



Original Article

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Identifying the Success Factors of Talent Management in the Public Educational System of the Country

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ABSTRACT: This research has been conducted to identify the success factors of talent management in the public educational system of the country and to provide recommended strategies. Gilan Education has been selected as the case study. The research was qualitative. The data were collected through semi-structure interviews. The statistical Population of the research were professors of Farhangian University, educational experts, teachers and managers of Estedad Derakhshan schools. 20 of them were selected with purposive Sampling. After saturation of opinions, the data analysis was utilized by thematic analysis technique. In order to ensure the truth worth, member checking and data a source triangulation method were used. The results showed that 14 success factors of talent management play an important role in the coherence of talent management activities and appropriate utilization of talent. This research can be considered as a new research in different aspects because the issue of identifying the success factors in the public educational system of the country is a new one and given that in the current Literature a comprehensive identification of success factors in the public educational of system of the country is not paying attention. It is hoped that Pay attention to these factors in education can help in attracting better scientific talents in this organization.

KEYWORDS: Talent management (TM), success factors, thematic analysis, education.

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1. INTRODUCTION

The emergence of talent management (TM) is a relatively well-trodden discussion in the Literature with many ascribing its rise to the Mckinsey Group tabling the war for talent agenda (Chambers et al, 1998). In 1997, a Mckinsey study coined the term: war for talent. Since then talent management has become a fashionable subject within management and human resource practitioner literature. Ten years after its study, with a demographic Landscape dominated by the looming retirement of baby boomers in the developed world and the shortage of young People entering the workforce in Western Europe, the talent issue becomes much more acute. As a consequence, talent and talent management has becoming a heating up topic everywhere. (Michaels, E, Handfield-Jones, H & Axelord, B, 2001). The education system, as an ideological and ethical reference, has a crucial and decisive role in empowering Societies in different economic, Social and cultural spheres. The need for such a critical role is to have talent management. Although there is a growing consensus that talent management is an emerging area, there is growing consensus regarding the exact definition or boundaries of it (Tarique, L & Schuler, R, 2010). In this research, the Literature of talent management is studied, and the success factors of talent management are studied. The aim of this study is to identify the success factors of talent management in Education. The main research question is: what are the success factors in implementing talent management in the public educational system of the country?

2. LITERATURE REVIEW

Talent refer to Potential, in Particular high Potentials for example, Coffee and Jones (2007) define talent as handful of employee whose ideas, knowledge and skills give them the Potential to produce the disproportionate vale from the resource they have available from them. Michaels et al (2001) believe that talent is a code or a word for effective leaders and managers that can help an organization to reach its goals. Managerial talent is a combination of a sharp strategic mind, leadership ability, emotional maturity, communicative skills, and the ability to attract and inspire other talented People, entrepreneurial instincts, functional skills, and the ability to deliver results (Michaels et al, 2001). The definition from Tasley, Harris, Stewart and Turner (2006) is talent can be considered as a complex amalgam of employees' skills, knowledge, cognitive ability and potential. According to Williams (2000), talented People are those who have exceptional abilities and they are successful in a range of activities or a specific field. Ingham (2006) considers people who are in the key Position, the leader team, the individual who has the scarce capability or make Particular contribution to the organization is talent. Talent therefore is used as an all-encompassing term to describe the human resources that organizations want to acquire, retain and develop in order to meet their business goals. . The literature review shows that there are a variety of definitions about talent management. Some researchers consider the talent management as a mindset. (Creelman, 2004). Some argue that it is a key component to effective succession planning. (Cheloha & Swain, 2005; Redford, 2005). Talent management includes all the processes of human resource activities, and usually refers to the sourcing, selection, deployment, socialization, maintenance and development of talented staff. It has a cycle that includes three main fields: talent identification and absorption, talents maintenance and talent development (Schweyer, 2004). Talent management is a complex collection of connected HR processes that delivers a simple fundamental benefit for any organization. Talent management may be defined as the implementation of integrated straregies or systems designed to improved processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organizational needs. (Snell, 2007). Talent management is the additional management processes and



