

Talent management of academic staff: professional development of teachers in higher educational institutes in Uttar Pradesh

Ravi Kumar Sharma

Research Scholar, Dr. A P J Abdul Kalam Technical University, Lucknow, Uttar Pradesh, India

Abstract

A nation is built to a large extent in its educational institutions - in its classrooms, laboratories, libraries and playing fields. Educational institutes not only produce highly skilled and enlightened manpower needed for the political, economic 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 the teachers acquires significance in shaping society and in bringing revolutionary changes in the development of the country.

In current scenario every thing is changing weather it is the nature of our economy or the currency. The educational scenario is also changing rapidly and these days it has shifted to professional degrees (MBA, B.Tech.) rather than traditional degrees (BA, B.Sc.). The faculty members are facing new challenges every day because the flavor, syllabus, need and demand of the educational sector is changing by each passing academic year. If they have to cope up successfully with these challenges they have to provide professional development opportunities. Because if the faculty members will not develop themselves they would not be able to face the challenges that will come their way.

After faculty talent acquisition, talent development of faculty members is the next most important issue for any professional institution. At the faculty level, each faculty brings a unique set of skills. Where a good faculty talent is already rare and people with requisite skills and experience are difficult to find, faculty development becomes a critical component for professional institutions.

Keywords: faculty talent, talent development, professional institutions

1. Introduction

Talent Management is a conscious, deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organizational needs. Talent management involves individual and organizational development in response to a changing and complex operating environment. Lavania *et al.* (2011) ^[1] explores the importance of talent management and faculty retention in their study. They says that the excellence of educational sector depends on the kind of people able to enlist and retain of its faculties, it is the faculty that sets the tone of an educational institution to move forward. Lockwood (2006) ^[11] explores in his study that in addition, organizational culture, employee engagement and leadership development have a significant impact on talent management. Taking these factors into consideration, an integrated approach to talent management offers a pathway toward sustaining outstanding business results.

A study reveals that organizations know that they must have the best talent in order to succeed in the hypercompetitive and increasingly complex global economy. Along with the understanding of the need to hire, develop, and retain talented people, organizations are aware that they must manage talent as a critical resource to achieve the best possible results.

Talent Management includes

- Performance Management
- Leadership Development
- Succession Planning
- Talent Assessment/Planning
- Executive Coaching
- Employee Development Program

1.1 Development

Development is broadening an individual's knowledge, skills and abilities for future responsibilities. Development is considered more oriented to individual needs in addition to organizational needs. The intent of development is to provide knowledge and understanding that will enable people to carry out non technical organizational functions more effectively, such as problem solving, decision making and relating to people.

Basically development focuses in areas such as judging what is right and wrong, taking responsibilities for results, thinking logically, understanding cause and effect relationships, synthesizing experiences to visualize relationships, improving communication skills etc. Development is often result of experience and maturity that comes with it.

Development is the integral part of management. A research

revealed that talent development is usually discussed as part of a wider talent management process. Garavan *et al.* (2012)^[13] Development aims at improving the total personality of an individual (Largely analytical and conceptual abilities). Development is a proactive process. Development is future oriented training, focusing on the personal growth of the employees.

1.2 Succession Planning

A process by which one or more successors are identified for key posts and career moves and/or development activities are planned for these successor. It targets only to key leadership positions

2. Literature Review

Talent management, in simple terms, is a scientific mechanism for acquiring, developing and motivating people with the right skill set and approach to meet business objective. This process involves recruiting, selecting, developing and motivating competent employees in a way that they are equipped with the right skill set about how talent is that helps the organization in the attainment of its goals.

