

## Highlights about Talents Development: The Future of Improving Higher Education Quality

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### **Abstract:**

The concept of talent development (TD) has emerged in the last few decades and has been discussed in many reports. The internationalization of higher education institute programs has obliged the universities to search for different strategies to update and enrich the academic performance at the level of employees, staff, and students. Talent development became necessary for many institutions to attract individuals with higher competencies and promote their performance. This review aims to highlight the importance of talent development in Higher education practice and achievement.

**Keywords:** *Talent War, Higher Education, Internationalization, Talent Management, Talent Development*

### **Abbreviations:**

Higher Education Institutions (HEIs)  
Human Resource Management (SHRM)  
Talent Development (TD)  
Talent Management (TM)  
Top Management Team (TMT)

## ومضات حول استقطاب وتطوير المواهب: مستقبل تحسين جودة التعليم العالي

### الملخص:

مقدمة: ظهر مفهوم تنمية المواهب في العقود القليلة الماضية وتمت مناقشته في العديد من التقارير. لقد ألزم تدويل برامج معاهد التعليم العالي الجامعات بالبحث عن استراتيجيات مختلفة لتحديث وإثراء الأداء الأكاديمي على مستوى الموظفين والأساتذة والطلاب. أصبحت تنمية المواهب ضرورة للعديد من المؤسسات لجذب الأفراد ذوي الكفاءات العالية وتعزيز أدائهم. الهدف من هذه المراجعة هو تسليط الضوء على أهمية تنمية المواهب في ممارسة التعليم العالي وإنجازه. المنهجية: مقال مرجعي. الخلاصة: تطوير وتعزيز مواهب الأفراد في التعليم العالي أصبح أمراً بالغ الأهمية.

الكلمات المفتاحية: حرب المواهب، التعليم العالي، التدويل، إدارة المواهب، تنمية المواهب

## **Introduction:**

The requirement for a suitable, competent, inspired, and, beyond all else, proactive workforce appears as a constant and inevitable component in the business environment. In this environment, the businesses that can draw in and keep talent will become world leaders. Finding and keeping talented employees is a top priority for organizations due to competition and a shortage of highly trained and talented workers (Sahai & Srivastava, 2012).

Although the concept of talent development has been extensively discussed in previous literature and research papers, there is no clear definition for the meaning of talent. A talented individual is a person who has above-average skills, motives, creativity, abilities, and commitment. These attributes, in turn, make the talented individual highly achieving with a high degree of professionalism (Jones et al., 2019). Getting the appropriate person in the correct position at the right time is the goal of several long-standing techniques that have recently been grouped under the umbrella of talent management. Planning for the future of the workforce, succession planning, employee growth, and career management are included (Cappelli & Keller, 2014). That is why the authorities should provide an encouraging environment for those individuals to get much more achievement and effectiveness (Mazurkiewicz, 2017).

The history of TD began one century earlier in the United States and then has spread to different countries in Europe in the last two decades. Additionally, other countries around the globe are in the same direction such as China, Australia, and Arab countries like Morocco, and Saudi Arabia (Jones et al., 2019).

Economic, systemic, and cultural changes are occurring in Higher Education Institutions (HEIs). The "war" for talent is gaining traction as higher education becomes more marketable. Human resources and academic leaders must rethink their approach to talent recognition, growth, and implementation as the threshold for assessing academic success rises. In this knowledge-intensive sector, the workers' development role would need to adapt (Khalid, 2018)

In this review, we are speaking about the importance of talent management at the different levels of the University. This is because the university is an enclosed system that should be integrated and communicated with each other. This is to achieve the best ranking and accomplishment and to be in line with the global racing of universities' achievements .

## **"Talent War" is the Future Challenge in the Higher Education:**

Traditionally, universities have focused on two principal actions: education and research. The topmost academies are defined by the quality of their research in terms

of public, professional, and charitable funding. Teaching income, whether in the sort of upfront charges or national grants and investments, embraces a notable part of a university's running funds, from which all coming E-learning is financed. Both ongoing employee salaries and on-costs are subtracted from this account. Consequently, both teaching and research methods are demanding for a university's long-term success (A. Goodall, 2009).

**Talent War:** Prestigious consulting company McKinsey coined the phrase "war for talent" in 1997, which massively enhanced curiosity in talent management (TM). Thereafter, TM drew more scholarly attention and soon emerged as the go-to approach for resolving many of the critical issues organizations are presently confronting (Taamneh et al., 2021). According to Collings and Mehalli's definition of strategic TM from 2009, these operations and procedures include structured identification of key positions that play a role in different ways to the institution's sustainable competitive advantage, the advancement of talented employees of high potential and high-performing officeholders to fulfill these positions, and the growth of a unique human resource architecture to make it easier to fill these roles and responsibilities with qualified incumbents and candidates. In this respect, it is important to remember that critical roles do not just exist within the top management team (TMT), as they can also emerge below the TMT and vary over time and among operating divisions. (Collings & Mellahi, 2009).

