

Strategic Talent Management Practices for Higher Institutions

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Abstract

This paper investigates strategic talent management practices in higher institutions with particular attention on talent pools, retention, deployment, and development. The paper characterizes talent management with regards to the higher institutions and afterward investigates its association with current everyday management practices. The paper scrutinizes the present circumstance for deficient in an alliance between the organisational strategy of higher institutions and how scholarly talent is pooled, retained, developed and compensated. It is contended that talent management can give a calculated structure to upgrade performance over an extended period by blending a higher institution's strategy with everyday management frameworks.

Keywords: Strategy, Talent Management, Higher education

INTRODUCTION

Talent management seemed late 1990s when McKinsey and Company initially alluded to it in their report "The War for Talent" (Handfield-Jones, Michaels and Axelrod, 2001). It has quick picked up and has turned into a top need for organisations over the world (Shingh and Sharma, 2015). Talent is basic to organisational achievement; it gives a competitive edge through search and identification; recruitment and redeployment as well as development of talented workforce (Clake and Winkler, 2006; Shingh and Sharma, 2015), even in higher educational settings (Brink, Fruytier & Thunnissen, 2013). Talent management has numerous definitions by various researchers, yet none is said to be for the most part acknowledged. There is an absence of clarity on the idea (Lewis and Heckman, 2006). This paper talks about a more exact meaning of talent management and investigates its association with strategy of the organisation regarding management and administration of higher institutions. Without a realistic and clear strategy it would be difficult to have clearness about how staff can contribute towards the strategic goal of the organisation. Hence, staff will be motivated and compensated towards results that are strategically important.

The paper concentrates on the academic elements of the higher institutions especially teaching and research thus, focuses on talent management of academic staff. In any case, the performance of talent management, in the same way as other of the essential frameworks and procedures in the higher institutions, depends on the abilities and mastery of expert administrators and academic professors. In this way, a holistic talent management system should also identify and compensate talent throughout all academic, administrative and management roles.

TALENT MANAGEMENT

Lewis and Heckman (2006) and Collings and Mellahi (2009) create structures for talent management that characterize it with express associations amongst talent and system. Thus, see talent management as the architecture work required to create and support competitive advantage. In particular, they characterize talent management as a organisational framework that identifies key positions that differentially increase the value of the organisation's upper competitive advantage; also, develops a talent pool of high potential and high performing people to fill these positions; and lastly, develops human asset frameworks to encourage the arrangement of talented people, key positions and authoritative system.

Development Dimensions International [DDI] (2006) report that, administration of organisation's pool of talent is presently too vital to ever be left to the human resources division alone and has turned into the obligation of the top official. Talent administration expressly recognizes the significance of overseeing individuals and positions at various levels in an organisation (Lewis and Heckman, 2006). It has consolidated both the dimension of labour market and that of customer-focused that an organisation can focus on getting hard to supplant people into high esteem positions. In the higher institution set up, this is confounded by the way that there are numerous stakeholders. Along these lines, the quality added dimension should be particular to the specific position and capacity. For instance, an undergrad position needs to obviously enhance learning results and student experience; while a research focused position needs to enhance the university's scholarly reputation and the societal effect of research output.

Again, Talent management should be proactive and contribute towards the development of the strategy of the organisation. Along these lines, strategy can be adjusted to the pool of effective talent accessible in the organisation or be straightforwardly required in the improvement and obtaining of the capable individuals required to actualize a strategy (Bradley, 2016). This emphasis on talent management offers an all encompassing,

system level perspective that is a vital part of centered authority (Goleman, 2013). Focused leadership develops the idea of emotional intelligence with an emphasis on system level thinking particularly the interface between human resources and organisational strategy. It is rather credulous to imagine that there is one best answer for the organisational strategy issue. Obviously, organisational strategy should be coordinated to the setting of the business and focused environment (Hambrick and Fredrickson, 2001), so should talent management (Cappelli, 2008). Consequently, here we break down this issues related to talent management in the higher education terms of management and administration.

TALENT MANAGEMENT FOR HIGHER INSTITUTIONS

Higher institutions around the globe are confronting expanding rivalry in terms of competition for both student and funding. Governments of quite a number of nations have equally been trying different things with business sector sort components to compel higher institutions to go after students, for funds through fees; for research money informs of grant (Dill and Soo 2004). Also, government flow grant to institutions where performance manifested with good research output and high placement in ranking (Altbach & Balan, 2007; Hazelkorn, 2006). Performing institutions should receive more income than lesser performing institutions, which would provide performers with a competitive edge and would stimulate less performing institutions to perform (Herbst, 2007). Hence, the output should be rewarded, not input. To handle these difficulties, in developed nations, higher institutions especially, universities are being given more independence to work in an inexorably deregulated market environment (Pellert, 2007). Talent management can be seen as a proper structure to empower higher establishments to change their current value-based human resource system into something that is strategically enabling. In any case, higher institutions are fragmented and approximately coupled organisations concentrating on individualized performance (Pellert, 2007; Van Raan, 2005).

