

Talent management at Obuda University focusing on teachers' and students' roles

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“...universities must move away from traditional collegial structures and adopting more managerial approaches“ (Bradley, 2016)

Abstract: We examine how to motivate young people with promising intellectual abilities as an increasingly important topic of excellence in education. Regarding to Obuda University's mission, talent management should focus on three basic cores: teaching, research as well as servicing and supporting. Conceptually the paper focuses on opportunities which include different ways to obtain the possibilities for talented students. On the other hand, we should take teachers and professors into account, who must step into a new role where it is, no longer enough to be a source of knowledge, but have to challenge students' interests, fostering their capabilities and increase options for them to work in diverse projects – real or virtual -, fields and teams. We provide a systematic overview of how to support talent management in higher education, in case of the Obuda University's Safety and Security Studies of Bachelor and Master level. First we provide a short state of art after we show best of practices from the field of honours' programmes.

Keywords: talent management, higher education, honour students 'programs, teachers' roles

JEL classification: I2, I23, M53

1 Introduction

The Bologna Process as a series of agreements between European countries targets to ensure comparability in the standards and quality of higher education qualifications and the Lisbon Recognition Convention is one of its main instruments, creating comparable academic degree standards [8]. Therefore these standards form relatively comparable contexts for member countries, and facilitate globalization but inhibit special customized education programs [6]. Although, in recent years, a cultural shift and globalization have gradually made more room for excellence and talent development in the national discourses. But, in order to enhance HEI 'competitiveness' by cutting down costs, the number of participants is growing that leads to formal mass education and removes non-formal customized training programs. Moreover the universities face with more and more extended tasks. We focused on talent management in the Higher Education Sphere. The question is given: where is the place of talented students who require more and more focused attention? And what is the current situation regarding talent development and excellence in European countries?

Recent easiness of international higher education system due to fall of globalization brought many positives (e.g. higher diversity of foreign students, staffs and professors, bigger competition between institutions and wider possibilities) as well as negatives (e.g. elimination of local specialities, missing of targeted focus and strategies, over complicated hierarchical systems, mass educations). Aim of this study is analyses of the climate for talent development in Hungary and shows one of the best practices at the Hungarian Obuda University. What kind of talent management strategies can be identified at our university? We examine how to motivate young people with promising intellectual abilities as an increasingly important topic of excellence in education. We provide a systematic overview of support talented students in higher education (HEIs).

The research is performed mostly on state of the art sources as international literature and primer qualitative interviews with experts at Obuda University. We follow the Honors in Europe project, which carried out and evaluated a non structured interview guide (non structured i.e. based on own experiences and stories). Due to this method our study provides benchmarking observation. There are discussed most important relations and events context and their possible impact on talent management in field of HE and some future expectations and through usage of strategy tools (e.g. SWOT analyses) recommendations can be later formulated. In sum this paper is a thought provoker study which hopefully continues with deeper empirical research.

2 State of the art

According to the most referred literature „Talent management is the process of ensuring that the organization has the talented people it needs to attain its business goals”[2]. But in case of the HEI, this definition is simple. Hence the HEI is clearly defined, structured and detailed, moreover the fields are well-organized that means most of the country level statistical offices follow and use the so called ISCED (International Standard Classification of Education). The main cross-classification variables of ISCED are levels and fields of education for fields of education. Related to fields of education three main terms are used Academic / Professional / Orientation unspecified. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education.¹ Knowing this standard the problems are the following: Who is the target of the talent management whether (1) strictly the students (that calls honors-program) or (2) the whole institution with the main staff (professors and teachers), or (3) stakeholders also should be included. Additionally, these roles cover eachothers.

