# Talent Management System – A Tool for Sustaining Quality in Higher Education

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*Abstract*— As the advancement in the technology some new material is comes in a trend which offers high strength, hardness and resistance to heat. For any manufacturing process and particularly, in process related to Wire EDM the correct selection of manufacturing conditions is one of the most important aspects to take in to consideration. In this research, material AISI SS 430 is selected as work piece. AISI 430 is difficult to machine due to greater strength and toughness. The wire EDM machining process is finding out the effect of machining parameter such as current, pulse on time and pulse off time on SS 430. A well designed experimental scheme is used to reduce the total number of experiments. S/N ratios associated with observed values in the experiments are determined by which factor is most affected by the responses. These experiments generate the output responses such as MRR and TWR.

*Key words:* Taguchi, ANOVA, MRR, TWR

## I. INTRODUCTION

In the 21st Century, India needs a large number of talented youth with higher education for the task of knowledge acquisition, knowledge imparting, knowledge creation and knowledge sharing. At present there are approximately five hundred and forty million youth in India who are under the age of 25, which will be continuously increasing in the next five decades. Keeping this vast resource in mind, the university and educational system should create youth with specific knowledge of special skills with higher education. These will be required not only for powering the manufacturing and powering the service sectors of India but also will be needed for fulfilling the human resource requirement of various countries. Thus the university will have to work towards increasing the out-put of the higher education system from the existing 6% to 20% by the year 2015, 30% by the year 2020, and 50% by the year 2040. The rest of the youth who are not covered by the higher education system should have skills set in areas such as construction, carpentry, electrical, fashion design, Para-legal, Para-medical, accountancy, sales and marketing, software and hardware maintenance and services. This is the Mission, which must be undertaken by the corporate sector in partnership with educational institutions. (Transforming Vision to Mission-Lecture delivered at the PHD Chamber, by Honorable Former President of India, Mr.A.P.J.Abdul Kalam.

## II. MEANING OF TALENT MANAGEMENT

Talent Management, as the name itself suggests the managing ability, competency and power of employees within an organization. The Concept is not restricted to recruiting the right candidate at the right time but it extends to explore the hidden and unusual qualities of the employees and developing and nurturing them to get the desired results.

## III. IMPORTANCE OF TALENT MANAGEMENT

Talent management can be a discipline as big as the HR function itself or a small bunch of initiatives aimed at people and organization development. Different organizations utilize talent management for their benefits. This is as per the size of the organization and the belief in the practice. According to a study on talent shortage by staffing firm Manpower group says that 48% of Indian Employers Struggle to find the right candidate. Out of a total number of graduates produced every year only 25% of technical graduates and 10-15% of other graduates are considered employable by the growing IT and ITES sectors. Indian IT majors like Infosys, TCS and WIPRO and MNC's like IBM and Cognizant are investing heavily in training their new recruits. Apart from that, other services like financial, banking, retailing and hospitality industries are also facing severe shortage of skilled employees. Managing human resource in an organization gains much importance because, human resource is the most important resource and principle component of an orgnisation. It is the human resource which is of paramount importance in the success of any organization, because most of the problems in the organizational settings are human and social rather than physical, technical and economic. The management of men is a challenging task because of the dynamic nature of the people . No two persons are similar in mental abilities and behavior. They differ widely as groups and are subject to many and varied influences. They, therefore, need a tactful handling by managing personnel. Globalisation, competition, emphasis on customer care and paradigm shifts in information technology enabled services necessitate the organization to focus on management of knowledge worker, skilled employees are those who possess knowledge and innovative skill, creative abilities and positive contributory behavior. Talent management refers to the skills of attracting highly skilled workers, and developing and retaining current workers to meet current and future business objectives. The process of attracting and retaining has come to be known as "the war for talent". It encompasses recruiting employees, inducting them into the organization, providing them professional development opportunities, performance managing activities, career path development and successive planning. Talent management is also known as Human Capital Management.

## IV. NEED FOR TALENT MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Talent management system focuses on providing strategic assistance to organizations in the accomplishment of long term enterprise goals with respect to talent or human capital. In educational service sector, the quality of education mainly depends upon the quality of the teachers.