The ranking of both teaching and research activities from the standpoint of talent management indicates that universities need to take into account crucial, high-value-added responsibilities in both education and research. Fostering planning and filling these crucial research positions with competent individuals could improve both the scope and effectiveness of the research (A. Goodall, 2009).

It's hard to believe that measuring an academic's presence of citations and using that knowledge to attract, analyze, and encourage university workers is as simple as that. Rather, this emphasizes the power of having an expert academic leader with (among other things) a thorough understanding of how universities operate. This in turn will improve strategic reasoning; improve credibility and integrity; and enhance the university's reputation (A. H. Goodall, 2006).

The best indicators of university success, according to an assortment of university guides, study assessment tests, and student satisfaction evaluations, were incentives for enticing, retaining, and rewarding talents (McCormack et al., 2014).

It has been known for a long time that incentive systems can inadvertently reward undesirable rather than desired behaviors. Therefore, the reward system should be managed with caution. The criteria used to determine the effectiveness and

efficiency of supporting human resource systems must be differentiated from those used to identify high-value individuals and pivotal roles (Bogt & Scapens, 2012). This accentuates the significance of both the client and the supervisor in assessing one's job execution. The daily interaction between the supervisor and the actual employee creates a feedback loop that can either promote or corrupt job efficiency. This highlights the value of management, particularly talent management, at all levels of a university (McCormack et al., 2014).

Academics at universities strive to focus on developing competencies in their fields of expertise. In the absence of formal management training, scholars develop their management and leadership skills through experiential learning and mentoring. Strong management skills, on the other hand, are essential because they directly affect university accomplishment (Bradley, 2016; McCormack et al., 2014). Establishing which metrics are strategically significant, should be evaluated, and be the subject of action in talent management analytics for colleges. As a result, a conceptual model or underlying reasoning that connects talented people and their roles to the organization's strategy must serve as the foundation for talent management analytics (Lewis & Heckman, 2006).

The talent development pipeline is designed and cared for by the organization's TD system. Since it is made up of other smaller systems, each of which must be in harmony with the others. The human resource strategic planning framework is the catalyst, as it identifies the talent needed to carry out the strategic plan. Recruitment makes it possible. Recruitment and assortment, job administration, coaching and development, succession administration, rewards and privileges, and execution management systems all help to make this feasible. Any flaw in any of these processes chokes or disrupts the talent flow, preventing the organization's overarching objective of talent adequacy (Gandz, 2006). These elements not only quicken development but also, if not established appropriately, can also slow it down or prevent it altogether .

***TD Catalysts:*** The awareness of oneself, self-control, and other psychological traits and physical characteristics of the individual are intrapersonal catalysts. The social setting, the people (such as colleagues, leaders, and companions), the occasions in a person's private or professional life (such as acknowledgment or celebration), and the learning resources (such as competency development programs, official learning, competitions, team learning, mentoring, etc.) that assist and hasten the talent development process are examples of environmental catalysts; Figure 1. To provide an environment and learning opportunities that meet the organizational talent demands, corporations that are concerned with talent development and retention adopt a more comprehensive approach (Khalid, 2018).