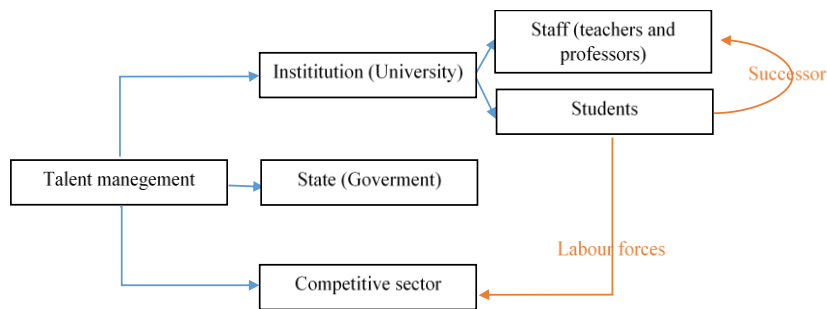


Figure 1 Subjects of talent management in the HE (Own source)

These overcomplicated roles end in a multilayer task system, where the teaching, researching and servicing as main strategies meet. In this paper we examined the three tasks shortly.

¹ http://ecahe.eu/w/index.php/ISCED_Fields_of_Study

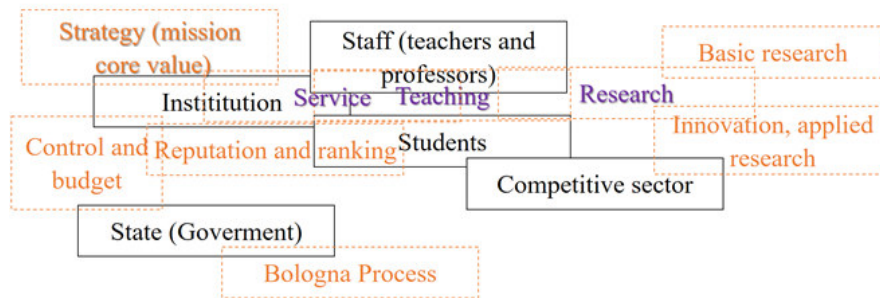


Figure 2 Process and aims of talent management in case of HEI (Own source)

2.1 Teaching

Seemingly this part is the most studied one. We refer to educational offers for talented students in higher education mostly as ‘honors programs’. The honors curriculum meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options. Although honors programs focus on the students, how the universities are able to satisfy their needs and improve their talents. But as Renzulli Center for Creativity suggested „Once students are identified for the talent pool, they are eligible for several kinds of services... Nowadays, education appears on the market as a provider. Today's consumer is diverse, new lifestyle features focus on 5 areas, health, environmental awareness, ethical behavior, authentic values, and individualism [16]. This cannot be ignored by the programs of educational institutions. These implications relate most directly to teacher training, resource procurement and management, product evaluation, and other theoretical concerns”

2.2 Research

Traditionally, universities have undertaken two core activities: teaching and research. While a university's research activities improve the educational outcomes of its undergraduates [5], research performance is the primary driver of global university rankings. Indeed, research quality is what separates top universities from their competitors in terms of public, industry and competitive sector. University rankings also contribute to a university's reputation which, that impacts student choice of study destination. Therefore, both teaching and research activities are critically important to a university's strategy and long-term success. „It is evident that individual performance systems have entered academia and that ‘excellence’ and ‘talent’ are predominantly linked to matters such as productivity, peer review, citation indexes and international refereed publications” [20].

Table 1 The key resource statistics in case of the best universities

Country (ranking)	The best universities in each country (subjects)	Indicators				
		Teaching	Research	Citations	International outlook	Industry income
United Kingdom	University of Oxford (1st in 2018 World Reputation Ranking 5th)	91.8	99.5	99.1	96.3	67.0
United Kingdom	University of Cambridge (2nd in 2018 WRR 4th)	92.1	98.8	97.1	94.3	52.9
Hungary (401-500)	Semmelweis University (medical, clinical and health)	24.2	12	66.4	36.0	77.9
Hungary (801-1000)	Budapest University of Technology and Economics	15.1	14.2	26.5	34.0	43.9

Source: World University Rankings 2019.

