

Member Retention Rate in Students' Organization via Talent Management (case of AIESEC)

Studentų organizacijos narių išlaikymo sąsaja su talentų ugdymu (AIESEC atvejis)

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The article seeks to determine whether there is a relationship between talent management and retention rate in a students' organization. For this purpose various concepts were analyzed: talent, talent management and its process, retention rate. Empirical qualitative and quantitative research methods are applied in the largest international youth-run organization in the world – AIESEC. The research concludes the applicability of theory in practice. The empirical research shows that majority of processes indicated in scholarly literature and real life business or academic examples, as key aspects leading to proper talent management usage, are present in AIESEC.

KEYWORDS: talent, talent management, talent management model, talent management process, retention rate, students' organization.

Talent management is an advanced form of human resources management. Bersin (2006) reviewed how people management process was evolving through the years and created a model which shows the flow of talent management. Chuai, Preece and Iles (2008) and Cappelli (2008) questioned the need of this concept and its originality. However, nowadays it is becoming popular to take care of company's employees as crucial asset – to develop a talent in each, to make certain motivational systems, related not only with money equivalent, and keep long lasting relationships beneficial for both parts. Highly talented and well-trained employees create big value for a company (Morton, 2005). Tansley (2011) was the first one to say that the usage of talent management should and actually differs according to company goals and specific. This was also clearly described in the book of Gilmore and

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Abstract

Introduction



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Williams (2013). Stainton (2005) argued that everyone has some certain talent and potential, and Boccaletti (2013) agreed adding the role of coaching and training. Such researchers as Dell and Hickey (2002), Dermody, Young, Taylor (2004), Walsh and Taylor (2007), Hughes and Rog (2008), Moncarz, Zhao and Kay (2009), Scott, McMullen and Royal (2012) analysed the reasons of employee retention rate and how various talent management processes support this phenomenon.

Overall view of talent management and its relationship with retention rate in corporate world is described and scientifically proven, however, there is no literature about how these are dealt with in students' organizations. Student organizations become a critical factor in youth's ability to form needed practical skills for the labor market. However, the retention rate is higher there in comparison with businesses (because of limiting reasons, such as unpaid job and ability to belong to organization just till a certain age/time). Thus, there is a need to respond to the issue of retention rate and its relationship with talent management exactly in student organizations.

The article seeks to answer the following research question: what talent management factors condition high retention rate in student organization?

The aim of this article is to provide rationale for the factors of talent management system that cause a lower turnover of membership.

Methodology: triangulation research method includes both qualitative and quantitative research methods. Data collection instruments: semi-structured interview with AIESEC Lithuania Vice-President for Talent Management, and survey for AIESEC Lithuania members. Data interpretation method: qualitative content analysis. Talent management system was analyzed based on the substantiated theoretical model.

The article consists of three parts: literature review, methodology, empirical research. First theoretical part includes the analysis of the talent management conception and its usage in both business and student organizations. This part also includes the theoretical model of talent management. The methodological information is described in the second part. It consists of data collection and interpretation methods, and instruments which were used to measure the effect of talent management processes on retention rate. The third part is empirical research – the analysis of the results of talent management systems, practically used by AIESEC Lithuania. After combining information from theoretical and empirical parts, conclusions and recommendations are made.

Conceptualising talent management

Conceptualising 'talent' and 'management'. In order to specify the definition of talent management, we need to understand the terms 'talent' and 'management' separately. Mescon, Albert and Khedouri (1985) and Megginson, Mosley and Pietri (1989) define management as a process of various actions e.g., planning, organizing, controlling, which is used mostly for attaining organization objectives. Regarding 'talent', Tansley (2011) notes that some managers do not know either how to define it or how to manage. According to Michaels, Handfield-Jones and Axelrod (2001), this word sums up various abilities and features of a person. Dictionary.com (n.d.) defines it as 'a special natural ability or aptitude'. Gagne (2000) has a very similar approach to this, adding that people who have talent usually make a difference or improvement in a certain field of life.

Thorne and Pellant (2006) stress the exclusive nature of talented people even more: they are above others and do not need to put a lot of efforts or work hard in order to make something happen. However, Chartered Institute of Personnel and Development (CIPD) states that or-

ganizations should not adopt any standardized description, but rather focus on shaping it according to specific activities, individual organizational needs and the market (CIPD (2007d:2)). It is accepted that abilities of talented people are usually inborn; however, there is a need to develop them through life-long learning process (Gagne, 2000). The term 'talent' is perceived in two different ways: on the one hand, talented people are special, unique and have certain abilities which usually drive organization forward. On the other hand, all people tend to be talented, just in different ways, and there is a task for any workplace to identify that talent and allocate him in the right place where that person could develop even more and show his uniqueness.

History of talent management. Josh Bersin (2006) describes three main stages how people management evolved through years, and what are the main differences among those stages. First stage belongs to 'Personnel Department' which became popular in 1970s-1980s. This business function includes hiring, firing people and paying them. During the next decades people understood that the role of human resources became more important in overall business management, so the second stage – 'Strategic HR' – appeared in 1980s and 1990s. It included a wider range of responsibilities: organizational structure development, workforce planning, recruitment, training, compensation package formation, as well as taking care of internal communication and positive working atmosphere. Third stage is currently evolving and reaching the interest of more and more up-to-date organizations. 'Talent management' is focused more on strategic decisions rather than daily operational activities. Bersin (2006) stressed the following:

- _ Competency based recruitment in order to make it more effective
- _ Leadership pipeline which is created while preparing good managers and promoting organizational culture and values
- _ Learning environment which includes needs-based training to fill competency gaps of employees
- _ Tracking and accountability systems which ensure fair compensation rates
- _ Identification of best performing people and creation of opportunities for them to fulfil their potential.

Additional processes of talent management mentioned above require new systems and policies, as well as a tight cooperation among management members. The function of Talent Management becomes crucial, and includes everyone within organization (Bersin, 2006).

Concept of talent management. It is important to mention that the idea of talent management was questioned in terms of being the same thing as human resource management, just with different name. Thus the research was conducted in China while questioning multinational companies regarding this phenomenon. As a result, two similarities were found:

- 1 Talent management and human resource management are focusing on people management, and sometimes their functions are hard to separate or identify differently
- 2 Both forms advocate putting right people into right places as an important tool to connect individual development with organizational goals.

