

A Systematic Literature Review of Talent Management And Knowledge Management In Improving Higher Education Performance

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ABSTRACT

Purpose – This paper seeks to reveals talent management as a distinctive organizational strategy mechanism that affects knowledge management, university transformation, and the intellectual environment in high-performance education

Methodology/approach – There were 753 articles total since only those that were ready for publishing and were written in English were chosen. To make sure there were no duplicates included, we reviewed and double-checked the titles, abstracts, and problems from these papers, including literature review articles and meta-analyses.

Findings – It was found that. Talent development was identified as a potential link that transmits the effects of knowledge management on the organizational performance of private universities over time. To achieve this goal, employee development that is built on management knowledge within universities becomes an obligation in providing sustainable organizational performance.

Novelty/value – This systematic literature review study adds to the body of evidence on the potential for originality in talent and knowledge management in higher education, particularly in terms of raising academic performance. The outcomes of talent management and talent reviews in order to prepare talent management from the perspective of providing an individual picture of each aspect higher education performance.

Keywords: higher education performance, talent management, knowledge management, systematic literature review.

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INTRODUCTION

The success of the organization is determined by the ranks of highly talented human resources, therefore the talent management strategy by Human Capital needs to be the attention of the organization. Talent management will be the responsibility of the Department of Human Resources in the future, all matters relating to talent and the maintenance of a work climate that encourages and stimulates talented individuals by offering jobs tailored to individual freedom (Berger and Berger

2008). Michaels, Handfield-Jones, & Axelrod, (2001) defines 'talent' as a sum of one's abilities, skills, knowledge, experience, intelligence, attitude, character, and includes the ability and desire to learn and develop. The important thing in talent management is not only in recruitment and selection, but more importantly in terms of developing and retaining talent in order to remain in the organization. In this case, employees are not only competent talents but also those who have an affective commitment to the organization. For this reason, succession planning is an essential component in the management of these talent managers (Hills, 2009). This is also reinforced by a statement from Pollit (2009) which states that succession planning is an important tool to build future leaders. In addition, in an effort to create future leaders, these talent management must continue to be accompanied so that they can provide their best performance. Associated with the mentoring and development of talent management is the possession of insight, discourse and experience in overcoming various problems in various work units with their respective characteristics.

Talented individuals are those who assist higher education organizations with cultural adaptation through the identification of public perception challenges and the development of a very rapid learning environment (Kamal 2017). One way to meet these challenges is to implement a talent management process (Bradley 2016). This process improves the university's long-term performance by understanding the strategies implemented through its talented individuals. Therefore, the higher education industry must find methods and strategies to attract, develop and retain talented staff (Osigwelem 2017). Therefore, in an effort to improve the performance of higher education, the role of talent management needs to be reviewed as the impact of the phenomenon of economic change and the phenomenon of changes in the current style of workers. In addition, it will also be very useful to conduct a study on the talent management process or knowledge management process with other managerial topics, such as effectiveness, quality of work life, and learning organization in the higher education sector (Mohammed et al. 2020).

The talent development system in universities needs to be developed to formulate policies that are beneficial for the development of competitive human resources. Private universities should have a clear idea of innovative talent development as the key to strengthening the quality of their teachers. The benefits for higher education of conducting talent management and knowledge management are for effective planning, and improvement of human resource management. In addition, strategically attracting, developing and retaining talent is the key to the growth and success of higher education institutions (Bradley 2016). The gap in existing research on the interaction between talent management and knowledge management in the context of the higher education sector served as the motivation for this study (Osigwelem 2017). Additionally, this research is necessary to determine how to implement talent management in an organization in a systematic manner to support change-related policies and strategies in higher education (Erasmus et al. 2017). Universities are therefore knowledge-rich institutions that contribute significantly to the creation and transfer of knowledge through research, teaching, and academic services (Fullwood et al. 2013). Similarly, one of the ideas most frequently linked to talent management today is knowledge management (Kasemsap 2017).