Lavania, *et al.* (2011)^[1], argues excellence of educational sector depends on the kind of people able to enlist and retain of its faculties, it is the faculty that sets the tone of an educational institution to move forward. Steven (2010)^[12] Has develop a framework could be provided that would assist colleges and universities to develop or refine their own talent management strategy that aligns with both the institutional culture and organizational values. Tynan and Lee (2009)^[7], explore future consciousness, in particular the desire for adventure and change, in light of the literature and ideas around academic development in higher education teaching and learning, and with a particular focus on supporting staff in their engagement with technologies in new ways. They argues that successfully engaging with the goals of innovation and sustainable futures in the age of Web 2.0, the networked society and the millennial learner depends on a concerted effort at all levels of the tertiary/higher education sector. Pandit (2007)^[8] argues that by adding values to the employees by providing challenging assignments, training and development programs, providing these inputs the development centers approach should be fallow for the identification of stars and futures leaders. Pruis (2011)^[9] says the form and purpose of talent development efforts are frequently mismatched. Preferred learning styles and the design of talent programs are often at odds. Talents have the potential to be much more engaged in and meaningful to their organisation.

Fulmer *et al.* (2009)^[10] argues that organizations have to conduct highly effective development programs. So how are best-practice firms managing succession planning and leadership training. Lavania *et al.* (2011)^[1] defined Talent Management is attracting, developing and retaining employees with assured pipeline of qualified people is essential for success of any organization which we called as talent management.

2.1 Developing Talent

Development represents efforts to improve employees' ability

to handle a variety of assignments and to cultivate capabilities beyond those required by the current job. Development benefits both the organization and the individual employee. Employees and managers with experience and abilities may enhance organizational competitiveness and the ability to adapt to a changing environment. Talent development strategies will include the following.

2.2 New-job Integration/Assimilation

Development of talent should be done in such a manner that the employees are at ease when faced with the situation like that of job rotation. It equips them with the knowhow of a new job and adds spice to their routine job.

2.3 Training

Training is a process whereby people acquire capabilities or develop their existing competencies to aid the achievement of organizational goals. It provides employees with specific, identifiable and skills for use in their present and future jobs. Talent training specifically aims at bridging any gap between the existing and required competencies of the employees for better succession planning.

2.4 Succession Planning

It is the process of identifying a long-term plan for the orderly replacement of key employees. The need to replace key employees result from promotions, transfers, retirements, deaths, disabilities, departures or other reasons. In fact, succession planning is something that most of the organizations do not even think about, hence, the impending leadership crisis. A good succession plan always ensures the ready availability of the right person at the right time and at the right place doing the right work in the event of the current incumbent not being there for the any of the aforementioned.

2.5 Transitioning Talent

Transitioning talent implies that employees are deputed on some new position for a short period of time, so that they are able to provide a new insight into this job as well as learn some new Skills for their existing job. This will include the following.

2.6 Outplacement

Outplacement is one of the strategies through which the employees can be placed at some important job in another organization for a short duration, maybe on an exchange basis. This will help the out placed employees gain a cross-cultural exposure and an opportunity to exploit his latent potential better

2.7 Senior-executive Programs

Organizations require trained executives to face the challenges. When a manager leaves the organization, it creates a major crisis in the organization. At that time we need a leader who can fill this gap and pull the organization up with the help of his personal charisma and competencies. Senior executives are the people who are required to be aware of the environmental developments and latest trends. To achieve the desired results these executives need to be developed so that their knowledge doesn't become obsolete and they have the

strategic advantage to handle critical situations. These Senior-executive Programs include in-basket techniques, business games, syndicate training and many other simulation exercises.

3. Research Methodology

The Research Methodology comprises the followings

3.1 Research Design

The research design used for the study is exploratory and descriptive. A number of professional institutes affiliated to AKTU, Lucknow, have been chosen from Lucknow district to collect a sample of 100 respondents.

3.2 Universe

The findings of the present study would be generalizable to all the institutions offering degree in professional courses in Uttar Pradesh, excluding the NCR region as it will influences the whole study and may not be true representative of Uttar Pradesh.

3.2.1 Population

The population for the present study is the institutions offering degrees in professional courses located in Lucknow city.

3.2.2 Sub Population

The sub population is the professional institutions offering degree in professional courses located in Lucknow city which we have visited and collected our sample. Means those institutes from where we have collected our data.

