TALENT MANAGEMENT IN FACING THE DEMAND OF ENVIRONMENTAL CHANGES: A STUDY IN GALUH UNIVERSITY

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ABSTRACT. Environmental and technological changes are unavoidable for organizations, thereby making survival dependent on the ability to adapt to the demands of these changes. This signifies a critical weakness for Galuh University, as the current lack of optimal talent management leads to a deficit in skills. Talent management has not been integrated with operational personnel activities in the procurement, placement, development, and retention of human resources (HR) resulting in inadequate skills among lecturers and education staff. Therefore, this study aims to elucidate talent management performed by Galuh University in response to environmental changes. A qualitative method was used in analyzing the actual condition of the university. Participants constituted top management of Galuh University who provided information about talent attraction, development, and retention. The results signified that talent management at Galuh University lacked proper planning, and no talent pool was available. Failure to keep pace with these changes threatens the university's survival. HR should be optimized to anticipate environmental changes. Highly skilled personnel serve as an essential potential for organization capable of coping with environmental changes. Consequently, Galuh University is expected to execute talent management optimally.

Keywords: environmental changes; Galuh University; human resources; organization capability; talent management.

MANAJEMEN TALENTA DALAM MENGHADAPI TUNTUTAN PERUBAHAN LINGKUNGAN: STUDI PADA UNIVERSITAS GALUH

ABSTRAK. Perubahan lingkungan dan teknologi tidak dapat dihindari oleh organisasi, sehingga membuat kelangsungan hidup bergantung pada kemampuan untuk beradaptasi dengan tuntutan perubahan tersebut. Hal ini menandakan kelemahan kritis bagi Universitas Galuh, karena kurangnya manajemen talenta yang optimal saat ini menyebabkan defisit keterampilan. Manajemen talenta belum terintegrasi dengan kegiatan personalia operasional dalam pengadaan, penempatan, pengembangan, dan retensi sumber daya manusia (SDM) yang mengakibatkan kurangnya keterampilan yang memadai di kalangan dosen dan tenaga kependidikan. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan manajemen talenta yang dilakukan oleh Universitas Galuh dalam menanggapi perubahan lingkungan. Metode kualitatif digunakan dalam menganalisis kondisi aktual universitas. Partisipan merupakan manajemen tingkat atas dari Universitas Galuh yang memberikan informasi mengenai ketertarikan, pengembangan, dan retensi talenta. Hasilnya menunjukkan bahwa manajemen talenta di Universitas Galuh tidak memiliki perencanaan yang tepat, dan tidak ada *talent pool* yang tersedia. Kegagalan untuk mengimbangi perubahan ini mengancam kelangsungan hidup universitas. SDM harus dioptimalkan untuk mengantisipasi perubahan lingkungan. SDM yang terampil merupakan potensi penting bagi organisasi yang mampu menghadapi perubahan lingkungan. Oleh karena itu, Universitas Galuh diharapkan dapat menjalankan manajemen talenta secara optimal.

Kata kunci: kemampuan organisasi; manajemen talenta; perubahan lingkungan; sumber daya manusia; Universitas Galuh.

INTRODUCTION

Organization is currently experiencing rapid change and keeping pace is essential for survival. The evolving demands of technological change 4.0 and the impending society 5.0 require policyholders's focus on developing strategies to survive these changes. The need to adapt to environmental demands beyond organization also necessitates organizational changes.

Addressing the changes in organizational environment has not been correlated with the readiness of existing components in human resources (HR) department. The pace of global change has a rapid influence on the attitudes and behavior of society (Arifin & Rupita, 2021). Managing available HR to cope with this rapid change requires talent management, which stimulates the potential for excellence in organization personnel. According to Cheese et al. (2008), implementing talent management is essential for achieving a better future in addressing environmental changes. Talent management should also stimulate confidence in HR across various situations. This correlates with Davies & Davies (2011) perspective that "Good talent management helps individuals in self-confidence".

