

# **SCHOOL AS A HEALTHY ORGANIZATION: contributions from Human Management**

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## **ABSTRACT**

*With the acceleration of processes, required by the knowledge society, educational institutions have noticed the need to rethink their educational management models, so that the health, well-being and integrity of the people who make up these spaces are perceived and valued. In this scenario, Human Management emerges as a possibility in order to contribute to such restructuring, enhancing educational institutions so they are understood as Healthy Organizations. This article aims to identify, in the literature, the contributions of human management to the development of healthy practices in the context of educational management. In the end, the need that educational institutions have to reconfigure their management processes becomes evident, providing them with a systemic and integral perspective. The study also presents the Conceptual Model for the Development of Healthy Organizations - MoDOS - in order to equip educational managers with a view of such process.*

**Keywords:** Educational management. Human management. Healthy organizations. MoDOS.

## **1. INTRODUCTION**

The contemporary world brings with it the emergence of rethinking and redoing things, spaces, people and relationships. This requirement arises because of the latent technological development, caused by the Digital Revolution (Santos, Alberto, Lima, & Charrua-Santos, 2018) and driven by the outbreak of the new Coronavirus pandemic, which started in 2020 (WHO, 2020). These facts reproduce a series of changes, which have been discussed for some time, necessary in all areas of human life and, in particular, in education (Adams, Acedo, & Popa, 2012), considering that in this scenario, crises become constant and, as a result of them, health is especially affected, health is understood as well-being (Salanova, Llorens, Acosta, & Torrente, 2013).

Education is “required to do different things in different ways, rather than the same things in different ways [...]” (Dale, 2005). Thus, it is necessary that education intensify a process of opening to interdisciplinary knowledge, which goes beyond the discursive, theoretical models and all those under which individuals were trained, enabling the intertwining of knowledge that focuses on the development of the human being and on its entirety (Pombo, 2008).

This context also highlights the need for a rethinking of education management processes, in all areas, to enable this management based on an even more focused look at the human being himself, distancing itself from specialized teaching and approaching models that advocate for the possibility of a systemic and holistic development of relationships, processes and knowledge (Durand, 1991; Morin, 2014).

In this sense, this research is relevant, given the need to develop new methods and ways for people who make up the educational system can enjoy their well-being, human integrity, and, therefore, become healthy. This study aims to identify, in the literature, the contributions of human management to the development of healthy practices in the context of educational management, in order to answer the following research problem: How can human management contribute to the development of healthy organizations in the educational field?

## **2. METHODOLOGY**

The research aims to provide, in a rational way, answers to the problems that are presented to the scientific community (Gil, 2018). In this sense, an effort on the part of the author should be noted to collect essential data and information that achieve the objectives proposed in the investigation (Matias-Pereira, 2012). The first step in the construction of a research, which has an established character in scientific ethics, is the definition of a methodology, considering that it will guide all the necessary steps during the elaboration process (Creswell, 2014).

When the author decides to seek understanding about contexts, addressing problems that can be solved, and such contexts are permeated by people, with subjective aspects, qualitative research emerges as an effective methodological model that produces substantial results (Creswell, 2014).

The present study is characterized as exploratory-descriptive, considering the fact that it aims to “provide greater familiarity with the problem, with a view to making it more explicit or building hypotheses” (Gil, 2018, p. 69) in addition to describing the characteristics of a given phenomenon or population (Gil, 2018).

Thus, it is classified as qualitative with regard to the approach, as it considers the environment of educational institutions as a direct source for data and information collection, and the researcher as the core of the process, considering active participation in all phases of the study, in search of answers to the research problem.

Regarding data collection, in the search for evidence related to the scope of the research, it took place through a literature review, based on previously published material (Gil, 2018). According to Gil (2018), the bibliographic research requires some required steps for it to be constituted: choice of theme; preliminary bibliographic survey; formulation of the problem; preparation of the provisional subject plan;

search for sources; reading the material; filing; logical organization of the subject; and writing the text, these steps will guide the process of building this article.

### **3. RESULTS**

#### **3.1 Organizations and educational institutions: necessary concepts**

The term organization has an understanding, by the common sense, around companies and private corporations. However, organizations must be understood as structures, private or public, whose purpose is the development and delivery of some product, service or result (Drucker, 1993).

