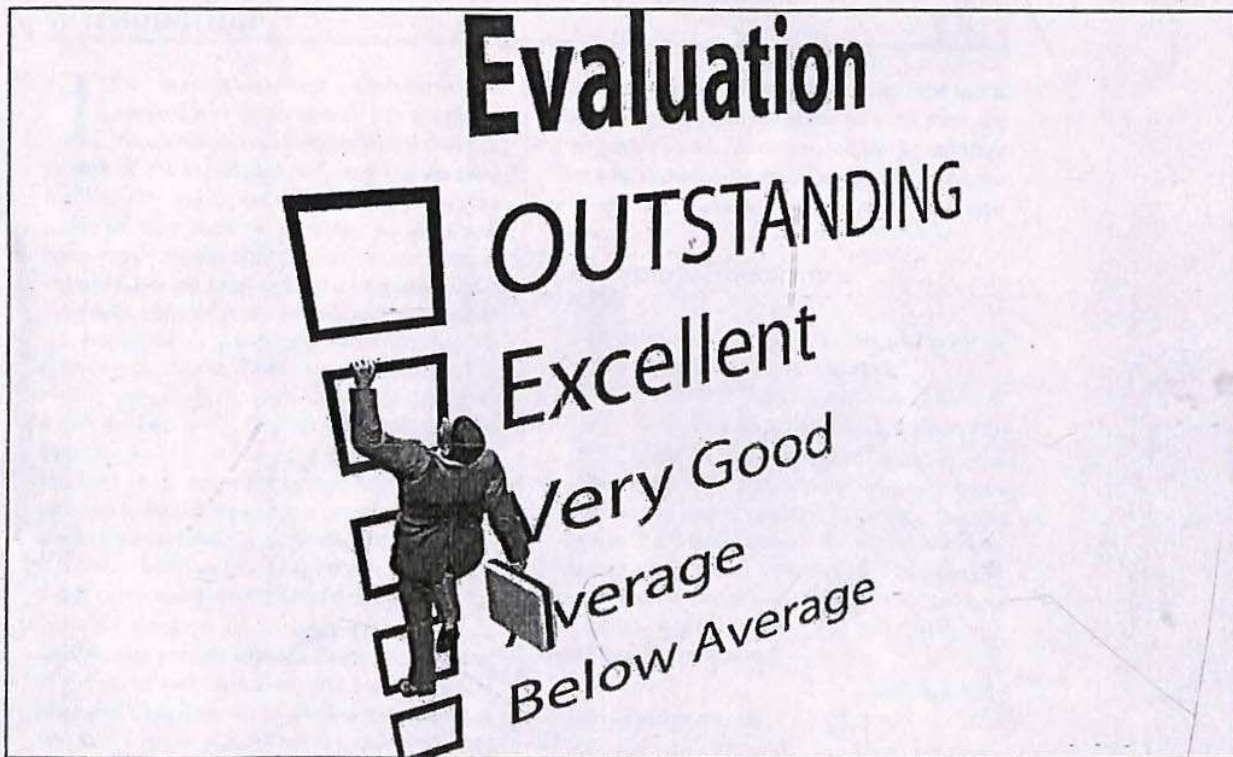


Talent Management in Business Schools



In these days of cut-throat competition, importance is accorded to quality in educational institutions just like any corporate organization. Quality of the education depends to a greater extent upon faculty and it is very essential to have qualified and competent faculty. The present study focuses on talent management in Business schools. A sample of 151 faculties working in nine business schools in Andhra Pradesh is drawn using simple random sampling method. Data is collected with the help of a questionnaire designed for the purpose. Data is analyzed using statistical tools like mean, correlation and chi-square. The results revealed that demographic variables barring gender and marital status influence perception towards satisfaction with talent management. There is positive correlation between talent management & organization

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commitment and talent management & organization retention.

Key words: Talent management, Business schools.

Introduction



The current business environment is marked with challenges of intense global competition, rapid technological changes, growth of the knowledge economy and the need for flexibility and expertise in the workplace. As a result of this there is a change in skills and competency requirement. To sustain and prosper organizations are looking for the best people with right skills, knowledge and attitude and on the other side employees are as particular about choosing the right organization as about choosing the right job. Hence, organizations are increasingly trying to attract the best talent. Organizations that attract a larger applicant pool and more qualified applicants will have more scope for getting best talent that provides potential competitive advantage. But the challenge is not over by attracting the best talent. It is a real challenge to manage them, get the best out of them and retain the best talent.

