Golden Research Thoughts

ABSTRACT:-

People are certainly the best resources of an organization. Sourcing the best people from the colleges and universities has become the top most priority of the organizations today. In such a competitive scenario, talent management has become the key strategy in identifying and filling the skill gap in a company by recruiting the resourceful individuals from educational institutions. The reputed and well renowned companies go to the door steps of the colleges/universities in selecting the talented and skillful students. However these companies are not satisfied with the performance of the students and they go empty handed due to inefficiency of the students. There is a tremendous gap between quality of the students and the expectation of the employer. This paper is based on a qualitative study and the questionnaire which was administered to 100 college going students in the study area. Result indicates that our colleges/universities need to incorporate the talent management in its curriculum. This paper also suggests number of recommendations for the attention of educationist and policy makers to think out of the box and to revamp the syllabi based on the requirements of the students and make them globally competent.

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Keywords:

Talent Management , Dynamics , organization , educationist and policy makers .

TALENT MANAGEMENT:
THE DYNAMICS OF SUCCESS IN LIFE

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INTRODUCTION :-

In the 21st century we are defining talent as the new wealth. Here new wealth signifies the resourcefulness of every individual. The resourceful person alone can lead the institution to the heights. Therefore the corporate world, industries, public sector and private sector are looking for talented students in the educational institutions who would become competent and smart from the day one of joining their duties. In this process, the potential industries and public sector are looking for whole package of talented students who show proficiency in hard skills and versatility in soft skills. Thus employable skills building has become a bench mark for everyone, both employees and employer.

Talent Management process focuses on developing students as leaders for the future of the organization. Talent management inspires and motivates the talented students at all levels in the institution. Hence the student community must work together to promote a talent management mindset, commit to support development as a professional group and integrate talent management into the day to day activities. The students must come forward and make use of their talents for the common purpose and they have to show interest to learn new skills and put them into practice. This in turn will enable the students to acquire skill and talents which enable them to tap their hidden resourcefulness to the optimal level in the course of effective teaching and learning process.

STATEMENT OF THE PROBLEM

Human Capital is one of the most important of all assets in the world. These assets should be properly valued and trained at the grass root level. Therefore the parents of the students are keen to place their children in the right type of schools and colleges. The educational institution becomes the temple of learning where in the personalities and caliber of the students are formed, shaped and brought to the lime light. In order to tap the resources of the students, the management should select and appoint right type of teachers at the right place. However, the educational institutions do not consider the talent management strategy. As a result the students with high percentage in their respective subjects fail to grow in skills and talents. Many researchers point out that currently there is a lack of talent management activity in higher education. It is ironic that the higher education environment that prides itself on continuous learning and forward thinking spends very little time and effort identifying its future leaders. Today's competitive culture requires human resource departments and organizations as a whole to look at talent management as a visible, integral, enterprise-wide part of their overall strategies and to be clear with how employees fit into this equation. India is a resource hub for world's largest graduate man power, but the problem is mismatch between skill sets available and desired. The recent report of Confederation of Indian Industries (CII) has projected the total requirement of skilled work force by 2022 at thirty crore. There is a growing demand for skilled work force but unfortunately skills are not taught in the regular classroom as an integral part of the curriculum. At this juncture the researchers want to analyze how far colleges /universities promote this talent management strategy among the student community. Does the college/university give importance in building up the skills and talents of the management? To find fitting answers to the aforesaid question the research have chosen this topic.

OBJECTIVES

The general objective of the paper is to discuss the talent management among the students in colleges. The specific objectives are

1.To analyze the types of skills and talents of the sample respondents in the study area.
2.To portray the leadership quality of the sample respondents.
3.To discuss the motivating sources of sample respondents in building talent management.

METHODOLOGY

This study is based on both primary and secondary data. The primary data were collected from 100 students of Holy Cross College (Autonomous), Nagercoil. The samples were selected on the basis of simple random sampling. The secondary data were collected from books and websites. The collected data were analyzed with the help of Likert's five point scale and Garret's ranking techniques.

DATA AND DISCUSSIONS

Agrawal, Swati (2010) says that the three pillars of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. These three pillars, can mould, form and enhance the skills and talents of the graduates in schools and colleges. The following table depicts clearly the skills and talents of the sample respondents.

