotional intelligence, influence in negotiation and systems thinking. They will develop emerging leadership skills such as relationship building, decision making, work teams, productive motivation and training, while strategic thinking, communication and the will to change indicate social responsibility and innovation.

It is an emerging leadership model because it describes the nature of the differences between talents and leaders, as well as the transformation of the former into the latter, but not in a planned sense. Therefore, leadership training is linked to the emergence of skills and knowledge, but essentially to the practice of management (Melchar and Bosco, 2010).

The formation of talents who will become leaders with the practice of directing a system includes three determinants.

Unlike the emerging leadership model, the authenticated leadership model focuses its interest on the internal factors of the individual rather than professional training, posits that it is an unprecedented personal decision and a style or background that can shape it (Kumar and Jain, 2013).

The identity of the leader can be linked to group or system factors, but it is his values, beliefs, emotions and abilities that determine the self-formation of a leader. Based on his attributes and virtues, the leader will complement his self-fulfilling prophecy with the requirements imposed by an institution (Meru and Ogbonna, 2013).

However, both models, emerging and authenticated, exclude the participation of talents or followers of leaders. The integral leadership model explains the conjugation of the individual elements with respect to the expectations of the group of followers.

The integral leadership model anticipates the emergence and authenticity of other leadership styles. It is possible to establish a balance and prospective leadership based on the relationship between the latter and the talents or followers. This is because personal history is correlated with the history of group management (Datta, 2015).

A balance of the personal curriculum serves to favor the transformation of the personal situation in a collective setting. In turn, the leader not only recovers his virtues, but also warns of new skills that he will require in the future. It is even possible to notice the effects of leadership style on current followers and predict their formation as talents and leaders (Harper, 2012).

## Conclusions

Models' ad pouring of virtues and attributes centered on the individual, given their potential and perceived capabilities, build management styles based on their skills and knowledge of management, administration and as well as in relation to the demands and resources.

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