Vital elements of a highly effective talent management process require a clear understanding of the organization's current and future business strategies, identification of the key gaps between the talent in place and the talent required to drive business success, a sound talent management plan designed to close the talent gaps, integration with strategic and business plans, efficient hiring and promotion process, synchronization of individual goals with corporate goals, providing clear expectations and feedback to manage performance, development of talent to enhance performance in current positions as well as readiness for transition to the next level.

The major significant components of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. With the increasing demand-supply gap, organizations are facing immense war for talent.

Like business and industry, education field too is discovering the need for talent so as to meet the new quality standards demanded by the industry. The educational institutions are facing problems in attracting, managing and retaining the best talent.

Conceptual Framework:

Talent:

A definition of talent in organizations is "people, and all their abilities and skills".

(Piansoongnern, Anurit & Bunchapattanasakda, 2008, p.72).

"A talent is an individual with special competencies. In a business context these competencies are of strategic importance to the organization. The absence of these competencies would pose an actual situation of crisis for the organization. Furthermore, they are hard to copy for other organizations and can rarely be developed here and now."

(DEA, 2009).

Talent Management:

Talent management is "the strategic management of the flow of talent through an organization" (Paquet & Rogers, 2008, p.1) and could help an organization to "align the right people with the right jobs at the right time based on business priorities".

Literature Review:

There is a gap in research in the area of talent management in Business schools as relatively few studies are done. Research on academic quality in higher education is by and large focused on students as customers, their satisfaction or dissatisfaction. Chen et al (2006) have adapted Importance - Satisfaction model (I-S model) in higher education illustrating quality improvement

in terms of satisfaction. Faculty satisfaction has been given only a cursory importance. It has been argued that if the quality of the service is to be determined then the beneficiaries have to be clearly defined in terms of their needs and expectations (Raouf, 2004).

Faculty satisfaction is an essential pre-requisite for excellence in faculty performance with reference to quality in education (Shagbemi, 1997). There is the process perspective which proposes that talent management includes all processes needed to optimize people within an organization (Fadley, 2005).

Conceptual Model:

Conceptual model is developed and is presented in Figure 1.

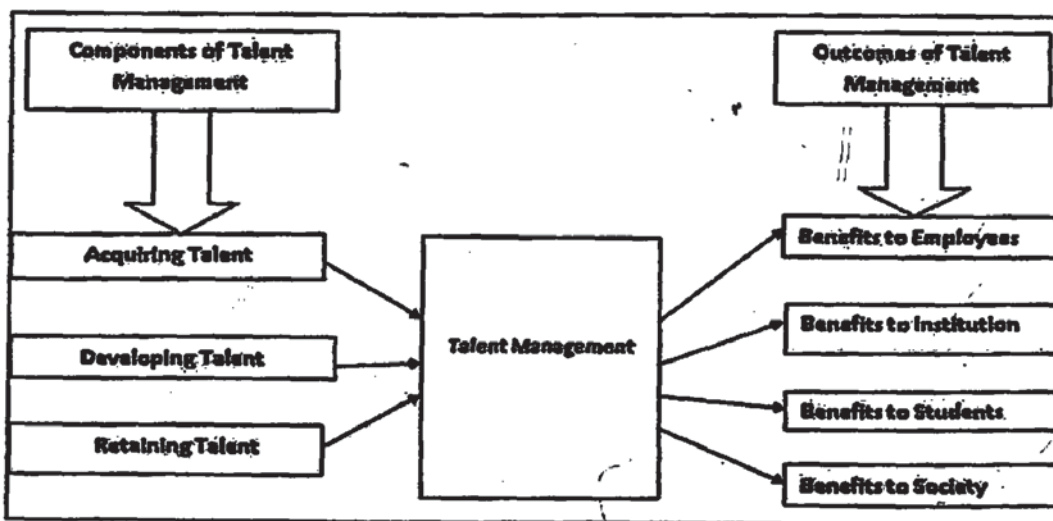


Figure 1 – Conceptual Model of Talent Management

Acquiring Talent:

The factors relevant for acquiring the talented employees in educational institutions mainly include salary, organizational reputation, organizational culture, HR Policies (welfare measures, perquisites) role clarity of faculty, etc.

