Managing Talents of Generation Z Students

Students' Talent Management

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Abstract: This Paper is a guide for the educational institutions to implement students' talent management practices for Generation Z students. This research involves the factors that hinder the educational policies to promote talent in graduate schools and colleges with an intelligent social design of integrated systems based on values, educational policies. Knowledge of educational policy and the implementation methodologies lead to efficient and adequate results concerning education and promoting talented students. Questionnaire was used as a tool to understand the existing practices. Affirming excellence through awareness in designing an educational strategy competent nationwide, generates capital value, leads to increased frequency and intensity of activity towards the management, promotion, affirmation of excellence capital.

Keywords: Students' Talent Management, Student Superstars, Educational Policies, Generation Z Students, Millennial Generation.

1. INTRODUCTION

All students at all ages have relative talent strength, and colleges should help their students to identify and understand their own best behaviours, skills, and abilities. Those whose talents are at exceptionally higher levels than other students should have access to instructional resources and activities that are commensurate with their talents. One of the most essential issues about educating children with special needs such as the gifted students is integration or inclusive education. Inclusion means full inclusion of students with wide range of abilities, and disabilities in all aspects of schooling that other students are able to access and enjoy. Inclusion refers to restructuring educational provision to promote "belonging", all students in a school see themselves as belonging to a community, including those with significant disabilities. A significant concern that might be addressed through further training is teacher attitudes towards students who diverse abilities. Positive attitude towards students with diverse abilities are essential to the success of inclusion program. The development of educational policies to support and promote talented students is possible through awareness of global success of the students. Our lecture is to build a law for the need to promote talent through educational policies.

There is a saying "Giftedness is defined, not discovered. Giftedness appears to involve both qualitative and quantitative differences in thinking. Education starts with us when we start our life journey. John Dewey said, "Education is not preparation for life, education is life itself."

The economic growth of a country depends on its human resource capital. Together with this declaration, it is quite clear that the human resources of high accomplishment offer its services in the places they are required, where their real value is honored and receives its just compensation. The development across all the system of the society depends on change that is brought by the education and research which are sources and resources for a society based on knowledge.

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Students should have clear vision about their ambition to achieve success. They should maintain balance between personal and professional life. [1] The objectives of research were marking the possible solutions advanced by the teachers in identifying, developing, motivating and promoting talented children, finding out the talent present in the gifted students, to validate the Talent Management model for multiculturalism, and to determine students' excellence through various policies. Creating self identity for the students by achieving their personal and professional dreams through their talents is the primary reason for this paper.

2.   LITERATURE REVIEW

Recent Reforms in Education

In order to convert the population from a challenge to an opportunity, the area that requires instant attention is education and training. In India 25% of population is still illiterate and out of the total population of 1.22 billion in India, 223 million children go to school. India's GER (Gross Enrolment Ratio) is 12.4 percent. The GER lies in between 50 percent to 70 percent in the developed countries. *

Achievements in Education Subdivision by the end of the 10th Plan period, National Literacy Mission (NLM) which was launched in 1988, covering the age group 15-35 years), had made 127.45million individuals educated, of which, 60% were females, 23% belonged to Scheduled Castes (SCs) and rest 12% belong to Scheduled Tribes (STs). It led to an increase of 12.63% in literacy - the highest increase in over 10 years. Female literacy increased by 14.38%, SC literacy by 17.28% and ST literacy by 17.50%. In a special lecture arranged by National Literacy Mission Authority (NLMA), Nobel Laureate Prof. Amartya Sen, emphasized the importance of literacy citing examples of developed countries. He said that the lack of proper education is the root cause of many problems in India and call of the Right to Education as a very important step. As per recently concluded census 2011, Literacy rate in India has essentially increased from 18.33% in the year 1951 to 74.04% in the year 2011. More women literates have been added in the recent decade as compared to men literates, so gap between men literates and women literates have been declined from 24.82 in 1991 to 16.68 in the year 2011. [2]

Educational Policies to Promote Talent in Romania

The investigation aims to achieve a radiograph of the factors that hinder the promotion of excellence in pre-university Romanian education and the authority of legislative regulations on educational approach, the way they materialize in the school and implicitly in the social system. A key element in the reform of Romanian education is the growth of educational policies to help as well as promote talented children, through awareness of global success of the individual in accordance with, the degree of affinity of mental excellence with individual and social value system active in accomplishment evaluation framework." Through a comparative analysis of interventions designed to advance talent in Romania, the societal level interventions to support children with SEN or to support abandoned children, or educational policy interference to encourage cultural diversity, it appears that the agenda of educational policies for encouraging excellence is not so rich ,distinct, and issues of social assistance for these beneficiaries are not a priority, not actual"an organized, clear and rational concern in terms of counselling teacher training for providing assistance to support didactic talents"

Social and political changes in Romania have influenced mental infrastructure of the society on whole depends on excellence, which remained neglected from multiple interests leading to a coherent, sufficient underdevelopment of a national network under the influence of a competent public authority decision making. Romanian society has proven us that the effect of politics on education, year after year, is becoming more evident even if there is no theoretical base to encourage this real and direct influence of "policy on educational platform, against its obvious plan to act. The research objectives were correlated with

the prime assumption, which have been confirmed, ensuring consistency and validity for the undertaken study. Another aim of the study is to raise standards in teacher's professional training, at both initial and continuous training level, to gain favorable outcome for excellence.