However, the main conclusion of the study was that the concept of talent management promotes relatively new approach of managing people instead of being just a part of human resource management. It is perceived even as ideology to bring success to organizations in a new level and strengthen their competitive advantage (Chuai, Preece and Iles, 2008).

Some researchers look at the talent management from the human capital perspective (Ca-

PELLI, 2008), whereas others see it as a process of hiring and retaining the most valuable employees by taking care of them (Heathfield, n.d.). In other words it can be called 'identification, development and (re)deployment', while the study of Chartered Institute of Management and Ashridge (Blass, 2009) perceives this as a sum of additional management, opportunities and processes which are created for the most talented people (Gilmore and Williams, 2013). Chartered Institute of Personnel and Development (2011) also defines talent management as a process dedicated mostly for 'high-value', high potential or elite workers. They must bring value to organization in order to be considered. Moreover, other authors says that talent management contains a strategy of uniting human capital to organizational needs and seeking for the best results during this synergy (Heathfield, n.d.).

The term of talent management is still being developed through experience of practitioners and academics. Authors define it as an advanced process of people management in organizations and taking care of the most potential workers. Moreover, talent management is perceived to be a part of business strategy and aligned to the goals of all organization.

Talent management process in organizations. Talent management is strongly related with different human resource department functions, however is not used in all organizations equally. It can vary from no or some partly use to widespread use of the concept and definition in company's policies, processes and strategies (Tansley, 2011). Even though some companies are familiar with talent management, they have quite a different approach to its practices,

Table 1
Talent management
approach in different
companies

| | Position | People |
|-----------|---------------------|---------------------|
| Exclusive | Key roles/positions | Key selected people |
| Inclusive | Social capital | Wide talent pool |

and that can be illustrated in a matrix having people vs. position and inclusiveness vs. exclusiveness (Table 1) (Gilmore and Williams, 2013).

The first perspective of 'exclusive-people' puts efforts and resources into the most promising talents, however, it never forgets other employees or their wealth (Walker, 2002). It is based on segmentation of labor force depending on their overall performance and potential. Ledford and Kochanski (2004) supports this approach by stating that no organization is able to qualitatively put attention to all people, so it is better to have dominant segments for talent management (Gilmore and Williams, 2013).

The second perspective of 'exclusive-position' also focuses on a limited amount of employees. However, it has a different background. According to Learning and Talent Management Survey (CIPD 2011k), 2/3 of organizations shape their talent management and development activities around the highest posts: CEOs, senior managers, heads of departments. It is impossible for a company to have 'A players' in all positions, so placing the best people to strategic and essential roles is recommended and supported.

In a contrast of first two perspectives, 'inclusive' part of using talent management has a more open approach. 'Inclusive-position', or social capital perspective criticizes a focus on individual, thus stresses the role of team work, organizational culture and leadership. It is believed that these specific factors of a company are underrate, however they shape the atmosphere and performance of employees. Social capital promotes the need of developing talents internally through various programs and putting efforts into 'emerging stars' (Gilmore and Williams, 2013).

The last perspective of 'inclusive-position' promotes an even wider perspective of equality. Here, all employees should be able to identify their own talents get the same support from

organization. It is believed that everyone has capabilities and potential (Stainton, 2005). Various opportunities and challenges play a big role, because any talent should have chances to continuously learn and develop (Gilmore and Williams, 2013).

Talent management in student's organizations. This paper focuses on student organizations rather than corporate sector, thus there is a need to define them. A student organization is a group, which consists from at least 80% of students. However, president and chairperson positions in such organizations should be covered by full-time students (Pittstate university, n.d.). It is as well clearly stated by three Universities that those organizations have their own common purpose and vision (source from university websites: University of New Hampshire, Pittsburg State University, Southeastern Louisiana University). Due to different purpose of organizations, they work on various programs and projects that support their main vision. If we would take for instance AIESEC Lithuania – currently runs four main programs: team members, team leaders, volunteering and professional internships. In addition to that they organize projects called 'Tavo Kelias' and 'Youth2Business'. By all those activities, association directly or indirectly makes impact towards their purpose to provide leadership experience (AIESEC, n.d.).

Most of student organizations are based on hierarchical structure and allows members to obtain higher positions, such team leader, coordinator or president (Figure 1). Such positions in most cases are leadership positions and, according Campbell and Sumners (1995), being involved into student organizations, especially in leadership positions is a big plus. Duration in organizations opens more opportunities, such as trainings and mentoring, where senior students have chance to develop project management and leadership skills as well (Michenzi, 2000).

Talent management models. As organizations are using talent management more and more, there is a need of defined process and strategies to meet the needs and manage talents properly, according to the activities listed above. Three talent management models were taken to analyze: 'Talent Management: A Process' by Josh Bersin (2006), John Hopkins University Talent management model (n.d.) and PLS Consulting Talent Management System (n.d.).