Developing Talent:

The factors relating to developing the faculty in educational institutions are research funding, opportunity for learning, self study & research hours, behavior of colleagues, behavior of management, opportunity for growth, performance appraisal, infrastructural facilities, training programme and encouraging faculty for participation in conferences, etc.

Retaining Talent:

The factors required for retaining the faculty in educational institutions include support from administration, recognition of good work, work- life balance, incentive for loyalty, incentive for hard work, incentive for publication, awards for best performance etc.

If three components – talent acquisition, talent management and talent retention are handled well, then talent management can yield -

Benefits to employees: Increase in job satisfaction, high commitment and increase in employee productivity.

Benefits to institution: Low labour turnover, low absenteeism, better image for the institution.

Benefits to students: Quality education, high student satisfaction, good placement opportunities.

Benefits to society: Produce good citizens to the society

Objectives of the Study:

1. To determine the impact of demographic variables on faculty's perception of talent management practices of B-schools.
2. To study faculty's satisfaction with talent management factors
3. To investigate the relationship between talent management & organizational commitment and talent management & organization retention.
4. To determine the gap between importance assigned to different factors of talent management and factors prevailing in B-schools.

Hypotheses of the Study:

Hypothesis 1:

H0: Faculty's perception towards talent management practices in Business schools is independent of demographic variables – Age, gender, marital status, educational qualification, designation, monthly income, work experience of the respondents.

Ha: Demographic variables - Age, gender, marital status, educational qualification, designation, monthly income, work experience of

the respondents significantly influence faculty's perception towards talent management practices in Business schools.

Hypothesis 2:

H0: There is no significant relationship between talent management and organizational commitment.

Ha: There is significant relationship between talent management and organizational commitment.

Hypothesis 3:

H0: There is no significant relationship between talent management and organization retention.

Ha: There is significant relationship between talent management and organization retention.

Research Methodology

The faculty working in business schools in Andhra Pradesh constitutes Universe for the study. A sample of 151 respondents working in nine business schools in Andhra Pradesh is drawn using simple random sampling method. Both primary and secondary data are used for the study. The primary data is collected mainly with the help of a questionnaire designed for the purpose of the study.

The reliability of the instrument developed to study talent management is tested using Cronbach's alpha. Cronbach's alpha for 23 items is 0.909 which indicates the reliability of the instrument. The secondary data is collected from different sources like journals, magazines, websites, etc. The collected data is analyzed using statistical tools like chi-square test and mean.

Profile of the Respondents:

Table: 1
Age-wise Distribution of the Respondents

Age	Frequency	Percent
20-30	22	14.6
30-40	76	50.3
40-50	34	22.5
50 & above	19	12.6
Total	151	100.0

It is evident from table 1 that majority of the respondents are in the age group of 30-40.

Table: 2
Gender-wise Distribution of the Respondents

Gender	Frequency	Percent
Female	25	16.6
Male	126	83.4
Total	151	100.0

From table 2, it is observed that 83% of the respondents are male and 17% of the respondents are female.

Table: 3
Marital Status of the Respondents

Marital Status	Frequency	Percent
Married	123	81.3
Single	28	18.5
Total	151	100.0

It is observed from table 3 that majority of the respondents (81.5%) are married and only 18.5% are single.

