

Talent identification, management and development: Basis for talent acquisition framework in universities and colleges

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Abstract

Effective talent acquisition is essential for building a strong and successful organization. By hiring the right people, business can improve productivity and performance, reduce turnover, drive innovation and achieve business goals. Talent Identification, Management and Development all play an important role in talent acquisition. The purpose of this study is to determine the relationship of talent identification, talent management and talent development as basis for developing talent acquisition framework for colleges and universities in Shandong province. A descriptive approach was used in this study to systematically define the conditions, and assess the variables that were examined. The participants in this study were a carefully selected cohort of 385 academic staff from various universities and colleges in Shandong Province. Data were meticulously gathered through a structured questionnaire and subsequently subjected to a rigorous analysis using SPSS software. The results of the analysis elucidated that the vast majority of respondents exhibited a profound endorsement of the method of talent identification based on scholastic aptitude, soft skills and innovation capacity. The colleges and universities are exhibiting best practices in talent management in terms of attraction, retention and performance management as strongly agreed by the respondents. The respondents strongly agreed on the strategies used by the colleges and universities on talent development in terms of training and learning, career planning and performance safeguarding. There were significant relationships that exist between soft skills and performance management, innovation capacity and performance management, academic ability and performance safeguarding, innovation capacity and training and learning and innovation capacity and performance safeguarding. Talent acquisition framework for colleges and universities was developed.

Keywords: talent acquisition, talent identification, talent development, talent management, employee retention

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1. Introduction

Effective talent acquisition is essential for building a strong and successful organization. By hiring the right people, business can improve productivity and performance, reduce turnover, drive innovation and achieve business goals. It is widely believed that an organization's functional day-to-day operations are run by its human capital. In order to develop an organization that has the potential to capitalize on its strategies set to achieve its specified goals and objectives, it is crucial to include in the first steps the formation of a set of individuals who possess their own specific skills and expertise. For this particular reason, organizations do not just recruit talents to fill vacancies but continuously develop schemes and practices that involve strategically identifying and attracting prospects with the most opportune qualifications for the needed role. These talent acquisition practices encompass not only identifying specific qualifications and converting candidates into staff and employees, but also the long-term human resources planning such as nurturing talents for their professional development and team success. These practices are paramount in ensuring that the skilled individuals acquired, managed, and developed will bring about nutrients for institutional growth.

In the context of higher education institutions, specifically universities and colleges, talent is a key differential which makes acquisition practices play a crucial role in ensuring identifying, recruiting, managing, and developing skilled individuals in order to gain leverage in the competitive landscape of academia. These strategies foster the ability of competent faculty and staff members to succeed within the academic community in addition to drawing them in. Higher education institutions are the place where the synthesis and refining of knowledge as well as its propagation to learners occur. The talent acquisition practices among these organizations are widely set apart to themselves depending on the cultural, organizational, and educational schemes bequeathed by their top management that has an impact on their own facilitation identifying, managing, and developing talent. Comprehension of these locally tailored procedures is integral for maximizing recruitment endeavors, retaining elite personnel, and cultivating a setting that supports ongoing career advancement.

Related empirical literature within universities and colleges has explored the efficacy of acquisition strategies in bringing in talent dynamics, how performance management systems can improve employee morale, and the bearing of professional development initiatives on career advancement. Furthermore, research has examined how individual objectives coincide with institutional goals, highlighting the significance of strategic talent planning and succession management. According to Jose et al. (2019), talent acquisition is a long-term strategic endeavor that involves finding eligible individuals and forming productive relationships with them, delivering convenience by enticing them to contribute their distinctive abilities to the organization. Viswanathan et al. (2022) further defines talent acquisition practices as an intricacy of carefully constructed and structured plans that the HR department must undertake to hire the finest individuals.