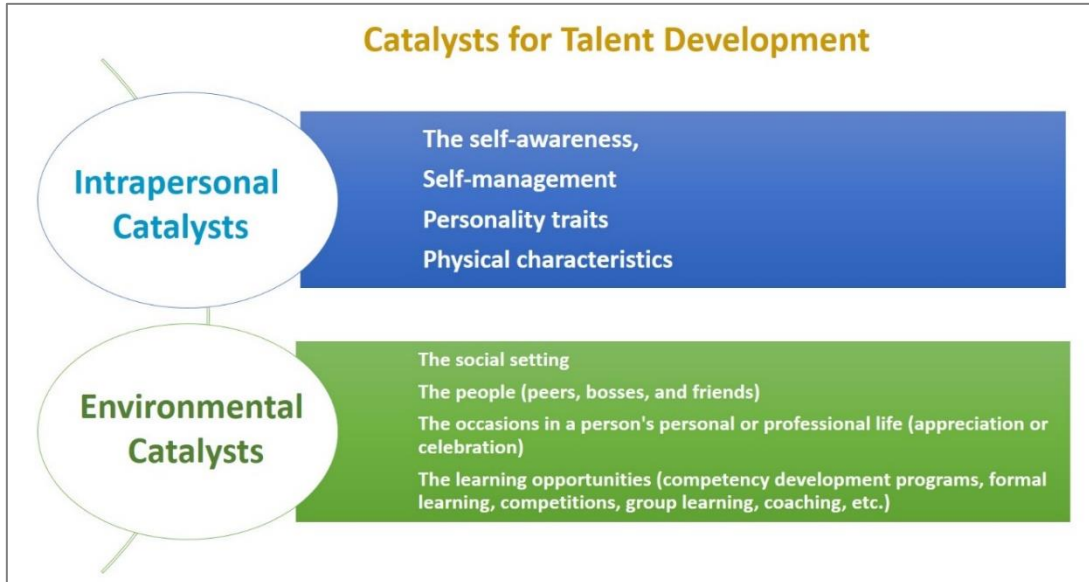


Figure 1: Displays the catalysts for talent development in the higher education.

### The Importance of Talent Development at the level of Employees:

Similar to practitioners, academics have shown a lot of curiosity in TM. A framework moves from further traditional human resource-related points of competitive advantage papers, such as those that center on company elites and strategic human resource management (SHRM), to the management of talent particularly customized to today's evolving competitive environment can be seen in more up-to-date publications (Collings & Mellahi, 2009) .

**TD Strategies:** There are both inclusive and exclusive methods for TD. In accordance with inclusive practices, TM should involve all workers. Each worker of an organization is thought of as having strengths that might be valuable to the business. Exclusive approaches, on the other hand, emphasize the significance of a limited group of individuals or jobs; see Figure 2 .



Figure 2: Displays the strategies for talent development in higher education.



The application of these two methods concerns the distribution of scarce resources. To put it another way, should the business invest differently in various people or positions depending on their needs or benefits to everyone? (Cappelli & Keller, 2014).

Talent development is a learning and practicing process that is accelerated by intrapersonal and contextual factors at the level of the individual employee (Gagné, 2000). An individual's work output is a function of their skill, motivation, and opportunity. While an employee can come to a job with pre-existing abilities and a certain level of inherent motivation, a good manager must assist the worker in acquiring new skills and expertise while maintaining or enhancing their motive and providing new opportunities (Fuller & Shikaloff, 2016) .

The competitiveness among companies requires talented and efficient workers. This enhanced the demand for recruiting these talented workers (Farndale et al., 2010). Previous reports have pointed to the people-centered transformation in the face of global changes. Therefore, talented employees are of high importance due to the special skills that make them able to work in such a technology and globalization environment (Jones et al., 2019; Narayanan et al., 2019).

Furthermore, it is no longer just a matter of recruiting talented individuals, but also of maintaining, preparing, and deploying their abilities to achieve Higher Education strategic goals. It is referred to as talent development in the fields of human resources and organizational management. For higher education, the idea of talent creation is still relatively recent (Khalid, 2018).

### **The Importance of Talent Development at the level of University Teaching Staffs:**

Higher education institutions (HEIs) are undergoing an economic, constructional, and societal transformation. As higher education becomes more oriented toward the market, the "war for talent" is also gathering momentum. With the bar for academic success rising, academic leadership and human resources must reevaluate how they discover, nurture, and utilize talent. Several changes must be made for the staff development position to survive in this knowledge-intensive sector (Khalid, 2018).

To improve the quality of education in higher institutes, support for inspirational teaching is crucial. Finding those who excel in teaching, examining what makes them excel, highlighting their successes, and using them as role models for others are all essential. The definition of "teaching excellence" needs to be expanded to include department heads, program directors, and team leaders who can encourage and inspire their colleagues to become better teachers (IMHE, 2012) .



***A talented teacher enriches the educational practice:*** The talented staff member who can positively affect the educational process is necessary for higher education. The teacher-student connection is not wholly dependent on the teacher's communicable abilities or expertise and experience. However, other essential variables if used perfectly can enrich the education process's outcome. The talented staff member can adopt a good teaching practice without the need for high-tech equipment or costly instruments. He can only do so via a little enthusiasm, determination, and endurance to encourage and improve the teaching process using easy, free, or low-cost resources (Yousof, 2020) .

### **Talent Development at the Level of Students:**

Even though there is limited research into how this happens, tertiary students are supposed to be talented and have their talents established at university (Bowles, 2018). Developing the students' talents in universities is a need for their future careers. Additionally, there are national issues like creating and spreading a culture of excellence, competition among universities and talented students, and the need for innovative approaches (Jones et al., 2019) .

