



Role of Inclusive Talent Development in Organizational Growth and Individual Talent Growth of Employees of Higher Education Institutes of Peshawar

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Abstract: University training is crucial to upskilling staff members and aligning them with the goals and missions of higher education. The need to upskill all employees, regardless of their performance or position, has grown significantly in order to increase their value to the organization given the current financial restrictions facing universities, thus providing a base for conducting research on inclusive talent development. Studies on training delivery that is inclusive in poor nations are, nevertheless, scarce. Previous research on Inclusive Talent Development has mostly been carried out in developed economies whereas the developing economies have been neglected; this paper will address this gap in the higher education perspective. The purpose of this paper is to explore whether training is being inclusively imparted in higher institutions (HEIs) of Peshawar. The study was qualitative in nature and in-depth interviews were conducted as the main data collection tool, followed by focus group discussions to ensure triangulation. The sample consisted of seven public sector Higher Education Institutes and 3 private sector HEIs. Interviews from individuals and focus group were transcribed and analyzed through thematic analysis, bringing forth four key themes as a resultant of Inclusive Talent Development, namely Career Progression, Managerial Commitment, Succession Planning and Retention Strategy. This study has a limitation as it has been carried out for Higher Education Institutes of Peshawar only.

Keywords: Talent Management, Inclusive Talent Development, Higher Education Institutions

1. Introduction

Talent management (TM) pertains to attracting and planning intake of employees through talent acquisition (and recruitment), developing them over a period of time through learning and development, inculcating in them organizational values and vision; retaining better workforce through performance management and by offering career pathways and ultimately transitioning them through succession planning (Macmillan & Creelman, 2004). There hasn't been much discussion of ITD in talent management literatures (Kaliannan et al., 2023). The majority of the literature currently in publication supports the Exclusive Talent Development (ETD) approach, despite the fact that talent development is widely acknowledged as a talent management practice (Latukha, 2018) (Tatoglu et al., 2016). However, talent development is crucial for all employees due to the growing issue of the mismatch between the skills that employers are looking for and what employees have learned (Beamond

et al., 2021). Talent Development and ITD from a TM perspective are not well understood, despite their importance (Garavan et al., 2021). Organizations may be missing these crucial elements because of their current ETD procedures. Therefore, a deeper comprehension of ITD is necessary to provide a strong conceptualization and visualization of ITD as a well-known TM approach. Inclusive talent development, as base of internal talent (i.e., development of career through training for staff without dwelling into the performance of individuals) can complement management for employee retention (Kaliannan et al., 2022). ITD is therefore seen as an investment for a long term in retaining and developing talent as ITD enhances successful improvement of organizations. The management of retaining talent and the effort for bringing the target of departure of talent below the norms of industry, is the most challenging issue faced by businesses. ITD focus is the ultimate pathway to organizational performance through which talent acquisition, its development, better performance and strategies of retention can be balanced by the organization so that the talent investment outcomes are maximized through processes and policies. The greater productivity of employees, their retention, increased quality, better futuristic succession planning for visionary leadership, and effective financial and operational performance can be the key outcomes of inclusive talent development.

HEIs in Khyber Pakhtunkhwa are faced with a challenging uphill task of developing and managing the professional growth of employees through continual training practices so that potentially talented employees may be nurtured, engaged and retained through measures pertaining to substantial cost reduction, concentration on core functionalities, and optimized performance level (Kaliannan et al., 2023).

For acquisition of talent, and specifically for the need of research on Talent Management, three fundamental forces acted as catalysts. Primarily, the paradigm shift to Information Age from Industrial Age, turned the tables of power from the organization to the employees. Secondly, the emergence of greater-potential managers with remarkable skills of talent management emerged as a source vital for competitive management. Finally, the burning recognizable issue, employee turnover emerged as a third force from the contribution of the previous two mentioned earlier (Michaels et al., 2001). The dependence on the quality of employees and their potential has become mandatory, (Ulrich et al., 2008) an issue for organizations to focus on as it is given due importance globally (I. Chambers et al., 2007).