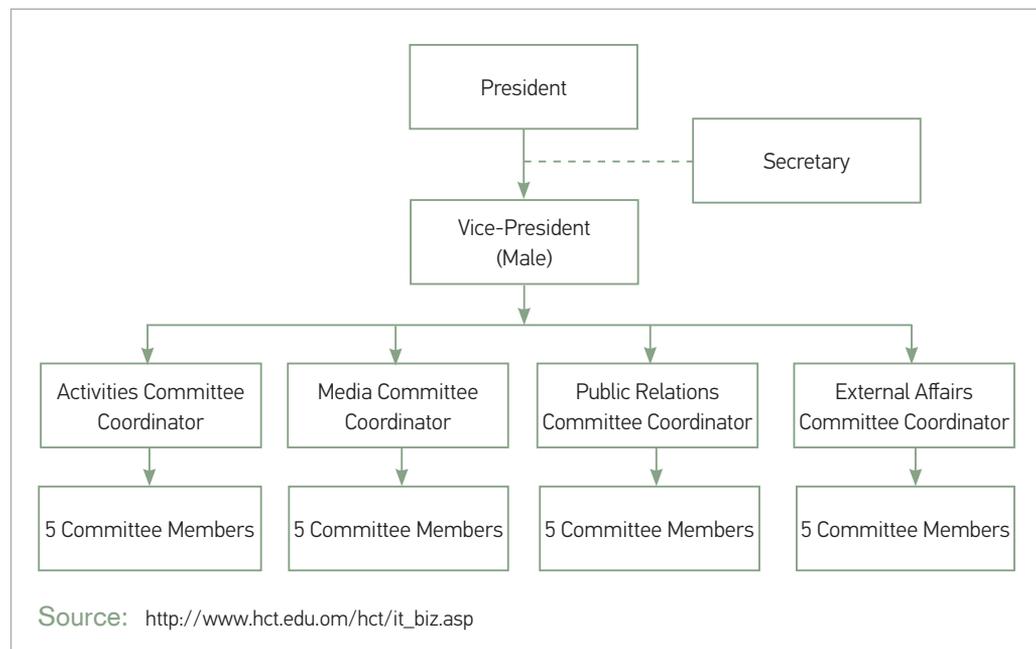


Figure 1
Student Organization
Structure

These models include the main talent management activities: planning, recruiting, performance management, development, succession planning. Workforce planning is done according to business plans, this process includes budgets and expenses for human resources, goals and targets required to be reached from the workforce. Using the workforce plan, next step is recruiting, which usually consists of interviewing, assessing, evaluating and hiring to find and bring the right people for certain roles in organization. A process for measuring employees' results is called performance management. It is usually created by the cooperation of managers and human resources department. Performance support is the critical point for successful talent management in organization; it includes training, mentoring, coaching, pair support and other. As long as organization expands and changes, the need of moving people to other positions grows as well. To find and identify right persons for certain positions in 3-5 years, top managers and executives requires succession planning, which they align with business plan to point out all the needs and goals for potential candidates. This process is mostly used in organizations.

Having in mind the differences of these models, it is important to mention that the model proposed by PLS Consulting, Inc. is missing some essential parts: onboarding (a process of taking care of new employees, giving the first hand support and providing all necessary information for them to start working and feel welcomed in a new position), compensation and rewards (total rewards include compensations and bonuses for job done and accomplishments reached. Recognition programs – honoring, encouraging and supporting talents is a way of showing respect of certain staff members who contributed the most for the organization in certain time of period). The Model by John Hopkins University has career pathing as one of very important parts in employee development. Using career pathing executives identifies new vacancies and monitors the talents by evaluating their knowledge, skills and other competences needed for promotion.

Thus, the main aspects of managing talents are the same or very similar in all three models. However, every organization develops their own customized talent management model by adding different components of talent management that best aligns with their organizational strategy and goals.

Talent management and retention rate

Effective usage of talent management ensures the success of recruiting and retaining talents (Hughes and Rog, 2008). Retention rate - the turnover of employees in organization and is one of the ways to measure the effectiveness of talent management, when the most promising and high potential talent fulfills and achieves succession managements goals (Merhar, 2013). Keeping the talents, especially those who are with high potential and perform very strong in top positions, is very important for organizations to compete in the market and strengthen their positions against competitors.

Losing of employees may cost not only the time to find a replacement (Scott, McMullen and Royal, 2012). Gilmore and Williams (2013) adds that low retention rate can also cause direct costs and losses of organizations memory. According to Talent Management Strategies Survey (2005), 43% of organizations consider retention rate as one of the most important issue that will impact their business. Another survey made by Deloitte (2005) showed that one of the most essential people management issue nowadays is capturing and retaining talents.

A study by Towers Perrin (2005) was conducted internationally, including 86,000 employees from 16 countries and 4 continents. It indicated top factors for employee recruitment and retention. Regarding the latter one, interesting conclusion was made: factors that are essential for employees do not necessarily match strategies of management in order to retain people.

Ability to keep employee can depend on various factors, like possibilities for career growth, or how workers environment can give him a chance to use his skills and express himself. Loyalty often depends on employees professional skills. Responsible managers for attraction, development and retention of talent, must know everything, what is important for employees (Dell and Hickey, 2002). Bernthal and Wellins in their 'Retaining talent: A benchmark study' (n.d.) revealed top factors that have impact on employees retention:

- _ Bad relations with executives, top managers or supervisors,
- _ No balance between work and home life,
- _ Low amount of significant tasks, feeling of not making any impact,
- _ Poor cooperation and bad relations with co-workers,
- _ Low trust in the workplace.

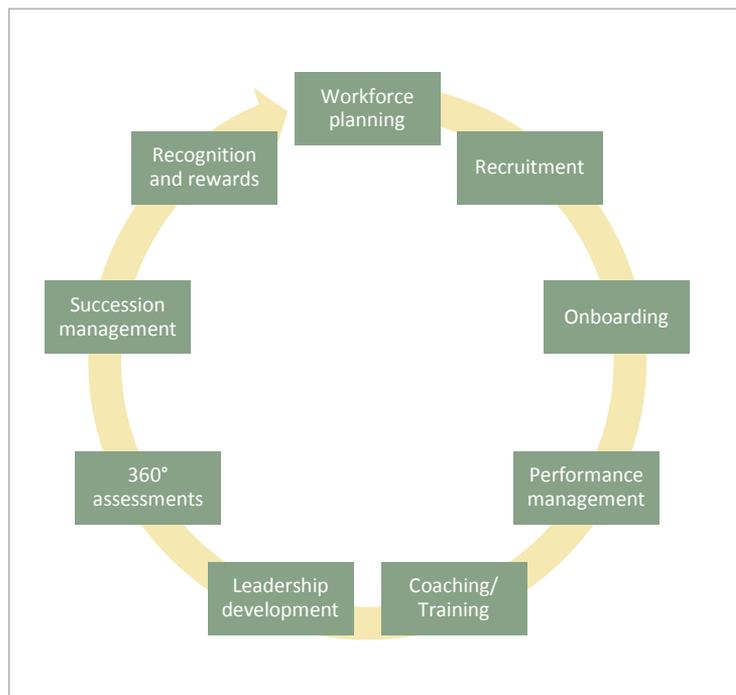
Recruitment is directly interconnected with retention rate (Kaufman, 2002; Streatfeild, 2003), so the strategies of this talent management process should be well prepared and functioning. Training is one more aspect which plays a big role in the retention of employees. Such researchers as Huselid (1995), Youndt, Snell, Dean and Lepak (1996) and Walsh and Taylor (2007) proved in their studies that training activities are connected with retention and productivity. However, Rust, Stewart, Miller and Pielack (1996) noticed an interesting fact that organizations are usually developing trainings without bigger assessment of employees' needs and afterwards forget to measure how much trainings were useful and qualitative. In addition, Bhatnagar (2004) and Deery (2008) mention one more informal way of providing employees with education and knowledge – mentoring or peer buddy system. One of the most recognizable methods in managing the retention rate of employees is performance appraisals or special rewards (Moncarz, Zhao and Kay, 2009). Aligning with rewards and recognition, companies could improve retention rate due to higher employees/talent satisfaction. This can come when goals of organization are clearly defined and communicated, thus lead to higher productivity and retention rate (Kim, Leong and Lee, 2005). The support received while performing and reaching goals is also crucial (Susskind, Brochgreivink, Kacmar and Brymer, 2000).