Institutions, in turn, despite having characteristics similar to organizations, go further: their basic aspect is the promotion of changes in the social, economic and political scenario, in the space where they are inserted. The first forms of schooling still appeared in ancient Rome and Greece, and only in the middle ages did education become institutionalized, with the creation of the first university in the world (Penin & Vieira, 2002; Silva Filho & Porcina, 2020; Mira, 2020).

In this perspective of institutionalization of education, when it becomes a structure whose purpose is the development and delivery of results - knowledge generation and externalization process (Nonaka & Takeuchi) -, school and teaching organizations emerge and, while organizations, become manageable. Management is closely related to directing organizations towards their goals, so that their purpose is achieved through a process that involves several actions (Ferreira, 2003; Libâneo, 2004; Silva Filho & Porcina, 2020; Mira, 2020).

#### **3.2. Human Management**

Human management emerges as an innovative management model, which recognizes the emerging aspects of contemporaneity, added to the new knowledge economy, "conceived as a complex phenomenon influenced by multiple aspects that affect its conception, philosophy and practices." (Patino & Arbelaz, 2016, p. 103). This management model is also characterized by the integrative aspect in institutions and organizations, with the main focus on the rescue of the human being as a whole (Ríos, 2014) and its integrality.

Considered as an essential model for achieving institutional and organizational excellence, human management must be designed along a path that is structured by strategies, the recognition of processes and professional talents, as well as through the harmonization and humanization of teams, endowing them with a humanity that was formerly deprived, which allows them to reach their full potential and efficiency, collaborating in the pursuit of their goals (Solarte, Rodríguez, & León, 2013).

This definition about valuing people so that they achieve the full development of their skills and, therefore, externalize and materialize them objectively through the development of the activity, whether professional or not, effectively is the basis of human capital theory. However, it is necessary to add to the theory this aspect of humanization, that by realizing the fundamental basis of institutions and organizations, people also perceive their weaknesses, difficulties and limitations and, in addition, help in this process of recognition and elaboration, providing the necessary aspects for this (Willerding, Alvez, & Lapolli, 2020; Paranhos, 2021).

It can be said that, in this way, people are seen by human management as not only active, but also affective human beings, an affectivity that incorporates a conception of what affects, but which is also affected, demonstrating sensitivity. According to De Mario (2019), this affectivity cannot be separated from relationality (Fabio & Peiró, 2018), which together have the possibility of leading institutions and organizations to adopt new management perspectives, making people the focus of their attention. and dedication, suggesting a perception that is both systemic and holistic, focused on singularities, diversities and integrality (Paranhos, 2021).

In order to achieve such a model, among the main challenges, “the alignment between the individual and the organizational strategy” (Willerding *et al.*, 2020, p.5) emerges as one of the most latent ones, requiring practices that, according to Willerding *et al.* (2020) recognize personal needs and offer qualification, from a private and professional point of view - subjective and objective (Paranhos, 2021) -, boosting the development of new talents, creativity and innovation.

### **3.2 Healthy Organizations**

The concept of Healthy Organizations can be considered quite recent. As much as the existence of studies related to aspects of organizational health is recognized, these had, in principle, a scope related to work accidents and evidence of illnesses. At the beginning of this century, the first studies on healthy organizations appeared from a point of view related to the promotion of well-being at physical, emotional, mental and social levels, whether subjective or objective (Vázquez & Sánchez-Ordóñez, 2019).

Due to its recent debut from a theoretical point of view, there is no unified concept used by academia and organizations on the subject (Lewis, 2008; Salanova, 2008, Paranhos, 2021). However, the concept is, in principle, sheltered in the Positive Psychology current, inaugurated by Martin Seligman (Salanova, 2008; Salanova *et al.*, 2013), due to the positive aspects that prioritize people's health, in a humanistic and relational (Fabio & Peiró, 2018).

Understanding the concept of health has numerous variables, which is a construct present in various fields of knowledge. Adopting the definition used by the World Health Organization, a new perspective is perceived, which distances itself from the biomedical and biologizing model of the disease, and approaches concepts related to well-being, whether physical, emotional or social (Acosta , Cruz-Ortiz, Salanova, & Llorens, 2015).

The model of health organizations thus emerges as a new possibility to implement actions that perceive the relationships – internal and external – to educational institutions and, above all, the main asset that constitutes such spaces: people. This new management model recognizes that the institution's well-being, as a whole, must be prioritized (Salanova, 2008).