Although the focus of Talent Management is on the process and procedure of attracting, acquiring, and retaining talented employees (Creelman, 2004), in-depth definition of the same will reveal that much more is needed for exploration. But if ITD is left out, the TM cycle for luring, nurturing, rewarding, and keeping talent in Khyber Pakhtunkhwa's HEIs is left incomplete. Owing to a lack of talent and the competition to attract superior talent, ITD has become an essential component of TM strategies overall. By implementing transparent policies, this trend gives organizational leaders a good foundation on which to investigate internally for ITD. Through the ITD approach, talent can be developed in individuals by empowering staff members to take charge of their careers through what, why, and how self-care planning. The importance of including ITC to support processes of innovation for increasing productivity, improving quality of education, decreasing operating expenses and for net benefit of organization within the context of ITD is imperative for growth of sustainable business (Crane & Hartwell, 2019) (Ali et al., n.d.) (Diner et al., 2013).

2. Literature Review

Most recent works either build upon or simply accept the innovative definitions of TM from the early stages of its development. The perspective put forth by Lewis and Heckman is expanded upon in (Harris-Kojetin et al., 2013)'s definition, where talents were evaluated based on consistency in performance, loyalty, company commitment, and dependability. (Thunnissen et al., 2013) expand on this point of view by stating that there isn't a single agreed-upon definition of talent. Nonetheless, earlier research divided the definition into two groups: the inclusive-exclusive dimensions and the subject-object dimensions. As a result, they suggest that those two dimensions might act as the main themes in TM models. While a narrowly defined, exclusive-subject approach

model concentrates on a select group of high performers or high potentials, a broadly defined, inclusive-object approach model encourages every employee to realize their full potential.

2.1 Talent Management Strategies

Numerous TM strategies have been discussed in a number of articles. The founder of TM, McKinsey & Company, introduced the innovative idea by proposing four approaches to deal with talent issues: Make sure that technology management (TM) is given top priority within the company; (2) create an employee value proposition (EVP) or enhance an existing one; (3) assess a strategic recruitment plan; (4) implement aggressive technology adoption plans (TD) that focus on low performers, offer effective feedback systems, bring on new hires before they're ready, and address the root causes of retention issues (E. G. Chambers et al., 1998). Apart from elaborating on strategy (1), (Hughes & Rog, 2008) suggested two metrics to illustrate the significance of TM within an organization. Numerous TM tactics have been discussed in a number of articles.. Secondly, there needs to be a strong commitment from senior management and leadership positions in order to instill a TM attitude across the entire firm in accordance with the strategic goals.

(Hughes & Rog, 2008) go on to say that this strategy could be implemented by means of talent evaluations, data administration, and analysis systems, all the while making sure that staff members acquire the necessary analytical abilities to use them. Following this architecture, key talent positions should be identified and a talent pool should be developed (Järvi & Khoreva, 2020). A medium-sized Spanish company evaluates employees' talent based on their work performance and attitude, and top management is constantly involved in the talent pool regardless of the employees' performance level (Harris-Kojetin et al., 2013). The effectiveness of the plan in achieving the desired result could be assessed by means of the establishment and cultivation of the requisite knowledge, skills, abilities, and other attributes within the workforce (Collings et al., 2019). According to (Harris-Kojetin et al., 2013), keeping A players in senior managerial roles shouldn't be the sole priority. According to (Festing et al., 2013) the majority of SMEs in Germany choose an inclusive TM approach, giving employee development, training, and retention more importance than recruitment strategy.

In conclusion, all tactics for effectively implementing and gaining a competitive edge from talent management practices in organizations typically center around the following: (1) talent identification, recruitment, and selection; (2) key talent identification; (3) employee development; (4) talent flow management; and (5) retention of talented human capital (Vaiman et al., 2015). According to (Bolander et al., 2017), there are four main perspectives on talent management that are frequently applied in talent management strategies: (1) the humanistic perspective, which sees talent in all human capital; (2) the competitive perspective, which sees talent in a select few; (3) the elitist perspective, which sees talent in the recruitment of the most talented individuals; and, finally, (4) the entrepreneurial perspective, which sees talent in all human capital and gives them an opportunity to prove themselves.

2.2 Talent Management Needs and Practices

Various organizations place varying degrees of importance on technology management (TM), which in turn shapes TM practices or strategies. Effective talent management (TM) actually guarantees that organizations can successfully acquire and retain critical talent, which in turn improves recruitment and selection practices (Hughes & Rog, 2008).

According to the majority of TM researchers, achieving organization-related goals is TM's primary goal (Thunnissen et al., 2013). Effective TM will indirectly improve organizational performance through extra-role behavior, motivation, and organizational commitment. Workplace motivation, organizational commitment, and extra-role behavior can function independently or in concert toward this goal. According to (Collings et al., 2019). These factors recognize the role that the talent pool plays in achieving financial success. Employee engagement is a strategy that gauges how much a worker's participation will enhance organizational outcomes.