## V. AIMS OF EDUCATION

The aims of education serve as broad guidelines to align educational processes to chosen ideals and accepted principles. Aims of education simultaneously reflect the current needs and aspirations of a society as well as lasting values, immediate concerns of a community as well as broad human ideals. At any given time and place they can be called contemporary and contextual articulation of broad and lasting human aspirations and values.

Educational aims turn the different activities undertaken in schools and other educational institutions into a creative pattern and give them a distinguished character of being "educational". An educational aims helps the teacher connect his present classroom activity to a cherished future outcome without making it instrumental, and therefore, give it direction without divorcing it from the current concerns. Thus, an aim is a foreseen end: it is not an idle view of a mere spectator; rather, it influences the steps taken to reach the end. An aim must provide foresight. It can do this in three ways: First, it involves careful observation of the given conditions to see what means are available for reaching the end, and to discover the hindrances in the way. This may require careful study of children, and what they are capable of learning at different ages. Second, this foresight, suggests the proper order or sequence that would be effective. Third, it makes the choice of alternatives possible. Therefore, acting with an aim allows us to act intelligently. The school, classroom, and related learning sites are spaces where the core of educational activity takes place. These must become spaces where learners have experiences that help them achieve the desired curricular objectives. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space, can help us arrive at principles to guide classroom practices.

The guiding principles discussed earlier provide the landscape of social values within which we locate our educational aims. The first is a commitment to democratic values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such as commitment in children. Independence of thought and action points to a capacity of carefully considered, value based decision making, independently and collectively. Sensitivity to others' well being and feelings, together with knowledge and understanding of the world, should form the basis of rational commitment of values. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasis the processes of constructing knowledge.

Choices in life and ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work, participate in economic progresses and social change. This necessitates the integration of work with education. We must ensure that work related experiences are sufficient and broad based in terms of skills and attitudes, an understanding of socio economic processes, and help inculcate a mental frame to work with others in a spirit of cooperation. Work alone can create a social temper. Appreciation of beauty and art forms is an integral part of human life. Creativity in arts, literature and other domains of knowledge is closely linked. Education must provide the means and opportunities to enhance the child's creative expression and the capacity of aesthetic appreciation. Education for aesthetic appreciation and creativity is more important today when aesthetic gullibility allows for opinion and taste to be manufactured and manipulated by market forces. The effort should be enable the learner to appreciate beauty in its several forms. However, we must ensure that we do not promote stereotypes of beauty and forms of entertainment, which might constitute an affront to women and persons with disabilities.

## VI. QUALITY TEACHING

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the class room, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Quality Teaching lacks of clear definitions and to some extent cant be disconnected from debates on quality or quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defeats and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of quality teaching happen to be stakeholder relative: students, teachers or evaluation agencies do not share the definition of what "good" teaching or "good" teacher is.

The literature stresses that "good teachers" have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. "Excellent Teachers" are those who have passions: passions, for learning, for their field, for teaching and their students. But research also demonstrates that "good teaching" for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors.

## VII. ENHANCING TEACHING CONCRETELY

Quality teaching initiatives are very diverse both in nature and in function. Some of these initiatives are undertaken at teacher's level, others at departmental, institutional or country level.

Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are top-down process, other induce grass root changes. The most currently used quality initiatives seem to aim to enhance the team work between teachers, goal setting and course plans. However scholars have developed holistic theoretical models of how quality teaching initiatives should unfold. Gathering information and reducing the literature looking outside the classroom are important tools to improve quality teaching, but they are still under employed. One of the major drivers for enhancement of quality teaching concerns teacher's leadership most quality teaching initiatives are actually launched by teachers. However the role of the department, of the educational support divisions and that of the central university which can make quality culture part of its mission statement are central. Scholars proved that bottom top initiatives are born dead without institutional support. Quality teaching initiatives must seem legitimate to peers in order to succeed and expand.

## VIII. STATEMENT OF THE PROBLEM

The quality of the product in the service sector industry highly depends on the quality of the renders. In educational service sector, quality of education mainly depends on the quality of the teacher. Teaching personnel is a valuable resource of any institution rendering educational services. That is why talent management has become a vital component of overall management, especially of HRM, in educational institutions. Assessing the talent management system in educational service sector will be highly relevant attempt and a great contribution towards the enhancement of quality in higher educational. The area where the study has been undertaken is Chennai, Thiruvallur, Kanchipuram and Chengalpattu District of Tamilnadu.