## **4. DISCUSSION**

The changes that have taken place in the last decade with the emergence of Industry 4.0 (Santos *et al.*, 2018) and accelerated with the urgent social reorganization brought about by the new Coronavirus pandemic (WHO, 2020), give rise to the need for a new model that consider education as the centerpiece of the mechanism of social transformation (Adams *et al.*, 2012) and, in addition, observe people – students ,

teachers and other people in the teaching environment – within their specificities and needs, without any type of discriminatory actions or exclusions being perpetrated (Libâneo, 2004).

Within this new context, or popularly called the "new normal", the need for a new educational management model is seen, considering the fact that this is directly proportional to the objectives linked to education and its form of relationship with society, with teachers and students (Libâneo, 2004).

Given this situation, an interdisciplinary management - that moves away from the model of specialties that make human beings know more and more about less and less (Morin, 2014) - innovative (Patino & Arbelaz, 2016) and that contemplates people in their integrality (Paranhos, 2021), is necessary, and human management emerges as a new possibility in the educational scenario. By adopting this understanding, which is at the same time holistic and systematic, the construct of health also emerges, linked to the subjective aspects of people (Fabio *et al.*, 2016).

The human management model has, as its main characteristic, the integrative aspect in institutions and organizations, with the main focus on the rescue of the human being in its entirety (Ríos, 2014) and integrality, the first basis for the implementation of a model of healthy organizations.

Healthy Organizations, as well as those that seek to become healthy, must promote people's well-being, enabling them to perceive their internal and subjective aspects and, later, externalize them, enabling the development of human capital components in a healthy way. Upon reaching this level, people, as social beings, initiate healthy relationships that will instrumentalize the development of social capital (Paranhos, 2021).

Implementing human management is a complex exercise, as it understands people as unfinished beings (Freire, 1996), in their socio-political-economic characteristics where they are inserted, in their historical location, in their formation - and in them, in their processes of domination – in their relationships (Ríos, 2013), knowing that these people assume different roles in the scenario of the construction of educational policy, and, in these roles, they interact simultaneously (Adams *et al.*, 2012).

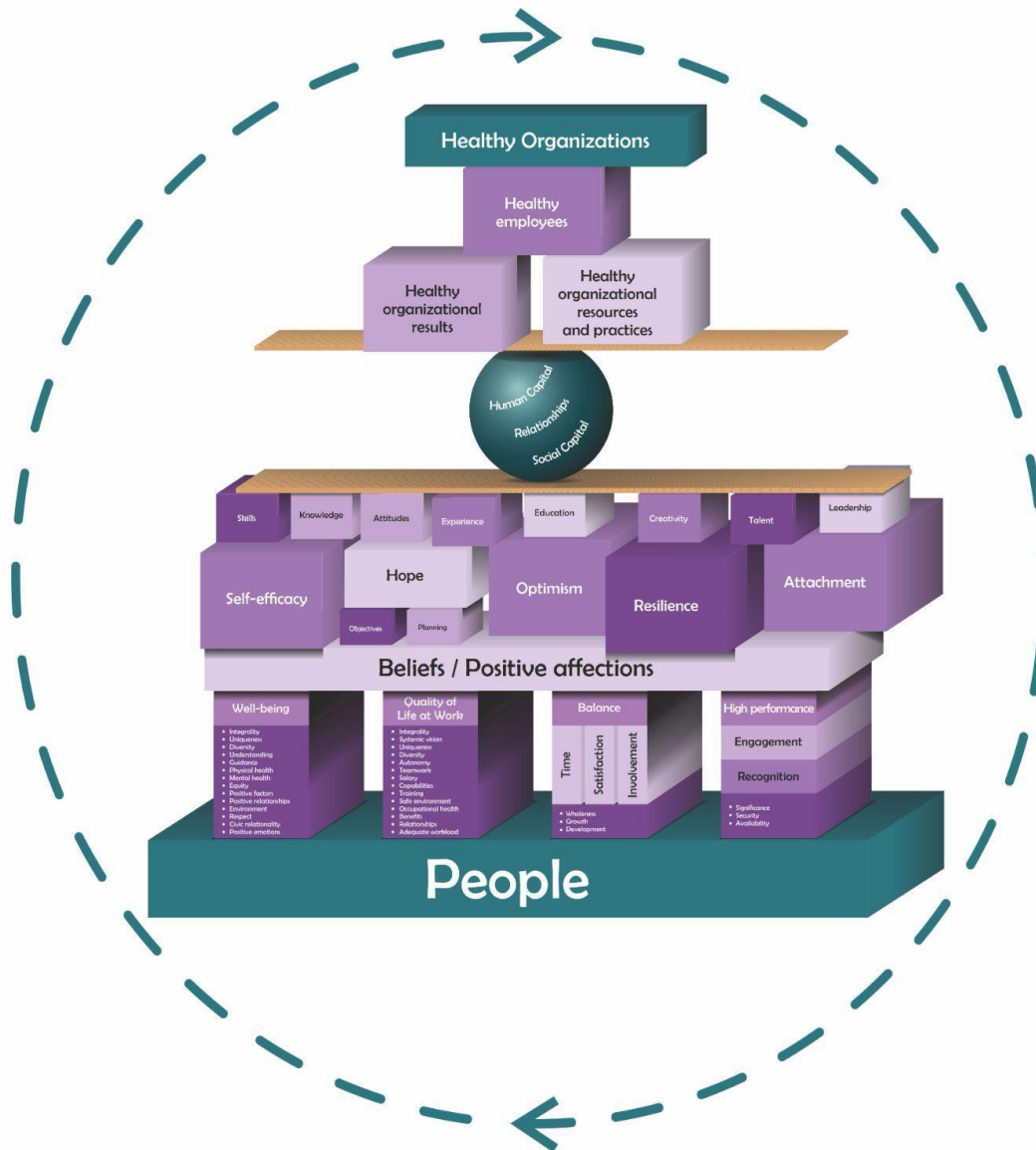
By adopting this new management model, and considering the well-being and uniqueness of each of the people who make up the educational system, holders of the main asset that constitutes them - knowledge -, educational organizations and institutions are open to the development of new perspectives, through the implementation of a model for the development of Healthy Organizations (Salanova, 2008; Salanova, Llorens, Cifre, & Martinez, 2012; Salanova *et al.*, 2013; Fabio & Peiró, 2018).

