

Career Development Conundrum of Educational Institutions – An Introspection of Student Talent Management

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Abstract : Talent management is relatively untapped and new concept in the field of human resource management despite of proving many times its importance and competitive advantage for the institution. Talent management student development and educational institutions. The present study aims to identify the connect between education institution's talent management and its impact on student placement. For this purpose, the study identifies four prominent educational institutions from the district of Chennai, two from the private and two from the public sector level each. An attempt is made to study the talent management initiatives adopted by these educational institutions. The study also aims to identify whether talent management is incorporated into the policy making, academic and evaluation practices and its amalgamation into the structure of the university. The study is primarily based on secondary data collected from the university websites and based on in depth interviews with the related personnel of the educational institutions.

Keywords: Emotional intelligence, Cognition, Competences, talent management

I. INTRODUCTION

Recognizing and rewarding talents is the buzzword in the present business world. The role of the human resource in obtaining competitive advantage for the organization is being taken into cognizance with the realization that it is the human resource that drives the competitive advantage for an organization. Despite this realization talent management is yet an untapped field as many institutions though endowed with the desire to implement talent management are yet to figure out the ways and means to develop strategies related to talent management. This paper investigates human asset the executives rehearses in the college area with a particular spotlight on ability pools and ability the board all the more by and large. The paper characterizes ability the board with regards to the instructive area and after that investigates its relationship with hierarchical technique, the measurements used to gauge scholastic execution and current everyday administration rehearses.

Performance appraisal has been the traditional tool to identify, develop and hone talents in organizations. The mere concept of performance appraisal was later replaced by performance management, a holistic concept which aims to develop a systemic approach to managing the performance of the employees of an organization. Talent management on the other hand is an enhancement over the traditional concept of performance appraisal.

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Where performance appraisal is focused only on the identification measurement and development of the performance related areas of an employee, talent management is the process of identifying recognizing and developing the talents of the employee hinting at the identification of not just performance factors but at potential reserve of an individual.

Thus, talent management is a proactive tool for the development of organizational strategy that can be aligned with the process of talent management leading to acquisition of talented human resources for the organization to take the strategy forward (Drew, 2006).

II. REVIEW OF THE LITERATURE

A. Talent Management

Talent management as a concept has gained popular attention in the recent past (Barron, 2008:730). The concept emerged only around two decades ago when the Makinsey corporation found out the emerging trend of corporate race for high performing individuals and therefore used the phrase "the war of talents" to encapsule the phenomena. (Veladat and Navehebrahim 2011). The rise of major corporations competing in the international market in the wake of globalization has spurred the search for key resources, where human resource was identified as one of the most important resources to ensure the success of any organization.

Collings¹ and Kamel Mellahi (2009) introduce the concept of strategic talent management, comprising of activities of identification of the key performance areas that need to be focused to gain sustainable competitive advantage to the organization thereby reiterating the need to focus upon high performing individuals (Mellahi, and Collings, 2009). Talent management is presently emerging as the primary differentiator for organizations to carve out their niche in the market and to establish themselves.

The word talent has been variously described as an innate ability initially associated with sports and displayable abilities. Gagne (2000) said that talent exists in a few individuals who ascribe onto themselves to make a difference in the field of operation that they choose. (cross ref Tansley 2011). Thus, initial connotations of talent were more individual in nature and latent in nature. Its only of late that talent has emerged as a identified ability ascribed to a specific job, that which can be defined and identified specifically.



Talent management has taken over the spotlight since jobs have turned more specialized requiring certain specific abilities and capabilities. This may also have been spurred with the competitive environment. Talent management focuses on recruitment of the right talent, onboarding of the talent mentoring, performance management, leadership development, managing the career of the individual and finally rewarding the talent reward(Lardner, 2006; Heinen and O’Neill, 2004; Scheweyer, 2004 cross ref: Bhatnagar 2007). Similar research works by various theorists have identified the following areas of talent management.

1. Attracting the required talent for the organization
2. performance management, of the organizational talents
3. training and development, the talents as per the organizational strategic needs
4. evaluation and planning of the talents leading to talent management ((Barron, 2008, Kirkland 2009, Phillips and Roper 2009, Uren and Samuel 2007, cross ref 1) (2)

Another viewpoint in the same area is in relation managing the talents of high value employees (McCartney & Worman, 2013; Lawler, 2008; Smyley & Wenzel, 2006; Campbell & smith, 2010; cross ref 2). Here the focus is on developing not just any employee but an employee with high performance and potential who have the ability to critical roles in their organization. Thus, the role of organizations is to develop the future leaders of the organization.

B Process of Talent Management

In particular, they characterize ability the executives as an authoritative framework (or culture) that:

1. Identifies key positions that need unique skills to differentially contribute (add value) to gain competitive advantage to the organization.
2. To Develop a talent pool of high potential and/or high performing individuals to occupy these positions; and
3. To develop relevant human resource systems to facilitate the alignment of talented individuals, key positions and organizational strategy.