Table 1
Skills and Talents

S.No	Item	Excellent 5	Very Good 4	Good 3	Average 2	Poor 1	Total	Mean Score	Rank
1	Communication Skill	15 (75)	26 (104)	50 (150)	7 (14)	2 (2)	345	3.45	VII
2	Teamwork Skill	16 (80)	36 (144)	38 (114)	7 (14)	3 (3)	355	3.55	III
3	Telephoning Skill	5 (25)	32 (128)	47 (141)	13 (26)	3 (3)	323	3.23	XIII
4	Motivational Skills	11 (55)	44 (176)	30 (90)	13 (26)	2 (2)	349	3.49	VI
5	Critical Thinking Skills	6 (30)	32 (128)	38 (114)	21 (42)	3 (3)	317	3.17	XV
6	Social Skills (Inter personal relationship)	12 (60)	38 (152)	39 (119)	10 (20)	1 (1)	350	3.50	V
7	Leadership Skill	10 (50)	33 (132)	36 (108)	16 (32)	5 (5)	327	3.27	XII
8	Reading / Writing / Learning Skills	18 (90)	44 (176)	31 (93)	5 (10)	2 (2)	371	3.71	II
9	Mannerism Skills (E.g. Courtesy)	9 (45)	40 (160)	35 (105)	13 (26)	3 (3)	339	3.39	IX
10	Cooking Skills	12 (60)	24 (96)	27 (81)	25 (50)	12 (12)	399	3.99	I
11	Computer Skills	12 (60)	34 (136)	30 (90)	20 (40)	4 (4)	330	3.30	XI
12	Leadership Skill	7 (35)	40 (160)	39 (117)	11 (22)	3 (3)	337	3.37	X
13	Language Skills (English)	7 (35)	42 (168)	38 (114)	12 (24)	1 (1)	342	3.42	VIII
14	Life Skills	17 (85)	34 (136)	35 (105)	12 (24)	2 (2)	352	3.52	IV
15	Dancing Skills	11 (55)	18 (72)	37 (111)	24 (48)	10 (10)	296	2.96	XVII
16	Music Skills	14 (70)	24 (96)	35 (105)	21 (42)	6 (6)	289	2.89	XVIII
17	Artistic Skills	14 (70)	23 (92)	36 (108)	25 (50)	2 (2)	322	3.22	XIV
18	Acting Skills	9 (45)	30 (120)	34 (102)	19 (38)	8 (8)	313	3.13	XVI
19	Sports Skills	9 (45)	13 (52)	28 (84)	39 (78)	11 (11)	270	2.70	XIX

Source: Primary Data

Table 1 reveals that out of 19 statements the sample respondents have given first rank to 'Cooking', second rank to 'Reading / Writing / Learning Skills' and third rank to 'Teamwork' with its mean score of 3.99, 3.71 and 3.55 respectively. It is inferred that being the girl students they cultivate their talents in cooking skills and it is useful for their life career. It is also analyzed that as per the Indian scenario, the women are asked to cook for the entire family members and therefore they enhance their skills in cooking the dishes. It is also analyzed that the last rank given to 'Sports Skills' with its mean score of 2.70. It is inferred that the women do not give importance for sports and do not have regular exercise in taking care of one's own physical health and well being. Therefore it requires the attention of policymakers in the educational institutions. The following table depicts the leadership quality of the sample respondents.

Table 2
Leadership Quality

S.No	Item	Always 5	Very Often 4	Often 3	Seldom 2	Never 1	Total	Mean Score	Rank
1	Personal integrity	34 (170)	33 (132)	28 (84)	3 (6)	2 (2)	394	3.94	XIV
2	Positive work ethics	31 (155)	40 (160)	26 (78)	1 (2)	2 (2)	397	3.97	XI
3	Communication	37 (185)	45 (180)	11 (33)	4 (8)	3 (3)	409	4.09	VI
4	Reliability	33 (165)	40 (160)	19 (57)	5 (10)	3 (3)	395	3.95	XIII
5	Flexibility	31 (155)	37 (148)	30 (90)	1 (2)	1 (1)	396	3.96	XII
6	Co – operation	38 (190)	40 (160)	18 (54)	2 (4)	2 (2)	410	4.10	V
7	Adaptability	22 (110)	40 (160)	26 (78)	9 (18)	3 (3)	369	3.69	XX
8	Self – directed	39 (195)	39 (156)	14 (42)	6 (12)	2 (2)	407	4.07	VII
9	Good Attitude	57 (285)	28 (112)	11 (33)	3 (6)	1 (1)	437	4.37	I
10	Respectful	58 (290)	25 (100)	7 (21)	8 (16)	2 (2)	429	4.29	II
11	Confidence	33 (165)	45 (180)	16 (48)	4 (8)	2 (2)	403	4.03	IX
12	Easily relate to all	39 (195)	34 (136)	20 (60)	4 (8)	3 (3)	402	4.02	X

