

Talent Management Practices in Higher Educational Institutions: German and USA Perspective

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Abstract: *Talent management is the most talked about concept in the corporate world. It is the topmost concern of all the CEOs as well as the heads of even the smallest enterprises. Talent Management Practices is an emerging area of research in Higher Education in India. The Higher Educational Institutions (HEI) in India are in an expansion mode and are faced with tremendous challenges regarding the management of capable faculty members. But this concept has been widely accepted in developed countries like Germany and the USA. The paper highlights some innovative practices implemented in evidence. The universities in these countries seem to have a strategy, a structured approach and policies supported by effective execution in contrast to Indian Universities. The objective of this paper is to understand our current position related to Talent Management Practices and reveal best practices in HEI of Germany and USA.*

Keywords: *Talent Management Practices, Talent Management, Higher Education, University.*

I. Talent Management Practices In Higher Educational Institutions: German And Usa Perspective

Talent management is the most talked about concept in the corporate world. It is the topmost concern of all the CEOs as well as the heads of even the smallest enterprises. Talent Management Practices(TMP) is an emerging area of research in Higher Education in India. The Higher Educational Institutions (HEI) in India are in an expansion mode and are faced with tremendous challenges regarding the management of capable faculty members. But this concept has been widely accepted in developed countries like Germany and the USA. Some innovative practices implemented in evident in the universities of these countries seem to have a strategy, a structured approach and policies supported by effective execution in contrast to Indian Universities.

Talent and Educational Management: German University perspective

There are a total of 376 higher educational Institutions of which 102 are universities (Universitat), 170 universities of applied sciences (Fachhochschule) and 69 private colleges (Private Hochschule). There are 53 state recognised colleges of art, music, film(Kunst/Musik/Film Hochschule). A total of 23000 professors pass on their knowledge to students (Dec2007).

The literature with reference to the University of Cologne (UoC) and Cologne University of Applied Sciences (CUAS) help explore the German Perspective of this research study. TMP is an emerging area in the Indian Higher Education though it is the topmost agenda and concern in the corporate world. The practices are unstructured and not evolved towards the faculty concerned. TMP in European Universities, especially in Germany are established over decades and well supported by the Government policies and University strategies. There is a lot of awareness of its significance and need for its implementation as a main driver for anchoring innovations and establishing German country as a knowledge based society. To highlight a few best practices , the HRS4R and the Excellence Initiative are the practices to attract early stage researchers in University of Cologne and CUAS.

It is well accepted that the knowledge triangle constituting higher education, research and innovation are the key drivers to Europe's economic growth and employment. These form the foundation to the various policies under Horizon 2020-EU (to name a few initiatives : Innovation , Youth on the move, 'Integrated Industrial Policy for the Globalisation Era', 'Digital Agenda for Europe' and on a 'Resource-Efficient Europe').

The Europe-2020 agenda also addresses concerns of Talent Management & Educational management : The agenda directs the stakeholders of world-class research, education institutions and innovators across the whole of Europe. This will foster cooperation with partners outside Europe. The agenda also encourages the higher education institutions to develop interdisciplinary research.

Excellence Initiative:

In order to attract the best talent in academia, University of Cologne(UoC) has devised several strategies. UoC receives funding from The German Federal Government for top level University research under the German Research Councils Institutional Strategy. It is a driving force for interdisciplinary research and to

strengthen the international researcher mobility. The International Faculty Program is a major landmark of the Internationalization Strategy for each key profile areas(KPA) formulated by UoC . It aims at attracting outstanding international (senior) researchers . The program was started in 2013. It was steered by the Vice-Rector for International Affairs and is evaluated after two years.

Also, scientists, inventors and startup researchers are given full support related to their ideas regarding intellectual property rights, EU programs and advice on legal aspects. The incubator facilities are also provided for selected projects.