Thus, talent management today has emerged as a strategic tool for identifying and developing valuable human resources which can perform in uncertain environments. This requires the organizations to identify the job positions that require high performance employees. Secondly the organizations need to identify the key performance areas and develop rubrics to measure them in terms of employee performance. Finally, organizations need to set up required support systems that facilitate these unique employees to perform to the required standards.

C Talent management and educational institutions

Talent management in educational institutions is specific to development of the talents of the academicians. But viewing talent management form the student perspective is comparative a later development. Most of the talent management programs are developed around business and management sectors. In the educational arena Faculty Development Programs are conducted to manage and

enhance talents of the teaching academic staff. But not much is done for the management of the talents of the students. Talent management in university environment from a student point of view attains a different dimension due to the human resource involved. The student per say is not a paid employee but a stakeholder and is in a position to expect developmental activities at his/her disposal. Along with the student the parents and industry also become a part of the inner stakeholder circle enhancing the responsibility of the educational institution to manage the talents of the students.

Talent management of the students may in fact go in tandem with the placement effort of the educational institution. Many educational institutions advertise their placement percentages and records to showcase the quality of the education being imparted. Therefore, the need to identify the talented students and showing them the right specialization path becomes one of the sacrosanct duties of any educational institution.

2.3 Areas of Student Talent Management

| | |
|---|--|
| 1 Attracting the required talent for the organization | Colleges and universities leverage traditional, social and inbound marketing and communications tactics and strategies to increase enrollment. |
| 2 performance management, of the organizational talents | Attendance, assessment, volunteering for extracurricular activities including sports and other college events |
| 3 training and development, the talents as per the organizational strategic needs | Talent driven learning, choice-based credit system and vertical specializations |
| 4 evaluation and planning of the talents leading to talent management | Evaluation of the students’ Performance through examination and competitions |

One of the studies in the area of talent management in universities conducted by (Hambrick & Fredrickson, 2001), albeit from the academicians point of view focuses on the three key issues related to talent management.

Alignment with strategy: How do we identify the strategically important positions that are critical to the successful implementation of a university’s strategy?

Alignment with metrics: How do we identify, reward and promote the (talented) individuals that have the skills, experience and motivation required to perform well in these critical positions?

Alignment with management: How do we embed talent management into the day-to-day management of a university?

Trying to relate this from the student talent management perspective:

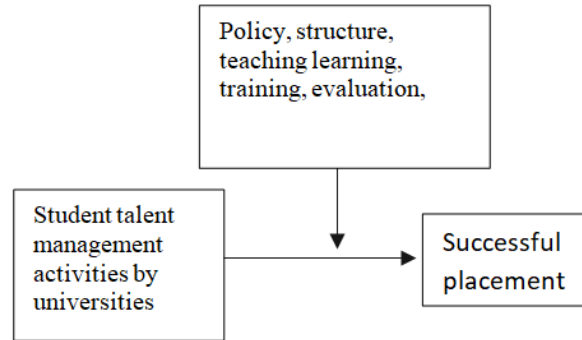


Alignment with strategy may be considered in relation to the vision of the institution. As identified in the study one of the educational institutions has a vision of developing the institution as a world class institution, which would automatically require strong participation of the student to attain the aim.

Alignment to metrics: The AACSB requires every educational institution to develop certain methodologies to standardize their student performance evaluation process. The rubric for such evaluation is to be communicated to the students and they are to be developed in the required field to accrue high performance. The teachers are also to provide and assurance of learning (AOL) to the university to furnish their efforts of student’s development leading to enhanced performance.

Alignment with management requires the students to be involved in the different processes of administration of the university. This is done through various activities like collecting surveys from students for various accreditations like NAAC, AICTE, and UGC.

III. CONCEPTUAL MODEL



The theoretical model for the study shows that the study aims to understand the impact of variables related to the institution like the vision of the institution, policy adopted by the institution, the teaching learning and training methodologies, establishment of structure for student talent management on student talent development and successful placement.

IV. METHODOLOGY

The study is primarily a secondary data-based study. Four major private universities based in Chennai are adopted to conduct the study. The information is collected from the institution websites. Interviews are also undertaken with students to gain insights into the working of the system. The research design is descriptive.