opportunities that are made available to people in the organization who are considered to be talent. (Blass, 2007). Talent management is often described as the systematic attraction, identification, development, engagement/retention and deployment of talents (e.g. Scullion et al., 2010). Talent management is a sequence of rational steps to do with defining talent, recruiting talent, deploying talent and developing talent (2007). Talent management involves individual and organizational development in response to a changing and complex operating environment. It includes the creation and maintenance of a supportive, People oriented organization culture. (Stockley, 2003). In a study called Human Resources Roles in Global Talent management and contextual Factors Based on a research developed by Sparrow et al. that expands expands the knowledge of the process of talent management on a global scale which explores a framework of human resource roles in global talent management designed by Farndale et al. Sparrow et al.'s biggest comment was to test this framework empirically, to see how the roles, if present, are actually enacted, and to explore at what extent different organizational contexts impact on the framework: business model, talent philosophy, and international financial crisis. Lewis and Heckman (2006) presented a systematic definition that concentrates on strategic talent management, showing opportunities for future research in the field of talent management. Farndale et al (2010) in research called, "The role of the corporate HR function in global talent management". According to Stahl et al (2012) in research called. "Six principles of effective global talent management" , the competitive advantage in talent management does not come from implementing best practice , rather it comes from internal consistency of all the elements that constitute the talent management system, in other words, the way the talent management practices fit with each other. Khilji, Tarique and Schuler (2015) in research called, "Incorporating the macro view in global talent management," a conceptual framework for macro global talent management presented which is the activities developed to enhance the quality and quantity of talent within and across countries and regions. Farndale et al (2010) in research called, "The role of the corporate HR function in global talent management" believe that the quickest step to internationalization and globalization involves a strategic role of the human resources area. An effective talent management system allows the multinational companies to reach a global competitive advantage. Collings (2014) investigated talent management opportunities in multinational enterprises and described how a combination of global mobility and global talent management can help multinational enterprises to be successful; he also introduced human capital, social capital and dynamic capabilities as suitable theories to utilize that. The pioneering paper of Lewis and Heckman (2006) that the TM Literature can be broadly classified into two categories: management of talent focusing on how organizations attract, recruit, retain and reward high performers, and talented individuals focusing on what constitutes talent and behavior of talented individuals. Tatli et al (2013) referred to the relationship between talent shortage and existence of talented female workers in Asia and Oceania. These regions have a shortage of talent on the one hand, and on the other hand are facing good potential of female talented labors. They mentioned necessity and legitimacy of attention to gender quotas as a part of talent management strategy in these areas in order to use potential of woman to face talent shortage (Tatli et al, 2013; Barnett and Davis, 2006). They consider how succession Planning can be made more successful in assisting organisations increase performance outcomes. They suggest a five-step process to facilitate improved succession planning consisting of preliminary Planning. Preparing for succession planning a talent review, the talent review meeting, providing feedback & facilitating developmental action planning & measuring effectiveness. Collings and Mellahi (2009) in research called, "strategic talent management" argue that the starting point for any TM system should be the systematic identification of the key positions which differentially contribute to an organisation's sustainable competitive advantage. This approach