(Hughes & Rog, 2008). Employees are driven and forced to develop the traits that the organization wants them to have because they feel obligated to do so. This creates a perpetual competition among employees. Under this dynamic interpretation of TM, talent is a universal concept rather than a classification given to a specific subset of workers (Sjödahl et al., 2012). Being change agents is one of TM's other roles. Skilled workers create and develop new internal improvement and business development projects, which helps with strategic renewal. Subsequently, they make a valuable contribution by recognizing and establishing pivotal roles that are crucial for strategic renewal (Järvi & Khoreva, 2020).

2.3 Talent Management Challenges

Talent Management has acquired elevation in the past years and organizations like McKinsey & Co., the Chartered Institute of Personnel and Development (CIPD), the Society of Human Resource Management (SHRM), Asian and European governments, have been attracted towards it (Lewis & Heckman, 2006). Controversies are on managing competencies of employees (inclusive or strengths-based approach to TM), or on their caliber and performance only (Iles et al., 2010). Very less attention is given to its evolution for future explanation (Tarique & Schuler, 2010); handling higher management competency (Joyce & Slocum, 2012); connecting important management financial operatives and TM practices (Collings et al., 2019); and going through TM under organizational-linkage operatives. A big issue is the work done on failing to cope with talents properly, although competent candidates are recruited (Kaliannan et al., 2023).

(Ali et al., n.d.) Emphasize that TM systems should initiate with identification of mission-critical roles or key organizational positions. This brings about the acknowledgement of existence and prevalence of strategic roles within organizations over non-strategic ones. This approach signifies that filling of these positions should be from talent pool. It is therefore inferred that based on requirements of the position in question, recruitment is managed, and implementation is made by a combination of “external recruitment and internal development”. A more global aspect of TM (i.e. Global Talent Management, or GTM) has emerged, with the internationalization of business. Although the significance of principles and practices is quite clear, it is imperative for organizations to undertake “best” practices with focus on their own particular contexts. While “best practices” are an initiation, eventually organizations will have to adopt TM practices that signify “best fit”. It is concluded that the theories of TM are focused on the presumption that sustained competitive advantage comes from the source of maximizing employees’ talent. In the hope of increasing business performance, TM has become extensively linked to human resource management (HRM) practices in organizations. (Farndale et al., 2010).

The findings of (Joyce & Slocum, 2012) reveal that executives are the major assets of organizations, and that building and sustaining talent is a very critical part of their work. More importantly, strategic capabilities of the firm have to be understood in the context of talent management. Using the Psychological-Contract theory as a lens, (Shindell et al., 2012) evaluated how employees felt about being obligated to develop their skills and how they thought about being rewarded for their talent.

2.4 Managing Talent Retention; the Best Idea Will Fail Without Proper Talent and Execution

Turnover gives rise to issue of talent retention based on many important supposition. The true cost of turnover of employees is underestimated by stakeholders which also include human resource executives. Most organizations do not adequately identify the causes of turnover. Desired results are not generated as the solutions to lessen turnover are at times mismatched with causes of turnover. Usually the preventive measures taken for turnover are either they are absolutely killed/overkill or they totally miss the mark.

It might also be argued that it would be even more valuable to society if the organization did these things in a way that also enhanced sustainability or individual outcomes, such as career growth, better health outcomes, or enhanced life fulfillment (Wirtenberg et al., 2007).

3. Problem Statement

Higher education institutions (HEIs) have faced challenges in recent decades as a result of the changing nature of jobs, technologies, and demand. A paradigm shift is needed for HEIs in the age of globalization, shifting them away from their traditional focus on the "national, analogue, industrial economy" towards one that is more "global, digital, and information-based." The knowledge-based society and Industry sector depends heavily on HEIs, which act as a knowledge-reservoir. In order to achieve a competitive edge in local, national, and international markets, HEIs recently faced intense competition and difficult circumstances. Employers who report recruiting difficulties say it's challenging to find candidates with the skills they need (Crane & Hartwell, 2019). There are some exceptions, such as (Tansley et al., 2013) and (Bolander et al., 2017), who emphasize the inclusive rather than exclusive approach to employee development for all staff members. Nonetheless, there is still a lack of information about the inclusive approach and TD as essential components of TM practice, even in spite of the growing interest in TM research. There is also a need for greater rigor in management involvement in order to create a more balanced and sustainable work environment. It is necessary to plan and create a culture in which talent is not confined or restricted to grow. Nevertheless, the intent for rendering training inclusively and the rigour for career development has assumed greater importance globally due to emphasis placed on training in SDG 4. The fact that Pakistan is already lagging behind in this area (SDG position is at 125 out of 193 countries) is also a matter of great concern and which needs to be addressed at a national level as envisioned in the document Pakistan 2025 One Nation One Vision.