2.3 Servicing

Nowadays one more factor added to these aforementioned factors. According to the Europe Teaching Rankings 2018 made by the Times Higher Education [19] it can be found in the European best universities top 10 ranking eight universities from the UK and one French and another Spain. The question is given is the language so determining? Seeing the methodology of this study we can read that the students should rank their institute in 13 performance indicators that are grouped into four main key indicator factors: (1) engagement (2) resources (3)

outcomes (4) environment. The survey collected the views of more than 30,000 university students across 10 European countries (non from the Visegrad Countries) on a range of issues relating to their higher education experience. Regarding this, the environment and additional services provided by the universities are also underlined.

The so-called “third mission” include external and internal responsibilities. With this option tertiary institutions can create a dynamic relationship and active dialog between industry and business, government and society and often with foreign universities. With this strategy institution will be capable to integrate talent management into their academic programs and designing the tertiary education to service specialized and identified business needs and interests. Global competition brought a renewed and genuine concern of innovative and economic development of knowledge, can be obtained at tertiary and or at doctoral level of studies. All of these rather rapid changes might force the universities into a fast transformation of an entrepreneurial style of management and consequent education.

The external responsibilities consist of three different duties:

Liaise with governmental agencies: as a public university state’s rules and regulations should be followed in the framework of higher education. This effort is also the one which undertakes the opening of new courses bachelor and/or master level, obtaining the required permissions and liable for accreditation. The Hungarian Accreditation Committee’s complies with the EU standards and its chart shows how the institution is structured.

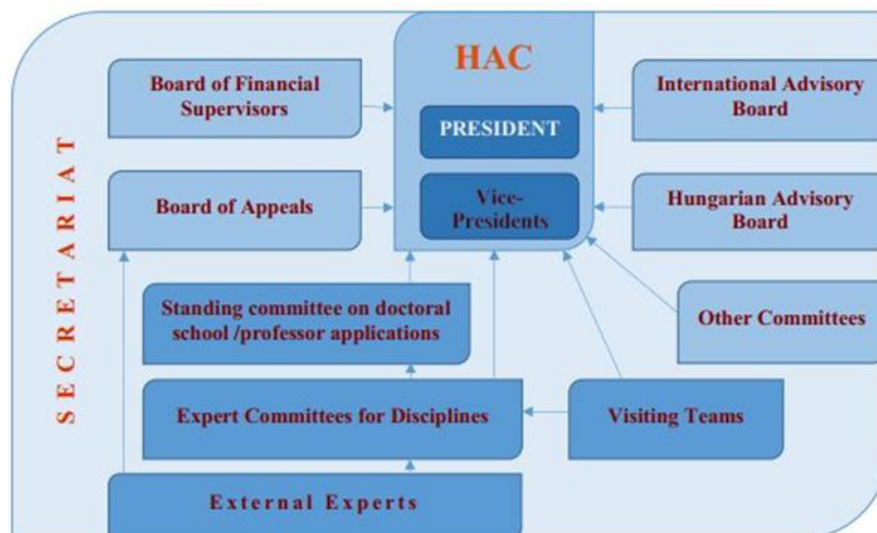


Figure 3. HAC Organization chart

Its mission statements states: “The main task of HAC is to evaluate and foster high level teaching and learning in Hungarian higher education institutions, and to

deliver quality assurance that supports each level and each participant of higher education. During its operation, HAC considers the legislation on higher education, performs its dedicated tasks, complies with the criteria set in the ESG 2015, and applies the objective, complex and up-to-date criteria developed by the HAC expert commissions and Board. With its activities, HAC reinforces its independent operation, and applies, develops and/or adapts a methodology in evaluation in line with international standards. HAC expert activities, accreditation, analysis and decision-making are built on an objective criteria framework, all activities are independent, unbiased, non-political, and follow the principal values set out in international standards.” (The strategy of HAC 2017-2018, pp. 3. As seen on December 1st, 2018)

3 Solution at the Obuda University

To meet these standards Obuda University’s mission statement corresponds by saying: “The mission of the university is to serve the economy through development and high-level knowledge transfer and innovation. The program of education is balanced to meet the demands of long-lasting basic knowledge, up-to-date professional and practical knowledge, and the application of these. The education process is built on the human relations and cooperative abilities of the students and professors. In this atmosphere students learn civic values naturally, and build them into their own scale of values.” (OE Mission statement) Obuda University constantly builds and develops a competitive institution of higher education meeting the criteria and regulations of the European Higher Education Area.

