

Managing Talents of Our Kids in Schools, Lessons from the Business Sector: A Conceptual Model

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Abstract— A lot has been written about talent management in organizations. Talent management in public organizations in general, and in private settings in particular, has been defined as an efforts to make the best use of human resources to provide the organization greater possibility of surviving in a competitive market. Schools are social organizations. Principals and teachers and other executive staffs are the main human resources by whom schools may function. Yet little has been written about how students' talents in schools should be managed? Schools are known by their products and students' productivity is the main purpose of school activities. This paper will review literature on models of talent management in organizations and will try to present a conceptual model for managing students in schools.

Key words: talent management, organizations, schools, students.

I. INTRODUCTION

Products, technologies and strategies can be replicated, but it is people who drive competitive advantage. Employees who are well-educated, thoroughly trained and highly motivated are critical to the development and execution of business strategies and the pursuit of business goals. A carefully planned and well-executed talent management strategy offers a framework that enables people to make powerful contributions to business performance. Talent management means different to different people. Most of the literature is focusing on four to five steps. Talent management is the organizations' capability to recruit, develop, engage, retain and transition its employees. Land, labor, and capital are tangible assets that are easily duplicated by other firms and countries; they can be purchased. The ability to invent and innovate is an intangible asset that must be cultivated [1].

II. TALENT AND TALENT MANAGEMENT

At the strategic level, an organization may be inclined to focus its talent management efforts primarily on senior leadership. But talent includes the entire workforce, and reducing risk associated with talent management means making sure there are qualified, ready employees to fill every key position.

Several authors share similar views on how talent management must be incorporated to establish and maintain a strong assembly of human resources across an organization.

Ref [2] suggests that the main purpose for talent management is to provide a deep supply of valuable resources continuously throughout the organization. Moreover, [3] believed the ultimate competitive advantage for any organization was a deep talent pool with effective leaders at every level who are prepared for future challenges. Finally, [4] stated the goal for an organization was to build continuous strength in the area of human capital that will ultimately tie talent in with the future direction of the institution.

According to [5] Talent Management is defined as facilitating the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes. The Talent Management process focuses on developing employees and leaders for the future of the organization.

Development is a competency, an ability to deal with new circumstances. The intangible nature of the development process makes it difficult to describe [6]. The cultural factors of any organizational environment can impact how talent management is viewed among senior leaders and other institutional members. Generational differences are forcing organizations to reconsider how they develop their high potential resources.

In his research, [7] focused on identifying a series of successful practices relating to administrative talent management within the higher education setting. The field study included a thorough examination of seven small to mid-size private colleges and universities that have incorporated employee development strategies. Specifically, several focus areas were investigated including presidential vision, leadership commitment, talent management's place among institutional priorities, program characteristics, and program evaluation. Among the commonalities that were gathered included support at the senior Officer level who serve as advocates, mentors, and program facilitators, a strong connection between talent management and the institutions' strategic plans, and a holistic approach to developing talent at all levels of the organizations.

Talent management focuses broadly on developing high potential employees for Future leadership positions across an organization. Furthermore, talent management occurs at multiple levels of the organization and does not limit its scope to senior management positions. Developmental techniques are commonly used across organizations that

have implemented talent management initiatives. These components include, but are not limited to, developmental planning, skills assessments, coaching, mentoring, and action learning. Some organizations may offer learning opportunities which may not qualify as —managing talent since the initiatives do not provide a systematic approach to learning and career development. Key components of a successful program are known as developing leadership competencies, helping employees articulate specific career advancement strategies, and providing opportunities for both individualized and group learning.

III. BRINGING TALENT MANAGEMENT AND HUMAN RESOURCES

Human resources are the core of organization's activity and productivity. Organizations need to stay in the marketplace. Globalization requires organizations to perform global actions. Talent management is the main risk area of human resources in organizations. Although human capital is being recognized as main source to sustain leadership in business sectors, most administrations in schools are not including a comprehensive talent management model as a strategic objective. The implementation of talent management strategies will produce favorable results for public education as it has in the business sector.

As the interest in talent management (TM) gathers momentum, [8] aimed to unravel how talent was managed in multinational corporations, what factors mediated the talent management process and what computerized systems might contribute to the management of talent. Their study employ a single case study but multiple units of analysis approach to elucidate the factors pertaining to the transmission and use of talent management practices across the German and Irish subsidiaries of a US multinational corporation. Primary data for this study was derived from a series of in-depth interviews with key decision makers, which included managers at various levels in Germany, Ireland and The Netherlands. The findings suggested that the diffusion of, and success of, talent management practices was contingent on a combination of factors, including stakeholder involvement and top level support, micro-political exchanges, and the integration of talent management with a global human resource information system.