3.2.3 Sample

Sample is collected from sub population. Sample is the faculty members of professional institutions. It includes faculty members at all levels.

3.2.4 Sample Size & Sampling Techniques

The sample size was purposely kept small due to the constraint of time and resources. The sampling techniques used for this study was Non random sampling namely convenience sampling. Total 100 respondents were selected

on the basis of researcher’s convenience.

3.3 Data Collection

A multiple-choice structured questionnaire was used for the collection of primary data for this particular study A questionnaire was distributed in different colleges affiliated to AKTU, Lucknow by the researcher and taken back after completion of required information.

3.3.1 Analysis and Interpretation

Percentage analysis was applied to analyze the primary data obtained.

3.4 Purpose of the Study

The purpose of this study was to find answers to questions through the application of scientific procedures. The main aim of study was to discover the truth that is hidden and that has not been discovered as yet.

3.5 Objectives of the Study

- a) To examine talent management practices prevalent in professional institutions.
- b) To examine what development opportunities faculty members are offered by the professional institutions.

3.6 Profile of respondents

The sample was almost uniformly distributed across the academic hierarchical levels, i.e., an equal-proportional mix of professors, associate professors and assistant professors are taken.

3.7 Limitations of the Study

1. **Time:** Time is one of the most important limitations in this particular study. Researcher currently working as a faculty member in management institute in that case get a time to interact with the respondent in more detail is very difficult
2. **Accuracy:** What ever information given by the respondent considered being true and analysis made on that data only.

4. Comprehensive Table

Table 1

S. No.	Content of Question	Response	
1	Institute provides induction programs to faculty members	a. Disagree	80%
		b. Agree	20%
		c. Neutral	00%
2	Institute keeps holding FDP's for the development of faculty	a. Disagree	72%
		b. Agree	18%
		c. Neutral	10%
3	Institute holds Seminars/Workshops	a. Disagree	19%
		b. Agree	79%
		c. Neutral	02%
4	Institute encourages faculty to attend Refresher Courses to update their knowledge and skills	a. Disagree	76%
		b. Agree	15%
		c. Neutral	09%
5	Institute deposes faculty to seminars and conferences at organization’s cost	a. Disagree	82%
		b. Agree	12%
		c. Neutral	06%

6	Institute allows duty leave for attending Seminars/ Workshops / FDP's/ Paper presentation. (other than own C.L. of faculty)	a. Disagree	34%
		b. Agree	64%
		c. Neutral	02%
7	I get sufficient time for research and professional up gradation in this institute	a. Disagree	72%
		b. Agree	23%
		c. Neutral	05%
8	Institute have a systematic approach to developing faculty talent within the institute	a. Disagree	80%
		b. Agree	12%
		c. Neutral	08%
9	Institute tries to identify a high potential faculty and groom/develop, him/her for higher position	a. Disagree	85%
		b. Agree	10%
		c. Neutral	05%
10	Institute follows proper succession planning for higher positions.	a. Disagree	75%
		b. Agree	10%
		c. Neutral	15%

4.1 Findings

It can be noticed from the comprehensive table that-

- Most of the respondents (80%) says that their institute does not provide any induction program to faculty member.
- 72% respondents are disagree that their institute keeps holding FDP's for the development of faculty. Means most of the professional institutes are not holding FDPs for faculty members.
- Most of the respondents (79%) are agree that their institute holds Seminars/Workshops. Means most of the professional institutes are organizing Seminars / Workshops for faculty.
- 76% respondents are disagree that institute encourages faculty to attend Refresher Courses to update their knowledge and skills. Means most of the institutes do not encourage their faculty to attend refresher courses.
- The study found that institutes do not bear the cost of seminars and conferences. Means most of the professional institutes do not sent faculty members to seminars and conferences at institute's expense.
- Most of the respondents (64%) are agree that their institute allows duty leave for attending Seminars/ Workshops / FDP's/ Paper presentation. (other than own C.L. of faculty).Means most of the institutions give duty leave to their teachers for Seminars/ Workshops / FDP's/ Paper presentation.
- It is found that in most of the institutions faculty members do not find sufficient time for the research work and their professional up gradation. It is found that 72% respondents are disagree that they get sufficient time for research and professional up gradation in their institute.
- Most of the respondents (80%) are disagree that their institute have a systematic approach to developing faculty talent within the institute. Means most of the professional institutions do not have a systematic faculty talent development approach.
- Most of the respondents (85%) are disagree that their institute tries to identify a high potential faculty and groom/develop, him/her for higher positions. Means most of the professional institutions do not have a potential appraisal approach for their faculty.
- Most of the respondents (75%) are disagree that their institute follows proper succession planning for higher