Talent management is an activity carried out by organization to manage HR skills and achieve organizational objectives. This correlates with Davies & Davies' (2011) assertion that "Talent management is increasingly perceived as a critical factor in developing successful organizations and a strategic priority for businesses." The diversity of potential HR can be used by Human Resources Development (HRD) division to develop organization and adapt to environmental changes (Davies & Davies, 2011). Talent consists of individuals who can impact organizational performance either through immediate or long-term contributions by showcasing exceptional potential (CIPD, 2007). Another definition of talent is the sum of individuals' skills or intrinsic skills, knowledge, experience, intelligence, judgment, attitude, character, and encouragement including the skill to learn and grow (Hatum, 2016).

The study by Chambers et al. (1998) and Morris & Pinnington (2002) established talent management as part of HR management. Pinnington et al. (2015) stated that "Talent management refers to a broad cluster of policies and practices connected to management of HR." Additionally, it is a part of HR management to differentiate a department from another. Organization with talented HR has an advantage over other businesses. Talent management commences with HR planning, recruitment, placement, and development because it is part of HR management (Rothwell & Kazanas, 2003). HR planning is performed to determine the criteria for obtaining talented personnel who can contribute to organizational progress and handle rapid environmental changes. Following the determined criteria for talented HR, the recruitment process will be carried out in the strategic areas of organization. Furthermore, talented personnel continue to be developed in various aspects to obtain extraordinary performance. Talent management is also a factor that stimulates outstanding performance in HR (Cheese et al., 2008). Hatum (2016) divided talent management into two perspectives, namely organization and individual. From organization perspective, talent management can review skilled employees to (a) assess prospective leaders in organization, (b) determine succession plans for key leadership positions, (c) develop talent pool for future leadership, or meet different business needs, and (d) assess positions critical to ensure the positions are filled by high performing talent.

Observing talent management in organization can help the business address rapid environmental changes. Critically analyzing how organization carries out talent management process is necessary. In talent management process, organization searches for individuals who will become leaders, tasked with championing change, fostering innovation, accepting flexibility, navigating ambiguity, and seizing opportunities, as well as becoming entrepreneurs (Davies & Davies, 2011). Talent generated is considered an intangible asset of organization as human capital. Organization with a strong human capital advantage is better equipped to handle environmental changes, leading to improved performance. It is essential to provide good information to managers at all levels on the effectiveness of talent management or human capital support processes, and how investments in individuals lead to useful business performance outcomes (Cheese et al., 2008). Talent management evolves alongside organizational environment, methods, and demographics as well as geographical changes. This implies that talent management adapts to environmental demands, organizational patterns, and demographic conditions to introduce new skills into the business as human capital. The impact of environmental changes, new patterns of organization, and demographic conditions occur in various aspects namely (a) Lifetime work is over, (b) Job-hopping which is a new trend among the younger generation of workers, and (c) Talent management having strategic importance for the entire organization (Hatum, 2016).

Galuh University as a higher education faced numerous challenges in environmental changes since COVID-19 in Indonesia. Despite various policies aimed at promoting sustainability in an ever-changing environment, the condition of available HR remains unchanged. HR personnel aged over 50 have not adapted to the demands of the current environmental changes. Based on data from siakad.unigal.ac.id, there are more than 20% of HR with ages above 50 years. Galuh University needs to implement talent management in HR planning to select the right personnel at the right time and tasks (Kaliannan et al., 2023). However, talent management has not been performed optimally by Galuh University. This is evident in the absence of talent management in the planning, procurement, and HRD for both educators and education staff. An educator needs talent in implementing the Tri Darma of Higher Education, namely teaching, research,

and service as evidenced by the performance uploaded on the SISTER BKD application. The assessment of the educational staff performance has only been performed internally not nationally such as educators. Feedback from assessment results is unclear due to the use of DP3 (Work Implementation Assessment List) which was abandoned by most organizations. The basis for the development of organizational HR is the result of performance assessment. When the tool and performance management are not capable of producing the actual performance of existing HR, it will not provide information based on talent required for addressing environmental changes.

Based on the concepts, talent management is expected to handle the rapid environmental changes in organization and produce different performances in HR. This study focuses on talent management in tertiary institutions, a topic that has not been explored in existing research such as Aksakal et al. (2013), Pinnington et al. (2015), Sabuncu & Karacay (2016), and Kaliannan et al. (2023).

