

Intercultural Talent Management for Generation Z Students

Students' Talent Management

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Abstract: This paper is a guide for talent managers and teachers to understand talent management practices for the students on the basis of multiculturalism at college level. Intercultural talent management primarily involves providing technology, and educational benefits in classrooms of colleges, in remote parts of the country. Development of information and technology available to these individuals redesign the relationships between individuals, organisation and different groups of people. Intercultural development isn't based on just providing technology or education related benefits, but on having knowledge and respect for intercultural beliefs. Intercultural talent management involves the identification of talents for interculturality, selection of talent, their stimulation, control, and monitoring. Several methodologies can be adapted for implementing the intercultural talent management model: collecting data from students and teachers about their opinions on cultural differences, talent management and technology or through a questionnaire. After the answers are collected, they are plotted in the form of graphs, with the consent of the students and teachers to finally obtain a trend in their opinion. Based on the results, the final hope of this model is to open a new world to those less fortunate students, who are far away from civilization.

Keywords: Talent Management, Intercultural Students, Managing talents of students, Student Superstars, Generation Z Students.

1. INTRODUCTION

Talent management is a much talked about global trend in most modern organisations. Yet there remains a lack of clarity about what the term actually signifies. Talent is a natural ability of an individual which can be moulded and enhanced in the right direction. Intercultural talent management refers to selecting, stimulating, developing and monitoring talents from across the globe and providing them with technological and educational benefits to help in their growth as individuals. One way to do so can be by providing scholarships to students based on academic merit and excellence. It also takes into account the differences across countries and manages talent accordingly. Global intercultural talent management also includes global talent competition and enhanced organisational capacity.

The gap between the existing capabilities and desired level of capabilities should be narrowed.[1] In the context of Indian colleges, this kind of talent management model also aims at providing effective communication between students residing in different parts of the country. Students like to interact with people of other cultures using technology. The strong connection between technology and globalisation has made the concept of interculturality expand. The aim of intercultural talent management is to determine the perception of teachers and students in the use of a Model of Talent Management for identifying and developing talents. The research depends on our interpretation, based on a qualitative method approach, with use of methodology like: collecting data from students and teachers about their opinions on cultural differences, talent management and technology or through a questionnaire conducted between the students and teachers. The learning experiences of mature students at university of arts are proposed to fill in the

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blanks in constructing a comprehensive image of the complex dynamics of learning at the university. [2] The results obtained show that talents of the individual students which contribute to the formation of their cultural identity which provides uniqueness to the human group to which they belong. With the help of such approaches, it is possible to diagnose and promote talent through collaborative learning and intercultural beliefs. Once talent across a culture has been identified, they can be enhanced and developed by providing scholarships to the less fortunate ones, developing strong research culture within the group, creating better educational conditions, providing them with advanced technology, promoting academic careers etc. Technology plays a vital role in reshaping relations between different cultures. The main aim of this model is to open a new world to those less fortunate students, who are far away from civilization and do not have access to education and technology. [3]

2. INTERCULTURALITY IN DEEMED UNIVERSITIES

Conceptually, multiculturalism refers to the connection between cultures and their relationship with one another, which is applicable to several cultures. Rodríguez et al. (2011) indicates that multiculturalism refers to respectfully approaching people from another culture, recognising them as our equal. UNESCO (2005), cited in Hirmas (2008) understands it as the coexistence and equitable interaction of diverse cultures and the act of sharing cultural expressions through dialogue and mutual respect. This process enhances our multicultural beliefs and helps us accept another culture more easily, keeping into account their similarities and differences, focusing mainly on the similarities to enhance mutual understanding between the diverse cultures. It also involves integrating knowledge, and that is developed through dialogue exchange between different cultures.