Meanwhile, as per Chethana et al. (2023), increasing competition calls forth the need for institutions to identify the competences of their current work forces and address difficulties with emerging leadership talent. It is another challenge to find and retain qualified workers, as well as maximizing their talents and minimizing their shortcomings. In the face of ample existing studies on talent acquisition practices, there is a recognizable lack of conclusive evidence and understanding as to which specific methods and schemes are most successful in spotting talented individuals in the context of universities and colleges. There have only been a select few of researches that scientifically identify varying types of practices of each high education institution, relative to their sizes, geographical locations, as well as the field they specialize in, against each other and there is therefore a low grasp of the role of specific contextual aspects that have significant impact on their talent acquisition practices. This gap hinders the surge of development of meticulous strategies that provide cutting edge solutions

to the emerging needs and challenges that the higher education institutions come across in the prospectively advancing academic landscape. Alongside this, there is also a notable absence of literature that looks into the practices of talent acquisition specifically in terms of talent identification, management, and development in universities and colleges.

The researcher sees the potential benefits of this study in further fortifying the efficacy and precision of talent acquisition practices within universities and colleges. Through the scientific method of identifying different strategies of talent acquisition including its underlying factors, the student researcher aspires to contribute evident discoveries about the areas of improvement that can be successfully utilized as basis for organizational policy making, and managerial decision. Enhancing talent acquisition practices along with the underlying factors will not only bolster individual institutions, but as a hub of knowledge production and dissemination, will also redound to the more complex goal of academic excellence progression and innovation within the higher education sector.

Objectives of the Study - The purpose of this study is to determine the relationship of talent identification, talent management and talent development as basis for developing talent acquisition framework. Specifically, this paper aimed to evaluate the criteria for talent identification in terms academic ability, soft skills and Innovation capacity, assess the talent management in terms of attraction, retention and performance management; assess the reliability and sustainability of talent development in terms of training and learning, career planning and, performance safeguarding and test the significant relationship between talent identification, talent management and talent development. It also proposed talent acquisition framework for universities and colleges.

2. Methods

Research Design - This study employs a systematic approach to provide a comprehensive descriptive analysis of talent identification, management, and development practices in higher education institutions. Descriptive research methodologies focus on meticulously documenting the characteristics, behaviors, and perspectives of the subjects under study, rather than predicting or establishing causal relationships between variables. To collect data, the researchers devised a questionnaire, which, after ensuring its reliability and validity, was disseminated and gathered through an online platform among participants in China.

Respondents of the Study - This study encompasses a meticulously selected cohort of 385 academic and non-academic personnel from higher education institutions in Shandong Province.

Instruments of the Study - The primary tool for data collection was a questionnaire designed to gauge the perceptions of workers in various machine manufacturing companies regarding the security and empathy of banking policies. Researchers conducted extensive investigations into the research variables and dimensions, utilizing this information to substantiate and support the claims within the questionnaire. This was extensively validated by field experts and the researchers' mentors. The first section of the questionnaire identified respondents' views on talent identification from the perspectives of academic capabilities, soft skills, and innovation abilities. The second section described talent management practices from the angles of attraction, retention, and performance management, with organizational culture addressed in terms of systems, technology, and relationships. The final section assessed the reliability and sustainability of talent development in terms of training and learning, career planning, and performance assurance. The study employed a Likert scale to evaluate bank clients' attitudes towards the considered subjects.

For validity, the researchers consulted with school advisers, and all opinions and suggestions from the advisers and expert panel were incorporated into the study to ensure the validity and reliability of the research content and output. For reliability, the questionnaire underwent Cronbach's Alpha reliability testing. This was conducted by collecting data from at least 20 respondents to determine whether the survey questions were excellent, good, or acceptable. The results of Cronbach's Alpha reliability were tabulated along with subsequent scores and interpretations.

Table 1*Reliability Test Results Summary Table*

Indicator	Cronbach Alpha	Remarks
academic ability	0.710	Acceptable
Soft skills	0.862	Good
Innovation capacity	0.712	Acceptable
Attraction	0.750	Acceptable
Retention	0.715	Acceptable
Performance management	0.705	Acceptable
Training and Learning	0.714	Acceptable
Career Planning	0.788	Acceptable
Performance Safeguarding	0.715	Acceptable

Data Gathering Procedure - The researchers refined the questionnaire based on feedback from consultants, using it as the instrument for data collection. After confirming that the questionnaire passed reliability testing, the researchers distributed electronic versions of the questionnaire to participants via online platforms in China. Prior to distributing the questionnaire, the research team had submitted formal requests to the management of relevant organizations to obtain permission for conducting the study. Furthermore, the researchers ensured that explicit consent was obtained from participants before they began completing the questionnaire. The collected data were meticulously organized, assessed, and analyzed to ensure the accuracy and validity of the research findings.