- 1 Cooperate with business entities: as a research university it should find options to employ students and channel the way to future hires. It is also important – to take Western samples - to introduce dual study systems with the relevant industries. This relation can provide a common platform for research and point out the most needed business and industry needs and strategies, able to exchange information about future developments, new products and innovations.

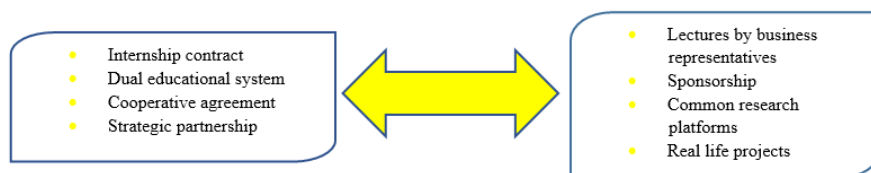


Figure 4. Dynamic relation between academia and the business world (source: author own table)

- 2 Collaborate with foreign and local universities: as a teaching institution constantly searching for new, innovative progress in teaching and research possibilities locally and globally. EU funded projects many times require inter-universities collaboration to execute international projects. Erasmus+, Erasmus Mobility and Tempus Public Funds are able to provide students' exchange programs, teachers, lecturers and staff trainings abroad and/or exchanging best practices as well as funding research studies, conference participation and scholarship programs. The internal responsibilities – within each institution – can also be differentiated from the basic tasks of teaching and research.

These are:

- Servicing students by establishing correspondence and distant education courses. This type of education significantly reduces the time should be spent at the university and enables students to take full time positions outside of the academic fields. Adding more value to this task last year Obuda University has created a baby care center within the institution for all those students who became parents but would want to continue their tertiary education. For this act Obuda University has been awarded first place of a „Family friendly workplace” in 2017. The university also provides libraries, modernized renovated accommodations, a canteen more cafeterias, possibilities for doing different sports and most notably has introduced a mentorship program. Within this program teachers play crucial roles by mentoring the needed ones, but also students are participating with noteworthy success to prevent failure at any point during the students' university education.
- Supporting students can be achieved many ways: by providing state and/or university funded grants, foreign exchange programs with reduced fees and costs for better or improved language skills, also for expanding competencies. The Obuda University also provides free learning options for the most talented ones and is giving opportunities for easier payments shall it be required.
- Obuda University has also implemented talent support by establishing the Doctoral School on Safety and Security Sciences, granting research application to abroad, organizing scientific conferences with students' participations as lecturers, inviting students to take part in EU funded research projects. From the students' side there is also a huge pressure to submit application to tertiary studies. It can be of social, traditional (generations of doctors, lawyers families' prestige) or demographic reasons to fuel students to spend more time in educational institutions. Governments are also supporting and actively encouraging people – mostly younger ones - for live long studies. Newer studies acknowledges that the Y and Z generations focus and genuine interest can be enhanced

by interactive and contextual teaching, while a data driven, “dry” teaching method might not result the expected outcome.

Talent management and support cannot be discussed without the teachers’ roles in them. Earlier teachers were the main and sometimes the only source of knowledge. Nowadays this role is changing to a moderator-like way, rather than to be a “know-it-all” person. Their tasks from strictly teaching also seems to be shifting to somebody who channels the learning process rather than leading it, especially in tertiary education. Nurturing the talented young adults and further encourage their motivation are also became an added task with utmost importance.