Talent management department has to ensure that all these factors are being developed in organization through practices and according the opinion of both management and employees (Hughes and Rog, 2008). Top executives should take into account the main reasons of retention decrease, because this becomes one of the most important issues for today organizations.

After analysing talent management models suggested by Josh Bersin (2006), JHU university (n.d.) and PLS Consulting Inc. (n.d.), as well as the other relevant scholarly literature on talent management and retention rate, theoretical model was established, which top executives should take into consideration, if they seek to retain talents (Figure 2). The process consists of workforce planning, where managers need to use business plan, identify the vacancies and people they need in the future, count the budget and expenses needed for human resource and set goals and targets for the workforce. Afterwards recruitment process (interviews, assessments) is being held, where the best candidates are selected and then inducted (on-boarding process) to the organization. Further human resource department should establish performance management plan, which is the process of measuring and tracking members, followed with coaching, training and performance support for new people. Special leadership activities and challenges need to be provided for talents seeking to develop their leader skills.

Theoretical model of talent management

Figure 2
Theoretical model of
talent management in a
student organization



Next step - 360° assessments, where all staff needs to give feedback and fill in surveys about each other. Next stages are very important for successful talent retention. Succession management should be done for the best members, who fit the requirements to be promoted and, of course, the best performers should be recognized by honouring, encouraging and receiving bonuses.

Research methodology

The context of research. AIESEC was officially established in 1948, currently counting more than 65 years of existence. Even though the name of organization is no longer used as an acronym, 'AIESEC' used to stand for French words 'Association Internationale des Etudiants en Sciences Economiques et Commerciales' (English: International Association of Students in Economics and Commercial Sciences). Today AIESEC is the biggest youth-run organization in the world. It seeks to give its members integrated development experiences, consisted of three main attributes: leadership opportunities (more than 37,000 in 2012), international internships (more than 25,000 in 2012) and global learning environment. The network reached 124 countries and territories in 2013, with around 100,000 members and more than a million alumni. AIESEC Lithuania has a history since 1991. It is present in 3 cities: Vilnius, Kaunas, Siauliai, with totally 5 local committees (2 in both Vilnius and Kaunas).

AIESEC Lithuania is a part of main decision body of AIESEC International (AI) - Global Plenary, - and operates the same activities like other countries in the world. All AIESEC countries, including Lithuania, have 6 main departments of work: outgoing and incoming internships, sales, marketing or communications, finance and talent management. Talent management department is responsible for people management within organization, as well as plays a part in customer experience. According to global internal database of AIESEC (2013), the proposed Talent Management process is divided into 3 main parts: Talent Development (includes Talent Education, Mentoring/Coaching, Goals Setting and Career Planning), Talent Retention (includes Pipeline Management, Talent Tracking and Rewards&Recognition) and Talent Recruitment (includes Talent Planning, Marketing, Selection, Allocation, Induction). Descriptions of each of 12 processes cannot be found in public access, and for this there is a need to contact national board Vice-President for Talent Management. This person is responsible for overall knowledge management in AIESEC country, thus can provide the information regarding its area and processes. In addition, there is a need to analyse current

talent management model and assess how it fits to theoretical one in order to ensure high retention rate and members' satisfaction.

The aim of the research is to assess the usability of the factors substantiated in the talent management theoretical model in the case of AIESEC Lithuania student organization.

The research method and process: triangulation method was chosen, and empirical part is divided into two stages. The first is qualitative research, where the in-depth semi-structured interview was conducted with AIESEC Lithuania Vice-President for Talent Management, Yamin Ruiz Aparicio, in order to get more detailed information about talent management process used globally and in AIESEC Lithuania.

Research sample for quantitative research: As population of research is known: 110 members on the 1st of May (internal database, 2013), confidence level was chosen 95%, confidence interval – 0.5. Thus, in order to get representative data out of our empirical research sample size should be: $n=(0,5(1-0,5))/((0,05/1,96)^2+(0,5(1-0,5))/110)=86$. Survey was sent to all 110 members of AIESEC, 87 questionnaires were filled, with a response rate of 79,1%.

Research instruments. First of all, the instrument of qualitative research was chosen: in-depth interview. Interview questions were semi-structured, had key points to be covered during conversation. Usage of interview research gives opportunity for respondent to answer questions freely, tell his experience, express himself about asked situation, evaluate and give his own insights. Researcher is provided with reliable, but subjective information, also has ability not only to record the answers, but evaluate respondent's emotional and behavioural emotions (Madrigal and McClain, 2012). These features suited us the most in the first stage, as we needed explanation on model and processes, as well as personal evaluation of talent management situation. It is important to mention that the main goal of interview was to get to know what the processes of talent management model are and if that model matches theoretical one obtained while analysing various studies of researchers (theoretical model can be found above).

The instrument of quantitative research is internet questionnaire-survey. This method is used to examine a sufficient number of respondents, get more objective answers, notice trends and tendencies (Turner, 2013). Thus, we have chosen it to evaluate the effectiveness of organizations talent management system on retention rate and understand whether the opinion gathered during interview comes into reality through opinion of AIESEC Lithuania members. Results of quantitative research were processed by SPSS system, supporting some tables with the work of Microsoft Excel.

The talent management model of AIESEC Lithuania is compared with theoretical model obtained above. In addition, the opinion of Vice-President for Talent Management, Yamin Ruiz Aparicio, is analysed based on his answers during an in-depth interview.