reflects the evolution of the strategic HRM literature which increasingly recognizes that there should be a greater degree of differentiation of roles within organizations, with more emphasis on strategic over non-strategic jobs, or between those organizational roles which promise only marginal impact vis-à-vis those which can provide above-average impact. Swaile (2013) in research called, "The ethics of talent management" argues that while a differentiated, exclusive approach may make intuitive sense, there are ethical issues and challenges. Swailes (2013, 41) develops a useful evaluation framework encompassing four stages that organizations can consider in determining the ethical standing of their approach to talent management. The first imagines talent where views are free of bias and exemplify virtue. Key questions that are raised include, is an elitist TM program needed and how can it be effectively communicated to the workforce? Further, to what extent is the program free of bias (e.g. gender) and does it effectively differentiates between talent and popularity? Second, in identifying talent there are ethical issues if not all individuals are provided with just opportunity to be considered. Consequently, central considerations are whether all staff receives a fair opportunity to be considered as a talent and what efforts have been made to remove bias from the identification stage. The third element of the framework is developing talent. This raises the issue of how 'non-talents' will feel about being excluded from an exclusive TM program and what resources are made available to this vis-à-vis those classified as talent. The final stage is that on evaluating the program and considering how it benefits those excluded from it. A key point put forward is that duty and virtue ethics promote the idea that TM should be ethical, and drawing on the distribute justice literature, stakeholder theory and utilitarianism argues that excluded individuals still benefit in some form chabault et al (2012) in research called, " Talent management in clusters". They identify good TM practices that are being used in French clusters & high light the benefits of inter-organization TM as well as the challenges in doing so. They argue that management of talent between organizations is fundamental for successful clusters. However as competition increases within these clusters talent remain a resource to be fought over. They suggest that firms in the clusters need to change their culture to focus more on the retention of knowledge rather than retention of individual talents. D 'Annunzio-Green (2008) in Research called, concluding commentary on the contemporary human resource issues for talent management Examine managerial views on what TM is, how it's operationalized & how it contributes to business success Methods: Interviews with senior managers in the tourism & hospitality industry key findings: Great enthusiasm for TM & Perceptions of how it's important to the business. There is a comment to TM with Particularly concern expressed over development & retention of talent rather than attraction Lehmann, S.(2009) in Research called, "Motivating talents in Thai and Malaysian service firms" examine the content & direction of the talent development process & the impact of social, organizational & managerial practices on this Methods: 15 interviews with individuals from eight firms in Thailand & 11 interviews from seven firms in Malaysia representing an array of industries key finding: New HRM practices have been initiated to improve attraction, development & retention of talents particularly in the area of performance management and IT systems. There needs to be greater adaptation of social and firm structures to fit with the new HRM practices that have been implemented. Schweer, M., Assimakopoulos, D., Cross, R. and Thomas, R.J.(2012) in research called, "Building a well-networked organization" examine how TM practices can improve collaboration in firms & how employee networks increase individual & firm performance Methods: online survey of 76 talent managers in global firms, interviews with talent experts, 15 in-depth focus groups applying Social network analysis & semi-structure interviews No response rate provided key findings: Firms looking to leverage their talent & TM programs can benefit substantially through a collaborative network approach. It is important that organizations Look at their high performers



with respect to making collaborative contributions in addition to more traditional contributions. Yanadori and Kang (2011) in Research called, "Intra-firm differentiation of compensation systems" Analyses compensation systems for R&D staff and administrative employees in us high-technology organizations Methods: Individual employee compensations rates from 100 us high technology public and private firms gathered through an annual compensation survey carried out by a Boston consulting firm from 1992 to 2002. Compensation for 988, 223 employees – of which roughly one-fourth were administrative staff. No response rate provided key finding: If firms deviate from market rate too much then this may have a negative influence on the attraction & retention of talent by underpaying staff or increasing rewards. The finding endorse criticism from TM on unnecessary maintenance of a monolithic approach to HRM across employee groups although other literatures note the dangers of pay differentiation too. In accordance with the methodology and the Purpose of research, deeply interviews with experts and informed specialist have been done. The Sample of this study consisted of 20 interviewees therefore qualitative data were collected, studied and shorted according to the thematic analysis technique.

Despite how talent management is defined, this is an emerging field which has been creating new roles and Jobs (Ribeiro and Machado, 2017) Talent management has been called a trend or a fashion, but different researchers have different understanding about it. Some argue that the term talent management is a misnomer because talent cannot necessarily be managed. Some researchers consider the talent management as a mindset (Creelman, 2004). Some authors define talent management as a collection of typical human resource department practices, functions, activities or specialist areas such as recruiting, selection, development, and career and succession management (Mercer 2005; Olsen 200). A lot of people still confused the human resource management with the talent management. It is important that any talent management system is integrated across all aspects of human resource management. There are clear inter-dependencies between talent management and recruitment, development, diversity, retention and succession planning practices. But one important distinction is the evolution of the difference between tactical human resource management and strategic talent management. Transactional human resource management activities are administrative overhead. Talent management is a continuous process that delivers the optimal workforce for your business. (Snell, 2007). Cheese said, the human resource management is not talent management alone, nor is talent management only human resource management, human resource management is an enabler of many of the processes, but talent management is much more pervasive and requires engagement of the whole organization and the notion of the talent mindset (Cheese, 2007).