Talent management, in today's competitive marketplace, is critical in organizational success. Real estate organizations are now recognizing the value in attracting and retaining the best, brightest employees in order to achieve higher than average market share and elevated profiles. In the era of the knowledge worker, "talent" – narrowly defined as a core group of leaders, technical experts and other key contributors – are quickly becoming an organization's most important asset. As real estate companies continue to compete for the top tier talent, their strategies must become more integrated. Based on review of existing literature and expert panel interviews, [9] proposed that a framework for integrating talent management strategies should focus on multiple generations. There is clear evidence that innovative recruiting techniques must be geared to attracting the new generation of workers. Additional attention should be given

to increasing employee engagement for Generation Y, while at the same time developing strategies focused on knowledge transfer and reverse mentoring.

IV. TALENT MANAGEMENT CYCLES

Ref [10] Suggests a talent management cycle, which identifies the four core areas managing talent: talent acquisition, performance management, training and development, and talent review and succession planning. The Talent Management Cycle—from recruiting and on-boarding of new talent to continuous performance management, development, and feedback loops—helps secure our leaders and emerging talent into an accountability cycle that clearly determines the next steps within their career path. To succeed the development of the program, the researcher suggested key step to be followed as:

- Build competency models tailored to your business to create a shared understanding of competency needs and values.
- Secure senior executives' commitment to make the talent management model work.
- Place great importance on identifying and developing talent, as well as performance management and retention.
- Utilize the Talent Management Cycle, which identifies the four core areas managing talent: talent acquisition, performance management, training and development, and talent review and succession planning
- Implement checks and balances scorecard to evaluate the results of talent management system on a regular basis: create forums where leaders and executives hold each other accountable for the development of new leaders.
- Create a learning program that is user-friendly and easily links to competency models.

Talent management can be derived. In this framework, there are five key elements:

(1) attracting; (2) selecting; (3) engaging; (4) developing; and (5) retaining employees [10].

Talent management is strategic and deliberate in how they source, attract, select, train, develop, promote, and move employees through the organization [11].

The key findings of a new research report that investigates talent management processes, identifies the challenges to implementation and highlights the best practices for achieving a culture of talent management commitment rather than compliance. The research draws on the experiences of 57 organizations, from a range of industry sectors and operating across international marketplaces. Talent management, accordingly, is described as having five elements:

1. Attract: Having the right employment proposition and brand to attract talent from the external marketplace.
2. Identify: Being clear on the kinds of people and capability that will create value or deliver a competitive advantage for your organization now and in the future.
3. Develop: Building the skills and capabilities of your people in order to meet current and future demands.
4. Deploy: Placing the right people in the right jobs at the right time.

5. Engage: Ensuring the right environment for individuals to deliver their best and remain committed to the organization [12].

In her paper, Ref [13] aims to consider how effectively today's organizations assess the return on investment (ROI) of their talent management initiatives. It aims to explore the question:

How do they know whether the money they spend on recruitment, development and succession management generates a worthwhile commercial benefit to the organization?

How organizations track talent ROI?

When asked about the quantitative measures used to assess the benefit of talent initiatives, most organizations focus on internally driven HR measures, including succession, retention, engagement, internal promotions and diversity.

In a research paper in real estate, it is proposed that talent management, in today's competitive marketplace, is critical in organizational success. Real estate organizations are now recognizing the value in attracting and retaining the best, brightest employees in order to achieve higher than average market share and elevated profiles. In the era of the knowledge worker, "talent" – narrowly defined as a core group of leaders, technical experts and other key contributors – are quickly becoming an organization's most important asset. As real estate companies continue to compete for the top tier talent, their strategies must become more integrated. The study finds that there is clear evidence that innovative recruiting techniques must be geared to attracting the new generation of workers. The study, then, suggests that in an effort to address the growing talent shortages in real estate, coupled with the exiting of retirement of workers, aggressive strategies must be adopted and the framework provides a holistic approach to achieving competitive market share while addressing critical talent issues.

The paper proposes a talent management framework for industry practitioners. It addresses the complex issues existing within the real estate industry.

The framework consists of five key elements:

- (1) Attracting
- (2) Selecting
- (3) Engaging
- (4) Developing and
- (5) Retaining employees.

At the core of the framework are organization's core values and competencies. These elements are connected through a continual process which includes the steps of strategy, execution, and evaluation [14].

Talent management must recognize the importance of determining if an individual's behavior demonstrates the organization's vision, mission and values. News reports are rife with tales of how one person's greed, ego or personal agenda had a real impact, both financial and nonfinancial, on an organization. In themselves, such stories are proof of the urgent need to focus on talent management. Therefore, in more specific terms, what might an effective talent management strategy look like? The best approach encompasses nine key components, all of which must be

aligned with the organization's vision, mission and values and help drive strategy and objectives to achieve business results:

1. Workforce analytics and planning
2. Role and competency design
3. Recruitment and on boarding
4. Recognition, rewards and engagement
5. Performance management
6. Learning and development
7. Career mapping
8. Succession planning
9. Deployment and redeployment strategies [15].