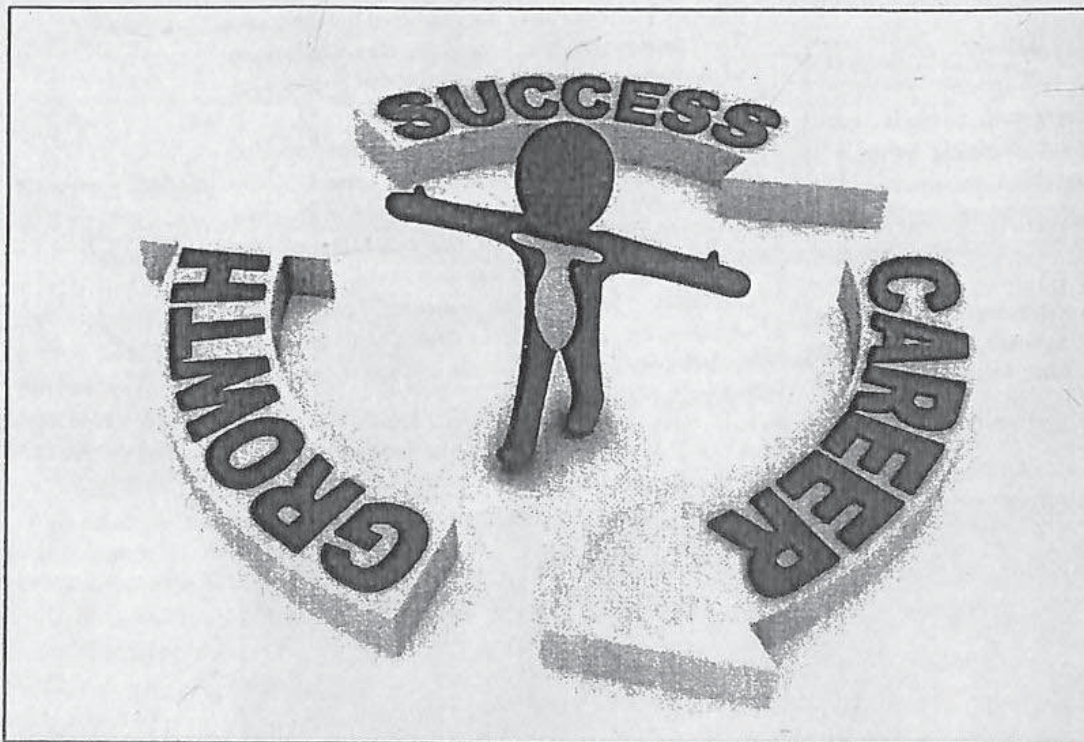


Table: 4
Educational Qualifications of the Respondents

Educational Qualification	Frequency	Percent
Diploma	2	1.3
Graduate	4	2.6
Ph.D.	75	49.7
Post Graduate	70	46.4
Total	151	100.0

As the sample units are educational institutions, majority of the respondents are either Ph.Ds or post graduates which is reflected from table 4.

Table: 5
Work Experience in Current Organization

Work Experience in Current Organization	Frequency	Percent
1 to 3 years	33	21.9
3 to 5 years	41	27.2
Less than 1 year	2	1.3
More than 5 years	75	49.6
Total	151	100.0

Table 5 presents that half of the sample respondents have more than 5 years of experience, 21.9% of the respondents have 1 to 3 years, 27.2% of the respondents have 27.2% and only 1.3% have less than 1 year of experience in the organization.

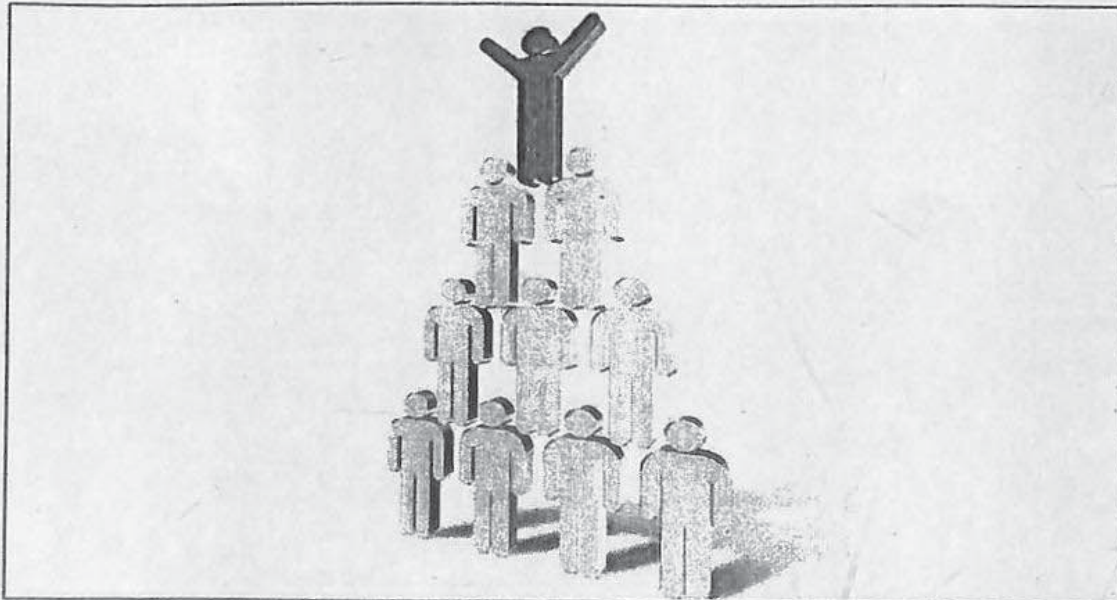


Table 6
Overall Work Experience of the Respondents

Overall Work Experience	Frequency	Percent
1 to 5 years	9	6.0
5 to 10 years	54	35.8
More than 10 years	88	58.2
Total	151	100.0

From table 6 it is understood that majority (58.3%) of the respondents have work experience for more than 10 years, 35.8% of the respondents have work experience in between 5 to 10 years and 6.0% of the respondents have work experience in between 1 to 5 years.