Talent recruitment. While comparing the theoretical, AIESEC global, and talent management processes of AIESEC Lithuania, it was found that workforce planning is a beginning stage of all models. When our respondent Yamin Ruiz Aparicio was asked what the process is in Lithuania, he started stating globally used system's stages, but after question about any fixtures he said that there is a wish to seek more global tendencies and use global model as an example (*'Our Talent Planning doesn't follow the standards of the functional structures provided by the global office (1 Team Leader and 3 members) and instead we have teams with more members or even teams without a direct Team Leader'*). Recruitment process is done analogically by globally stated norms and in onboarding step, Vice-President agreed that they do the same things. They organize onboarding through national conferences and then newcomers spend two weeks in local offices for induction.

Research results: relationship between talent management and retention rate in AIESEC Lithuania

Talent development. Performance management has two smaller stages like talents goal setting and tracking, but Mr. Ruiz revealed that in Lithuania's case, goal setting is only one way meaning, because role and job provided is not specifically matched with members' personal expectations. During the interview it was found out that on national level organization have difficulties to fully succeed in coach and mentoring (*'Some of them (team leaders) have no experience in these programs and lacks the knowledge to help a member in their daily struggles'*). According to Vice-President, they created Assistant program to help closing this gap. In their Talent Management model, neither AIESEC globally nor AIESEC Lithuania has Leadership development programs included, however, even the official description of organization includes leadership as one of the most feature developed in organization.

Talent retention. Taking into account succession management, globally organization use career planning for identifying individual's opportunities and after assessing skills and competences provide education cycles for them, as creating Career Plan. Yamin Ruiz Aparicio said that in case of Lithuania, they do not have it. Continuing with this stage, interviewer confirmed that pipeline management, which is a similar process to recruitment (promotion, application, selection and induction), is used on basics of global model. Along with talent appraisal system, best performers are motivated by materialistic and motivational methods. Proceeding with interview with one of AIESEC Lithuania leaders, he was asked questions more related about retention. It was found out that organization uses two measurements, rotation and retention rates. Asked to clarify the difference between those two indicators, respondent tried to explain, that rotation rate is a figure of human resources, what means that the number consists of all organizations members that has changed their roles or were reallocated to other teams or departments (*'For example, I recruit 10 Team Members and allocate 5 into corporate sales and 5 into outgoing internships. After one month, I will have to fire 2 because of their performance and then reallocate 2 more to another team. Let's say that I fired 2 from corporate sales and reallocated 2 from outgoing internships. My Rotation rate of the quarter would be 20% (2/10 members to replace)'*). Explaining the retention rate, Vice-President told that to given situation the retention would be only 60%, because in AIESEC they count not only people who left the organization (2 were fired), but also those who changed their roles (2 were reallocated) and did not finish their previous experience. According to the numbers provided by AIESEC Lithuania executive for talent management, current rotation rate in organization is approximately 15% in 1 year, and retention is over 70% per quarter and respondent was asked to state top factors from the talent management process that mostly influences those indicators and name which are strongest/ weakest in organization. *'...you will see that the retention rate is directly influenced by the rotation rate of the organization, meaning that the most important indicator is the rotation of membership.'* – Yamin Ruiz Aparicio.

Biggest losses to an organization are of not having talent career planning, and having not very strong talent selection system, what means that not always right people could be recruited. Mr. Yamin also added, that retention rate struggles because of not having development plan, where members would be able to track themselves and some other reasons. Yamin Ruiz thinks that in AIESEC Lithuania most developed stages of talent management are:

- _ Talent recruitment as all block. Selecting better members with right skills and expectations that helps organization.
- _ Talent education, while the trainings provided gives members knowledge and their performance result on quality.
- _ Talent appraisal which motivates members.

Respondent gave his opinion about using the framework of global talent management by saying that it is a good way to measure and control organization, but due to different capacities of the countries like Lithuania, China or Germany it is very important to adopt the system for each case.

Speaking about the results of Lithuania's Talent Management area, Vice-President is very satisfied. He says that overall yearly plan was reached close to 90%. The innovations, new initiatives or some projects were not completed, or completed not on the expected level, only because due to the lack of experience. *'If you have people that strive for the same goal, you motivate them and also empower them to fulfill those dreams, without a doubt they will become successful and give you the results you ask.'* – Yamin Ruiz Aparicio, AIESEC Lithuania Vice-President.

To sum up, qualitative research shows that talent management model of AIESEC Lithuania is close to the one provided in theoretical rationale. Two processes that are not officially included are 360 evaluation (feedback) and leadership development. On the other hand, some aspects of AIESEC model are even more developed and divided in smaller parts in order to ensure quality and members' satisfaction.

Profile of respondents. The profile of respondents is identified from gathered demographic data. All filled questionnaires fitted our requirements. Thus, in total 87 respondents were analysed. More than a half (60, 92%) respondents are women, leaving 39,08% for men. Respondents were asked to indicate their particular age in the rating scale. The biggest group are of the age of 20 (29,89%), 21 (25,29%) and 19 (18,39%). Some variables of age have been connected because they did not make a representative figure. After grouping, we obtained 5 main age groups: 18-19 (22,99%), 20 (29,89%), 21 (25,29%), 22 (12,64%) and 23-26 (9,2%)

Two more aspects were analysed in terms of demographic data: entity which people are from and their current position in AIESEC. Those figure have been chosen because of the specific of organization and better comparison of quantitative data. There are 7 entities currently in AIESEC Lithuania: Kaunas, KTU, Šiauliai, Vilnius, Vilnius ISM, Member Committee, National Support/Trainers Team. National Support/Trainers Team is grouped with Member Committee because they both represent national body. Thus, now there are 6 entities. Both Vilnius' local offices take a lead in the number of respondents: AIESEC Vilnius (29,89%) and AIESEC Vilnius, ISM (27,59%). Smallest local offices respectively have smallest number of respondents: both AIESEC Kaunas University of Technology and AIESEC Šiauliai are represented by 6,9%

Position in AIESEC is important as well, because it reflects the experience people have and time they spent in organization. respondents were divided as following: Team Members (41,38%), Team Leaders (22,99%), Local Committee Vice-Presidents (13,79%), Member Committee and Board of Presidents (10,34%) and Support teams (5,75%). There were 5,75% of respondents (or 5 in total) who indicated their position as 'other': 3 out of 5 have already left organization, 1 person is an assistant of Vice-President and the last one – Team Leader who is elected as Vice-President for the next term.