It may be financially difficult to develop top achievers in developing countries due to the high cost of investment. More research on inclusive TD as a vital TM tool and its components is therefore desperately needed. With a peak in 2019, TD as a TM practice has grown more and more popular over time. Only a small number of research, meanwhile, address the problem of inclusive TD in relation to TM. This study thus demonstrates that TD as a component of TM practice is, in fact, a topic that has received little attention in the TM literature. Furthermore, more information is needed to fully understand how TM systems affect TD procedures (Thunnissen et al., 2013).

This study will make multiple contributions to the TM literature. It will broaden the field of inclusive approach to TM, which is currently understudied. Scholars have distinguished between two approaches to talent management: inclusive and exclusive. On the other hand, the purpose of this study is to investigate how well an inclusive measure implemented in the context of fostering employee talent in Khyber Pakhtunkhwa universities works.

Furthermore, no literature has examined TD from the standpoint of stakeholder theory and ability, motivation, and opportunities theory (AMO). Together, these theories actually highlight the significance of inclusivity practices as well as the role that an individual's abilities and knowledge play in producing favorable organizational results. The importance of human capital resources in an organization's quest for long-term competitive advantages is explained by these two theories.

3.1 Theoretical Perspective of Talent Development

Previous research on the impact of TM on TD has included a number of theories. While AMO theory and stakeholder theory collectively emphasize the importance of inclusivity practices and the role that an individual's skills and knowledge play in successful organizational outcomes, none of the papers have taken these angles when addressing TD. Together, the two theories clarify the crucial role that human capital resources play in an organization's quest for long-term competitive advantages. According to the AMO theory, a worker's ability, motivation, and the opportunities provided by their employers all have an impact on how they behave at work (Marin-Garcia & Tomas, 2016). More importantly, it was discovered that the only variable that directly and favorably affects HRM performance is ability. Furthermore, according to Bos Nehles et al. (2013), it acts as a prerequisite for motivation and opportunities. According to Ujma and Ingram (2019), ability refers to the knowledge and skills an individual needs in order to apply HRM practices in practical settings. This field

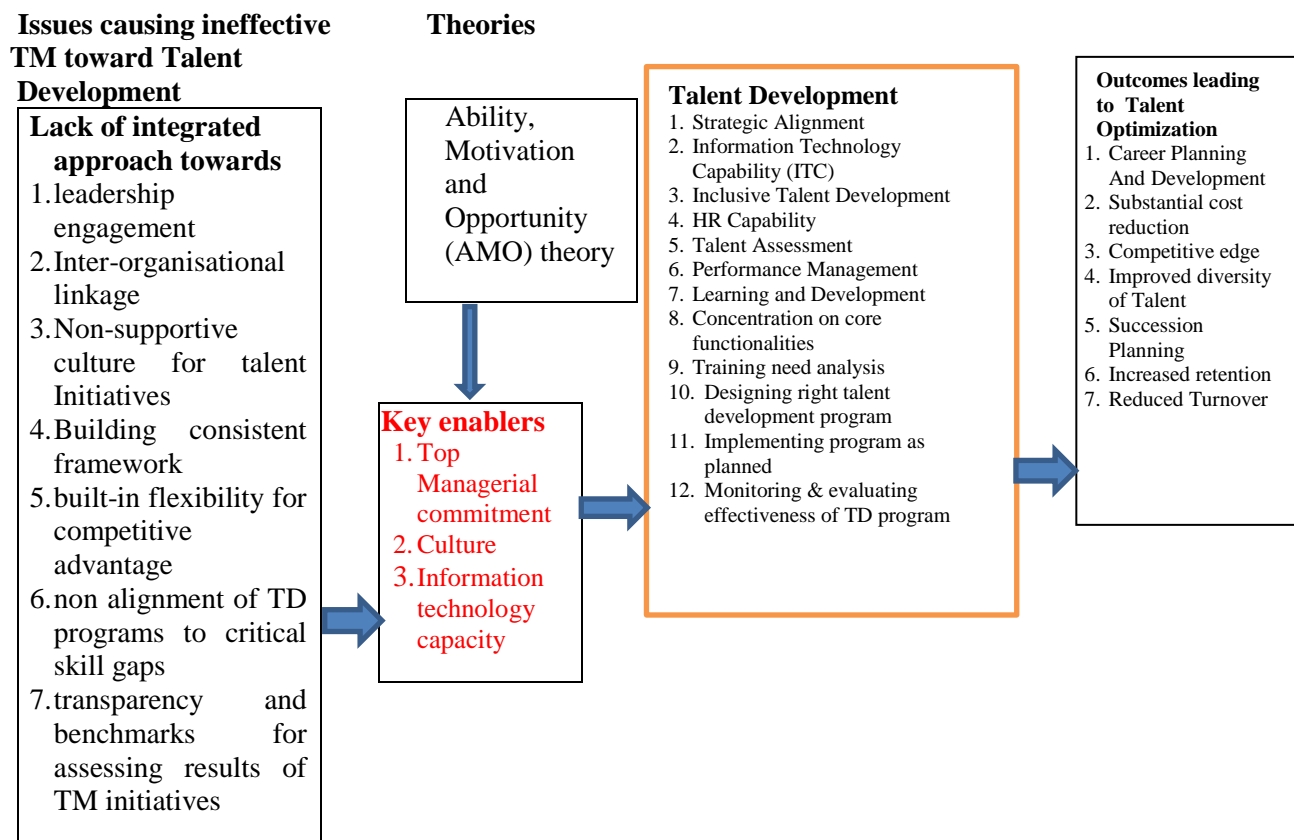
needs to be investigated given the growing issue of skills mismatch that many developing countries face. However, even the discussions and conceptualizations pertaining to the AMO theory's ability component focus on the abilities and proficiencies of line managers (Bos Nehles et al., 2013). Again, an exclusive practice would result in very high costs for investments in developing countries.