positions. Means most of the institutes do not practice succession planning.

5. Conclusion

The faculty is the most important asset for any professional institutions because it is the faculty who make any college big and successful. This study finds that most of the institutions are not providing enough opportunities to faculty members for their professional development. Most of the institutions neither adopting talent management practices nor they are doing potential appraisal and succession planning for the faculty members.

Most of the institution are neither holding induction programs for their faculty members nor they are deputing their faculty to seminars and conferences at institute's cost. The only good thing is that most of the institutes are holding seminars and workshop for the faculty members in the college and they are awarding duty leave to faculty members to attend seminars, workshops and paper presentations.

"There's an old saying in education that 'teachers teach as they were taught'" says James Lehman. In any professional institute faculty members are hired on the basis of their subject-area knowledge, their expertise in a particular area of research or practice. Faculty is not hired only because they are excellent teachers; faculty members who come from the industry background or fresh entrants have never been formally taught how to teach and how people learn. So, the professional institutions should take care of their faculty members in more decent way and they should provide more development opportunities to their faculty members. The professional institutions should adopt proper talent management practices within the organization because until and unless the faculty members are groomed and developed properly they can't give their best to their institutions. Faculty development is the key for the success of any professional institution.

6. References

1. Lavania Dolly, Sharma Himanshu, Gupta Nidhi. Faculty recruitment and retention: a key for managing talent in higher education, International Journal of Enterprise Computing and Business Systems, 2011; 1(2).
2. Jackson R, Osmond N. How To Recruit And Retain Older Staff; People Management. Labour-saving Devices: (2003) IRS Employment Review. No 774, 34-40, 2003;

- 9(10):46-47.
3. Khandelwal R. Winning the Retention Game, Human Capital, 2002; 5(9):40.
 4. Mainiero, Lisa A, Tromley Cheryl L. Developing Managerial Skills, Prentice - Hall of India Private Limited, New Delhi, 2003.
 5. Meyer John P, Herscovitch Lynne. Commitment In The Workplace Toward A General Model, Human Resource Management Review. 1991; 11:299-326.
 6. Mishra AK, Wagh Ajay. Retention Strategy: Vital For Building Present And Future Capabilities, Management Insight. 2004; 1(1):46.
 7. Tynan Belinda, Lee Mark JW. Tales of adventure and change: academic staff members future visions of higher education and their professional development needs, On The Horizon. 2009; 17(2):98-108.
 8. Pandit YVL. Talent retention strategies in a competitive Environment, NHRD Journal. 2007; 1(3):27.
 9. Pruis Evert. The five key principles for talent Development, Industrial and Commercial Training. 2011; 43(4):206-216.
 10. Fulmer Robert M, Stumpf Stephen A, Bleak Jared. The strategic development of high potential Leaders, Strategy & Leadership. 2009; 37(3):17-22.
 11. Lockwood Nancy R. Talent management: driver for organizational success, SHRM® Research Quarterly, 2006.
 12. Steven R. Talent Management in Higher Education: Developing Emerging Leaders within the Administration at Private Colleges and Universities. Educational Administration: Theses, Dissertations and Student Research, University of Nebraska- Lincoln, 2010.
 13. Garavan Thomas N, Carbery Ronan, Rock Andrew, Guest Editorial: Mapping talent development: definition, scope and architecture, European Journal of Training and Development. 2012; 36(1):5-24.