3. METHODOLOGY (Theme and Thematic Analysis)

A theme captures something important about the data in relation to the research questions, and represents some level of patterned response or meaning within the data set. An important question to address in terms of coding is what counts as a Pattern/theme, or what size does a theme need to be? This is a question of prevalence both in terms of Space within each data item, and prevalence across the entire data set. Ideally there will be a number of instances of the theme across the data set, but more instances do not necessarily mean the theme itself is more crucial. A theme might be given considerable space in some data items, and little or none in others, or it might appear in relatively little of the data set. Furthermore, the Keyness of a theme is not necessarily dependent on quantifiable measures – but in terms of whether it captures something important in relation to the overall research question (Clarke and Kitzinger, 2004) Thematic analysis has



been poorly branded, yet widely used in qualitative research (Braun and Clarke, 2006), and has been nearly appreciated in the same way as grounded theory, ethnography, or Phenomenology. Braun and Clarke (2006) argued that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis. Thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006). Boyatziz (1998) described thematic analysis as a translator for those speaking the Languages of qualitative and quantitative analysis, enabling researchers who use different research methods to communicate with each other. Thematic analysis is widely used, but there is no clear agreement about what thematic analysis is and how you go about doing it (Attride–Stir Ling, 2001; Boyatzis, 1998; Tuckett, 2005).

Table 1- Phases of Thematic Analysis

Phase	Description of the process	Means of Establishing Trustworthiness
1- Become familiar with the data	Transcribing data, reading and re-reading the data, noting down initial ideas.	Prolong engagement with data Triangulate different data Document theoretical and reflective thought. Store raw data.
2- Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set collating data relevant to each code.	Use of coding framework Audit trail of code generation Documentation of all team meeting keep detailed notes about development and hierarchies of themes
3- search for themes	Collating codes into potential themes, gathering all data relevant to each potential theme	Diagramming to make sense of theme connections
4- Review themes	Checking in the themes work in relation to the code extracts	Themes and subthemes vetted by team members Test for referential adequacy by returning to raw data
5- Define themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.	Team consensus on themes Documentation of team meetings Member checking
6- Producing the report	The final opportunity for analysis, selection of vivid,	Member checking Describing process of coding and analysis in sufficient details Thick description of context description the trail Report



Doing thematic analysis:

Phase 1: Become familiar with the data

This phase involves reading and re-reading the data, to become immersed and intimately familiar with its content. At this phase, it is a good idea to start taking notes or making ideas for coding that we will then go back to in subsequent phases.

Phase 2: Generate initial codes

This phase involves generating succinct Labels (codes) that identify important features of the data that might be relevant to answering the research question. It involves coding the entire data set, and after that, collating all the codes and all relevant data extracts, to gather for later stages of analysis. In this Phase, the researchers Generated 960 initial codes. The initial codes of the first interviewer that follows below (Table 2).

Table 2- Initial codes of the first interview

Initial codes
- Managers support
- Obligation and protection
- Strategic Human Resource Management
- Government laws and regulations
- Positive experiences
- supportive processes
- Inter – strategic coordination
- Alternative planning
- Organizational culture
- Strategic priority
- Very high wages
- Performance management
- Organization strategy
- Bureaucracy and Limited flexibility

Phase 3: Searching for Themes

This phase involves examining the codes and collated data to identify significant broader patterns of meaning (potential themes). It then involves collating data relevant to each candidate themes, so that you



can work with the data and review the viability of each candidate them. The researcher achieved 240 selective codes by removing irrelevant and duplicate codes.

Phase 4: Review themes

This phase involves checking the candidate themes against the data set, to determine that they tell a convincing story of the data, and one that answers the research questions. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded. In our TA approach, themes are defined as pattern of shared meaning underpinned by a central concept or idea. By the end of this phase, the researchers were able to extract 60 sub-themes.

Phase 5: reviewing themes

This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the story of each, It also involves deciding on an informative name for each theme. This is the final refinement of the themes and the aim is to – identify the essence of what each theme is about. What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? In this Analysis, the researcher finally get to the 14 main themes after reviewing and refining sub themes that follows below (Table 3).