Table 7
Designation of the Respondents

Destination	Frequency	Percent
Assistant Professor	54	35.8
Associate Professor	28	18.5
Lecturer	8	5.3
Professor	61	40.4
Total	151	100.0

From table 7, it is observed that 35.8% of the respondents are Assistant Professors, 18.5% of the respondents are Associate Professors, 5.3% of the respondents are Lecturers and 40.4% of the respondents are Professors.

Table 8
Monthly Income of the Respondents

Income (Rs.)	Frequency	Percent
25000-40000	45	29.8
40000-55000	36	23.8
Above 55000	53	35.1
Below 25000	17	11.3
Total	151	100.0

Table 8 shows that 29.8 % of the respondents are drawing monthly salary ranging between 25000-40000, 23.8% of the respondents are drawing salary ranging between 40000-55000, 35.1% of the respondents are drawing monthly salary above 55000 and 11.3% of the respondents are drawing monthly salary below 25000.

Table 9
Type of Institution

Type of Institution	Frequency	Percent
Autonomous	40	26.5

Deemed University	42	27.8
PGDM	69	45.7
Total	151	100.0

Table 9 reveals that 26.5% of the respondents are from autonomous colleges, 27.8% of the respondents are from deemed universities and 45.7% of the respondents are from PGDM colleges.

Results & Discussion:

Table: 10
Relationship between Demographic Factors and Talent Management

S. No	Factor	Chi-Square Value	Significant/Insignificant
1	Age	24.581	Significant at 1% Level
2	Gender	94.656	Not Significant
3	Marital Status	108.581	Not Significant
4	Educational Qualification	61.956	Significant at 1% Level
5	Work Experience	359.41	Significant at 1% Level
6	Designation	342.856	Significant at 1% Level
7	Income	443.254	Significant at 1% Level

Table 10 reveals that chi-square values are significant at 1% level for age, educational qualification, work experience, designation and income. Hence, the null hypothesis that faculty's perception towards talent management is independent of these demographic variables is rejected and the alternative hypothesis that demographic variables influence perception towards talent management is accepted. Whereas chi-square values are insignificant for gender and marital status and hence, the null hypothesis that perception towards talent management is independent of these demographic variables is accepted.

Table: 11
Mean Scores of Satisfaction with Talent Management Factors

S. No	Factor	Mean Score
1	Teaching Load	4.10
2	Salary	3.47
3	Organization Reputation	3.69
4	Organization Culture	3.15
5	HR Policies	3.15
6	Role Clarity of Faculty	4.19
7	Research Funding	3.16
8	Opportunity for Learning	4.27
9	Self Study & Research Hours	4.15

10	Relationship with Colleagues	3.93
11	Relationship with Management	3.77
12	Opportunity for Growth	3.76
13	Performance Appraisal System	3.70
14	Infrastructural Facilities	4.13
15	Training Programmes	4.08
16	Encouragement for Participation in Conferences	3.82
17	Support from Administration	3.71
18	Recognition of Good Work	3.75
19	Work- Life Balance	3.33
20	Incentive for Loyalty	3.64
21	Incentive for Hard Work	3.62
22	Incentive for Publications, Projects	3.74
23	Awards for best Performance	3.42

From Table 11, it is observed that mean scores of opportunity for learning, teaching load, role clarity, self study, research hours, infrastructural facilities and training programs are relatively high indicating higher level of satisfaction with these factors. Whereas the mean scores of research funding, organizational culture and HR policies are relatively low indicating lower level of satisfaction. These are the areas that deserve more attention.