Ethical Considerations - This study strictly adheres to ethical guidelines, ensuring that all data is used solely for academic purposes, and that each step of the research process is dedicated to maintaining data confidentiality and research integrity. Throughout the research, conflicts of interest among researchers were properly managed to ensure objectivity and fairness. Prior to the commencement of the study, all necessary approvals were obtained, and participants were clearly informed about the purpose and significance of the research. To safeguard participants' privacy, written consent was obtained, and the questionnaire did not solicit any personal identifying information. We commit to ensuring that participants' responses remain anonymous and that they have the autonomy to choose whether or not to participate. The research design ensured the voluntarism and comfort of all participants, and all necessary precautions were taken to protect their safety and rights.

Data Analysis - To gauge the impact of organizational culture on employee innovative performance, this study conducted a comprehensive analysis across three dimensions: organizational, technological, and interpersonal. Additionally, the study explored the role of knowledge sharing across societal, managerial, and structural levels, and examined how these factors influence employee innovative performance through aspects such as work autonomy, innovative behavior, and professional knowledge acquisition. Data analysis employed weighted averages and ranking methodologies. Given that the Shapiro-Wilk test for normality indicated a p-value less than 0.05, suggesting that the data do not follow a normal distribution, Spearman's rho non-parametric correlation test was utilized to investigate significant relationships between variables. All data processing and analysis were conducted using SPSS 28 software. Furthermore, a four-point Likert scale was employed to assess the estimated means, ensuring the accuracy and consistency of the evaluation results. It is categorized as follows: 3.5–4 (Strongly Agree), 2.5–3.49 (Agree), 1.5–2.49 (Disagree), and 1.00–1.49 (Strongly Disagree).

3. Results and discussion

Table 2

Summary Table on Talent Identification

Key Result Areas	Composite Mean	VI	Rank
Academic Ability	3.77	Strongly Agree	2.5
Soft Skills	3.83	Strongly Agree	1
Innovation Capacity	3.77	Strongly Agree	2.5
Grand Composite Mean	3.79	Strongly Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 2 presents a summary of talent identification based on three key result areas: Academic Ability, Soft Skills, and Innovation Capacity. All three key result areas—Academic Ability, Soft Skills, and Innovation Capacity—received a Strongly Agree rating, indicating that respondents unanimously recognize the importance of these areas in identifying talent. The Grand Composite Mean of 3.79 further reinforces this strong agreement across all areas.

Soft Skills rank 1st with the highest Composite Mean of 3.83. This indicates that respondents consider soft skills—such as communication, teamwork, problem-solving, and emotional intelligence—as the most critical factor in talent identification. The strong emphasis on soft skills suggests that these are viewed as essential for success in both academic and professional settings, as they enable individuals to effectively collaborate, adapt, and lead. Academic Ability and Innovation Capacity are tied in rank, both with a Composite Mean of 3.77. This suggests that while these areas are also considered highly important, they are slightly less prioritized than soft skills. Academic Ability reflects the importance of a solid foundation in knowledge and intellectual skills, which are crucial for performing well in educational and professional environments. Innovation Capacity, on the other hand, highlights the value of creativity, adaptability, and a forward-thinking approach in contributing to continuous improvement and problem-solving. The equal ranking of Academic Ability and Innovation Capacity indicates that talent identification requires a balanced approach, recognizing the need for both strong intellectual capabilities and the ability to innovate. While soft skills are seen as slightly more important, the combination of academic strength and innovation is also critical for comprehensive talent development.

Effective talent identification in educational institutions relies on several key strategies. Developing a strong employer brand is crucial, which involves showcasing the institution's values, mission, and culture while offering attractive perks like professional development opportunities and flexible schedules. Leveraging social media has become an effective tool for reaching potential candidates, highlighting the institution's culture, and promoting job openings. Building strong relationships with other colleges and universities through activities like career fairs and internships helps create a robust talent pipeline. Moreover, offering competitive salaries and benefits packages, including additional perks such as wellness programs and tuition reimbursement, is essential for attracting and retaining top talent. Creating a positive candidate experience throughout the application and interview process is vital, emphasizing clear communication and showcasing the institution's values. This aspect is particularly important as poor experiences during the recruiting process can negatively impact an employer's ability to hire talent, with 27 percent of candidates who have a bad experience actively discouraging others from applying (Clutch, 2024).

