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RESEARCH PAPER

Talent Management Efficiency in Succession Planning: A Proposed Model for HEIs of Pakistan

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ABSTRACT

The core objectives of the study are to determine the impact of employee ability on succession planning, the impact of employee motivation on succession planning, and the impact of training and development on succession planning. Researchers have defined talent management in various ways, including as a process, a competitive advantage, and a means to contribute to overall organizational effectiveness. Assessing employee abilities, employee motivation, and training and development plays a crucial role in succession planning, as it aims to identify and develop potential future leaders within an organization. This research adopted the mixed approach. The qualitative approach is used to analyze the descriptive data while quantitative approach is used to quantify the statistical data. This research adopted the thematic as well as the HEI model to analyse the data secondary sources of data for this research. The findings show an impact of talent management on succession planning. Study shows that talent management is in succession planning. The institution of Higher Education Commission (HEC) should fill this gap.

| **Keywords:** | HEIs Model, Pakistan, Succession Planning, Talent Management, |

Introduction

It would not be incorrect to restate this as, "a key to management issues," given that talent management has evolved over the past ten or so years into a critical management concern. Numerous studies revealed that, over the past 15 years, corporate executives have ranked the availability of competent workers as their top managerial priority in the area of human resource management. Scholars such as Paauew (2007) and Farndale et al. (2010) have concentrated on the necessity of talent management in order to give organizations a competitive edge that ultimately leads to organizational performance.

Creating a broad concept for talent management is challenging. Diversification results in a number of interconnected talent management principles. Talent strategy, succession management, and human resource planning are phrases that are frequently used interchangeably with talent management. The necessity for and amount of research in the subject of talent management has increased significantly throughout the past ten or so years. Scholars have endeavored to investigate various aspects and interpretations of talent management.

Scholars have written a significant quantity of literature on talent management since 2001. Despite the abundance of scholarly literature, Lewis and Heckman (2006) came to the conclusion that talent management is still in its infancy and required a conceptual framework grounded in empirical research, as well as a clear and consistent definition and scope. Support for this can be found in the statement that "there is considerable debate

regarding both the conceptual boundaries of this emerging field and the understanding of TM" (Collings and Mellahi 2009).

The specific outcome demonstrates the progress that talent management has made in terms of research and recruitment. Talent management has even been the subject of special editions in prestigious human resource publications, which only serves to highlight how important this topic is.

It is difficult to define "talent management" in a single definition, as the research demonstrates. Nevertheless, the researchers have defined talent management in terms of "process," "competitive advantage," "development," "employee," "strategy," "motivation," "HR," "quality," and other important terms. According to Kaur (2013), "The process of attracting, selecting, training, developing, and promoting employees throughout the institution is referred to as talent management." These techniques' main goal is to find and nurture talent so that employees have the resources, assistance, and tools they need to complete the work in an orderly manner (Kaur, 2013). Talent management, according to Davies and Davies (2010), is the methodical recruitment, identification, development, engagement, retention, and deployment of people with high potential who possess certain values for an organization.

The "effect" and its consequence have an impact on the definition of talent management. Some academics claim that the only goals of talent management are to draw in, nurture, inspire, and keep talent. For example, McCauley and Wakefield (2006) write that "the main goals of talent management are to narrow the demand-supply gap and to fulfil the needs of human capital." Cappelli (2008), on the other hand, challenges this, contending that "talent management has not an end in itself." It has nothing to do with training staff, making succession plans, aiming for a certain percentage of turnover, or accomplishing any other tactical goal. Its purpose is to assist the organization's overarching goal, which in the business world is essentially to turn a profit.

A lot of other studies, such Moczydlowska (2012), Collings and Mellahi (2009), and Frank and Taylor (2004), also emphasize "contributing to the overall organizational purpose and effectiveness." A small group of other distinguished academics, including Stahl et al. (2007), Heckman and Ashton (2006), and Ashton and Morton (2005), agree that "talent management intends to increase in the competitive advantage of an organization."

Literature Review

Employee Ability

According to Purcell et al. (2003), the AMO Model defines ability as the "potential to perform," or the capacity to carry out the assigned duties. The ability to execute is a prerequisite that must be met. The HRM-related competencies required to successfully execute HRM practices at work are referred to as abilities. The HRM literature offers numerous examples of employees' inadequate HRM skills and the negative consequences that result. "Allocating HR responsibilities to the employee who do not know about relevant legislation, pay very little attention to manage trade union relationships to resolve problems in unnecessary expensive ways" is risky, according to a research by Brewster and Larsen (2008).