Women Researchers are given prime importance underlined by the Equal Opportunities strategy. Certain special privileges are offered to them are:

1. Providing opportunities for scholarships in the selected area
2. Enabling the families to join during the research stay in Germany
3. Sole criteria of selection is of academic merit and excellence in the given field
4. UoC encourages to internationalise their research teams by becoming a host and including junior researchers from abroad.
5. UoC has developed a family friendly sponsorship portfolio under long period. Martial partners and children under 18 are eligible for allowances
6. Fellowship can be interrupted or extended during child bearing breaks.

Strategies, Actions implemented at UoC are in alignment with the Government's initiatives(2008). There are deliberations at the national level to project Germany as the destination for best researchers . hence to strengthen Germany's position in the knowledge society, there is focus on international exchange and funding programs. Strategy for Internationalization of Science and Research, the Excellence Initiative, and the Research and Academic Relations Initiative, the Federal Government of Germany has enhanced the attractiveness and international competitiveness of the German higher education and research system.

Recommendations under these initiatives are: to offer financially attractive stipends, to offer joint appointments across countries, to facilitate international exchange and academic cooperation, internationalize social security benefits to mobile researchers.

Under the National strategy for science & research, the recommendations are: to create more jobs for researchers and scientist, to have competitive remuneration, to promote funding of individual than institutional, to provide career planning for junior researchers between their doctorate and professorship.

UoC abides by the Institutional level strategy to attract the best talent. The efforts are to build up a climate allowing for excellent researchers to concentrate on their research, to professionalize recruitment and appointment procedures-open ,quick& transparent, with independent expert external reviewer, to have flexible staff appointments, to offer career support to academic managers, to foster intercultural integration, to assistance to researcher family.

II. HRS4R Initiative:

Human Resource Strategy for Researchers.

Cologne University of Applied Sciences(CUAS) is considered to be a research-intensive University actively engaging in a variety of research activities. The university has a specific strategy for attracting, developing and retaining researchers and to foster a strong research culture.

HR Excellence in Research is awarded to CUAS in 2014 for participating in HRS4R this initiative focused on

1. Development of strong research cultures
2. To create better working conditions for researchers
3. To promote academic careers

The development and the promotion of Human resource in any University ie of early-stage researchers and also experienced researchers is a vital component of CUAS' Development Strategy. It is implemented through an action plan known as the Charter and Code of Conduct (based on the European Charter for researchers and the Code of Conduct for recruitment of Researchers) .CUAS has established a new Human Resources Development Team in order to carry out human resources measures in a very structured and sustainable manner. CUAS aims to create a stimulating working environment for researchers through specific human resources and human resources development strategies, with the purpose of promoting their academic careers and research activities at all career stages.

In January 2013, a new Human Resources Development Team was formulated which comprised of a total of seven new positions. There were several time bound actions taken:

1. HRS4R is has been embedded in the general institutional strategy and in the framework for Integrated HRD at CUAS
2. It has been granted a priority status by the University's Executive board and has all resources available

3. Establishment of the project group with defined roles and responsibilities.
4. There are 40 principles of Charter and Code. Some of them are already a part of CUAS strategies or are scheduled to be implemented in future.

Based on this the areas of action are:

1. Ethical and Professional Aspects as well as good Practices in research
 2. Dissemination and exploitation of results
 3. Appreciation of research activities
 4. Recruitment
 5. Working conditions and social security
 6. Equal opportunities
 7. Career development & Advice and mobility
 8. Training of early stage researchers and experienced researchers
5. CUAS is focused on 2 main areas: training of early stage researchers and creation of research conducive working conditions and social security.

The popular Practices are:

- a) Transparent application process under the selection committee. There is a fair selection in accordance with the equal opportunities law and keeping the gender diversity issues.
- b) Selection based a sample lecture, presentation , structured interview & evaluation based on fundamental competencies with a minimum 3 year professional experience.
- c) Induction for 2.5 days and training on relevant fields per year and also on workplace safety. I year coaching program is offered for newly appointed professors to impart knowledge and convey skills in T&L. Based on the professor's needs , CUAS offers higher educational opportunities.
- d) For training of early stage researchers: seminars on interdisciplinary areas, language courses, free transferable skill courses, personality development, communication, teaching assignment during their tenure as research assistant.
- e) It offers health promotion programme, a family friendly university(flexi working hours and work place, family support services, child care services, flexible ways of studying,)
- f) Professors are required to be at the university 4 days a week. The university warrants stable and permanent employment. W-remuneration offered to Professors along with additional benefits
- g) Individual and project research funds are made available.