Employees should receive inclusive training to enable them to fulfill the AMO theory's requisite skill set., which is based on the stakeholder theory, according to which organizations should focus on more than just increasing shareholder wealth (Miles, 2012). As a result, attaining the AMO goals for increased employability would require giving priority to low-level employees or potential employees of companies through inclusive talent development training.

3.2 Research Questions

1. How does ITD contribute to individual talent growth
2. What is the role of top managerial commitment in developing Inclusive Talent Development?
3. What is the effect of ITD on employee turnover?
4. How does ITD contribute to succession planning?
5. How crucial are post-training follow-ups and pre-training evaluations/checks for elevating low-level employees into better performers who are more suited for the company?

Figure 1: Conceptual Framework of Inclusive Talent Development



4. Methodology

4.1 Research Paradigm

The Research Philosophy behind the work is based on constructivism using a constructivist paradigm, one that allowed conducting a qualitative inquiry that accepts reality as it is socially constructed. This type of inquiry is based on “how individuals experience and construct reality” (Charmaz 2018). The researcher's philosophy for the study was also based on pragmatism. The researcher was free to choose the procedures and methods she wanted to employ in order to meet the study's objectives. Investigating the necessary steps to develop skilled workers at all levels was the main goal of the study. Prescriptive knowledge and problem solving were prioritized in this approach (Alghamdi & Li, 2013; Creswell, 2014).

4.2 Data Collection Method

Data was collected by conducting in-depth interviews Creswell (2014) as well as focus group discussions. The time horizon of the research is cross-sectional. The data was analyzed through thematic analysis (Braun & Clarke 2006). For the purpose of data collection, 4 public sector and 3 private sector HEIs were selected. From these universities, a total of 16 key interviewees were selected for in-depth interviews. These participants were involved in TD activities, mainly from Admin/HR positions. A semi-structured interview guide was used and in-person interview was conducted. The responses of the interviewees were recorded and then transcribed. The

interview questions were fixed and open-ended. All the meetings and interview sessions took place within the campus of the respective universities. To ensure the confidentiality of the respondents, pseudo names were given to them during transcription and data analysis.

5. Analysis and Findings

Following the methodology given by (Corbin & Strauss, 1990), (Charmaz, 2008), the data analysis of this research was carried out in three steps: open codes, axial codes and selective codes. The emergent interpretations were illustrated at every point and separate labels were given to each segment during data analysis. Field notes and memos were also coded and included in each relevant segment. The researcher carried on the process of sampling and coding of the data to a point beyond which neither new categories were identified nor the possibility for the emergence of variation in the existing categories.