This study aims to describe talent management carried out by Galuh University in dealing with organizational change, which can become an obstacle when not managed properly. Talent management is used to minimize obstacles, specifically in HR. This study is crucial to provide solutions for Galuh University in dealing with rapid environmental changes by preparing HR skills following the demands of both national and global demographic shifts.

METHOD

A qualitative phenomenological method was used to obtain in-depth information on talent management practice at Galuh University. The following stages were described by Creswell (2016) namely Step (l) Organizing and preparing the data for analysis, Step (2) Reading through all the data, Step (3) Commencing detailed analysis with a coding process, Step (4) Using the coding process to generate a description of settings or individuals, as well as categories or themes for analysis, Step (5) Advancing how the description and themes should be represented in the qualitative narrative, and Step (6) Making an interpretation of the data. This study adopted a similar qualitative methods but with different techniques, including the Literature Study by Septiana & Haryanti (2023), Descriptive Study by Engkus (2021) and Tni et al. (2019), Phenomenology Study by Kagungan et al. (2021), and the Case Study methods by Devi & Nurchayati (2021).

This study conducted interviews with the top management of Galuh University using snowball sampling model. Four elements of the university's top management and seven faculties became participants. This study recorded information from participants and observed activities conducted by Galuh University employees. Documentation analysis was performed on strategic plan documents, operational plans, and HR development reports at the university. The data analyzed were tested in advance for validity and reliability to provide appropriate information. Talent management indicators consisted of (a) talent attraction (recruitment), (b) talent development (capacity building), and (3) talent retention (Salau et al., 2018).

RESULTS AND DISCUSSION

Employee talent management at Galuh University was reflected in the following HR activities, (a) planning, (b) recruitment, (c) placement, and (d) development. This enabled the identification of talent, skill, knowledge, experience, intelligence, judgment, attitude, character, motivation, and skill to learn that was developed from HR. Galuh University categorized HR into two groups, namely educators and education staff. Based on Law No. 12 of 2012 concerning Higher Education, educators were professional and scientific lecturers tasked to transform, develop, and disseminate Science and Technology through Education, Research, and Community Service. However, education staff were HR tasked to support the implementation of Higher Education, including librarians, administrative staff, laboratory assistants, and technicians, as well as information engineering institutions. Talent management method outlined by Davies & Davies (2011) included several stages, namely:

1) Defined values and strategy.
2) Established rigorous performance evaluation.
3) Conducted performance management to define and evaluate performance or potential.
4) Developed talent.
5) Established powerful professional learning.
6) Built architecture to support talent development.
7) Developed talent-management culture.
8) Developed school and system talent.
9) Integrated talent management into whole-school processes.

Talent management process in the study of Sabuncu & Karacay (2016) comprised (1) Classifying, identifying, selecting, and recruiting talent outside organization and in the employment marketplace, (2) Classifying and identifying internal talent, (3) Training talented employees, and (4) Retaining talented employees.

Employees had intrinsic talent that supported the work and responsibility in the form of skills as well as knowledge. Talented employees adapted to environmental changes and higher-skilled personnel to develop a work-life balance (Tarique, Ibraiz., Briscoe, Dennis R. and Schuler, 2022).

Talent management had not been included in the operational and strategic plans of Galuh University. Consequently, the implementation of the activities could not be reflected in HR planning, recruitment, placement, and development activities. The process and stages of talent management were unclear where talented lecturers and educational staff were the impacts of individual potential and skill to develop high skills. Part of Talent Management by Hatum (2016) included Step (1) attracting the right talent, Step (2) broadening the scope of development, and Step (3) long-term retention mode. Galuh University attracted talent but failed to optimize the application, resulting in a lack of cohesive clusters among lecturers and educational staff due to talent not being considered in employee grading. Broadening the scope of development talent at the university further focused on individual rather than leader skills. While Galuh University used training and coaching programs to retain talent, the inconsistent implementation hindered the effectiveness in securing high potential.