Table 3*Summary Table on Talent Management*

Key Result Areas	Composite Mean	VI	Rank
Attraction	3.77	Strongly Agree	2.5
Retention	3.77	Strongly Agree	2.5
Performance Management	3.78	Strongly Agree	1
Grand Composite Mean	3.77	Strongly Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3 presents a summary of the key result areas in Talent Management, evaluating each area based on its Composite Mean (CM) and Verbal Interpretation (VI). The Grand Composite Mean of 3.77 with a Verbal Interpretation of Strongly Agree indicates a strong consensus that all key result areas in talent management are perceived as effective. This score reflects a general agreement on the importance and effectiveness of the strategies within the areas of Attraction, Retention, and Performance Management.

Performance Management is ranked 1st with a Composite Mean of 3.78. This suggests that performance management practices are considered the most crucial among the three key result areas. The high rating reflects the importance placed on effectively managing and enhancing employee performance through strategies such as talent assessment, goal setting, feedback, and reward systems. Attraction and Retention are tied for 2nd place, each with a Composite Mean of 3.77. This indicates that both attracting and retaining talent are viewed as equally important in the context of talent management. Effective strategies for attracting talent, such as leveraging social media, job fairs, and referral programs, are recognized as crucial for bringing in high-quality candidates. Retention strategies, including offering growth opportunities, recognizing achievements, and providing a positive work environment, are also seen as vital for maintaining a committed and satisfied workforce.

The summary table highlights that performance management is viewed as the most critical area within talent management, reflecting its key role in optimizing employee performance and achieving organizational goals. Attraction and retention are equally important and are perceived as fundamental to maintaining a strong and effective workforce. The strong agreement across all areas underscores the overall effectiveness and importance of these talent management practices in supporting organizational success. The majority of research indicates that talent management strategies include locating, luring in, acquiring, developing, and retaining talent. Gallardo-Gallardo et al. (2019) and the other informants would concur with Shah et al. (2021) that talent management is the methodical process of locating, luring, developing, and keeping a competent workforce that can be strategically matched with the goals and competencies of the company.

Table 4*Summary Table on Talent Development*

Key Result Areas	Composite Mean	VI	Rank
Training and Learning	3.76	Strongly Agree	2.5
Career Planning	3.76	Strongly Agree	2.5
Performance Safeguarding	3.77	Strongly Agree	1
Grand Composite Mean	3.76	Strongly Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 4 provides a summary of the Talent Development key result areas based on their Composite Mean (CM), Verbal Interpretation (VI), and The Grand Composite Mean of 3.76 with a Verbal Interpretation of Strongly Agree indicates a high level of agreement with the effectiveness and importance of talent development practices overall. This score reflects a consensus on the value of training, career planning, and performance safeguarding in fostering talent development.

Performance safeguarding is ranked the highest among the talent development areas. This high score suggests a strong agreement on the importance of safeguarding measures such as fair compensation, support for research, and incentives for exceptional performance. These practices are crucial for ensuring that employees' performance is protected and rewarded appropriately, contributing to their overall development and job satisfaction. Career Planning is tied with Training and Learning in rank 2.5. Both areas share the same Composite Mean of 3.76 and a Verbal Interpretation of Strongly Agree. This indicates strong agreement on the significance of continuous training and learning opportunities as well as effective career planning support. Training and learning are essential for enhancing employees' skills and knowledge, while career planning helps in guiding their professional growth and advancement within the organization.

According to Nijs et al. (2024), the core objective of talent management lies in identifying and cultivating future leadership, with talent development activities serving as a crucial means to achieve this goal. Their research further elucidates the impact of career development stages on the experience of talent development, noting that early in one's career, individuals are more inclined to receive comprehensive development support, whereas, as their careers progress, performance evaluation gradually becomes the focal point. Thunnissen (2016) supports this perspective by highlighting that higher education institutions employ differentiated approaches in their talent development strategies. For academic personnel in the early stages of their careers, institutions are more inclined to provide inclusive development opportunities to foster comprehensive growth. Conversely, for senior academic staff, there is a greater emphasis on performance-oriented evaluation and management approaches.

