
Talent Management An ongoing issue with Higher Educational Institutions in India

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Abstract

At present, one of the the main issues faced by the educational institutes are shortage of competent and qualified faculties which has resulted in institutions focusing on how to retain and develop the recruited talent. It is also known that various exceptions have been made with regard to talent process and effective management through institutional approach. The important factors, which contribute to faculty recruitment and retention, are benefits, supportive environments, spouse employment opportunities, start-up, resources, and salaries. This research paper provides few strategies, which institutions can adopt for attracting and retaining talent that is best available for them. It will also help in developing a skilled and knowledgeable future talent pool for the institution.

Introduction

The 21st century period of globalization and information technology, is experiencing the growing need of Talent Management worldwide. India too, has not remained unaffected by this much needed change, needed for managing human resources, more likely known as the human capital today. The industrial sector of India has begun to take initiatives for the implementation of talent management practices to manage their human capital so as to maintain the competition. But it is very sad that the higher education sector of our country which plays a vital role in the human resource development of the nation has not yet been able to properly promote and implement the culture of talent management.

It can be argued that, the higher educational institutions in India are dealing with issues of talent crunch and retention of faculty. This is happening as most of the institutions fail to understand the broad dimensions of talent management, its proper application and its benefits. Institutions are reluctant to accept that, faculty are their thinker assets and the human capital of the institution. They play a significant role in the development of an institution and in grooming and developing the students, who are the future talent pool of the nation. They play a major role in student learning and hence it becomes the prime responsibility of institutions to retain these intellectual assets. It can further be argued that, the development and prosperity of a nation depends on its educational institutions, which speaks volumes of the transformation of the young minds of the country and helps in channelizing their energies into productive ventures. Educational institutions cover the way for the political, economical and social development of the country by producing skilled and knowledgeable human capital.

The implementation of appropriate talent management initiatives in higher educational institutions can lead to the development of the human capital of the nation. Taking the view for effective analysis would bring a relative approach in changing knowledge deliverable. As per the strong deliverability and instrumental progress will make transformation more effective for skill development of nation's youth.

In order to enhance and maintain the quality of higher education, institutions need to focus on faculty development and retention by implementing effective talent management practices. For sustaining competition and meeting global standards, the institutions need to develop new strategies and models to develop, retain and empower their human capital. There is a need to rethink and rejuvenate the existing HR practices in the higher educational institutions in India.

The above arguments can be well supported by the outcomes of the research by following authors. (Well 1991), (Cornesky 1991) and (Chen et al 2006) in their research work have mentioned that, at present India is striving to compete in a globalized economy in areas that require highly trained professionals and thus the quality of higher education has become increasingly important. Experience which the students will derive from higher education is, to a large extent, dependent on the performance of faculty, both as teachers and researchers. Educational institutes not only produce highly skilled and progressive manpower needed for the political, economical and social transformation and development of our country but also shoulder the responsibility of lending dynamism, resourcefulness and intellectuality to it. The teacher is the backbone of the educational system, the maker of mankind and the architect of society. A nation grows with the teachers and with the education imparted to the people. It is in this respect, that the role of teachers acquires significance in shaping society and in bringing revolutionary changes in the development of the country. The retention of this community in educational system especially individual institutes is necessary for the effective and proper use of the resources for rendering maximum service to society through building up the future human resource pool of the nation”.

An institution with talented faculties can develop a reputation for being a great place to work, with great learning environment where quality in education is expected. An institution in higher education, therefore, needs to be able to develop and deploy faculty who can articulate the passion and vision of institution and satisfaction of students. Faculty members as internal customers satisfy the working environment of universities. (as cited in Gupta and Sethia 2011, 352) (Kuanr 2007, 59) has stated that, “Everywhere, higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skill based training, enhancement and presentation of quality in teaching, research and service, relevance of programmers and employability of graduates”.