The study of the UoC and CUAS has helped understand the various features of Talent Management Practices . It timely implementations of the TMP which are aligned with the national goal and are well supported by the national funding has facilitated a robust Talent Management System at these universities. The implications are multi-fold and has helped the institutions to rise up to the current academic ranking.

There are several researchers working on the aspects of TM in reference to German Higher education.

The talent management related to students in Universities , a comparative in 3 countries China, India & Germany gauges the expectations of students related to work conditions & job assignment (Walk, M.Handy, F.,2013). Students are selected as the respondents as they as the major talent pool from which the companies select their future employees. Their cultural, economic and national diversity are considered influential factors.

The Bologna agreement(1999) dealt with education and teaching in universities and changes to improve organization and management (Elena,S. Pook,K.2012). The Bologna process involved crucial structural changes related to degree programmes with two main cycles (Bachelors/Masters), establish a system of credits, promote student and faculty mobility by overcoming legal and administrative obstacles, promote European co-operation in quality assurance, and promote a European dimension in higher education. The Bologna+ involves doctoral programs as well. The output of this reform with respect to IC-Intellectual capital (with 3 pillars human, structural and relational capital) and whether it has aided in teaching is significant. The most IC indicators used by the universities primarily focus on research capabilities and third mission with respect to teaching.

Today majority of the European Universities have a 3 fold role; teaching(transmission of knowledge), research(creation of knowledge), mission (address social welfare needs and public/private economic activities with industry-interface).

The individual and organizational factors affect appointing preferences of full professors in Germany, Austria , Switzerland (Fiedler, M.,Welpel.,2008). Most of the German universities80% are state financed . The remaining are predominantly financed by tuition fees, contributions, and donations from other private financiers.

The database for such a study was selected from Association of University Professors VHB. A total of 884 university professors were studied: 80% German, 13% Austria, 7% Switzerland. The professors were found to be appointed based on high quality monographs and the possession of *venia legendi*, value prestigious journal publications, international experience in applicants. Other factors are publication in prestigious journals, publication of high-quality monographs, influential publications, high-quality conference contributions, taking personal research, didactical skills and devoted teaching efforts, acquiring the *venia legendi*, social and interpersonal competence, international experience, networking in the department to which one is applying, previous association with a well-reputed department and advisor, creativity and innovativeness, professional suitability, skill in raising research funds from a third-party, practical experience, and the willingness to take ownership towards academic self-management.

Prior to the reforms, the prerequisite for Professor Acquisition was primarily to obtain the *venia legendi* by means of writing a "Habilitationsschrift" (Backes-Gellner and Schlinghof (2004) and Müller-Camen and Salzgeber (2005)). According to the university reforms introduced by the Federal Ministry for Education and Research (BMBF), the *venia legendi* was abolished and replaced with junior professorships. This promoted greater independence for junior faculty as well as international exchange. Additional reforms resulted in an increased intake of young professors and female professors.

Differences in appointment are seen depending on the university type whether it is a public or a private and ranked in CHE reputation ranking. Attitude to change has a crucial effect on the preferences of appointment. Management professors at privately financed universities value an applicant's didactic skills and substantial practical experience to a greater degree. The duration of years the professor is employed, also has a positive effect on the preference for applicants with good didactic skills as well as practical experience. Professors who support organizational reforms generally found to be preferring applicants with international exposure and high prestigious journal publication. The academic institutions and universities results are based on the faculty's output in research, teaching and professional development. German universities are undergoing change due to reforms by the German Ministry of Education and Research (BMBF and Bologna Treaty).