Analyses of empirical data in quantitative research. First of all, in order to understand our respondents and their answers better there are 3 behavioural questions which helps identifying profile together with demographic questions. Figure 20 shows how much time our respondents have already spent in organization. The biggest part – 25,29% - spent from 7 to 12 months, then, 22,99% spent up to 3 months, 20,69% - from 19-24 months. In addition to previous question, respondents were asked to identify the number of hours they usually

Results of quantitative research

spend per week for AIESEC activities. The most of respondents (25,29%) spend 6-10 hours per week, 18,39% - from 11 to 15 hours. It is interesting that there were people (6,9%) who are working more than 40 hours for AIESEC. Furthermore, the same question was checked in possible relationship with respondents' entities.

More than a third (37,5%) people of national board is working a lot – more than 40 hours per week, while a half (50%) of Šiauliai and Kaunas University of Technology respondents spends from 6 to 10 hours. After making chi-square test, the relationship was found both between time spent for AIESEC per week and position, and the same time and entity.

Moving to the last behavioural question, more than 1/5 (21,84%) of respondents is planning to leave organization in one months, meaning that they are going to finish current experience and do not take another one. What is even more interesting is that 9,2% of people is willing to leave organization as soon as possible. There is an assumption that some of those people belong to alumni and this is why they have chosen particular answer. However, analyses show that more than a half (54,47%) of respondents are willing to work for AIESEC from 6 month and more. This is a good phenomenon for organization where members change positions very frequently.

Moving to the part where questions are dedicated to satisfaction and talent management relationship with retention rate, overall satisfaction all participants is 8,48 in a scale from 1 to 10. Comparing this question with position, following Figure 28 appeared. The most satisfied with organization are national body (mean of 9) and the biggest entities: Vilnius, ISM (mean of 8,917), Kaunas (8,471) and Vilnius (8,462).

Furthermore, respondents were asked how much they agree with the items in question 5 regarding reasons they are still members of AIESEC. The biggest factors influencing this are Personal Development (mean of 4,76 out of 5), People and Relationships (4,58) and Values and Vision of Organization (4,23). The smallest mean was for "Constant tracking system", however this does not mean that tracking is bad itself, instead, people do not value it as a reason to stay for. Women evaluates all factors better than men, except from Qualitative Trainings, Constant Tracking System and Parties. The latter one had the biggest difference among genders: mean of 3,72 for women and 4,06 for men.

Afterwards, participants of our survey should have indicated how particular factors influence the fact that people leave organization. There were 3 reasons with the mean, higher than four: Expectations of Person and Organization Do not Match (mean: 4,2), Lack of Time Management (4,05) and No Work-Life Balance (4,03). Many respondents do not agree that Lack of Trainings is the reason people leave organization. This question was analyzed according to position holding in AIESEC. The first reason – 'Expectations of person and organization do not match' – was evaluated as the most relevant by Member Committee and Board of Presidents (mean of 4,78), at the same time Team Members' mean was 4,06. The local level Vice-Presidents perceived 'Paid Job is Priority' as the second biggest reason (mean of 4,17), whole Member Committee and local Presidents evaluated that as almost an average (3,56).

The following three questions check how AIESEC Lithuania members are satisfied with various talent management activities. The first group of factors belong to Talent Recruitment. Counting the mean of responses, one may see that the lowest number goes for selection criteria – 2,69 and understanding that AIESEC is eager to meet the needs of members. The biggest satisfaction is with the selection process being clear (3,83) and allocation into teams according to peoples' wishes (3,85). Answers of respondents regarding Talent Recruitment process where analyzed according to entity. This is important to know because local offices

are running this process separately, even though they have the same national framework and strategies. It might seem that allocation according to the wish of respondents was done the best in Vilnius (mean of 4,04), while Vilnius, ISM had the lowest mean of 3,58. However, people from Vilnius, ISM are the most satisfied with the knowledge they received in order to perform (3,79), together with Siauliai (3,83). Furthermore, there was a decision made to calculate all means of entities regarding this section.

Siauliai were the most satisfied with mean of 3,64, following with Vilnius (3,58), Kaunas (3,57), Vilnius, ISM (3,42) and KTU (3,41). Member Committee consist of people from various local offices, so their score in this case is not relevant.

The second section on satisfaction of talent management processes were Talent Development. Respondents identified that they are able to connect their own goals to organization's (mean of 4,06). In addition to that, they agree that career plan is need (4,01). However, the lowest mean – 3,37 – was found next to the section of 'Mentoring/Buddy system helps me to perform', and the mean of measuring trainings was 3,45. The second section is also compared with entities. It is interesting that people in Vilnius (mean of 3,58) find it hard to connect organization goals with personal, whereas other entities evaluate that better (4 of Kaunas and KTU, 4,12 Vilnius, ISM and 4,17 – Siauliai). Counting all means based on entities in this category, Vilnius, ISM has the highest (3,77), following with Member Committee (3,75), KTU (3,62), Vilnius (3,61), Kaunas (3,6) and Šiauliai (3,52) (Annex 20). After counting ANOVA test, no significant difference was found between Talent Development art and entity (Annex 21).

Last section is related with Talent Retention processes. Participants agree to be informed about next experience they can take (4,09), as well as that working conditions are more important than materialistic awards (4,06). On the other hand, just the mean of 3,39 was obtained while answering if National appraisal system motivates people for doing more. What is also interesting, that the mean of feeling appraised for efforts is just 3,6.

Means of Talent Retention factors were decided to be also analyzed by the positions of our questionnaire participants. Team members quite agree (mean of 3,81) about feeling appraised for their efforts and results, while the mean is quite low for local Vice-Presidents (3,08) and Support Teams (3,55). It is interesting to notice that Member Committee really values more working environment rather than materialistic awards (4,56), while Team Members reached the mean of just (3,81).

Moreover, local Vice-Presidents do not agree that they are motivated by local appraisal system (2,75), and have the lowest mean in comparison with others while knowing opportunities they can take after current position.