To ensure quality the study was triangulated through a focus group discussion involving 5 participants who had intimate knowledge of the subject. Under the thematic code **“ITD promoted inclusivity for Career Progression”**, four themes namely Career Planning, Career Development, Succession Planning, and Retention Strategy were evolved with emergence of twelve sub-themes under them.

The results highlight the need for the organizations to enhance their pay structures in order to boost academic staff members' job satisfaction and retention (Ki et al., 2022). The Impacts of Remuneration on Employee Retention and Job Satisfaction among Private Higher Education Institutions' Lecturers. *International Journal of Service Management and Sustainability*, 7(2), 193-221.

It was observed through the structured interviews conducted on 16 interviewees of different HEIs of public and private sector universities that there emerged four major themes after doing in detailed and in-depth coding of the responses received from interviewees/respondents. It was observed that the three key enablers Information Technology capability (ITC), Managerial Commitment and workplace culture played a major role in maneuvering the results of the themes. The four major themes that emerged are Career Progression of faculty, up-skilling of administrative cadre, factors giving rise to Employee turnover, Retention of employees and gaining their loyalty, Succession planning with emergence of twelve sub-themes under them. Inductive coding was employed to transcribe the interviews and line by line coding was done for thematic analysis which became the basis for emergence of the thematic code **“ITD-promoted inclusivity for Career Progression”**.

The four major themes that emerged through the inductive approach are discussed in detail. The viewpoint that emerged from the in-depth interviews was that in the administration cadre, there is no formal Career planning framework in the HEIs. This slowed down the pace of career progression of the admin staff to the extent that there appears to be the emergence of the issue of prolonged stagnancy. It was observed that although the Recruitment and Selection process were transparent enough, yet long term stagnancy was found because of non-vacant higher cadre positions. The faculty however, had a better progression framework for the development of their career with incentives and opportunities. In those HEIs where the leadership engagement was very prominent, the focus on inclusive training of the employees brought about positive changes and better results. This organizational culture created by leadership engagement gave rise to increase in retention and reduced turnover with increased satisfaction level of employees. The study was conducted based on AMO theory and it was concluded that ITD gives way to inclusivity, through which all employees are known to be talented at the same level and can be performers if provided better opportunities, training and development. Usually employees do not have a clear cut framework as to what is required from them during their service on a particular post and what competencies they should have inherently to work on. Further the organization is also aware of what further trainings are to be given to them on yearly basis to increase their value and based on enterprise expansion. The trainings need to be given across the board and not to exclusive employees only. As

such the employees who are carefully chosen and strategically trained can be retained and turnover will be reduced to a greater extent. Acknowledging the efforts of employees by giving them recognition can make them retainable and reduce turnover. Also, through Inclusive Talent Development approach, there was a growing tendency of employees thinking analytically. Many employees' availed opportunities of academic enhancement through incentives offered. Their critical thinking abilities were enhanced through Management commitment for fostering a better team through with the theme of theme of succession planning, who would be capable enough to take the organization to another level for future expansion.

5.1 Conclusion and Way Forward

According to (Harris-Kojetin et al., 2013), it was deduced that in order for an individual's talent to flourish in an organization, they must be driven, devoted, and obedient. Manager awareness and involvement in talent development are also essential. According to (Baum, 2006), in order to foster growth, an inclusive and developmental approach that emphasizes talent identification and acknowledgement is necessary. Nevertheless, practitioners must receive additional value in the form of assistance in assessing their TD strategies for organizational growth. (Festing et al., 2013) reiterated that talent acquisition strategies should be incorporated into organizational growth initiatives in order to foster the development of both performing and non-performing managers. Gender inclusion is crucial for comprehensive talent development, and a diverse approach improves organizational growth and talent. (Horwitz & Budhwar, 2015) emphasized the need for policy measures to assess barriers to skill formation and retention measures to address individual skill development in order to support organizational growth (Kaliannan et al., 2022).

It was found that TD of non-talent or low performers is acknowledged as a critical tactic during the emergence of TM, despite being underappreciated in the literature (I. Chambers et al., 2007). All employees should receive specialized training to prepare them for their roles in the organization or industry in order to foster talent at all levels. Talent development at all levels is consistent with the first perspective on technology management offered by (Bolander et al., 2017), which highlights the humanistic approach that develops the talent of all human capital. The humanistic approach aligns with one of the four innovative TM strategies proposed by (E. G. Chambers et al., 1998), which include adopting proactive TD plans that target low-level employees or underperformers, implementing efficient feedback systems, integrating new hires into the workforce on a level appropriate to them, and addressing the underlying causes of retention problems. Intense TD plans for all, even underachievers, underlines the concept of inclusive TD.