#### **4.1. MoDOS as a tool for Human Management**

The MoDOS (Conceptual Model for the Development of Healthy Organizations) is a model, with an interdisciplinary theoretical basis, presented by Paranhos (2021) in his master's dissertation. Based on the Design Science Research method, adapted from Hevner, March, Park & Ram (2004) and Dresch, Lacerda & Antunes Júnior (2015), the model starts from a literature review on concepts that enable the development of a healthy organization and, later, its validation with experts in the field. The MoDOS, which is available through the access link <https://drive.google.com/drive/folders/1v0fggU4LcTLy08-zidU1rqst8sZ6-uSE?usp=sharing> in high resolution, in PDF format, is shown in Figure 1.

Figure 1 - MoDOS.

MoDOS (Conceptual Model for the Development of Healthy Organizations)



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Source: Paranhos (2021, p. 147).

The model, through all the aspects contained in it, allows organizations and educational institutions to “develop intentional and programmed actions that provide greater well-being” (Maravelias & Holmqvist, 2016, p.83) to the school community, which it will culminate in better development of functions, higher



health, happiness (Vázquez & Sánchez-Ordóñez, 2019), becoming a positive, healthy and resilient cycle (Salanova, Llorens, Cifre, & Martínez, 2012) that benefits the space of teaching and society as a whole, at a time when rethinking and redoing are needed.

## 5. CONCLUSIONS

In order to equip managers of educational institutions, as well as all those people who are related to the subject, focusing on the reconfiguration of school management processes required by the knowledge society and accelerated, especially in the pandemic period, this study aimed to identify, in the literature, the contributions of human management to the development of healthy practices in the context of school management.

Through a bibliographical review, the authors sought to collect information related to the theme, uniting the existing theories around Human Management and Healthy Organizations and transversalizing it, from an interdisciplinary perspective, with educational management.

It became evident that, in order to achieve these goals and succeed in this new management process, educational institutions must develop their actions focusing on the fundamental basis of their structure: the people who make them up. Therefore, it is necessary that such institutions develop a human perspective, which goes beyond the valuation of personal skills and abilities, but which also understands them as beings endowed with limitations, who need help in this process, so that people can reach the maximum of their potential, enjoying their entirety.

The study also presents MoDOS (Conceptual Model for the development of Healthy Organizations) which deals with aspects related, from an interdisciplinary perspective, to the development of organizations - understood as structured and manageable organisms - with the purpose that these become whole and healthy.

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