



TALENT MANAGEMENT: THE EASTERN SAMAR STATE UNIVERSITY (ESSU) GRADUATE SCHOOL EXPERIENCE

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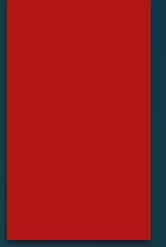
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Organizational Talent
Management is defined as special
adaptive steps taken by an
organization

TO PRESERVE ITS POOL OF
TOP TALENT


Creative recruitment




Development




retention of employees




It has become a considerably debated topic in the academic literature and have been a discourse and organizational practice focus (Boudreau and Ramstad, 2007; Collings and Mellahi, 2009; Groysberg, 2010; Lewis and Heckman, 2006; McDonnell, 2011).




Naik, 2012 posited that in today's society, it has become more and more critical to deal with TM.



However, despite the growing interest on TM, ambiguities on what talent management is and how organizations should deal with it or implement it are still evident.




For organizations to survive in a highly competitive world, talent management practices serve as a key factor not only in managing the supply and demand of talent to surmount organizational issues and problems but at the same survive for the coming years.



Hence, this investigation was prompted in order to provide insights on how the Eastern Samar State University-Graduate School, as the highest academic unit, will be able to propel the organization forward towards the realization of its goals and objectives.



The investigation primarily described the talent management experience of Eastern Samar State University- Graduate School through the eyes of its faculty members and students.



The study explored the experiences of the graduate school teachers and students on the talent management practices in terms of the following;

- (1) The shifts in the workforce demographics;
- (2) Recruitment, Retention, and Promotion;
- (3) Adaption to the 21st Century Workforce;
- (4) Talent Evaluation System.



Qualitative in nature

Phenomenological by design

Select graduate school faculty and
students

Interview schedule

Colaizzi's *Method of Inquiry*


RESULTS

MANAGEMENT OF AGING WORKFORCE

- “the sudden shift of age demographics”
- “nurturing of young and potential” faculty members
- “considers the projected retirement”
- “assessment of employees competency sets.”
- “development of succession plans.”

Recruitment, Retention, and Promotion practices

- “awards and recognition”
- “succession strategy”
- “ continues training for seasoned workers”
- “flexible work schedule”

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- “twist in the curricular map”
 - “Coaching and mentoring”

Adaptive Strategies to Address 21st Century Workforce.


- “bridge older and younger generations of employees.”

Evaluation or Appraisal system


- “proactive evaluation or appraisal system’

CONCLUSIONS:


1. Workforce demographics are well analyzed in the graduate school. Age shift and retirement of faculty members play major role in policy formulation. Competencies and staff needs are well considered as well as succession vision of the administration.



2. Awards and recognition system as well as flexible working schedule are considered successful determinants for both recruitment and retention in the unit. On students' point of view, the change in curricular landscape as well as the nurturing nature of coaching and mentoring has also indicated positive impacts to the management.



3. Training and seminars as related learning experience proved to be an effective strategy in bridging the gap between older and 21st century generation employees.



3. Provision of system for updated performance evaluation has boosted both teachers and students performance. This has led to greater productivity and output.

THANK YOU!!