Ranking of the top most important appointment preferences are

1. prestigious journal ranking
2. Social competency
3. Person subject fit
4. Creative and innovative
5. Presentation and appointment invitation
6. *Venia legendi*
7. Didactics
8. International experience

The HRM in three different economies, represented by the three countries, USA, Germany, Japan are considered the prototypes of the economic systems (Pudelko, M., 2006). USA represents the free market economy, Germany is the social market economy of continental Europe and the Japan as the government-guided market economy of East Asia. USA, Japan and Germany was compared in HRM systems in their socio-economic context. The empirical result shows that Germany shows a middle influence on the bipolar systems of USA and Japan. It shows a considerable impact of socio-cultural factors on HR systems of these countries.

III. Talent and Educational Management: USA University perspective

There is a tremendous awareness in USA about the Talent Management Practices. Some of the research is focused on identifying certain successful practices that will lead to talent management (TM) within the higher education setting.

Universities of Minnesota, Pennsylvania, Emory, South Carolina, Northwest Missouri and Daytona state college offer developmental programs for administrative and teaching professionals. Some concentrate on the critical positions and have three year plan for succession planning. A TM team or an advisory group is formed which guides in formulating developmental opportunities policies, what are the potential leaders who can assume greater responsibilities etc (Riccio, S. 2010). Such studies are very helpful in formulating the retention policies for high performing faculty members. Considering the economic state, educational demands and legal bindings of the regulatory bodies, certain aspects of such universities can be customised to Indian System.

TM is a differentiator and harnessing power of individual contributors (Evans A., Chun, E. 2012). TM suggests four focal areas for faculty viz. recruitment & hiring, affirmative action and diversity, total rewards culture and employee engagement. University of Delaware and KenState, University of Florida have evolved rewards or compensation statements which they publicly declare. People friendly health and wellness strategies

are conducted at University of Pittsburghs , University of NewYork and University of California . Privileges like tuition reimbursement and sabbaticals are offered at Ohio State University. These examples are location specific are depending on the needs and aspirations of the faculty therein.

The University of Pennsylvania's president, Amy Gutmann does support all the strategies of TM and inspires everyone to raise the University status from Excellence to Eminence (Beverly,2008).Penn offers various opportunities for its employees to progress in their career path through mentoring , career coaching, leadership programs and cohort based program for emerging leaders and administrative professionals, skill enhancement trainings to managers . Penn has decentralized structure which provides significant opportunities for career growth for the employees. The University staff members take proactive role in their own development.

Leadership@Penn was developed under consultant's advice . This involved nominating high potentials from various areas of academics and administration by deans and vice presidents across the university . The goal of this program is to inculcate leadership and management competencies, guide them to resolve real time issues, explore new strategic , systemic and technical topics related to Penn.

Management science in Universities and its importance is definitely realised by universities abroad(Berkner, L.,2015). A unique program was developed in 1961, Graduate Research Centre of the southwest was established to attract the most brilliant distinguished faculty for research. Now the current strength is 100. In 1965, TAGER-The Association of Graduate Education and Research was founded. It is a single corporation to combine graduate faculties of the private Institutions. Four private colleges in the area of Austin, Bishops, Texas Wesleyan and University of Dallas are associated with TAGER accessing the Common catalogue of Talent Pool.

Indian Higher educational System is in an unprecedented expansion mode . Currently it stands at 642 Universities, 34908 Colleges and 11,356 stand alone colleges. It records GER at 20.4 and average enrolment per college as 707(AISHE,2011-12 report). The government has an increased impetus on creating more centres for educational excellence . Therefore, it is imperative to focus on the teaching human capital requirement which will suffice the current and future requirements at all the Higher Educational Institutions.

Between developed and developing nations there are similar Higher Educational challenges viz. high demand for quality lecturers, their effectiveness, opportunity for sustainable research with adequate training, metrics of performance, motivation to generate ideas, creating engaged teaching staff etc. Although , India is in a nascent stage in implementing the Talent Management System in Universities and Institutions of Higher Education; we can look forward to a few success models in the form of Germany and USA. The TMP can be well adapted to our Indian Educational System and the best practices can be a feasible solution to existing shortage of talented faculty.

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