According to Farndale et al. (2010) and Whittaker et al. (1998), employees lack the necessary skills and competencies in HRM practices. They also stated that a lack of training will definitely impair employees' effectiveness, which will lower the organization's overall effectiveness. Ability is a prerequisite for carrying out HRM duties in an efficient manner. Effective implementation of HRM practices is impossible without the requisite knowledge and abilities.

According to Groysberg et al. (2006), "an individual's ability to build and sustain relationships and networks" is the other component of ability in talent management. Day (2000) asserts that leaders are those who possess the critical aptitude to identify latent talent within their followers and the "talent pool" within the organisation. "Employees must have enough required competencies, skills, experience and knowledge to all the necessary work for the benefit of the organisation," according to Appelbaum et al. (2000)'s conclusion.

Employee Motivation

Any organisation needs motivated personnel to function, and one of the most important factors in determining both an individual's and an organization's effectiveness is work motivation. All sectors, including public, private, non-profit, and service, can benefit from motivation, which ultimately leads to organisational performance. "A set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration" is how Pinder (1998) describes motivation. Simply said, an employee's motivation can be defined as their willingness and desire to carry out HRM tasks. Although employees are eager to take on HRM tasks, many of them feel forced into it, which makes them hesitant to participate (Perry & Wise, 1990).

Individual incentives (Perry & Wise, 1990; Crewson, 1997) or institutionalised incentives (Crewson, 1997; Whittaker et al., 1998) can both be used to boost motivation. Employees are uninterested in the policies when it comes to personal incentives (Brewster & Larsen, 2000), and they don't think they should devote a lot of time to HRM work (Pinder, 1998). Nonetheless, the HRM function is typically excluded from employees' performance goals when it comes to institutional incentives. They are judged solely on meeting sales or profit targets; personnel management is not taken into consideration (Crewson, 1997).

Extrinsic (or external) and intrinsic (or internal) motivation are the two categories into which the literature has separated motivation. Employees are extrinsically motivated if they may indirectly satisfy their demands, particularly through monetary reward, according to Calder and Staw (1975). Cash is a "goal which provides satisfaction independent of the actual activity itself" ." In organisations, extrinsically motivated coordination is attained through associating workers' financial incentives with the company's objectives. When a talent is driven to carry out an activity in order to obtain a reward or stay out of trouble, this is known as extrinsic motivation. (Motive from instinct)

On the other hand, the intrinsic motivation entails doing in a way that fulfils and rewards oneself. Instead of being driven by the need for an outside reward, the exceptional individual is motivated for their own sake. When one engages in an activity to satisfy their current needs, motivation is intrinsic. "It seems to be self-sustaining and is valued for its own sake," according to intrinsic motivation. Deci (1975), page 105. Deci (1975) goes on to say that "intrinsic motivation can be directed to the flow of the activity." Burton (2013) uses self-defined goals, like climbing a mountain, as an example of intrinsic drive. (Motive from instinct)

Training and Development

It is indisputable that training and development are crucial to talent management. Researchers' basic conceptions of talent management highlight the need of development and training. "Choose any area in which you want to increase your talent, train and develop yourself for 10 years, and 'presto', you're a talent!" is what Stiskoorn (2008) provides, taking it a step further. Still up for contention, though, is whether "talent" is innate or can be "produced." Although talent exists, it must be developed and sustained with hard effort, training, and development.

It is possible to cultivate the essential skills for carrying out HRM procedures through training development. A number of writers have demonstrated the necessity of ongoing and organised training in human resource management techniques, such as Coetzer et al. (2012). It is acknowledged, therefore, that there are insufficient or inadequate training programmers available for particular HRM concerns (Sparrow et al., 1994).

One way to think about training and development is as an investment in the human resources of the organisation. Businesses that provide talent with training and employee development are clearly seeing gains in their operations (Waterman et al., 1994). However, because "talent" may choose to quit the company, generalised skills training and development also raises organisational risk. If the employee does not reciprocate, managers may find themselves spending a significant amount of money on additional training. Consequently, managers who have a high degree of employee trust are more ready to spend money on staff training than managers who have a low level of trust.