Table 3- sub themes and shaping the main themes

	Sub themes	Main themes
1	Useful experiences	Valuable experiences
	Positive experiences	
2	Equalizing Talent Attraction	Equality in Talent absorption
	Equality in attracting Talent	
3	Planning for surrogacy	Succession planning
4	Having stability in management	Stability in management
	No change in management process	
5	Flexible rewards	Flexibility in Paying rewards
	Variable rewards	
6	Fostering creativity	Creativity training
7	Integration in talent management	Integrated talent management approach
8	Proper benefit of performance management	Proper performance management
9	Appropriate motivational approach	Suitable motivational approach
	Motivation in the approach	
10	Supporting talent	Support and belief of talents
11	The cultural approach in the organization	Organizational culture
12	Practically independent	Freedom and independence of action
	Freedom of action	
13	Reasonable decision making	Rational decision – making
14	Development of partnerships	Develop collaboration and involvement

Phase 6: producing the report

This final phase involves weaving together the analytic narrative and data extracts, and contextualizing the analysis in relation to existing literature. The interviews were analyzed by thematic analysis technique. It



should be noted that the extracted codes were either directly embedded in the interviewee's conversations or were implicit codes extracted from the interviews by the researchers. During the investigation, 960 initial codes, 240 selective codes, 60 sub themes and finally 14 main themes were identified by the researchers.

4. FINDINGS

This research was conducted to identify the talent management success factors in the education. In this regard, 20 persons were deeply interviewed and thematic analysis was used for analysis. After analyzing and coding of qualitative data, we identified (14 main themes) success factors of TM in education. Our finding were contrasted with the broader literature, and we identified where our finding were supported, or added to the current body of knowledge on the topic. 16 main themes are presented in table 4.

Table 4- Main themes

Success factors of TM	Number of people who identified success factors	Percent
1- Valuable experiences	19	%95
2- Equality in Talent absorption	19	%95
3- Succession planning	18	%90
4- Stability in management	17	%85
5- Flexibility in Paying rewards	17	%85
6- creativity training	16	%80
7- Integrated talent management approach	15	%75
8- Proper performance management	14	%70
9- Suitable motivational approach	13	%65
10- Support and belief of talents	13	%65
11- organizational culture	10	%50
12- Freedom and independence of action	9	%45
13- Rational decision – making	9	%45
14- develop collaboration and involvement	8	%40

Based on the Finding, the conceptual Model is presented in Figure 1.