It was observed that the HR officials were all in the managerial level; in the public sector their services were controlled and governed by their respective statutes and therefore their scope of governance were clearly laid out. However, a certain degree of freedom was enjoyed by the employees of private sector. The HR professionals, especially from the private sector were of the view that employee retention was the top talent management challenge they faced, closely followed by recruitment. However the two are linked as it's much less expensive to retain a productive employee than it is to recruit one. Employee retention relies on a combination of factors, including flexible work arrangements, benefits, professional development opportunities, advancement opportunities, company culture, and more.

It was transpired from the theme Career Planning that the interplay of organizational and individual employee goals revolves around the Recruitment and hiring process. However, it was concluded from the interviews that it is cost-effective to use your own staff talent to provide career development opportunities within your department. Career development increases employee motivation and productivity and is the way forward to succession planning.

It was transpired from the interviews that all strategies for effectively implementing and gaining a competitive edge from talent management practices in organizations typically center on five areas: (1) talent identification,

recruitment, and selection; (2) key talent identification; (3) employee development; (4) talent flow management; and (5) retention of talented human capital (Vaiman et al., 2015). This brought about the conclusion that these days, TM strategies leading to ITD are usually approached from one of four perspectives: (1) the humanistic perspective, which sees talent in all human capital as being developed; (2) the competitive perspective, which sees talent in only a select few; (3) the elitist perspective, which sees talent in only a select few; and (4) the entrepreneurial perspective, which sees talent in all human capital as being given a chance to prove itself.

Table 1: Codes Categories & Themes

Code	Categories	Thematic Code: Talent Development
Career planning Hiring Developing Cadre hiring Administrative Faculty Selection process No recommendation Eliminating nepotism Ensuring transparency	RECRUITMENT AND HIRING	CP: Career Planning <i>HR: Hiring</i> <i>CR: Career Progression</i> <i>SP: Selection Process</i>
Disciplining Ensuring regularity & punctuality Assessing appropriateness Categorizing employees Assessing Suitability	POST INDUCTION PHASE	
Behavioural issues No shuffling option Forcibly retaining administrative positions Retention rate high in admin	PROLONGED STAGNANCY	
-Training admin on MIS -Training in related softwares -On-job-training -Meeting short-term & long term goals - Administration Career growth slow - Progression pace low Succession Planning in admin -Promotion -Only seniors allowed important managerial positions Goals/outcomes/performance All Efforts Students-focussed	UPSKILLING STAGNANT ADMIN STAFF FOR INFORMATION TRAINING CAPABILITY	

<p>Career Pathway: Lecturer→Assistant Professor →Associate Professor →Dean/Professor</p> <p>Responsibilities of Lecturers -Required to teach only -Workload: 15 credit hours -No research work -Administrative responsibility after 2 years -Teaching load reduced</p> <p>Promotion/ Career Development upon improving qualification</p>	<p>CAREER PLANNING OF FACULTY</p>	
<p>Encouragement/ Opportunities -Undertake PhD program; -Opportunity to undertake Postdoc; -Produce Research publications; -opportunity of editorship of University's journal -opportunity for enhancing research capabilities through journal</p> <p>Promotions: -Promotion on acquiring PhD→Assistant Prof. -Promotion to Professor/Dean</p> <p>Facilitations: -One working day off per week -Raise in BPS and salary -Study leave without pay granted -Offered payment for research publication -opportunity to win projects -Monthly Allowance for running the journal</p> <p>Higher administrative opportunities: Director QEC, Director ORIC, HoD, Editor CUSIT Journal</p>	<p>CAREER DEVELOPMENT OF FACULTY</p>	<p>CD: Career Development <i>ITD: Inclusive Talent Development</i> <i>ITC: Information Technology Capability</i> <i>AT: Analytical Thinking</i></p>
<p>Facilitations: -Encouraged to do MS/PhD -One working day off per week -Raise in BPS and salary -Study leave without pay granted; reinducted on vacancy -Concession in Tuition fee if admission sought in CUSIT</p>	<p>CAREER DEVELOPMENT OF ADMIN STAFF</p>	<p>CP: Career Planning <i>HR: Hiring</i> <i>CR: Career Progression</i> <i>SP: Selection Process</i></p>