As shown in table 5, the correlation between academic competence and various dimensions of talent management is generally weak. Specifically, the correlation coefficients (ρ values) between academic competence and attractiveness, retention, and performance management are -0.017, 0.010, and 0.041, respectively, none of which reach statistical significance ($p > 0.05$), indicating these relationships are not statistically significant. In contrast, the correlation coefficient between soft skills and performance management is 0.107. Although still relatively weak, the p-value is less than 0.05, indicating a certain level of statistical significance. This suggests that soft skills play a role in performance management, even though their impact on attractiveness and retention is minor. Brown et al. (2021) also noted that while soft skills affect performance management, this impact is relatively modest, highlighting that soft skills are just one of many factors influencing performance management.

Regarding innovation capability, the correlation coefficients with attractiveness and retention are 0.048 and -0.011, respectively, and do not show significance. However, the correlation coefficient with performance management is 0.118, with a p-value less than 0.05, indicating that innovation capability is statistically significant in performance management, albeit still weak. This means that while innovation capability has a positive effect on performance management, its impact on attracting and retaining talent is limited. Therefore, organizations addressing talent attraction and retention issues should consider a range of factors, including innovation capability. Johnson et al. (2022) report that the impact of innovation capacity on performance management is generally weak. This suggests that while innovation capacity does influence performance management, the strength of this influence is not substantial. The effect size, though positive, is not strong enough to be the sole driver of effective performance management practices. This finding implies that innovation, while beneficial, should be viewed as one of many factors affecting performance management. Organizations should not rely solely on innovation to enhance performance management but should consider it as part of a broader strategy that includes other management practices and tools.

Table 5*Relationship Between Talent Identification and Talent Management*

Variables	rho	p-value	Interpretation
Academic Ability			
Attraction	-0.017	0.740	Not Significant
Retention	0.010	0.838	Not Significant
Performance Management	0.041	0.423	Not Significant
Soft Skills			
Attraction	-0.032	0.533	Not Significant
Retention	-0.049	0.335	Not Significant
Performance Management	0.107*	0.036	Significant
Innovation Capacity			
Attraction	0.048	0.348	Not Significant
Retention	-0.011	0.833	Not Significant
Performance Management	0.118*	0.021	Significant

*. Correlation is significant at the 0.05 level

According to table 6, the rho-value of -0.135 indicates a very weak negative indirect relationship between academic ability and performance safeguarding, with the statistical significance suggesting that this weak association is unlikely to be random. While academic ability has a minor role in influencing performance safeguarding, the effect is limited and should be considered alongside other factors. The significant p-value highlights the need for further exploration into how academic ability interacts with performance safeguarding and the potential for other variables to mediate or moderate this relationship.

Table 6*Relationship Between Talent Identification and Talent Development*

Variables	rho	p-value	Interpretation
Academic Ability			
Training and Learning	0.075	0.143	Not Significant
Career Planning	0.045	0.380	Not Significant
Performance Safeguarding	-0.135**	0.008	Significant
Soft Skills			
Training and Learning	-0.054	0.291	Not Significant
Career Planning	-0.009	0.856	Not Significant
Performance Safeguarding	-0.062	0.226	Not Significant
Innovation Capacity			
Training and Learning	0.118*	0.021	Significant
Career Planning	0.018	0.719	Not Significant
Performance Safeguarding	-0.112*	0.028	Significant

** Correlation is significant at the 0.01 level/* Correlation is significant at the 0.05 level

Smith et al. (2020) explore the relationship between academic ability and various performance outcomes. They find that while academic ability can influence performance, the effect is often weak and indirect, aligning with the observation of a very weak relationship in the context of performance safeguarding. The weak direct relationship suggests that while innovation capacity does have some influence on training and learning practices, the effect is minimal. Innovation capacity may contribute to the development or enhancement of training and learning processes, but this contribution is not strong. Organizations or educational institutions may consider integrating innovative approaches into their training and learning programs, but should recognize that the direct impact of innovation capacity on these areas is modest. Other factors, such as program design, resources, and individual learning needs, are likely to play more significant roles. The statistical significance of this weak relationship highlights that the observed effect is genuine, even though it is not large. This suggests that innovation capacity does contribute to training and learning, albeit to a limited extent. Even though the impact is weak, the significant p-value indicates that incorporating innovative practices into training and learning processes could still be beneficial. Organizations might explore ways to enhance innovation within their training programs to potentially amplify the positive effects on learning outcomes.