Galuh University did not have an official talent community and center aimed at classifying faculty members' (lecturers and education staff) potentials, interests, and preferences for both academic and non-academic purposes. This occurred due to the institution not having established performance evaluations for employees. Additionally, the existing performance evaluation named DP3 (Work Implementation Assessment List) could not fulfill the intended evaluation, as it only assessed overall performance and not specific aspects for both lecturers and education staff. According to government decree No. 12 of 2012, the job descriptions and roles among lecturers as well as education staff had different characteristics. Davies and Davies (2011) developed HR talent center for lecturers and education staff by actualizing an integrated career development method that accommodated the potential, interests, and preferences in supporting the area of study.

Talent needed was technology experts for distance learning or online learning, which were developed naturally due to adaptation to environmental demands. Talent pool was necessary to prepare talent capable of handling environmental demands. Despite talent of lecturers and education staff in digital technology not being specifically classified, employees contributed to the success of hybrid model learning implemented to overcome the spread of COVID-19 from 2019 to 2022 at Galuh University. The adaptability of young lecturers and staff to digital technology has assisted the university face the demands of unplanned learning changes. Limited physical activity since 2019 also developed the institution's awareness of the use of technology to support future operational and learning activities as a strategic policy. The results of this study supported the study of King & Vaiman (2019).

Getting in charge of the positions and performing career development, employees needed to possess certain competencies according to the policy in the university. Lecturers and educational staff were promoted to hold academic structural positions ranging from the lowest to the highest. This emphasized the importance of experience in developing talent of employees and leaders because leadership was also considered talent. Leadership as a skill was asserted by Tarique, Ibraiz, Briscoe, Dennis R., and Schuler (2022), focusing on developing the skill to build and maintain communication relationships.

Training lecturers and education staff was conducted in conjunction with the Directorate General of Higher Education, and the Ministry of Education, Culture, Research and Technology. The training produced basic talent in the form of skills and knowledge in a professional manner. However, the skill to excel and compete with other tertiary institutions was still low. This was reflected in the accreditation results of institutions and study programs that remained at the B (very good) level and had not attained the excellent category. According to Aksakal et al. (2013), talent management aimed to ensure the right individual for the job, signifying that the professionalism of lecturers and education staff showed effective talent management. Characteristics of talented personnel included resilience, a proactive method, adaptability, and seizing opportunities (Davies & Davies, 2011).

Talent retention program was conducted through education as well as training both in and

outside Galuh University. However, the budget for employee education and training remained relatively small. For further study education, funds were only given as stimulus and not funded by the total cost. This condition impacted the low number of lecturers and education staff pursuing further studies, using independent funds or grants from the government. Lecturers experienced various stages and tests to obtain educational assistance or scholarships from the government. There were several administrative requirements including age which served as an obstacle alongside lecturers' motivation for further studies, resulting in many employees being stuck at the Masters level. To maintain talent following the demands of environmental changes, lecturers and education staff should continue to receive education and training. Galuh University risked losing talented lecturers and educational staff when talent management was not performed optimally. This correlated with Fang Lee Cooke's thoughts in the study by Randall S. Schuler, and Susan E. Jackson (2016) that retaining employee talent was difficult.

Optimizing talent management to cope with the rapid environmental changes at Galuh University was conducted through the integration with HR management in procuring, placing, developing, and maintaining lecturers as well as education staff. The integration of talent management generated talented employees in addressing fast environmental changes. It further produced employees who were ready and agile at work, as supported by Martin (2015). The study correlated with the theory from Davies & Davies (2011), stating that talent management would change according to environmental changes producing suitable HR skills. Employees who enjoyed the work environment tended to use time effectively, resulting in high work performance (Rismayadi, 2022).

The implementation of talent management at Galuh University developed employees' culture, engagement, skill, and capacity through integrated talent acquisition and development. This was correlated by Cheese et al. (2008), which wrote "The objective of talent management should build culture, engagement, skill, and capacity through integrated skill acquisition, development, and deployment processes correlating with business visions". The term focused on employees' culture "*silih asah*" as Galuh philosophy remained high culture to influence performance (Rismayadi, 2022).