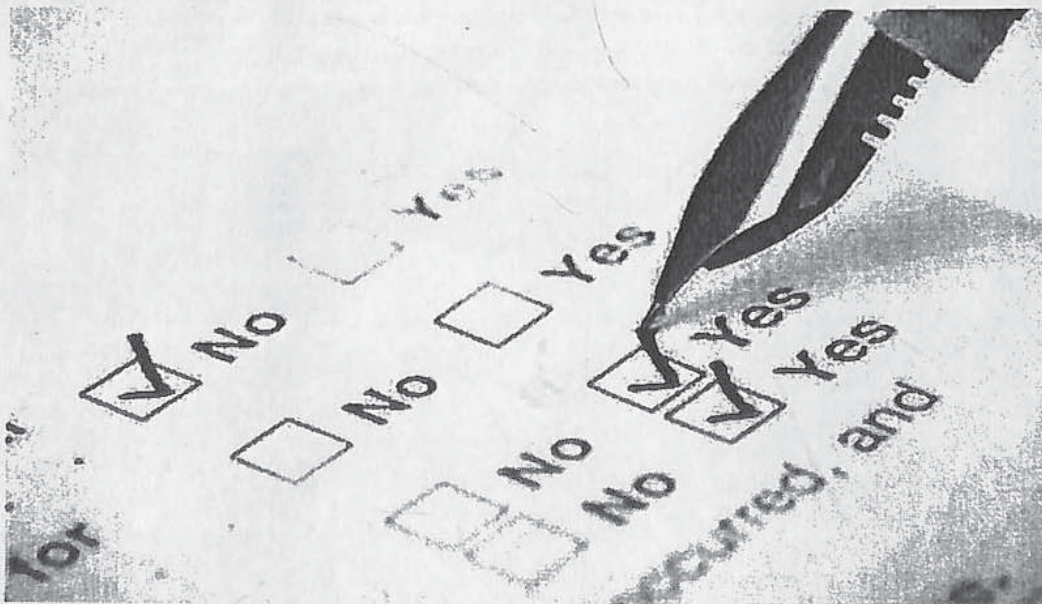


Table: 12
Correlation between Talent Management and Organization Commitment

		Talent Management	Organization Commitment
Talent Management	Pearson Correlation	1	.323**
	Sig. (2-tailed)		.000
	N	151	151
Organization Commitment	Pearson Correlation	.323**	1
	Sig. (2-tailed)	.000	
	N	151	151

Table: 13
Correlation between Talent Management and Organization Retention

		Talent Management	Organization Retention
Talent Management	Pearson Correlation	1	.408**
	Sig. (2-tailed)		.000
	N	151	151
Organization Retention	Pearson Correlation	.408**	1
	Sig. (2-tailed)	.000	
	N	151	151

** Correlation is significant at the 0.01 level (2-tailed).

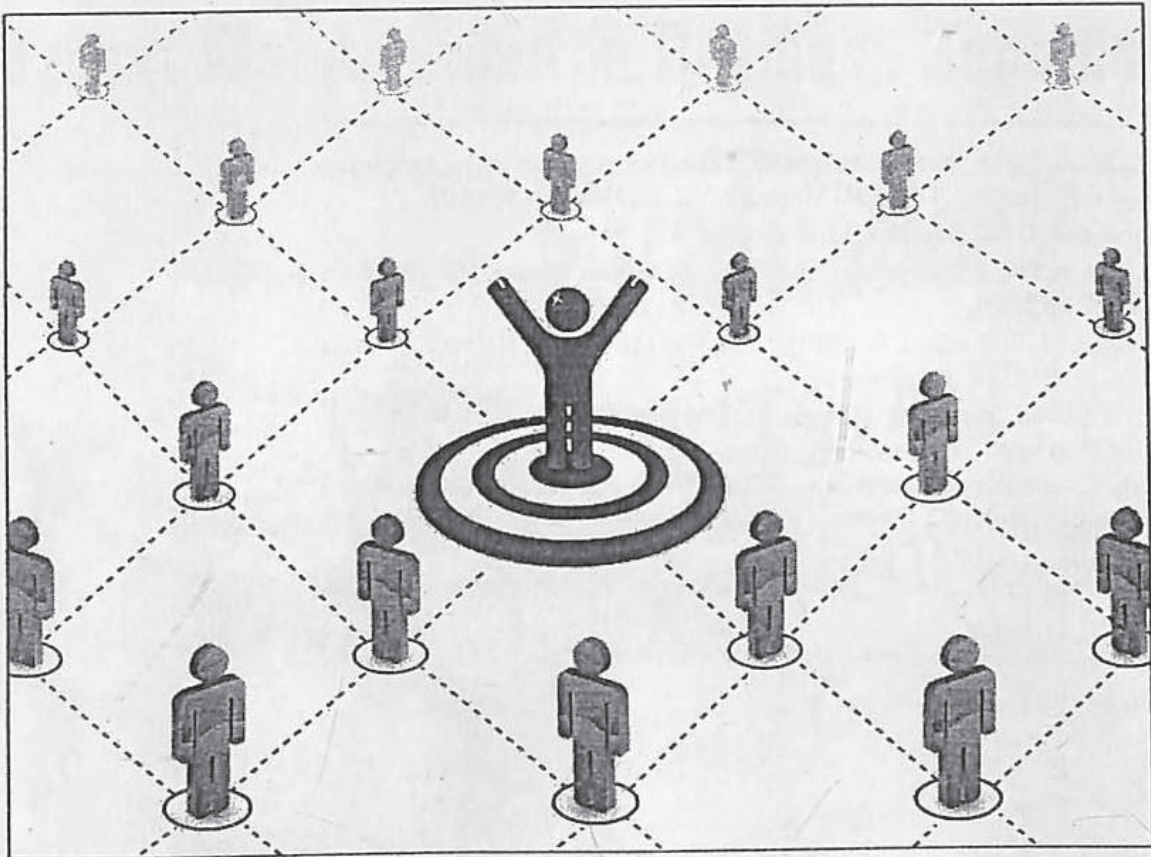
Table 13 depicts that correlation value between talent management and organization retention is positive and significant at 1% level. Hence, the null hypothesis that there is no relationship between talent management and organization retention is rejected. It implies that if the faculty is satisfied with talent management practices, they would like to continue in the organization.