There are three key concepts related to multiculturalism. Acculturation is a dynamic process in which one culture adopts elements or aspects of another ethnic culture. However, sometimes it might involuntarily end in the loss of cultural identity. It is the process of abandoning specific social rules and cultural behaviour while absorbing other forms of their own culture, which are observable. Enculturation refers to the transmission of traits from one generation to another, that make up the identity of a human group. It may also be defined as the conscious and partly unconscious learning experience through which the older generation is encouraged to induce and compel a younger generation to adopt ways of thinking and behaving as passed down from a more traditional generation. It is the process by which the elders of our society pass down their beliefs, habits and traditions to the next generation, hoping that this cycle will be continued. Lastly, transculturation is the process of converging and merging cultures. It puts together the beliefs of enculturation and acculturation and carries the idea of the creation of a new culture. It is especially important because acculturation is not only about acquiring culture but also the loss of it and, therefore, the creation of new beliefs, new identity and a new cultural phenomena becomes important because it grants the assigned new group uniqueness.

When this research was carried out in deemed universities, the main motive was identifying the approaches to be adopted, which would enhance talent management in a higher education setting, between different cultures. The research should include a detailed examination of a few small to medium sized colleges in remote parts of the country and incorporating talent development strategies among their students. These strategies are aimed at creating talented individuals and future leaders from different cultural backgrounds. The specific focus areas involved were programs or lessons on jobs, leadership, management etc, including program characteristics and program evaluation. This process requires the support of the college management and students alike as well as effective communication between students of different colleges. This program can be carried out primarily with the help of senior staff, mentors and program facilitators, which establishes a strong connection between the university's talent management program and its strategic plans. In addition, both coaching and opportunities for growth in the work environment

were evident within several of these universities. Academic leadership development is also considered a part of the student talent management program.

3. LITERATURE REVIEW

There are various meanings related to the talent concept. For example: in Latin it is known as *Talentum*, which signifies that talent is linked to intelligence. It is also referred to as natural aptitude or skill. Talent is generally associated with the inner ability of an individual, but it can also be stimulated and enhanced with practice and training. It also considered as the brainpower or the ability of a person to learn things easily and quickly. Thus, even though talent refers to an individual's natural flair, it can also be managed to develop incredibly talented individuals.

Talent management program among students is of global importance. It is not only present in educational institutions but also in global companies, which have employees from all around the world and reach out to the entire global audience. Thus, talent management does not get over. It is applicable for workers just as it is applicable for students. However, it is important that the talent management model among multicultural individuals starts off at a young age when the mind can be easily moulded, stimulated and developed. Bringing together students from different scenarios and backgrounds enhances the way the students grow and improve based on their interaction with one another. Adopting interactive education techniques and promoting the multicultural model allows the learning process of an individual to expand and become more receptive to other individuals with varied beliefs from a very young age. Thus, talent management at a multicultural level is absolutely essential at a young age because it has long term effects on a student's mind.

4. COLLABORATIVE LEARNING

The concept of collaborative learning has been widely researched. It refers to a method in which students work together in small groups and achieve goals on the basis of their team work.

Collaborative learning requires working together toward a common goal. It can also be referred to as: cooperative learning or collective learning through learning communities, peer teaching, peer learning, or team learning. The common factor about these activities is the cooperation among individuals and their eagerness to achieve their goal. However, collaboration is not just about cooperation. The term collaborate refers to the joint effort which contributes to our learning process. As an individual, collaborative learning is not merely about what teachers teach you in schools and colleges. Collaborative learning refers to the education or knowledge you receive from people around you, your friends, parents, teachers and other elders. However, collaborative learning mainly focuses on peer teaching and the knowledge we can receive from other individuals in our same age group. Cooperative learning may seem very similar to collaborative learning but it is essentially more goal oriented and focuses on a group of students who perform a set of tasks, under the teacher's supervision, to achieve their goal by working together. Most activities in cooperative learning are controlled by the teacher, unlike collaborative learning which helps the students to learn, evolve and improve by interacting with one another.

In our current education system, however, collaborative learning is hard to implement. It requires extended effort from the teacher to leave aside his/her usual role of teaching the syllabus contents and instead create a suitable environment for students to interact with one another. A collaborative learning environment can be created by the teacher, by promoting peer teaching, group activities and student mentor programmes etc. On interacting with students of different cultures and beliefs, an individual's knowledge is enhanced.

The Talent Management Model, which is applied in intercultural contexts, works as a circuit defining management cycles, which links detection of talents and its communication as an expression of dialogue

between individuals with different cultural beliefs and practices. This model communicates their talents and seeks convergence of common interests to build intercultural dialogue.