The talent acquisition campaign has shown to be very resilient to the present economic recession. Even if the crisis is still going strong, there are still not enough skilled managers and workers. The need for skill is increasing and is essential to success. To achieve a competitive edge, talent identification, development, and training are crucial. It is crucial to comprehend five fundamental ideas in order to cultivate and train potential. Creating a talent policy that is crystal clear and a talent definition that is specifically tailored. Organisational performance depends on defining "talent" clearly (Lawler, 2008).

Developing a talent development process comes after seeing training and talent development as an integrated process (Bryan and Joyce, 2007). Resolving the issue of what should talent development lead to by meeting the organization's needs in terms of talent management and pertinent training and development. April and Blass (2008), providing guidance from authentic role models. Where are the role models, and who are they? Finding the leaders to improve the talent's "know-how" in organisations and business acumen Jones (2008). Leverage the talent pool's power and comprehend the potential and abilities it has to offer to support organisational development (Shirky, 2010)

Succession planning

Not just multinational conglomerates can gain from succession planning; all businesses, regardless of size, can reap the rewards of this procedure. The three fundamentals of succession planning, according to Orellano & Miller (1997), are:

- Recognising important management roles within the organisation,

- Predicting impending openings in important positions,

- Finding workers who would be a good fit for open positions.

For workforce succession planning to be successful, adjustments such as the removal of outdated processes and procedures are required. According to Morfeld (2005), the approach is a multi-step, methodical process that includes achieving a systematic planning of the current human resource, anticipating the future work environment, identifying the competencies required to grow the business, seize future opportunities, and succeed, and, at the end, developing those strategies for developing that future labour force. The importance of the position and hierarchy of the human resource functions inside the company is highlighted by Huxtable & Cheddie (2001). Businesses maintain HRM, which is crucial and strategic and is capable of producing data and analyzing it to generate outcomes. In addition, depending on the size of the business, the makeup of the workforce, and financial constraints, it could be necessary to hire a succession planning expert to oversee the entire process from the outset.

Then, developing a succession plan for leadership positions becomes essential and a crucial differentiator. This can most likely be accomplished by creating talent pools, cultivating a talent mentality, recognising key roles, and separating exceptional performers from others based on their performance and potential. Conger and Fulmer (2003) state that in addition to the above mentioned strategies, another method of building a leadership pipeline is to create key roles and fill them through continuous learning by bouncing targets. According to Boudreau and Ramstad (2005), "talent segmentation" is just as crucial as "customer segmentation." Identification of the critical talent pools—where skill plays a critical role in planned success—is known as talent segmentation.

The majority of organisations lack an operational framework and procedure for executive succession planning, including that of the CEO. One reason for this could be because most organisations don't have enough time to find and develop the next generation of leaders, and there aren't any frank conversations regarding CEO performance. (Mohsen & Poonam, 2020)

Instead than focusing on selecting the greatest successors, which is merely laying the foundation for future success, organisations primarily design for succession planning to reduce risk. They don't focus on developing components for value creation for the organization's succession, simply on minimising risk and loss. (Mohsen & Poonam, 2020)
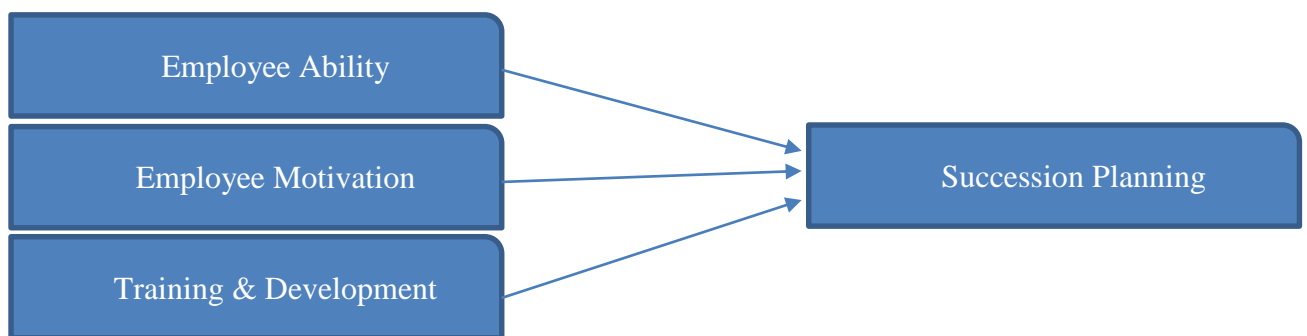
Research Model

Figure 1: The HEI Management Model

Hypotheses

1. Employee ability has positive and significant impact on succession planning.
2. Employee motivation has positive and significant impact on succession planning.
3. Training and development has positive and significant impact on succession planning.