Table: 14
Gap Analysis

S. No	Factor	Importance of Factor	Presence of Factor	Gap
1	Variation in Work	4.0	3.5	0.5
2	Challenging Work	4.0	3.0	1.0
3	Balanced Work Load	4.2	3.6	0.6
4	Interesting Work	4.1	2.9	1.2

5	Autonomy in Doing the Work	4.0	2.9	1.1
6	The Possibility to Deliver Quality	4.3	3.5	0.8
7	Opportunity to Fully Utilize Your Knowledge and Skills	4.3	3.5	0.8
8	Career Opportunity	4.3	3.3	1.0
9	Professional Development Opportunities	4.3	3.5	0.8
10	Good Working Atmosphere	4.3	3.1	1.2
11	Support from Colleagues	4.3	2.8	1.5
12	Appreciation and Recognition	4.2	3.0	1.2
13	Support from Supervisor	4.4	3.2	1.2
14	Participation in Conferences	4.4	3.5	0.9
15	A Fair Superior	4.3	2.6	1.7
16	Feedback on Performance	4.4	3.0	1.4
17	Clear and Fair Rules	4.2	3.4	0.8
18	Keeping Informed of Developments	4.2	3.5	0.7
19	Open Communication	4.2	3.5	0.7
20	Ethical Policy Towards Society and Environment	4.3	3.5	0.7
21	Acknowledgment of Personal Circumstances	4.2	2.9	1.3
22	Facility to take Leave when Required	4.4	3.5	0.9
23	Job Security	4.2	3	1.2
24	Appropriate Salary	4.3	2.9	1.4
25	Rewards for Exceptional Performance	4.1	3.1	1.0
26	Reimbursement of Expensed Incurred for Development	4.3	3.6	0.7
27	Good Benefits Package	4.1	2.9	1.2
28	Pay for Performance	4.2	3.4	0.8

It is observed from table 14 that gap between importance assigned to a factor and the existence of the factor is more for fair superior, support from colleagues, feedback on performance, salary, acknowledgement of personal circumstances, job security, autonomy in doing the work , benefits package, support from superior, recognition for work, working atmosphere and nature of work. This indicates that measures have to be taken by the institutions to reduce the gap in order to have healthy talent management practices. Whereas gap is less for variation in work and balanced work load indicating higher satisfaction with these factors.



Conclusion

It is well established today that it is not just financial and technological capital that provide companies with the competitive edge, but people or human capital. Without attracting, developing and retaining the right people, in the right jobs, with the right skills, an organization cannot succeed. As a result of this, talent management is given more importance now-a-days. There are many factors that influence satisfaction with talent management. The present study revealed that demographic variables such as age, educational qualification, work experience and income influence perception towards talent management in Business schools. There is positive relationship between satisfaction with talent management on one hand and organizational commitment and organizational retention on another hand. It implies that if talent management is good in a business school, faculty's organizational commitment will increase and they will continue to work in the same organization.

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