The culture of integrity originating from employees' talent concept and practice in the work environment was observed. The engagements of employees in tasks and various job roles in the professional portfolio. This signified satisfaction with work, the teams, and the work environment. Another aspect focused on employees' skill, emphasizing the competencies to gain institutional value. Galuh University's values were conservation and culture, with all resources supporting the significance. HR employees had talent to implement university value as a distinguished program compared to other institutions. The institution should incorporate talent management by supporting, designing, and deploying strategies, processes, as well as HR practices (Hatum, 2016).

All academic members including the Rector, Dean, and all leaders from work units at Galuh University should hold talent management policy as a supporting practice with no extra budget. Galuh University's mindset of employees was not orienting good talent, but the principles were effective. A study titled "Talent Management: Preparing a "Ready" Agile Workforce" by Martin (2015) asserted that "Talent was a key objective in any organization concerned about maintaining a competitive advantage and market share". Furthermore, talent management was used to ensure the workforce was prepared, ready, and agile, which was a successful method to achieve organization objectives. The performance of lecturers and education staff also increased the impact of existing talent. Davies & Davies (2011) adapted the results from Peters (2005: 131) that talent management culture could change organizational tradition by challenging employees creatively, implementing new school structures, and fostering high-performance roles.

The work culture of lecturers and education staff at Galuh University demanded talent management and cultural change, which was supported by personal skills. In future cases, lecturers and education staff at the university had high performance after developing personal talent. Consequently, the institution should focus on implementing talent management in HR department. Other facts showed that Galuh University used DP3 to measure the performance of lecturers and education staff. However, DP3 also called the Work Implementation Assessment List posed challenges as it did not provide clear performance indicators. The feedback on the performance and progress was lacking, as the assessment indicators primarily served administrative purposes and were irrelevant to the university's vision of becoming an

outstanding and globally competitive institution by 2045. Additionally, the missions of the institution included implementing technology-based education (1) for promoting internal management of higher education which further increased the quality of stakeholders' viewpoints, (2) for supporting and developing innovation and excellence in community engagement which directly could promote regional competitiveness as well as national development, (3) for developing various excellent programs including study article publication, lecturer/ student exchange, partnership with international accredited institutions for global knowledge ownership, (4) to generate student outcomes with outstanding competence and global knowledge ownership, and (5) for engaging academic and non-academic collaborations with other national and international universities.

The results showed that talent management system at Galuh University lacked clarity, including the academic policy, program descriptions, and infographics outlining talent management processes. Additionally, there was a lack of technology to share information on talent management, employees' skills, and challenges faced by the institution. Blass (2009) argued that there was a change in management perspective using talent management process as a driver of organizational change. Furthermore, talent management had a system to support adaptability to rapid changes in environment. Galuh University could not fully optimize digital era 4.0, lacking technology and information centers capable of supporting HR and talent management-based programs. The academic information system was not also integrated with HR and talent management and the e-HRM and e-Talent Management were unfamiliar to employees. E-Talent management could run visionary because efficiency matters in building talent management systems. Davies & Davies (2011) emphasized the need for personalized talent-management methods for staff, mirroring the shift towards prioritized learning for students. This method aimed to enhance the development of talented individuals, promote entrepreneurial atmospheres and ensure collaboration in the framework of the school's values and strategy. The rapid growth of technology allowed students to be off-site or have multiple-site delivery of education. Therefore, discussions on talent development for future schools should comprise the changes and adapt accordingly.

CONCLUSION

In conclusion, talent management carried out by Galuh University in response to environmental changes was not optimal. Talent of lecturers and education staff as the main resource in implementing quality education did not receive budget support. Employees did not become a funding priority for further studies and training in as well as outside of Galuh University. This was evident from the limited budget allocation aimed at improving competence, skills, and attitudes that support talent development. Furthermore, lecturers and education staff lacked talent culture, impeding the sharing of new knowledge and skills necessary to adapt rapidly to environmental changes. Galuh University should implement talent management optimally to prepare HR skills to address the increasing and uncontrollable environmental changes. Enhancing HR skills should be conducted appropriately to maintain the university's long-term sustainability. As the future globally was dominated by the 5.0 industry era, lecturers and educational staff should serve as essential human capital.

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