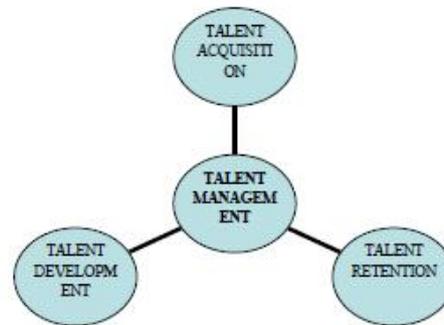
Significance of the Study

The significance of Talent management to higher education is of starting to attract more interest from human resource practitioners who are looking at the implications of high turnover rates and poor fit within current positions (Bisbee, 2005). However, while talent management is high on the list of priorities among human resource departments within corporations, this practice has yet to fully migrate into the higher education environment in determining future administrative leaders. Despite some proactive institutions that realize the importance associated with the number of impending retirements, the cost of external recruiting, and the importance of retaining high potential personnel, most are choosing to use the wait and see approach to talent management.

That is, they identify a potential replacement only when an incumbent’s departure is imminent. This replacement, in many cases, is evaluated based on the incumbent’s leadership characteristics, not how an organization wishes to see the position evolve over time (Carroll, 2004). Despite the countless studies on the impending retirements of baby boomers, only a small number of these studies have analyzed talent management strategies in the context of higher education.

Talent Management Process

The purpose of talent management is to ensure that a firm has right talent with right skills at the right time. If professional firms are to respond to the changes in their market and business environment, they will need to identify the type of staff and the skills they require in the future and these may be very different to those required in the past. Effective recruiting is the beginning of effective retention. Considering the view of talent development, tasks need to be provided which would challenge and help in earning efficiency to the work. Effective recruitment may include identification of key positions and turnover risks associated with these positions and competency/behavioral-based selection criteria that support the retention strategy and business drivers.



Four key components for identifying talent in work place

Performance – indicates the level in which employees are performing in their current role along with the results that have been achieved within that position.

Potential – determines if employees have the capacity to perform at a level(s) higher than their current position (e.g., decision making, emotional intelligence).

Readiness – measures employee’s ability to take on new roles.

Fit – assess if employees’ strengths are appropriate for the institutional challenges that lie ahead and whether or not their leadership traits are aligned to the organization’s culture.

Effective measures in Talent Management

Appointment of Efficient Departmental Heads

It is said by eminent personalities that “employees do not leave bad organizations but leave bad managers”. The faculty members should be inspired by the leadership qualities of the Heads of Department in order to perform to the optimum. The leadership and managerial traits of the Heads should help the faculty members in motivating themselves to work towards meeting the organizational goals.

Recreational facilities

Recreation to the faculty members like sports, indoor games and various clubs are more important for the relaxation of mind and body. The faculty members can rejuvenate themselves to get ready for higher challenges and think innovatively.

Faculty members should participate in decision making

All the faculty members should be given a chance to participate in the decision making process of important policies in the form of Brain Storming sessions which inculcates sense of belongingness.

Opportunity should be given to every faculty member to utilize their talent

Talent Management is partially followed in some of the higher educational institutions in India but not up to the required extent right from the recruitment process. The capability to teach and train of a faculty member is mostly measured by qualifications and a demonstration for a few minutes. The other qualities and interests of a faculty member are neglected due to various reasons during the interview process and the same have been suppressed by their immediate superiors after they join in the job. With this phenomenon, the organization is at great loss as the skills and passion of a faculty member are not explored to the optimum level and gradually the faculty members who have zeal and innovative ideas to train and groom the youngsters leave the organization or confine themselves to the task allotted. To overcome this, there should be a mechanism to explore the other skills possessed by a faculty member and channel those skills in a right direction to achieve fruitful results. The mechanism may be in the form of brain storming sessions, meetings, clubs and other suitable methods for educational institutions.

Exit interviews should be taken by the Management Member only

Exit interviews should be taken by the Management members only to extract the exact reason for an employee to leave the organization. This would certainly help the top brass to initiate necessary corrective measures in

controlling the high rate of turnover of staff members. It is well understood that, the employee who is leaving the organization is reluctant to reveal the facts to another employee like HR-manager or Head of the Department as the employee believes that the revealed facts may not reach the Management.

Increments

Each annual increment shall be equivalent to 5% of the sum total of pay in the relevant Pay Band and the AGP as applicable in the Pay Band. Annual increment should be based on the percentage of result of the students, feedback from the students on a particular faculty and feedback from the Head of the Department to avoid conflict among the staff members.