Improvement in qualification necessitated -Better communication and interaction with students and faculty --keep abreast with the scientific understanding -Better understanding of research & academic development -Career planning and growth by individual -Self motivated		
-Faculty prefer public sector therefore limited allowances - Career planning and growth by individual	TURNOVER/ BRAIN DRAIN:	RS: Retention Strategy <i>JS: Job Satisfaction</i> <i>MC: Management Commitment</i> <i>OC: Organisational Culture</i>
-level of performance assessed, whether professional abilities or teaching abilities Remedial measures/ corrective action -Employees are considered assets -Zero tolerance for unprofessional ethical misconduct & financial misappropriation - for slow learners, continuous counselling by seniors, behavior and work under constant observation, until improvement achieved, -extensive training & re-training - Treated with patience -Time consuming process - Firing of low performers avoided -Disciplined accordingly with respect to the offence committed -Removing and hiring is a time consuming process involving unnecessary wastage of resources	LOW PERFORMERS	CP: Career Planning <i>HR: Hiring</i> <i>CR: Career Progression</i> <i>SP: Selection Process</i>
-through students feedback mechanism -faculty briefed on their performance by HoD REMEDIAL MEASURES -counselling by HoD -confined to specialization area -hiring best talent during initial	ASSESSMENT OF FACULTY	CP: Career Planning <i>HR: Hiring</i> <i>CR: Career Progression</i> <i>SP: Selection Process</i>

recruitment avoids chronic issues		
<ul style="list-style-type: none"> -Inclusive training (to all) -employee tries to remain in comfort zone -treated with respect -gets recognition -Will prefer CUSIT if choice is private sector -prefer closer distance private university 	RETENTION MODERATING FACTORS:	RS: Retention Strategy <i>JS: Job Satisfaction</i> <i>MC: Management Commitment</i> <i>OC: Organisational Culture</i>
<ul style="list-style-type: none"> -bigger and better chunk prefer Public university -offered higher salaries -Better perks & privileges -post retirement benefits -100 employees left last year which were replaced -time consuming and grueling procedure 	TURNOVER ISSUE OF FACULTY	RS: Retention Strategy <i>JS: Job Satisfaction</i> <i>LE: Leadership engagement</i> <i>OC: Organisational Culture</i>
<ul style="list-style-type: none"> - In Admin, Inclusive Talent Development does not play a role in Transition to higher post -no formal training, just OJT -one works way up through Inherent talent, good communication skills and collaborative working 	SUCCESSION PLANNING	SP: Succession Planning <i>PO: Promotion Opportunities</i> <i>IN: Incentive driven</i> <i>PS: Problem solving</i>
<ul style="list-style-type: none"> -revolves around profits -spendings are prioritized; trainings priority is low -Negative aspect for university's progression and work culture -trained professional is a value-added asset 	ORGANIZATION CULTURE	CD: Career Development <i>ITD: Inclusive Talent Development</i> <i>ITC: Information Technology Capability</i> <i>AT: Analytical Thinking</i>
<ul style="list-style-type: none"> -Private HEIs face a lot of market pressures -strive to capture market -constant concern to improve Brand Image -MS & PhD applicants have keen eye on Research outputs of university -Market pressures have positive impact on HEIs; -drives them to evolve and improve 	MARKET PRESSURE	CD: Career Development <i>ITD: Inclusive Talent Development</i> <i>ITC: Information Technology Capability</i> <i>AT: Analytical Thinking</i>
Recruiting & Hiring strategies for		

Talent Attraction -Selection based on qualification and talent -Preference to apply is Reputation of university -due procedure of selection entailing transparency -Market based salary		
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Table 2: Summary of themes and participant responses

Themes & sub themes						Theme Abbreviation Explanation
	R1	R2	R3	R4	R5	
CP						CP: Career Planning <i>HR: Hiring</i> <i>CR: Career Progression</i> <i>SP: Selection Process</i>
HR						
CR						
SP						
CD						CD: Career Development <i>ITD: Inclusive Talent Development</i> <i>ITC: Information Technology Capability</i> <i>AT: Analytical Thinking</i>
ITD						
ITC						
AT						
SP						SP: Succession Planning <i>PO: Promotion Opportunities</i> <i>IN: Incentive driven</i> <i>PS: Problem solving</i>
PR						
IN						
PS						
RS						RS: Retention Strategy <i>JS: Job Satisfaction</i> <i>MC: Management Commitment</i> <i>OC: Organisational Culture</i>
JS						
MC						
OC						

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