## IX. OBJECTIVES OF THE STUDY

This study has been undertaken with the following specific objectives
- To study the perspectives of talent in educational service in the study area.
- To analyze the talent management strategies adapted by the educational institution
- To assess the impacts of talent management system on the performance of teaching personnel
- To suggest the ways to improve the talent management system in educational institutions

## X. METHODOLOGY OF THE STUDY

This is an empirical study based on the primary data collected from the administrators of 50 colleges inclusive of government, government aided and self financed in equal numbers, selected on the basis of convenience sampling method. A pre-structured interview schedule was used as a tool for collection of the data and weighted mean score analysis. Weighted mean scores have been calculated by using Likert's scale with 3 points scaling on college administrators responses.

## XI. SCOPE AND LIMITATIONS

This study mainly deals with the assessment of talent management system in educational service rendering institutions such as government and self financed colleges affiliated by the University of Madras located in Chennai, kanchipuram, Thiruvallur and chengalpattu district of Tamilnadu. Its scope is restricted by certain limitations. The sample size is restricted to 50 which may not reflect the opinion of the entire group of college administrators and the study has been confined to four districts of Tamilnadu only, the inferences may not be generalized.

| Dimensions | Percentage | |
| --- | --- | --- |
| | Government Colleges | Self-Financed Colleges |
| Knowledge | 3.04 | 3.4 |
| Skills | 2.20 | 2.55 |
| Behaviour | 2.29 | 2.5 |
| Attitude | 2.15 | 2.25 |

Table 1: Factors Concerning Talent in Educational Service

The skills of the professors, especially their ability in teaching and managing the class room situations, and their behavior especially with regards to managing themselves, their job and interacting with the students and colleagues are perceived as the most important components of talent in educational service. It is observed that the behavior of the professor is perceived as the most important talent factor among the government college administrators whereas in the case of self-financed colleges it is the skills of the professors.

| Factors | Percentage | |
| --- | --- | --- |
| | Government Colleges | Self-Financed Colleges |
| Qualification status | 2.33 | 2.60 |
| Subject Knowledge | 2.66 | 2.36 |
| General Knowledge | 2.40 | 2.20 |
| Experience in Teaching | 2.12 | 2.16 |

Table 2: Factors Concerning Knowledge

The knowledge component has four factors such as qualification status, subject knowledge, general knowledge and experience in teaching. Among them, Qualification status and subject knowledge are observed to be the most important ones. It is observed that the subject knowledge of the professor is perceived the most important dimension of knowledge among the government college administrators whereas it is the qualification status of the professors in self financed colleges.

| Factors | Percentage | |
| --- | --- | --- |
| | Government Colleges | Self Financed Colleges |
| Communication Skills | 2.38 | 2.54 |
| Technical Skills | 2.16 | 2.36 |
| Work Scheduling | 2.58 | 2.36 |
| Time Management | 2.4 | 2.46 |
| Class room Management | 2.54 | 2.54 |

| Problem Solving ability | 2 | 2.20 |
|---|---|---|
| Ability to adapt to change | 2.02 | 2.40 |

Table 3: Factors Concerning Skills

The skill components of talent in educational service includes the skills for communication, technical skills, work scheduling ability, time management skills, class room management skills, problem solving ability and the ability to adapt changes. The skills such as work scheduling and class room management are perceived as the most important factors of skill component in government colleges and communication skills, class room management skills and ability to manage time followed by ability to adopt change in the case of self financed colleges.

| Factors | Percentage | |
|---|---|---|
| | Government Colleges | Self Financed Colleges |
| Interest in extra curricular activities | 1.82 | 2.56 |
| Physical appearance | 2.36 | 2.6 |
| Discipline & Character | 2.06 | 2.56 |
| Professional etiquette | 2.1 | 2.4 |
| Self – control | 2.44 | 2.2 |
| Sociability with others | 2.06 | 2.36 |

Table 4: Factors Concerning Behaviour

Interest in extracurricular activities, physical appearance, discipline and character, professional etiquette, self control and sociability with others are the important factors of the behavior components of talents in educational service. In the case of government colleges, the physical appearance of the professor, self control are perceived as most important factors whereas interest in extracurricular activities, discipline & character and professional etiquette are the top concerns in the case of self financed colleges.