Talent management models are discussed by various researchers and applied by various organizations, including corporate sector and NGOs. Talent management models by Josh Bersin (2006), John Hopkins University Talent management model (n.d.), PLS Consulting Talent Management System (n.d.) display the similar background among talent management models: Workforce planning, Recruiting, Performance management, Coaching/Training and Rewarding functions. Following this principle every organization develops their own customized talent management model by adding different components of talent management that best aligns with their organizational strategy and goals.

Researchers declare that for-profit organizations adapt the usage of talent management according to their needs, and this is acceptable as long as an organization reaches its goals. Corporate sector tends to use exclusive strategies of talent management, while non-govern-

Discussion

mental organizations choose inclusive approach, where equality and fair opportunities are promoted for each member.

While talent management factors conditioning retention rates in a student organization theoretical model emphasizes the overall 360 assessment process and the development of leadership abilities, the main underlined factor is personal development. Contrary to the for-profit organizations seeking for career paths based on reward and recognition systems, personal development in a not-for-profit organization emphasizes development in preparation for the real professional job market. Therefore, talents in a student organization are retained when they receive competence development relevant to the needs of the existing professional area.

Conclusions

Talent management has evolved and developed through years, and not all researchers commonly agree on its value and suitable usage for organizations. It is a strategic process developed in hand with an overall strategy of organization, having in mind a long-term perspective. Scientists agree that this phenomenon should be tailored according to the needs and situation of any collaborative unit, thus it is recommended to have own talent management model which reflects the latter things. Talent management is closely related to the retention rate and various aspects (such as recruitment, training, mentoring, and recognition) has a big impact on it.

Theoretical talent management model based on research literature was constructed and it depicts the following processes: Workforce planning, Recruitment, Onboarding, Performance management, Coaching/Training, Leadership development, 360 evaluation, Succession management, Recognition and rewards.

The usability of the theoretical talent management model was examined by comparing it with the one which is used by AIESEC Lithuania and the retention rate was assessed. Empirical research shows that the biggest reasons of people leaving organization are wrong expectations, lack of time management, job as priority and no work-life balance. On the other hand, people stay in AIESEC because of personal development, impact of organization and relationships members make in organization.

This is reflected on certain parts of talent management model: recruitment, onboarding, coaching/training. To sum up, the first steps of member 'inside' talent management model are the most crucial ones. Thus, organizations should emphasize it and work for improvement in order to retain their talents within.

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Santrauka

Greta Šiaučiūnaitė, Jurgita Vizgirdaitė. Studentų organizacijos narių išlaikymo sąsaja su talentų ugdymu (AIESEC atvejis)

Talentų ugdymas – tai svarbi šiuolaikinė žmogiškųjų išteklių valdymo sritis. Nepaisant to, kad šis procesas įgauna pagreitį tiek verslo pasaulyje, tiek ir už jo ribų, kai kurie vadovai vis dar nežino, kaip apibūdinti „talentus“ ir kaip juos ugdyti savo organizacijos viduje (Tansley, 2011). Anot Michaels, Handfield-Jones ir Axelrod (2001), žodis „talentas“ apibendrina įvairius žmonių gebėjimus ir požymius. Gagne (2000) prideda, kad žmonės, turintys talentą, paprastai patobulina kažkurią iš gyvenimo sričių ar daro teigiamą įtaką visuomenei. Talentų išskirtinumas kartais paaiškinamas ir kitaip: jie dažniausiai yra aukščiau kitų ir jiems nereikia labai stengtis ar daug dirbti, kad pasiektų daug (Thorne ir Pellant, 2006).

Bersin (2006) apibūdina tris pagrindinius žmogiškųjų išteklių valdymo kaitos etapus. Pirmasis etapas vadinamas „personalo valdymu“, jis buvo populiarus tarp 1970-ųjų ir 1980-ųjų. Jis akcentuoja įdarbinimą ir atleidimą bei atlygio mokėjimą. Vėliau, po dešimtmečio, suvokta, jog žmogiškieji ištekliai daro didesnę įtaką verslui nei manyta, tad antrasis etapas – „strateginis žmogiškųjų išteklių valdymas“ – pradėtas taikyti daugelyje įmonių. Atsakomybių spektras labai prasiplėtė: organizacinės struktūros tobulinimas, darbo jėgos planavimas, atranka, mokymai, taip pat vidinės komunikacijos bei pozityvios darbo atmosferos kūrimas. Trečiasis etapas vis dar vystomas ir yra vadinamas „talentų ugdymu“. Dėmesys skiriamas strateginiams sprendimams, o ne kasdienėms veikloms. Talentų ugdymas reikalauja naujų sistemų ir politikų įmonės viduje, taip pat glaudaus bendradarbiavimo tarp vadovų ir darbuotojų (Bersin, 2006).

Chuai, Preece ir Iles (2008) daryta apklausa parodė, jog talentų ugdymas skatina visai kitokį požiūrį į žmonių valdymą. Tikima, jog tai yra tarsi nauja ideologija, padedanti organizacijoms pasiekti sėkmę ir sustiprinti konkurencinį pranašumą. Šis procesas taip pat gali būti suvokiamas kaip papildomų galiomybių, valdymo ir procesų visuma, kuri specialiai sukurta ypatingai talentingiems žmonėms (Gilmore ir Williams, 2013). Jie turi sukurti vertę organizacijai tam, kad būtų jais pasirūpinta. Nėgana to, kiti autoriai teigia, jog talentų ugdymas apima strategiją, kuri vienija žmogiškąjį kapitalą ir organizacijos poreikius, taip pat siekia geriausių rezultatų, panaudodamas šią sinergiją.

Talentų ugdymas stipriai susijęs su įvairiomis žmogiškųjų išteklių valdymo funkcijomis, tačiau skirtingos organizacijos šį procesą savaip įtraukia į veiklas. Gilmore ir Williams (2013) aprašė keturias skirtingas praktikas:

- 1 Pagrindinės rolės/pozicijos.
- 2 Pagrindiniai išrinkti žmonės.
- 3 Socialinis kapitalas.
- 4 Plati talentų bazė.

Pirmosios dvi grupės koncentruojasi ties išskirtiniais darbuotojais, o likusios mėgina apimti kuo platesnį ratą žmonių ir jiems suteikti galimybes tapti talentais savose srityse.