Garcia et al. (2021) investigate how innovation influences training and development, finding that while the impact is positive, it is not strong, which aligns with the observed weak relationship. The weak indirect relationship implies that while innovation capacity may have some effect on performance safeguarding, the influence is very limited. Innovation capacity might affect performance safeguarding indirectly, but the effect is too small to have a significant practical impact. Organizations should be aware that while innovation capacity could play a role in performance safeguarding, the impact is minimal. Other factors might be more influential in shaping performance safeguarding practices. Therefore, efforts to improve performance safeguarding might benefit more from focusing on other variables or strategies rather than relying heavily on innovation capacity. The statistical significance of this weak relationship underscores that the observed effect is real, though not strong. This suggests that there is a measurable, though slight, impact of innovation capacity on performance safeguarding through indirect routes. Even though the effect size is small, the significant p-value suggests that innovation capacity does have some role in performance safeguarding. Organizations might consider exploring how innovation can be leveraged in conjunction with other factors to enhance performance safeguarding, despite the modest effect. Johnson et al. (2023) explore the indirect effects of innovation on performance metrics, revealing that innovation can influence various outcomes, but the effects are generally weak and vary depending on context. This finding is consistent with the observed very weak indirect relationship between innovation capacity and performance safeguarding, as indicated by the computed rho-value of -0.112. Their research underscores that while innovation may contribute to performance safeguarding, the impact is minor and subject to specific contextual factors.

The computed rho-value of 0.085 indicates a very weak direct relationship between attraction and training and learning. Also, the computed rho-value of 0.029 indicates a very weak direct relationship between attraction and career planning. While the computed rho-value of -0.046 indicates a very weak indirect relationship between attraction and performance safeguarding. It shows that there was no statistically significant relationship between attraction and the sub variables of talent development since the obtained p-values were greater than 0.01.

The computed rho-values ranging from 0.027 to 0.156 indicate a very weak direct relationship between retention and the sub variables of talent development. There was no statistically significant relationship between retention and the sub variables of talent development because the obtained p-values were greater than 0.01. The computed rho-value of 0.092 indicates a very weak direct relationship between performance management and training and learning. On the other hand, the computed rho-value of -0.005 indicates a very weak indirect relationship performance management and career planning while the computed rho-value of -0.079 indicates a very weak indirect relationship performance management and performance safeguarding. There was no statistically significant relationship between performance management and the sub variables of talent

development because the obtained p-values were greater than 0.01

Table 7*Relationship Between Talent Management and Talent Development*

Variables	rho	p-value	Interpretation
Attraction			
Training and Learning	0.085	0.095	Not Significant
Career Planning	0.029	0.568	Not Significant
Performance Safeguarding	-0.046	0.372	Not Significant
Retention			
Training and Learning	0.027	0.592	Not Significant
Career Planning	0.156**	0.002	Significant
Performance Safeguarding	0.062	0.229	Not Significant
Performance Management			
Training and Learning	0.092	0.071	Not Significant
Career Planning	-0.005	0.920	Not Significant
Performance Safeguarding	-0.079	0.121	Not Significant

***. Correlation is significant at the 0.01 level*

The rho-value of -0.005 indicates a very weak negative indirect relationship between performance management and career planning. This suggests that there is almost no meaningful association between these two variables when considering indirect effects. The negative sign implies a slight inverse relationship, but the effect is so weak that it is practically negligible. This means that performance management has little to no impact on career planning through indirect pathways. Meanwhile, the rho-value of -0.079 represents a very weak negative indirect relationship between performance management and performance safeguarding. This indicates a minimal inverse association between these variables, suggesting that any impact performance management might have on performance safeguarding through indirect means is extremely limited. The weak effect size shows that performance management does not significantly influence performance safeguarding in an indirect manner.