By reference to the information obtained in the investigation from teachers in pre-university education, were sketched results of the study: 74% of teachers do not feel in educational policy, its focus on the range of educational interference in support of performance conduct ;legislative framework for education of gifted children with high achievement abilities (especially Law nr. 17/2007 from 09/01/2007 on education of gifted children, capable of high performance, Law nr. 189/2009) is not known by 75% of teachers, including also methodology; while a proportion of over 55% of teachers does not know the national strategy for Gifted Education and specific methodologies, even though this way of talent promotion policy had aimed to improve, adjust and create an educational reality with respect to social values operating at national and community level; regulation of legislative framework has not changed the significance of the main aim "equal opportunities in education", which "offers the opportunity for beginners to attain, specifically the maximum personal rates for their potential skills" a percentage of 56% of teachers claimed that, the scarcity of well trained teachers in this field in rural areas, makes it difficult to put into practice Article 5 paragraph 1 of the Law nr. 189/2009. In agreement with the literature and in accordance with the rules of the legal framework (Article 10 of Law nr. 189/2009), 75% of teachers consider adapting differentiated curriculum routes in teaching activities. Also, the percentage of subjects surveyed supported the need for training and awareness practicing and growth at the societal level of pro talent civic attitude, because "recognizing the requirement of organizing a groundwork of expression and communication for exceptional individuals has become an attitudinal reality". [3]

A New Way to Think About Talent Management

Unlike talent development, models of supply chain management have improved since the 1950s. No longer do companies own huge warehouses where they stockpile the components needed to assemble years' cost of products they can sell with assurance because competition is muted and demand eminently predictable. Since the 1980s, companies have instituted, as well as continually polished, just-in-time manufacturing processes and other supply chain innovations that allow them to anticipate shifts in demand and adapt products ever more accurately and quickly. They have proposed a model for just-in-time manufacturing for the development realm: a talent-on-demand framework. If you consider for a moment, you will see how suited this model might be to talent development.

The most innovative approaches to managing talent use four particular principles drawn from operations and supply chain management. Two of them address uncertainty on the demand side: how to balance make-versus-buy decisions and how to reduce the risks in forecasting the demand for talent. The other two address uncertainty on the supply side: how to improve the return on investment in development efforts and how to protect that investment by generating internal. [4]

Principle 1: Make and Buy for managing risks

Principle 2: Be flexible in managing the uncertainty of the talent demand.

Principle 3: Improve Return on Investment in developing Employees potential competencies

Principle 4: Preserve the Investment by Balancing Employee-Employer Interests

In a borderless global economy, which concerns in the same measure as the job market, it is considerable that the talented young people will be supported and promoted wherever they choose to practice, so that they might be persuaded to choose the country whose language they learned to speak, write and to develop their talent. Without any help, they will certainly choose to offer their skills to other country's market. We trust

that the better knowledge of the talented young youth aspirations in their career development, concerning various engineering fields, can give us highlights in shaping new policies and strategies to support and encourage them. Policies should be formulated by starting from evidences in order not to be obliged to improvise on might be possible to begin by studying the professional ambition. It is important to know the expectations of the students before add them into talent management programs. Instead of convincing the students, if we would know what they want, we would know what we should offer them. Once the professional aspirations are known, the responsible institutions could gradually build way in order to meet them and might lessen the risk that this country resource chooses to practice across all borders. [5] Talent managers should be recruited in colleges to identify, develop, motivate and retain talent among students. Students should be asked about their expectations about their life. Then their behaviours and talents must be analysed to achieve their ambition. Selection criteria has to designed properly. If the candidate is meeting the behaviours and the talents required to perform the tasks, it is easy for the talent managers to help the students to achieve their dreams. [7]

3.   RESEARCH METHODOLGY

Purpose of this research was to analyze the various educational policies implemented in promoting talents of students that contribute to efficient organization of the educational field. Keeping the above content in mind we have interviewed 8 experienced professors and 250 engineering students in deemed universities in India. The method of research was done through open ended questionnaire.