Material and Methods

This research used positivism philosophy, deductive approach, systematic literature review strategy and used survey method for collecting the data and the data is collected from the employees of MUET SZAB khairpur campus through Likert scale questionnaire and questionnaire is take from the study of Nizamettin Bayyurt, Salman Rizvi (2015). Over all 93 respondents participated in the survey. The quantitiaive and quantitative methods are used in this study, due to the limited time this research used cross sectional time horizon this research is work on primary for analyzing the data will use SPSS software.

Target Population

The participants of this study are the employee of the Mehran Universirty of Engineering and Technology Shaheed Zulfiqar Ali Bhutto Campus Khairpur (MUET SZAB).

Sample Size

The sample size of this study is 93 participants. The participants are the employee of the Mehran Universirty of Engineering and Technology Shaheed Zulfiqar Ali Bhutto Campus Khairpur (MUET SZAB).

Sample Technique:

This study adopted the non-probablity method of samnpling. The snowball sampling method was used to quantify the statistical data. However, for descriptive data analysis, the systematic sampling technique was used.

Data Collection

This study is based on the analysis and interpretation of primary as well as secondary sources. The available data in books, articles, journal articles, magazines, and reports have been investigated and reviewed. However, a survey is conducted from the employees of Mehran Universirty of Engineering and Technology Shaheed Zulfiqar Ali Bhutto Campus Khairpur (MUET SZAB).

Data Analysis

For data analysis, a two-way approach is used; first, thematic analysis is used to analyze the descriptive data while SPSS application is used to quantify and analyze the statistical data.

Ethical Consideration

This study was conducted while preserving the ethical considerations. The employees of the Mehran Universirty of Engineering and Technology Shaheed Zulfiqar Ali Bhutto Campus Khairpur (MUET SZAB) were informed with an informed consent letter before the conduct of survey. The participants were also given the opportunity of anonymity and withdrawal option within a limited period of time.

Results and Discussion

Table 1
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	81	87.1	87.1	87.1
	Female	12	12.9	12.9	100.0
	Total	93	100.0	100.0	

In Table 1, analyze the data to get the answers to the following questions: It appears to represent gender distribution, with two categories: "Male" and "Female. Here are the key findings: This represents percentage distribution of male respondents out of the 93 that responded Yes percentage distribution of male respondents out of the total number of respondents is 87. Female Out of the total participants there were 12 female participants, they made up 12 percent

Table 2
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-30	17	18.3	18.3	18.3
	31-36	54	58.1	58.1	76.3
	37-41	22	23.7	23.7	100.0
	Total	93	100.0	100.0	

Using the results that were obtained from the above Table 2 (Age), the following data can be analyzed. This table provides information about the age distribution of respondents, categorized into three age groups: 26-30: This age group comprised 17 participants or approximately 18% of the total sample size. 31-36: The largest age group was 54 respondent, 58 % of the whole sample size. 37-41: Out of the respondents, 23% were 37 to 41 years old. As for the age distribution of the sample, young people at the age less than 30 make up 47%, people aged 30-40 are 31%, and the rest is 22% of other age groups. Cumulative percent represent all respondence 93 participants has been recorded.

Table 3
Education

		Frequency	Percent	Valid Percent	Cumulative Percent
	Graduate	10	10.8	10.8	10.8
	Master	46	49.5	49.5	60.2
Valid	Mphill	26	28.0	28.0	88.2
	PhD	11	11.8	11.8	100.0
	Total	93	100.0	100.0	

Based on data in Table 3, carry out the analysis by answering the following questions: This table provides information about the educational qualifications of the respondents, categorized into four levels: Graduate: Ten of the participant had graduated from college and thus only constituted 10%. Master: The biggest percentage share of respondents was realized among those with a master's degree, with 46 cases or 49%. 5% of the total sample. M. Phil: This gives a total of 26 that had an M.Phil as their highest education qualification, representing 28 percent. 11 have a Ph.D., contributing 11. 8% to the overall sample. This simple percentage shows that all the participants have been covered; hence the total sample size is 93.