Both relationships show very weak negative indirect associations, with rho-values close to zero, indicating that any impact performance management might have on career planning and performance safeguarding through indirect pathways is minimal. The negative values suggest a slight inverse relationship, but the practical significance is very limited. Smith et al. (2022) identify that performance management practices have a minimal indirect effect on career planning. They attribute this weak relationship to several factors, such as the specific nature of performance management systems and their focus on immediate performance outcomes rather than long-term career development. Performance management systems are often designed to evaluate and enhance current job performance, setting goals, providing feedback, and assessing achievements. These systems may not always integrate career development aspects directly, leading to weak indirect effects on how employees plan and advance their careers. The study highlights that performance management primarily aims to improve and assess current job performance, which might not directly align with or influence career planning. This focus can result in limited indirect benefits for career development, as the mechanisms of performance management are not always geared toward long-term career goals.

Proposed Framework

The Talent Acquisition Framework proposed by the researcher was based on the relationship among factors affecting talent acquisition such as talent identification, talent management and talent development. Talent Identification involves recognizing and attracting potential candidates who have the skills, experience, and cultural fit that align with the organization's needs. It often includes strategies like employer branding, sourcing channels, and candidate engagement. Once talent is identified, effective management practices come into play. This encompasses the recruitment process, including selection, hiring, and on-boarding. It also involves maintaining relationships with candidates and ensuring a positive candidate experience. After hiring, focusing on the growth and development of employees is crucial. This includes training programs, career development opportunities, and performance management to ensure that employees continue to grow and contribute to the organization. Integrating these factors helps organizations build a comprehensive approach to acquiring and nurturing talent, ultimately contributing to long-term success and sustainability.

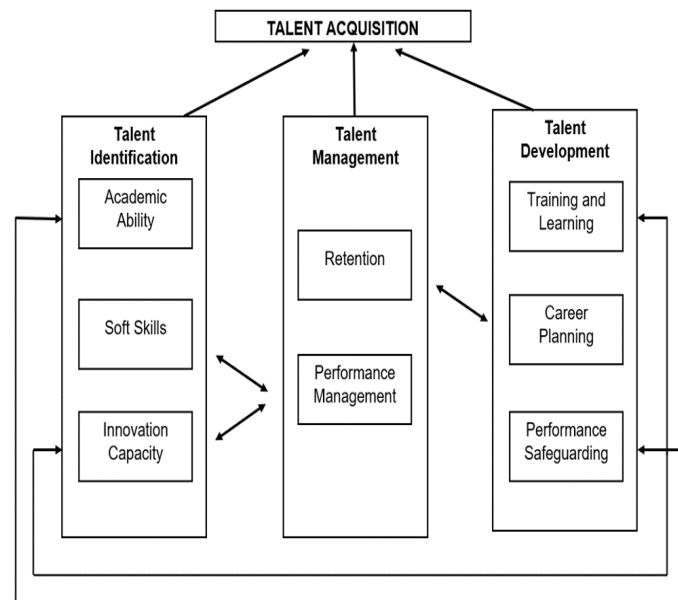


Figure 1. Talent Acquisition Framework

4. Conclusion and recommendations

Based on the results of the study, the following conclusions were drawn: The respondents strongly agreed on the basis of identifying talents in terms of academic ability, soft skills and innovation capacity. The colleges and universities are exhibiting best practices in talent management in terms of attraction, retention and performance management as strongly agreed by the respondents. The respondents strongly agreed on the strategies used by the colleges and universities on talent development in terms of training and learning, career planning and performance safeguarding. There were significant relationships that exist between soft skills and performance management, innovation capacity and performance management, academic ability and performance safeguarding, innovation capacity and training and learning and innovation capacity and performance safeguarding. Talent acquisition framework for colleges and universities was developed.

Human resource managers may consider utilizing HR tech tools like applicant tracking systems (ATS) and video interviewing platforms to automate tasks, streamline work-flows, and improve candidate experience. The

management may track the effectiveness of talent management and development programs through metrics like employee engagement, retention rates, skill acquisition, and performance improvement and use these data to make informed decisions and refine strategies. For enhanced talent acquisition, the college and universities in China may consider utilizing the proposed framework. Future researchers may use other dimensions of talent acquisition like business impact.

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