University academic staffs are ordinarily more vigorously connected to their discipline than their larger institutions. In this way, it is basic to consider talent management at the institutions level, where the senior officials work, and at the organisational unit level, where the academic supervisors and heads of schools/divisions work. To be sure, it has been contended that heads of schools, unit or department assume a basic part in adjusting the prerequisites of successful organization whilst ensuring scholastic self-rule and freedom (Winter, 2009; Yelder and Codling, 2004). Without a doubt, both academic and administrative leaders (Yelder and Codling, 2004) are required to both clarify and actualize university procedures and strategy in their control.

TALENT MANAGEMENT AND HIGHER INSTITUTIONS' ADMINISTRATION

Although an individual goes with already acquired skills and a particular level of natural inspiration, is the work of high-quality manager to help such person to grow new aptitudes, skills, and capacities, while keeping up or improving their inspiration and giving them new opened doors for opportunities (Bradley, 2016). This highlights both the individual and their supervisors or managers can add to the factors that decide an individual's work performance. (Buckingham, 2005). Specifically, the everyday association amongst supervisor and individual workers frames a criticism circle that can either upgrade or decrease job performance (McCormack, Propper & Smith, 2014). This shows the basic significance of administration and talent management specifically, at various levels of higher institutions. Therefore, talent management can possibly give the vital yet potential system to empower the match of staff with performance in the organisations' strategy.

Extraordinary managers find the already existing unique skills and capabilities of every individual and see how to take advantage of by that ability to better performance. This is just about the accurate inverse of what great leaders do, they find the widespread and capitalise on that by communicating a vision (Buckingham, 2005). While awesome managers and leaders are not fundamentally unrelated, leadership and management do require diverse aptitude sets. Ordinarily, the former is concerned with the strategic development of objectives and afterward influencing and empowering individuals towards achieving these objectives. While the latter is more worried with the effective utilization of assets to arrange and facilitate effort towards accomplishing predefined objectives (Yelder and Codling, 2004).

In any case, to say that leadership is more critical than management or the other way around it makes no sense, as an imperative segment of any great strategy is that it can be efficiently and reliably actualised. Actualising strategy depends on the aptitudes and capacities of the staff all through the organisations and academic drivers assume an indispensable part in both amplifying individual performance, additionally ensuring the matching of performance with discipline specific understanding of the organisational strategy. Along these lines, talent management can possibly give the essential system to empowering the arrangement of all staff and their performance inside the organisational strategy.

University academic staffs are ordinarily more vigorously connected to their discipline than their larger institutions (Pellert, 2007). Without formal management preparing, experiential learning and tutoring are the essential instruments by which academics build up their management and leadership skill (Drew et al., 2008). In

any case, great management aptitudes are vital as they have a huge beneficial outcome on the performance higher institutions (McCormack et al., 2014).

Specifically, McCormack et al. demonstrated that focal higher institutions management practices are less vital than departmental practices and that there is just low connection in human resources hones between divisions inside the same organization. Furthermore, the greatest distinction between higher institutions is in their administrative practices as for motivations for enrolment and maintenance of staff (McCormack et al., 2014). Academics at present trust that they are obliged by excessively bureaucratic administrators or managers with immature interpersonal and vital investigation abilities (Drew et al., 2008). Along these lines, there is a need for better and continuous management training and development in higher institutions, maybe in light of ideas, for example, emotional intelligence and the focused leader among others (Goleman, 2013).

Higher institutions operate in an environment where financial policies and other regulatory issues keep changing, it can be progressively hard to legitimize the cost and time of creating in-house talent and succession plans. Be that as it may, literature offers a plausible solution. In particular, by giving short, focused on staff development programs; by giving stretch assignments to skilled volunteers; and balancing employee-employer interests. This can better suit to the difficulties of instability. Specifically, it shows directly appropriate to higher institutions as it unequivocally balances the interests of the employee and their bosses thus can expand the level of both specialized and management skill more broadly in the society (Cappelli, 2008).

CONCLUSIONS

In conclusion, matching a higher institution's strategy with academic talent identification, developed, and retention is exceptionally essential. Lack of this match will bring distinction between the higher institution's stated goals and the results that conveyed to the society. Hence, this can possibly prompt perplexity, wastefulness, and pessimism. Matching is imperative particularly in connection to the higher institution's core activities of research and teaching as both are indispensably critical, yet are not often regarded while assessing the performance of both the institutions and/or the academics. The structure gave by talent management can help with the recognizable proof and improvement of the key individuals, the vital positions, and human resources systems required for the conveyance of higher institutions on their strategic goals. It is likewise important that the ideas of talent management are connected at all levels of the higher institutions chain of command and are customized to specific disciplines.

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