13	Impartial	37 (185)	33 (132)	16 (48)	12 (24)	2 (2)	391	3.91	XVII
14	Punctuality	46 (230)	35 (140)	13 (39)	3 (6)	3 (3)	418	4.18	IV
15	Common sense	44 (220)	39 (156)	11 (33)	5 (10)	1 (1)	420	4.20	III
16	Efficient	34 (170)	43 (172)	18 (54)	4 (8)	1 (1)	405	4.05	VIII
17	Compassion	26 (130)	44 (176)	22 (66)	4 (8)	4 (4)	384	3.84	XVIII
18	Self -appraisal	21 (105)	46 (184)	26 (78)	4 (8)	3 (3)	378	3.78	XIX
19	Feedback from others	33 (165)	39 (156)	18 (54)	7 (14)	3 (3)	392	3.92	XVI
20	Enthusiastic	28 (140)	47 (188)	17 (51)	6 (12)	2 (2)	393	3.93	XV

Source: Primary Data

Table 2 clearly depicts the various qualities of efficient and effective leaders. The sample respondents have given the first three ranks to 'Good attitude', 'Respectful' and 'Common sense'. It is inferred that a leader should have good attitude towards events, experiences and people, then only they may be able to handle themselves and others in an amicable manner. The leaders need to be respectful towards their subordinates so as to get maximum cooperation and also they should possess the sixth sense called common sense to handle situation in fair and just way. The last rank is given to 'Adaptability' since these days the families have one or two children who find it very difficult to adjust to the situation or life. The following table clearly depicts that the sources in which the sample respondents are motivated to enhance their skills and talents.

Table 3
Sources that Motivate the Respondents

S.No	Sources	Garret's Mean	Rank
1	Parents	67.56	I
2	Teachers	57.80	III
3	Friends	50.47	IV
4	Relatives	41.27	VI
5	Education Institution	47.56	V
6	One self	62.76	II
7	Media	31.96	VIII
8	Experience	36.62	VII

Source: Primary Data

Table 3 clearly states that the respondents have given first rank to 'Parents' with its mean score of 67.56, second rank to 'Oneself' with its mean score of 62.76 and the third score to 'Teachers' with the score of 57.80.The last rank is given to 'Media 'with it score of value of 31.96. It could be inferred that now-a-days the parents, students and teachers are very well aware of the competency in the modern world. The one who is competent enough or one among the best is getting jobs and others are left behind in the job market. It is understood that the media does not contribute much for the development of managing skills and talents and only they give exposure to the product and services with aim of getting profits.

SUGGESTIONS

The colleges/universities should enhance the skills and talents of the students, so as to produce 100 per cent employability.
The administrators who are at the helm of affairs should have long term vision and mission in adopting the talent management strategy in their educational institution.
The Ministry of Human resource development department can come forward to conscientise the management and other important bodies about the need of talent management in their curriculum.
There can be a mentor ward programme in schools and colleges to tap the potentials and create right set of skills in students
The institution can organize seminar /workshop/symposium related to 'Talent Management' which in turn creates tremendous awareness to the student community.

CONCLUSION

As rightly said by former CEO of Whirlpool Corporation Mr. David Whitwan "The thing that wakes me up in the middle of the night is not the economy or competitors; it is whether we have the leadership capability". Therefore our curricula in schools and colleges should enhance the talents and skills of our students along with hard skill (Subject).Then our country (India) will be known for human power in the world and there will not be any mismatch between skill sets available and desired. Hence the educational institution should come forward to adopt the talent management strategy in its syllabi and prepare the students at the right place with required skills and expertise. Like a judicial forum in India, the educational institution should enjoy non- political inferences, so that we may have efficient and meritorious staff who in turn would mould our students as highly competitive individual with versatile personalities. Hence it requires the attention of the policy makers.

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