Pay fixation

The salaries should be fixed as per the guidelines provided in the 6th Central Pay Commission as and at par with the Central Government Technical teachers. This would certainly give moral boost up to the employees and does not give any room for development of negative attitude.

Allowances

Allowances such as Special Compensatory Allowances, Children's Education Allowance, House Rent Allowance, Travelling Allowance, Dearness Allowance, Special Compensatory Allowance etc. as applicable to faculty members, Library staff and Physical Education Cadres, shall be at par with Central Government employees.

Study Leave

UGC/AICTE shall revise its guidelines in respect of granting study leave with pay for acquiring Ph.D. in the relevant branch / discipline while in service by relaxing the number of years to be put in after entry while keeping in mind the availability of vacant positions in order to ensure that a faculty and other cadres entering service without Ph.D. or higher qualification could be encouraged to acquire these qualifications in the relevant disciplines at the earliest rather than at a later stage of the career.

Vacation Leave for Teachers

To support interface between technical education and industry, it is recommended that a Faculty member in an Engineering College should be given a vacation leave for six months for working in an industry after completion of six years of teaching. Such depart, shall be available to a teacher only twice in his/her entire teaching career.

Gifts on important occasions

Faculty members should be given with some kind of gifts on important occasions viz. on birthday, marriage day and Teachers day. This would definitely create a sense of belongingness on the institution and increases the motivational levels.

Research Promotion Grant

UGC/AICTE shall prescribe a scheme with appropriate guidelines for providing by way of appropriate 'start up grants' to teachers and other cadres taking up research in all disciplines including basic recommendations of 6th Central Pay Commission.

Importance of Talent Management in Educational Institutions

Administration in higher education can truly benefit from achievements that talent management has had on organizations within other industries. Despite the notion of wanting to be different from the business world, institutions must realize growing talent from within can be of considerable benefit, especially given the current economic climate, increasingly competitive environment for human capital, and the ongoing need of being accountable to its constituents. Clunies (2007) acknowledged that innovative colleges and universities are examining the value of talent development as a cost effective process to the transitioning of power and authority. Look at any institution's strategic plan or the mission statement of any human resource department in higher education. Most likely, employees will be viewed as important assets in order for the college or university to achieve lasting success. Despite this, why is the practice of talent management implemented so infrequently on the administrative side of the higher education environment? Clearly it is not due to a lack of planning skills. Every institution operates based on a strategic plan, its financial future is based on a

comprehensive fundraising plan, and facilities are not created or renovated without the presence of a campus master plan (Christie, 2005). Therefore, might there be value to having a plan for selecting and preparing high potential talent.

Most institutions in the current economy can ill-afford to lose a senior officer or a high potential administrator without a suitable replacement given the tremendous costs related to hiring a candidate from outside the institution (Colonies, 2007). Colleges and universities, now more than ever, need to ensure the right person is serving in the appropriate position (Heuer, 2003). Collins (2001) stated, “first get the right people on the bus, the wrong people off the bus, and the right people in the right seats – then figure out where to drive it.” (p. 41). Demonstrating this type of stability in talent provides confidence to both internal and external stakeholders (Marsh, 2008). Colleges and universities that accept the challenge to build talent from within to meet impending

Leadership requirements will certainly gain an advantage on peer institutions in this competitive climate (Mackey, 2008)

Conclusion

From the above study we can conclude that talent management in the institutions can really help in identification of the right talent, development of that talent and retaining that talent in the institution for its success and growth. Therefore, managing the available talent will lead to development and growth of the organization. Talent constitutes the prime resource needed to reach the destination laid out in the organizational goals and vision. It can be concluded from the study undertaken that talent management can definitely help in identifying the right talent, developing the available talent based on their skill gaps and retaining the right talent for organization growth and success. Thus it is indicated from the Study that talent Management lead to organizational development. The study also indicates that talent management if used in educational institutions can help in identifying the core competencies needed by the faculties. Finally Management of Higher Educational Institutions must believe that “ **Money spent on Talent Management is an Investment and not Expenditure**”.

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