***Cognitive Performance versus Talent:*** Over the last three decades, it has become clear that cognitive performance is not a reliable predictor of academic progress. Why is it that there is still a need to encourage students' skills and practice if academic success is solely dependent on cognitive abilities?! Just about a third of students could excel in college if they focused solely on cognitive aspects. A strength-based curriculum focuses on the student's strengths and positive characteristics. While this perspective dates from the early twentieth century, it is reflective of and linked to contemporary educational orientations. Modern education focuses on academic success, positive outcomes, and individualization; that is, on each student's needs and desires (Lopez & Louis, 2009).

Students are taught using an enrichment model, in which the student's leadership is promoted to empower them to display their talents and flourish in a culturally conscious and responsible manner. The recognition of people who demonstrate several superior skills, such as ego orientation, physical capabilities, and flexibility/effort at entry to a course of education, has traditionally been connected with the generation of talent at university (Bowles, 2018).

### **Interventions for Talent Development in Higher Education:**

"Any event that is deliberately done to support, provoke, or assist learning" is how the TD interventions are defined (Rigg & Stewart, 2011). The choice of a talent development intervention is strategic and relies on a variety of elements. These TD interventions are more specialized and tailored to align organizational expectations

with each individual's developmental needs (Khalid, 2018). In this section, we display some interventions that can for talent development.

**Coaching in HE:** In environments where the emphasis on attaining the greatest results and ongoing development is emphasized, coaching frequently thrives. Higher education (HE) institutions are currently under increasing pressure to succeed on a variety of interconnected fronts, such as student experience, research quality, and financial viability, because of numerous political and economic shifts. This can be one of the explanations for why coaching was permitted to join educational institutions (Hakro & Mathew, 2020; Iordanou et al., 2015). It is possible that coaching and educational development share more than just a comparable set of methods; they may also have some similar presumptions about how individuals learn. Educational developers understand that each faculty member has their own story, context, areas of strength, obstacles, and other similar factors that affect their potential to change their teaching practice, similar to other types of coaches. Comparable to professional development in other fields, teaching growth does not easily conform to a set of objective requirements. Instead, it is a creative and intellectual trip for which the educational developer may provide specific prospects for advancement (Cruz & Rosemond, 2017; Oleson & Hora, 2013)

**Action Learning:** One strategy for addressing the problem of enhancing management abilities is action learning. The core value of action learning is to "take a mindset of inquiry" founded on the idea that knowledge is created through experiences. With the support of critical reflection, action learning aims to aid the development of skills by fusing knowledge gained through experience and knowledge gained through formal education. Thus, the theory and practice of adult learning are the foundation of action learning. This method is well-known and has been applied extensively across several industries (Kelliher, 2014; Masango-Muzindutsi et al., 2018). The application of action learning, which is a popular technique for academics' professional development in higher education, is one of the acknowledged innovations in management development. Following this methodology, learners are expected to work in groups to answer problems that are meant to help develop both organizations and individuals. The learners are eager to learn more and ask questions about the situation or issue, even though they may not always be subject matter experts (Khalid, 2018; Masango-Muzindutsi et al., 2018).

**Mentoring:** One of the most crucial foundational tenets of academics is mentoring. In reality, it is plausible to argue that mentorship originated in academia. Qualified students and early-career scholars are attracted to and kept in programs of training and instruction by effective mentoring (Marino, 2021). As mentors believe their knowledge and experience are valued by their peers and superiors, mentoring can help employees feel appreciated by the company and give mentees the impression that the

company is willing to invest in their future. Mentoring also assists in reviving senior and staff members who have reached a plateau as well as disenchanted workers' passion. Additionally, it promotes instructional staff members' confidence and self-worth. Through discussions of events that affect their professional lives, mentees can vent their frustrations about their careers through mentoring. Additionally, it offers psychosocial support in the workplace, helping mentees cope with role ambiguity, role conflict, and perceived environmental uncertainty more skillfully (Carmel & Paul, 2015; Sambunjak et al., 2010). Previous studies found that the vast majority of students who take part in official peer-mentoring initiatives gain something positive from them. Peer mentoring, therefore, has a positive impact on developmental outcomes in the academic, social, psychological, and career areas of graduate learning (Lorenzetti et al., 2019).

### **Conclusion and Future Perspectives:**

The future race among the different authorities will be dependent on the talents of the institutional human resources. Among the interventions used for TD are coaching, mentoring, and action learning. The teaching staff, the students, and the administrative employees are the pillars and key elements for the success of the institution to reach its goals. The students are future researchers, academics, and university leaders. The staff members are the academic leaders, who detect, promote, and mentor students. The employees are the hidden soldiers that handle the administrative work and are the communication point between the staff and students from one side and the administrative leaders from another side. Therefore, talent development in the higher institution is like intermingling gears that should work in harmony to reach the ultimate goal .

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