Table 5: Factors Concerning Attitude

| Factors | Percentage | |
|---|---|---|
| | Government Colleges | Self Finance Colleges |
| Self esteem | 2.00 | 1.92 |
| Positive thinking | 1.80 | 1.84 |
| Initiative & Self interest | 2.12 | 2.20 |
| Patience & Perseverance | 2.36 | 2.04 |
| Participation & delegation | 1.92 | 2.24 |

Professors self esteem, their positive thinking, initiative and self interest, patience and perseverance and participation and delegation are the different factors of attitude which acts as major components of talent in educational service. Among them, patience and

perseverance and self esteem are the important factors in the case of government colleges and participation & delegation, initiative & self interest and positive thinking in the case of self financed colleges.

| Strategies | Percentage | |
|---|---|---|
| | Government Colleges | Self Financed Colleges |
| Scientific Selection Process | 2.24 | 0.5 |
| Post – selection training | 2.14 | 1.86 |
| Provision of better work environment | 2.5 | 1.6 |
| Promotion of better interpersonal relationship | 2.14 | 2.0 |
| Encouraging participation in decision-making | 1.95 | 2.2 |
| Motivation and monetary benefits | 2.12 | 0.5 |
| Recognizing & rewarding achievements | 1.86 | 2.0 |
| Providing opportunities for learning and development | 2.46 | 1.86 |
| Giving autonomy in teaching | 2.28 | 2.12 |
| Guidance & counseling | 2.02 | 0.60 |
| Making the work more challenging | 1.86 | 2 |
| Management of stress and work life balance | 0.5 | 1.9 |

Table 6: Strategies Adapted to Enhance and Maintain Talent

In the case of government colleges, selecting experienced candidates scientifically, training them, providing better work environment, giving them autonomy in teaching, promotion of better interpersonal relationship, providing opportunities for learning and development, motivating by providing monetary benefits and guiding and counseling are the most important talent management strategies adapted. Self financed colleges give emphasis in encouraging participation in decision making, recognizing and rewarding achievements, making work more challenging and management of stress and work life balance.

| Impacts | Percentage | |
|---|---|---|
| | Government Colleges | Self Financed Colleges |
| Enhancement of educational status | 2.72 | 1.4 |
| Involvement in research & publication | 2.34 | 0.5 |
| Enhancement of subject knowledge | 2.66 | 1.4 |
| Enhancement of general knowledge | 2.34 | 0.6 |

| | | |
|---|---|---|
| Involvement in extracurricular activities | 2.54 | 2.0 |
| Improvement in character/professional etiquette | 2.58 | 1.86 |
| Improvement in sociability | 3.06 | 2.0 |
| Enhancement of positive attitude | 2.34 | 1.4 |
| Improvement in self initiative | 2.7 | 1.6 |
| Improvement in patience & perseverance | 2.68 | 1.6 |
| Improvement in teaching skills | 2.74 | 1.86 |
| Improvement in evaluation skills | 2.64 | 1.4 |
| Improvement in class room management ability | 2.52 | 1.6 |
| Improvement in output (Exam results) | 2.66 | 1.86 |
| Improvement in adaptability and creativity | 2.5 | 1.6 |

Table 7: Impacts of Talent Management Strategies on the Performance of Professors

Enhancement of educational status, subject knowledge, general knowledge, positive attitude etc., and involvement in research and publication of extracurricular activities and improvement in character and professional etiquette, sociability, self-initiative, patience and perseverance, teaching skills, evaluation skills, class room management ability, output and adaptability and creativity are identified as the various impacts of talent management strategies in educational service industry. The mean score analysis on the above shows that the improvement educational status, involvement in research and publication, enhancement of subject knowledge, enhancement of general knowledge, involvement in extracurricular activity, improvement in professional etiquette, improvement in sociability, enhancement of positive attitude, improvement in self initiative, improvement in patience and perseverance, improvement in teaching skills improvement in evaluation skills, improvement in class room management ability, improvement in classroom output and improvement in adaptability and creativity score high by the impact of talent management strategies.