Table4
Reliability Analysis

Cronbach's Alpha	N of Items
.883	19

Cronbach's Alpha: The value of 0 is quite noticeable on these graphs, as well as the way that it is formatted. Anticipated Enjoyment Scale has a coefficient alpha of 883 which shows that the items in the scale are well-rel abled. In general, reliability tends to increase with the Cronbach's Alpha values, with .9 or above often considered indicative of very good internal consistency. In this case, the coefficient has a relatively high value, therefore, your scale items actually are related! N of Items: In your scale, cumulatively there are items 19.

Table 5
Correlation Analysis

		EA	EM	TD	SP
	Pearson Correlation	1	.411**	.068	.329**
EA	Sig. (2-tailed)		.000	.520	.001
	N	93	93	93	93
	Pearson Correlation	.411**	1	.410**	.285**
EM	Sig. (2-tailed)	.000		.000	.006
	N	93	93	93	93
	Pearson Correlation	.068	.410**	1	.537**
TD	Sig. (2-tailed)	.520	.000		.000
	N	93	93	93	93
	Pearson Correlation	.329**	.285**	.537**	1
SP	Sig. (2-tailed)	.001	.006	.000	
	N	93	93	93	93

**. Correlation is significant at the 0.01 level (2-tailed).

SP (Succession Planning) Pearson Correlation with EA (Employee Ability) 0.329 significant at the 0.01 level. SP (Succession Planning) Pearson Correlation with EM (Employee Motivation) 0.285 significant at the 0.01 level. SP (Succession Planning) Pearson Correlation with TD (Training and Development) 0.537 significant at the 0.01 level.

Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615[a]	.378	.357	1.65991

a. Predictors: (Constant), TD, EA, EM

Interpret the model summary table provided. This table summarizes the results of a regression model. Here's how to understand each of the values: R-squared (also known as the coefficient of determination) represents the proportion of variance in the response variable that can be explained by the predictor variables. A value of 0.378 means that approximately 37.8% of the variance in the response variable is explained by the model.

Table 7
ANOVA[a]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	148.907	3	49.636	18.015	.000[b]
	Residual	245.222	89	2.755		
	Total	394.129	92			

a. Dependent Variable: SP
b. Predictors: (Constant), TD, EA, EM

Interpret the ANOVA table provided. The p-value (Sig.) is 0.000b (significant at the 0.01 level), indicating that the overall model is statistically significant.

Table 8
Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.335	3.087		.108	.914
	EA	.299	.086	.321	3.471	.001
	EM	-.076	.109	-.070	-.691	.492
	TD	.788	.134	.544	5.891	.000

a. Dependent Variable: SP

Interpret the coefficients from Table 3. This table provides information about the regression coefficients for the predictors (EA, EM, and TD) in relation to the dependent variable (SP). The coefficient for EA is 0.299. For each one-unit increase in EA, the average expected social perception score increases by 0.299, assuming all other predictors remain constant. The standardized coefficient (Beta) of 0.321 indicates the relative importance of EA in predicting SP. The coefficient for EM is -0.076. For each one-unit increase in EM, the average expected social perception score decreases by 0.076, assuming other predictors remain constant. The negative sign suggests that higher EM is associated with lower social perception scores. The coefficient for TD is 0.788. For each one-unit increase in TD, the average expected social perception score increases by 0.788, assuming other predictors remain constant. The standardized coefficient (Beta) of 0.544 indicates the relative importance of TD in predicting SP.

Conclusion

Conclude the discussion on talent management and its impact on succession planning. Talent management overview Talent management is a strategic process that organisations use to attract, retain, and develop their employees. It encompasses practices such as hiring, employee engagement, skills development, and succession planning. Effective talent management contributes to organisational success and provides a competitive edge. Researchers have defined talent management in various ways. As a process involving attracting, selecting, training, developing, and promoting employees. As a means to achieve competitive advantage by optimising the talent lifecycle. As a way to contribute to overall organisational effectiveness Aligning talent practices with business goals. Employee abilities play a crucial role in succession planning. Succession planning aims to identify and develop potential future leaders within an organization. By assessing employee abilities, organisations can strategically plan for leadership transitions. In summary, talent management is multifaceted, and its impact extends beyond individual practices. It influences organisational effectiveness, competitive advantage, and succession planning. Motivated employees are more likely to actively participate in their own development. Motivation drives engagement, performance, and commitment.

Recommendations

Since the scope of talent management is wide, organisations should consider motivational factors when designing succession plans. Further, training and development programmes enhance employees' skills and knowledge. Third, investing in employee growth prepares them for future leadership roles. Finally, effective training contributes to a robust succession planning process.

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