- Within the academic framework there are many possibilities to enhance students’ performance and acknowledge their talents. At the Safety and Security Sciences these are the most basic options to enter into a rather research driven, creative field:
 - PhD studies at the Doctoral School on Safety and Security Sciences
 - Students’ Research Society being held twice a year. Even though topics are various most students can present their own research. The regarded papers at the latest competition were cited in the following areas:
 - Mapping and fault analysis of the sensor network of electric vehicles
By Szilard Tuloki
 - The industrial applicability of artificial intelligence
By Tamas Piricz
 - A general security assessment of migration to the EU
by Janos Daniel Hajduk
 - The terrorist threat of festivals
By Peter Torok and Csaba Mester
 - Investigating modern security screening technologies for personal screening
By Achilles Martin Dudas
 - Hackers and their presence in cyberspace
By Botond Krisztian Frey
 - Discovering wireless networks with uav
By Sandor Barnabas
 - Biometric identificationfor border protection
By Alzyod Hussein Mohammad Hussein
- International and Local Conferences with students participation
 - International Engineering Symposium at Banki (IESB)International Mechatronic Student Micro-Conference (IMSC 2017)

- French-Romanian-Hungarian common doctoral research programs
- Competence based technical training symposium
- Scientific Hubs
 - The applicability of biometric devices at entry points in bulk buildings
 - The role of the surface in tribological processes, the possibilities of modeling the surface
- Security Study group
- E-learning courses
- Special courses
 - Work safety training
 - Special work related accidents and occupational hazards training
- Erasmus Charter for Higher Education (2014-2020)
- Mobility Scholarship
- Tempus Public Foundation to support research and academic studies
- Professional site visits
- Bankut
- Kazincbarcika
- Competitions
 - Armed Security Guard National Professional Team Competition
 - Dough building – RECCS – International Competition

Conclusions

According to Bradley [5] it is not clear what the term ‘talent management analytics’ means for universities or specifically which set of metrics are strategically important and so should be measured? Whether which task is underlined? Who is the target? What states the strategy? Taking the international literature, regarding van den Brink and her colleagues [20]:

- The ability to attract and retain top talent is rapidly becoming a key issue for human resource management at universities, as well.

- Universities are certainly not the only employers competing for highly qualified employees, and a number of recent surveys suggest that academic disciplines are already suffering from a chronic shortage of talented.
- The composition and quality of academic staff is vitally important for the quality of education programmes and university research, as well as the reputation and competitive position of universities and institutions in the academic community.

The worldwide competition is strong, when we just see the ranking of the best universities, each has different aim and strategy, but all of them are more than complex.

Table 2. The key resource statistics in case of the best universities

	The best universities in each country	Key statistics				
		Teaching	Research	Number of Students	Percentage of International Students	No. of students per staff
Hungary	Semmelweis University	24.2	12	10809	32%	9.6
Hungary	Budapest University of Technology and Economics	15.1	14.2	19499	7%	17.6
United Kingdom	University of Oxford (1st in 2018 World Reputation Ranking 5th)	91.8	99.5	20298	40%	11.0
United Kingdom	University of Cambridge (2nd in 2018 WRR 4th)	92.1	98.8	18749	37%	10.9
United States	Stanford University (3rd in 2018 WRR 6th)	93.6	96.8	15878	23%	7.4

(Source: World University Rankings 2019.)

Universities in Hungary are facing an increasingly higher pressure and enhanced competition not only because of shrinking governmental funding but also decreasing number of students. For this reason universities are forced to establish not only a system to accept students with highly diverse interests and capabilities but also to retain them by introducing a new competence and talent based educational plan and strategy compatible with governments regulations and at the same time in lieu with the most recent industry standards. The core tasks of a university of teaching and research are no longer enough. Most institutions must add other values to their established functions. In sum, in the definition of global

talent management are including: all organizational activities for the purpose of attracting, selecting, developing, and retaining the best employees in the most strategic roles (those roles necessary to achieve organizational strategic priorities) on a global scale. Thus, global talent management must be linked to an organisation's global business strategy, so a redefinition of the role of the human resource function would be necessary, with the work moving from being mainly focused on administrative support (for example in record-keeping and payroll) to a role that is more strategic, focusing on the alignment of talent management and leadership.

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