Talentų ugdymas svarbus ne tik verslo pasaulyje, bet ir studentų organizacijose. Jos taip pat turi aišką savo struktūrą, valdymo organus ir įvairias vidines funkcijas procesams valdyti, tačiau nepavyko rasti mokslinių darbų, analizuojančių talentų valdymo veiksmus, sąlygojančius narių išlaikymą studentų organizacijoje. Dėl to formuluojamas probleminis klausimas: kokie talentų valdymo veiksniai sąlygoja narių išlaikymą studentų organizacijoje?

Straipsnio tikslas - pagrįsti teorinį talentų valdymo sąlygojančio narių išlaikymą studentų organizacijoje modelį ir išanalizuoti jo veiksmingumą pasaulinėje studentų organizacijoje AIESEC Lietuva.

Buvo išanalizuoti trys talentų ugdymo modeliai: Bersino „Talentų ugdymo procesas“, John Hopkins universiteto talentų ugdymo modelis ir „PLS Consulting“ talentų ugdymo sistema. Jie visi akcentuoja darbo jėgos planavimą, atranką, našumo valdymą, darbuotojų tobulėjimą ir vadovų/aukštesnių pozicijų rengimą. Atlikus modelių analizę, buvo sukurtas apibendrintas teorinis talentų ugdymo modelis. Jis apima 9 pagrindines sudedamąsias: planavimą, atranką, darbuotojų įtraukimą į organizaciją, našumo valdymą, mokymus, lyderystės valdymą, grįžtamąjį ryšį, vadovų rengimą, pripažinimą bei apdovanojimą.

Tinkamas talentų ugdymas užtikrina darbuotojų atrankos ir išlaikymo sėkmę (Hughes ir Rog, 2008). Netinkamas išlaikymas – tai darbuotojų kaita organizacijoje ir vienas iš būdų pamatuoti žmogiškųjų išteklių efektyvumą. Svarbių darbuotojų buvimas yra reikalingas įmonei norint išlaikyti aukštas pozicijas bei našumą darbe. Darbuotojų praradimas sąlygoja ne tik naujų žmonių paieškas (Scott, McMullen ir Royal, 2012), bet ir organizacinės atminties praradimą, kai sukaupia informacija „pernešama“ iš įmonės į įmonę (Gilmore ir Williams, 2013).

Empirinį tyrimą sudarė du etapai: kokybinio (pusiau struktūruotas giluminis interviu su AIESEC Lietuva viceprezidentu talentų ugdymui – Yamin Ruiz Aparicio) ir kiekybinio (internetinė apklausa AIESEC Lietuva nariams). Išsiųstos 110 anketų, gauta 86 atsakymai, kas sudaro 79,1% grįžtamumo. Kokybinės analizės metu teorinis modelis buvo lyginamas su AIESEC Lietuva naudojamu modeliu. Paaiškėjo, jog organizacija naudoja labai panašų modelį, kuris yra suteiktas tarptautinės AIESEC valdybos (Lietuva, kaip ir kitos šalys, gali modelį adaptuoti pagal poreikius). AIESEC Lietuvos naudojamas modelis našumo vadybą išskirsto į dvi dalis: tikslų kėlimą ir priežiūrą. Lyderystės ugdymas neįtrauktas į modelį, tačiau šis procesas akcentuojamas kiekvienoje organizacijos veikloje ir yra vienas iš kertinių aspektų, apibūdinančių AIESEC išskirtinumą. Anot Yamin Ruiz Aparicio, trys sritys yra labiausiai pažengusios: talentų atranka, talentų švietimas (mokymai) bei talentų apdovanojimai. Lyginant teorinį ir AIESEC Lietuva modelį, buvo prieita prie išvados, kad pastarajame trūksta grįžtamojo ryšio. Nepaisant to, talentų ugdymo procesas yra pakankamai išstobulintas ir specifiškas.

Pasitenkinimas organizacija apskritai siekia 8,48 balus iš 10, labiausiai patenkinti yra nacionalinės valdybos (9) nariai, taip pat AIESEC Vilnius, ISM atstovai (8,917). Pagrindinės priežastys, dėl ko žmonės yra vis dar organizacijos dalimi: asmeninis tobulėjimas (4,76 iš 5), žmonės ir ryšiai (4,58) bei

organizacijos vertybės ir vizija (4,23). Analizuojant pagrindines išėjimo iš organizacijos priežastis, paaiškėjo, kad didžiausią įtaką tam turi lūkesčių neatitikimas ir laiko valdymo trūkumas. Kadangi AIESEC Lietuva naudojamas modelis suskirstytas į tris dalis: talentų atranka, talentų tobulinimas ir talentų išlaikymas, buvo siekiama išsiaiškinti, kaip nariai suvokia šių procesų naudą ir kokybę. Pirma, talentų atrankos dalyje mažiausias pasitenkinimas išreikštas atrankų kriterijų aiškumui (2,69 iš 5), o didžiausias – paskirstymas į komandas (3,85). Talentų tobulinime nariai geba susiekti savo ir organizacijos tikslus (4,06 iš 5), tačiau jie nėra linkę visiškai sutikti, jog mentorystės programa padeda jiems geriau dirbti (3,37). Talentų išlaikymo procesuose nariai sutinka, jog yra informuoti apie galimybes gauti naujos patirties ar kilti karjeros laiptais (4,09 iš 5), tačiau nacionalinė apdovanojimų sistemą jų nelabai motyvuoja (3,6 iš 5).

Apibendrinant teigiama, kad talentų ugdymo pagrindas yra panašus daugumoje organizacijų: planavimas, įdarbinimas, tikslų nustatymas ir jų siekimas, kvalifikacijos kėlimas, atlygis. AIESEC Lietuva naudoja pagrindinius globalaus modelio principus, tačiau yra talentų ugdymo proceso etapų, kuriuos reikia patobulinti. Siekiant išlaikyti narius studentų organizacijoje, ypatingai svarbu atkreipti dėmesį į vertinimo, motyvavimo, lyderystės savybių vystymo sąlygas. Asmeninio augimo galimybės studentų organizacijoje išskiriamos kaip svarbiausios lyginant su kitais talentų ugdymo veiksniais.

REIKŠMINIAI ŽODŽIAI: talentas, talentų valdymo modelis, talentų valdymo procesas, narių išlaikymas, studentų organizacija.

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