There are six elements that constitute this model:

1. Diagnosis of talent in the local intercultural context.
2. Identification of talent for interculturality.
3. Selection of talent for knowledge management.
4. Talent stimulation.
5. Control and monitoring.
6. Identification of new talents.

The above model can be adopted to successfully promote intercultural collaborative learning among students, to enhance an individual's ideas, talents and beliefs from an early age.

5. DATA ANALYSIS AND INTERPRETATION

For this study on Intercultural Talent Management, survey was conducted among 673 engineering students from Gen Z. Students had given responses for 13 questions in order to express their opinions on talent management at intercultural settings. When the question was raised about the possibilities of developing talent through talent management programs, 56.2% of the respondents mentioned that it is possible to manage talent by talent management programs. When questioned about talent management, opinions were divided. Some thought talent is what you are born with and some others agreed that talent can be easily stimulated. About 95% of the students also showed great interest in interacting with students from other cultures, especially those in remote parts of the country and agreed that they would be more receptive of the other students' cultural beliefs as long as their beliefs were also respected. Students also agreed with almost a 92.4% majority that these less fortunate students from remote parts of the country should be given special opportunities to help them grow. When asked what they would most look forward to learn while interacting with the other state students, they showed maximum interest in knowing about their cultural diversity and traditional beliefs. When questioned if one's cultural differences affected the way they were brought up, most of them agreed that in a country like India, the manner in which you're brought up is an integral part of your life. The next questions were more focused on themselves. 95.6% of the responded students showed interest in being a part of a goal specific gang like a CEO gang or MBA gang and would most look forward to acquiring people management skills and leadership abilities in doing so. They were also open to accepting students from other states as members of their gang and most of them wanted to have friends from other states, as long as they respected their background and beliefs. They were also open to having a best friend of the opposite gender and falling in love with someone from a different cultural background because most of them agreed that they don't choose who they fall in love with. Interestingly 98.4% of responded students from Gen Z are comfortable to have their best friend from their opposite gender. 78.5% responses support the argument, cultural differences affect student's talent development. 60% of the respondents mentioned clearly that they accept friends irrespective of their region. 10% respondents denote that they believe in diversity when it comes to choosing friends. More than half of the respondents mentioned that partiality exists within Gen Z students. Pupil is always partial with their own state students. When a question was raised about what the students think about love across different cultures, 96.6 % supported the argument. They mentioned that love across different cultures is possible because they don't choose their love, it just happens.

6. FINDINGS

Pupils are interested to undergo talent management programs and they feel that it can channelize them to achieve their ambitions. Though talent are inborn qualities, it can be stimulated through proper training methodologies. Gen Z students are more receptive about the cultural beliefs of other state students. They would be friendly with other state students as well. They are very much comfortable to have their besties from opposite genders. On the other side, partiality still exists with students based on their region. Cultural differences among students definitely affect talent development among Gen Z students. They agree that less fortunate students should get special opportunities. When it comes to implementing the same, they may raise issues regarding this. GenZ's ready to be a part of ambition specific groups. Once again here is a proof that love doesn't come based on culture, complexion, status, or academic performance.

7. RECOMMENDATIONS

Like any other department in educational institutions, talent departments also possible to establish for the talent identification, talent development, talent promotion of the students. Talent managers can be recruited to support this initiative at college level. At the beginning of the first year, talent based or ambition based classes can be formed. Talent stimulation is based on the environment and of course the other participants. If everyone has the same dream, they can dream and achieve together. The primary objective of the talent management departments is exploring the opportunities for intellectual stimulation through individual consideration. During the first year of their studies, less fortunate students can be given special opportunities to develop themselves and to face the challenges as for as talent development is concerned. Creating individual identity for each student is the ultimate aim of these intercultural talent management programs.

8. CONCLUSION

Though cultural differences differentiate pupil, it is also an identity for them. Identifying potential competencies and behaviours to achieve the goal is pre-requisite to implement talent management programs among college students. In order to create a self-identity for each student based on their potential competencies, drives, motives, and behaviours, explaining expectations from the students is mandatory. When comes to match the expectations with the talents of the students, there should be a proper system that supports all stake holders.

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