Success factors of TA

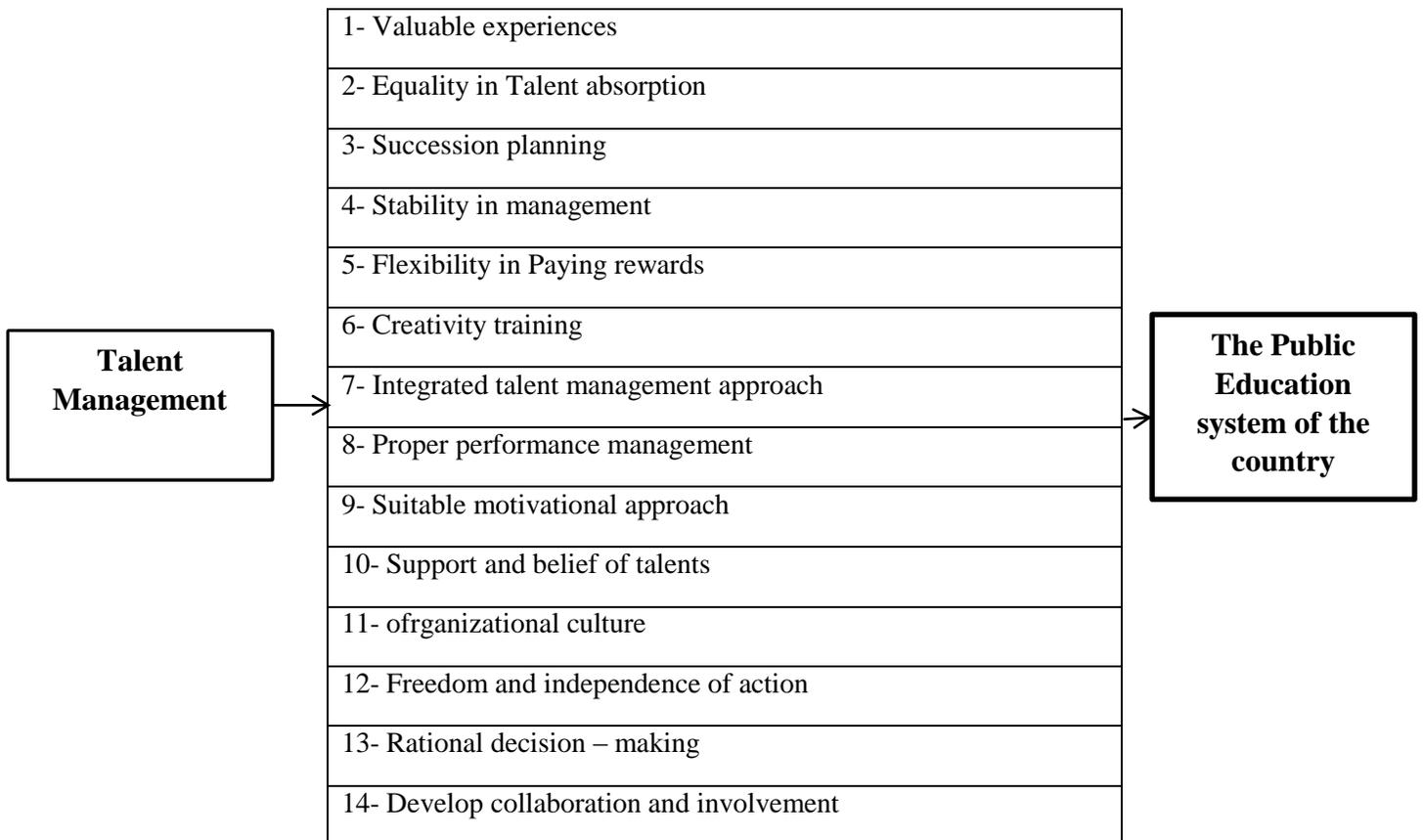


Figure 1- The conceptual Model of research

5. Conclusion

The aim of education is to grow children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity, and harmony. In this process, paying attention to the talents and nurturing them in education is very important. Talent management can do this in the best way. Talent management is defined. The process covers all key aspects of a talent's Life cycle: Selection, development, succession and performance. Talent management refers to the skill of attracting and nurturing highly skilled talent, integrating new talents, and developing and retaining current talents to meet the current and future business objects. The purpose of Talent management is to increase performance. Talent management is aimed at motivating, engaging, and retaining talents to make them perform better. This research was conducted to identify the success factors of talent management in the public education system of the country. In this regard 20 interviews with experts were deeply interviewed. Thematic analysis technique was used for analysis. Finally, extensive review of theoretical literature, expert opinions, and the analysis, 14 success factors of talent management in education were extracted. These success factors include: valuable experiences, Equality in Talent absorption, succession planning, stability in management, Flexibility in paying rewards, creativity training, Integrated talent management, proper performance management, suitable Motivational approach, support and belief of talents, organizational culture, Freedom and



independence of action, Rational decision-making, develop collaboration and involvement. These are the most important success factors of MT in Education. In this article, we have attempted to provide guidance toward using thematic analysis as a research method. It is hope that the process of conducting a rigorous and trustworthy thematic analysis has been illustrated in a way that helps those in the process of interpreting and representing textual data. Highlighting the process of how to conduct a trustworthy thematic analysis may be a positive contribution to qualitative research as a methodology. Further, there is a need to move towards conducting more generalizable studies. There is much scope for quantitative work in this area however; a key challenge is the lack of boundaries that exist in the literature without the development of constructs it will be very difficult to undertake research with high levels of reliability and validity.



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ETHICAL CONSIDERATION

Authenticity of the texts, honesty and fidelity has been observed.

AUTHOR CONTRIBUTIONS

MohammadReza Hosseinpour Dallalinia, Zohreh Shakibaei and Esmaeil Kazempour contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.