Identifying, attracting, selecting, developing, and retaining talent is important to this journal's readers and all organizational leaders. Ref [16] provides a wide-ranging set of principles and activities that leaders may be able to use to improve their organizations. The author proposes an interesting and intuitively appealing thesis. The basic thesis of the author is that organizations are in competition for talent on a global scale. Additionally, the traditional means of evaluating talent, which the author asserts is intelligence as measured by grade point average (GPA) and university prestige, ignores a vast supply of very capable people. This argument is based on three assumptions. First, organizations are in global competition for talent. Second, there is something unique about South Polers related to job performance that is not captured by "traditional" talent assessment techniques. Third, it is possible to efficiently and accurately identify "South Polers."

Talent Management in Educational Settings

Talent management is increasingly seen as a critical factor in developing successful organizations and is a strategic priority for businesses. It is just as critical a factor for educational settings [17].

In a study on the initiatives of few states in the USA, [18] reviewed policies adopted to manage quality teachers. State efforts are categorized in 7 major areas as following: preparation, recruitment and hiring, induction and mentoring, professional development, compensation, working conditions, and performance management.

Although human capital is being recognized as main source to sustain leadership in business sectors, most administrations in schools are not including a comprehensive talent management model as a strategic objective. The implementation of talent management strategies will produce favorable results for public education as it has in the business sector.

V. MANAGING STUDENTS' TALENTS IN SCHOOLS

As it was reviewed in the literature, business sector is looking for survival in the global competitive economy. Human capital is the main source of risk in the organizations. It is the source on which an organization can invest for improvement of products and services. In the organization, you have the raw material too. All efforts are to be done to make a good product out of that material by use of all technologies. The raw material has no desire. It is made for special process. Everything is defined based on standards

and there is sometimes only one line of production with little or no flexibility.

We now have a talent management cycle from the world of business as the literature reveals. What lessons can we get from the business sector to implement in schools for our kids? It is true that school is a social organization. It is true that leadership and staff in organizations, business sector and school, have the same responsibility, that is, to keep the setting alive and competitive in the market. Yet the case is different when we come to the production issue in educational settings as schools. Here, in school, we are going to produce human talents. Human talents have their own desires and interests. They are not developed in advance. They need to be developed. They need to be known first. They need to be attracted. They need to be identified. They should be prepared to enter into the process of talent production and talent improvement. Not a single production process can be run for all students. Every single student may need one special production process. More important, we should remember that our kids need to grow. They need to be provided for a higher learning process, from elementary to secondary and tertiary education. Failing to give them enough education, they go to waste stock sooner than later. We need to train in such a way that in the next step of production line, they can catch up. The goal at the end of each period is the source for the next line of production [19]. Regarding the nature of human talents, this paper is taking advantage of the literature and is proposing a model for

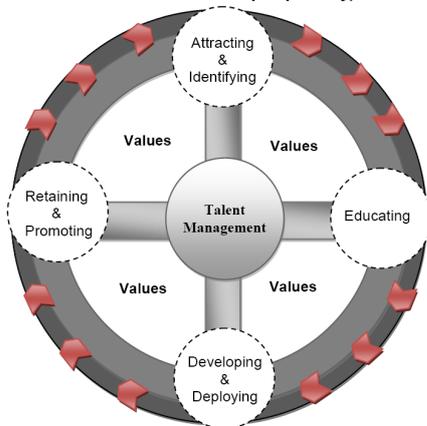


Figure 1. Conceptual Model for Students' Talent Management in School

students' talent management in schools. The model has four quadrants, namely: identifying, educating, developing, and retaining.

The students' talent management proposed here could work based on recognition of school climate and school values. Values are enforced by all stakeholders as students' characteristics, parent, teachers, school principals, administrators, educational planners, policy makers, and business sector as well.

VI. CONCLUSION AND CONTRIBUTION

The main issue to discuss in this paper was lack of consideration of managing talents of our kids in schools. Talent Management was explained based on rich experiences

of the world of business. Models for managing talents in few organizations were presented. Schools were introduced as social organizations. The need for considering managing of students' talents in school was discussed and a conceptual model with four major areas, based on the organizations' experiences, was designed. Further research is required to recognize what the components of each of the four areas in the model should be. In other words, still question remains to respond what exactly school administrator and school teachers as well as other educational stakeholders should perform to fulfill each of the four areas in talent management cycle. Findings of such an inquiry would help enrich talents of students in schools and as a result a maximum satisfaction of all stakeholders in the market for schooling.

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