| Drawbacks | Percentage | |
|---|---|---|
| | Government Colleges | Self Financed Colleges |
| Lack of management support | 2.1 | 2.2 |
| Lack of colleagues support | 2.08 | 2 |
| Lack of finance | 1.88 | 2.4 |
| Lack of training personnel & | 2 | 0.9 |

| | | |
|---|---|---|
| resource | | |
| Lack of interpersonal relationship | 2.22 | 1.96 |
| Lack of professors ability to adapt to change | 1.96 | 1.82 |
| Lack of infrastructural facilities | 2.24 | 2.2 |
| Lack of work life balance | 1.92 | 1.82 |

Table 8: Difficulties in Adaptation of Talent Management Strategies in Colleges

The common difficulties in adaptation of talent management strategies in Government colleges are lack of infrastructural facilities, lack of interpersonal relationship, lack of colleagues support, lack of training personnel and resource, lack of professors ability to adapt to change, and lack of work life balance etc. Most of the difficulties faced by self-finance colleges are lack of management support and lack of finance.

## XII. STRATEGIES FOR RETAINING TALENTED WORK FORCE

Institutions have to provide enough opportunities to bring out the teachers talent. Salary forms the biggest component of the compensation package. Apart from this, other benefits like bonuses, long term incentives, providing health insurance as it gives them a lot of saving and other economic benefits like leave travel concession, paid holidays, subsidized lunch etc. Certain other staff assistance and welfare program such as Psychological Counseling, providing transportational facilities can act as an attracting tool to retain teachers. Timely training process on account of change in current technological advance has to be provided to the Teachers. This will help them to climb up in their personal esteem ladders.

Recognition and appreciation forms a part of talent management process. The top management has to make their staff members to realize that their presence is important for the institutions growth. The teaching professionals may be invited to participate in the decision making process, tell them their views are valuable and will be taken into consideration. This will create a strong bond of belongingness between management and the staff. Here are some measures recommended for retaining talented workforce for the growth of higher education.

- Selecting the right person through behavior based testing and competency screening, offering attractive packages and benefits such as life insurance with flexible working hours.
- Involving them in decision making process.
- Happy environment with relaxing and friendly atmosphere may help them to perform well and enjoy their work
- Arranging recreational facilities which will lead to cordial and interpersonal relationship among the peers.
- Staff opinion survey can be conducted annually/biannually where there honest opinions can

be anonymously expressed about their job satisfaction.
- Constant training, orientation programs, workshops, conferences, symposium, seminars and guest lecture sessions are necessary for the development and updating teaching skills.

## XIII. SUGGESTIONS FOR BETTER TALENT MANAGEMENT SYSTEM

The impact analysis on the talent management system in the educational institutions of the study area shows that the impact in the government sector is lesser compared to that in the private sector. It infers the fact that the talent management system is in government colleges is not effective and the stakeholders are not supportive. Many strategies to enhance and maintain talents are not adapted in government colleges. As the administrators of the colleges have nothing to do with recruiting, developing and retaining the teaching personnel in government colleges and due to lack of financial resources and infrastructural facilities at their reach, talent management system in government colleges is weaker compared to the self finance colleges. Lack of professor's support and interpersonal relationship among them is the next important difficulty faced by the government college administrators. Even though private colleges are comparatively better, they are also facing the similar difficulties. Therefore, the government authorities in case of government colleges and the top management in case of private colleges are to be supportive in planning and implementing talent management programs for their teaching personnel. The administrators are to be provided with authority and adequate financial and infrastructural assistance to develop the talent management system in the colleges. As skills and behavior of the professors are felt the most important dimensions of talent, the teaching personnel shall be offered more skills enhancement programs and training on behavioural modification.

## XIV. CONCLUSION

It is concluded from the inferences of the study that there is no much difference existing between the talent management system of the private and public sector colleges in the study area. The skills component talent of the professor is to be improved through effective training program and the infrastructural facilities and managerial and staff support towards talent management system is still to be improved. If serious consideration is given for the implementation of these suggestions, the researchers strongly believe that the talent management system in the educational sector of the study area will improve qualitatively.

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