| INSTITUTIONS | 1 | 2 | 3 | 4 |
|-----------------|--|---|--|--|
| Vision /Mission | To be the choice destination for forging business leaders for the world who serve the society by being a leading center of knowledge creation and communication in the area of business. | To develop innovative, globally competitive and socially responsible leaders” | Department of Management Studies aspires to become Management Institution of national repute, providing industry-oriented, socially-responsible & research inclined management professionals | To steer the University towards excellence in Higher Education of global standards and achieving a status of being one among the best Universities in the country through high level knowledge delivery, |
| Policy | Graduates will have innovation skills and drive the businesses through multifaceted skills. Graduates will provide advancement of conceptual and practical knowledge in the field of business management to contribute to nation building while upholding ethical practices. | We promote a 'learning to learn' culture that provides life-long support in an ever changing business environment We believe in holistic personality development, which lays a great degree of emphasis on the need for ethical behavior and integrity in business dealings | <ul style="list-style-type: none"> Perform cross functional management tasks efficiently Demonstrate multi faceted leadership skill in business scenario | Understanding the challenge from Competitors done to find out how we compare with our competitors and to identify our uniqueness and to realize our weakness and strength. |



| | | | | |
|--|------------------------|------------------------|------------------------|-----------------------|
| Structure/ Separate Dept | Yes | No | No | No |
| Part of syllabus | Yes | Yes | Yes | Yes |
| CBS system | Yes | Yes | Yes | Yes |
| Evaluation | University examination | University examination | University examination | Internal and external |
| Composition of qualitative/quantitative components | Both | Qualitative | Both | Both |
| Mode of delivery | Continuous | Workshop | Continuous | Workshop |

V. DISCUSSION

A close examination of the various vision statements adopted by the Educational Institutions (EIs) shows that 3 of the EIs aim to focus on identifying opportunities and emerging as global leaders in the educational scenario. Most of these EIs have followed up their vision statements by establishing MOUs with reputed international universities and are collaborating with these EI not only on research but also student exchange programmes. One of the EI calls such programme as Student Abroad Program (SAP). The programme is designed to provide world class international education to the students who aim to develop themselves with international skills and abilities. These visions have been carried forward by the EI by establishing dedicated departments to develop the carrier-oriented skills of the students. The departments are responsible for

- 1) Identifying the emerging skill requirements of the industries via activities like industry academia connect
- 2) Identifying students so as the skill gap existing in the students so as to develop relevant academic programmes to fulfill this gap
- 3) Designing curriculum courses and integrating it into the syllabus via a credit-based system. the methodology used to develop career skills of students leading to higher employability are both qualitative and quantitative in nature. The programme so designed are delivered as regular classes, conferences and workshops
- 4)Implanting them to the students culminating in periodic and end semester evaluation
- 5)To make the student career ready

All of these EIs have announced more than 75% placement in all of their branches out of the eligible students. This may be considered as a successful effort being made by career development and placement department of the universities in upgrading the potential talents of the students and enhancing their employability leading to successful placement. The study being primarily qualitative has tried to arrive at its conclusions based on information collected from the organizational dimension. Similar study may be taken up from the student perspective by collecting quantitative data and analyzing the same quantitatively. Such data can be complementary and can enhance the research findings.

VI. CONCLUSION

The study has been successful in collating the data related to career development strategy of various private sector EI. The primary aim of the study was to understand the concept

of career development from the student point of view. The study may be considered exploratory in its tenor due to its focus and treatment. Further analysis in the area may be helpful in theorizing newer concepts in the area of talent management.

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AUTHORS PROFILE



Ms.V. Mohana Sundari is working as an Assistant Professor for the last 8 years in Department of Management Studies at SRMIST, Vadapalani. At present she is pursuing her Ph.D in HR in the area of Emotional Intelligence of students. She has published national and International papers in reputed journals of which notable few are The impact of Emotional Intelligence on career aspiration and employability in the

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Her focus on quality in all aspects of teaching and learning has encouraged her to undertake the responsibility of coordinator of IQAC for the Department of Management Studies at SRMIST-Vadapalani campus. Her interest in reaching out to fellow women has motivated her to join UGC Saksham, a central Government initiative to create women safety and welfare in the University system.



Dr. Challapalli Praseeda, is a professor with the Department of Management Studies SRM Institute of Science and Technology (SRMIST), Vadapalani Campus. She has an experience of 25 years in the area of Human Resource Management, for the past nineteen years in various capacities. She is a Master in Human Resource Management, and has further acquired the Masters degree in Business Management. She also qualified NET and obtained her PhD in the area of Job

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Her teaching experience is also matched up with equivalent industrial training, research and administration experience. Her research career has focused upon areas like organizational behavior, corporate social responsibility, socially responsible investing and gender-based issues. She has made significant contributions to the world of research by publishing more than 30 articles in various journals and conferences. One of her papers on "Socially Responsible Investing, Microfinance, and Banking – Creating Value by Synergy", has been published by Indian Journal of Corporate Governance, Sage Publications (2018). Her paper on . Whistle blowing and Whistleblowers- A Diagnostic Approach to Human Resource Management Dimensions of Whistle blowing, was credited a special mention in the International Conference on Corporate Governance conducted by IPE 2009 and was published as a part of collection of selected papers in the edited volume Corporate Governance Millennium Challenges. Her paper on . Indian Women in Higher Education- A Search for Academic Identity. was awarded the best paper award in the International Conference on Women Leadership, conducted by SRM University, 2012. She has published a book on Managerial Skills with the TATA Mc Graw Hill Education (India) Pvt Ltd.

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