4.   DATA ANALYSIS

1. Encircle the main reason for attending conference

Content	Networking	Personal growth & development	Speakers	Others
14.4%	6.8%	72%	4.8%	2%

2. Do we systematically prepare to achieve our ambition?

Yes	No	%Yes	%No
148	80	65	35.08

3. Do you believe special opportunities to achieve our ambition?

A	B	%A	% B
216	34	86.4	13.6

4. What do you change in Indian Education system as far as Talent Development among students is concerned?

Content	Policy	Teaching method	Grading system
5.6%	31.2%	40.8%	22.4%

5. How you see your country after 20 years in the field of Education?

Change in political thoughts	Youth leading the country	Technolo-gically advanced	Digitalised completely	No Cast System
8%	12.8%	50.4%	6.4%	22.4%

6. Did you find the previous Symposium experience help full?

Yes	No	Not willing to answer
51.2%	13.2%	35.6%

7. Is there any Student Union in your Institution?

Yes	No	Not willing to answer
64%	30.4%	5.6%

8. Which cultural event gave you the stage to show your talent?

Milan	Fresher's	Jhalak	Annual program in school
55.2%	10.8%	14.4%	19.6%

9. Which way helps you the most to study?

Inventing tricks and phrases to help me remember	Reviewing the textbook page by page	Through Internet
59.2%	23.2%	17.6%

10. How much time can you give every day for if you are in any club?

More than 5 hour	Less than 5 hour
26%	74%

5. DATA INTERPRETATION

Through a comparative research of interventions designed to promote talent, it has become a must to start an essential research results will help teachers and the management system in educational approach, will create chances to promote talent, likely rethink equality of opportunities and stages for talented children in a society or in a country, where an expert social design is done, through integrated systems that exploit the value system. After taking survey of students & taking opinion from them we came to know that 72% of students attend conferences for personal growth & development where as 51.2% of students finds it helpful and 13.2% do not find it as a useful symposium. When we come to educational policies 86.4% of students believe that special opportunities should be given to less fortunate students and 40.8%, 31.2%, 22.4% of students want to see change in Teaching method, Policies of universities, Grading system respectively in Indian education system. According to the data analysis 30.8% of students can assess their talent by hardworking, 33.6% through practical implementation, 10% through projects & 13.6% through Seminar .When come to cultural part 74% of students can give <5 hour of everyday in any club whereas 55.2% finds a cultural fest most useful to show their cultural talent.

6. FINDINGS

1. *Learning orientations:* While talking to the mature students, various forms of making cognitive concepts and ideas to their portrayals of learning were framing the map with which students attempted to read the terrain of their learning. In an interaction with few students the idea to identify 'gifted' learners came to an image that with specific procedures such as conducting competitive exams, hosting talent shows, giving them opportunities in research level etc.

2. *Collaborate learning:* In the workplace each person's contribution is required to succeed. Having the ability to work together with each others is vital. This includes identifying individual strengths and enhancing them between the group, building consensus, knowing when to head and when to follow, and appreciating group dynamics.

3. *Policy Changes:* According to the students, the educational policies of India is still behind as compare to other developed or developing countries. With their aspects the cast system generally known as the reservation quota should be dismantle or removed from the policy. Teaching method, Foreign Faculty

exchange program should be increased as the students can use foreign resources to develop India. More practical subjects need to be included in the curriculum of Institution as compare to theory subjects.

4. *Projects on Limelight:* Most of the students are interested to do certain following projects:

- Multidisciplinary in Nature.
- Database & Robotics.
- Wireless Networking.
- Real time projects.
- Information security.
- Web development.
- Thinking critically.

5. *Thinking critically:* Developing critical thinking skills means you'll be confident to handle autonomy, make sound decisions, and find the relation between opportunities you have to learn and how those opportunities will affect your future.

7.   RECOMMENDATIONS

Students' Talent Management (STM) model should be implemented. Hence the management can identify the talent among students and guide them in a right path. Enhancing the methods of choosing right students on the merit basis. Grouping students based on their ambition in place of letting them to study or to work on the field which is not related to their ambition or talent. Students should use the resources of college such as Library and Computer Labs to enhance their talent. Purpose of student should be decided based on their ambition. Their purpose is to gain knowledge from various sources, they should make a consistent habit of learning through books and internet. Student should have the awareness about the career opportunities. Participation in talent shows, technical events, and cultural event is mandate to identify talent among students. Forming gang or group of right students based on their ambition, therefore they can help each other at any point of time. Parents also play a vital role in promoting talent. They should be always supportive, encouraging and helping their child to choose a right path. Parents should not make fulfil of their own ambition from their child. They should give the freedom to choose ambitions and motivate them to achieve the same.

8.   CONCLUSION

Policy makers must be conscious about the positioning the brand name of the institution. They need to create and establish culture which will open avenues to identify, attract, and motivate talented students. Talent Managers can be recruited trained in colleges to set-up talent development centres in colleges. Students should be motivated by their mentors in order to achieve their dreams. Co-curricular and Extracurricular activities can be a part of the academics. It is high time to make policies to establish talent development programs and departments in educational institutions. Students should get chances to achieve not only their professional ambitions but also personal ambitions of Gen Z students.

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