Studies on the process of knowledge creation, transmission, sharing, and utilization in educational institutions have been conducted recently (Masa'deh et al. 2017). (Rambe and Mbeo 2017). Knowledge management is therefore seen as an integrated strategy that helps firms to address demands connected to growing competitiveness in the higher education sector (Oktavia et al. 2017). Universities now understand how a knowledge management approach may boost an organization's effectiveness, efficiency, and competitiveness (Veer Ramjeawon and Rowley 2017). As a result, this procedure is crucial to the development and success of companies in the higher education sector (Kasemsap, 2017). A crucial strategy for enhancing and creating creative firms is knowledge management (Koohang et al. 2017). Thus, the focus on knowledge creation, sharing, and transfer becomes the strategic key to a successful knowledge management process in the higher education sector (Veer Ramjeawon and Rowley 2017). Studies addressing the relationship between talent management and knowledge management are relatively rare (Mohammed 2018). The two primary

sources of organizational competitive advantage are knowledge and talent (Abdullah Mohammed et al. 2020). As a result, concentrating on talent and knowledge management has numerous tangible advantages for firms.

Due to the alignment of university rankings with the talent and knowledge of high-performing professors, talent management and knowledge management aid in improving ranks and revenues in the higher education sector (Hazelkorn, 2017). These gifted individuals considerably improve college performance by bringing in new students, carrying out excellent teaching and learning, carrying out top-notch research, and securing research funds (Diezmann 2018). The secret to an organization's competitiveness and viability in the future is its capacity to strengthen its people resources (Lee and Ok 2015). Thus, one method for today's colleges to gain a competitive advantage is to stress the significance of managing talent and knowledge (Hazelkorn 2017). Additional research is required to better understand how to combine knowledge management with talent management, which might produce fresh findings (Sparrow and Makram 2015). One advantage of knowledge management implementation in higher education is the production of excellent research and educational outputs (Rambe and Mbeo 2017). Therefore, knowledge management is crucial for colleges to advance and prosper (Riad Shams and Belyaeva 2019).

According to several research, knowledge management and talent have a close link (Sparrow and Makram 2015; Osigwelem 2017; Paisey and Paisey 2018; Mohammed 2018; Abdullah Mohammed et al. 2020; Miirio and Otham 2018). However, there are no studies that discuss the connection between academic atmosphere, university reform, knowledge management, and talent management. This study therefore reveals talent management as a distinctive organizational strategy mechanism that affects knowledge management, university transformation, and the intellectual environment in high performance education. The application of talent management and other factors can forecast success in higher education (Maghdomi 2017). Based on the preceding description, the following research questions are developed to address and close the research gap:

RQ 1. Which variables are used to measure the multidimensionality of talent management and knowledge management in higher education?

RQ 2. How is the literature on talent management and knowledge management in higher education?

LITERATURE REVIEW

The Resource Based View (RBV) Theory, which asserts that organizations can gain a competitive advantage by utilizing limited and unique resources, and which encourages practitioners and academics to concentrate on talent, is supported by knowledge of the theoretical concepts and studies in the field of talent management (Selman, 2016). The present knowledge of the theoretical foundation that explains the motivations of talent management for businesses favors resource-based understanding (RBV), however Tatoglu, E., et al. provide an important critique (2015). The RBV, according to Tagoglu, E., et al. (2015), ignores social capital, which is highlighted by talent management, thus they suggest using a different institutional theory perspective to explain the motivations of talent management in its implementation. Studies pertinent to the resource-based view (Barney, 1991; Barney & Wright, 1998) provide valuable results stating that the role of human resources in achieving competitive advantage. These studies can be used to understand the theoretical framework of talent management as an anchor (Sparrow, Scullion & Tarique, 2014) regarding the perspectives and practices of the field of resource management. The importance, exclusivity, and inimitable qualities of human resource make them a valuable source of competitive advantage. According to this viewpoint, precious, uncommon, non-replaceable, and non-replaceable human resources are a source of competitive advantage for businesses. Physical and organizational resources

might be described as inimitable and replaceable (Barney, 1991; Barney & Wright, 1998). The need that resources be renewable and unreplicable is further addressed.

In addition to the perspectives mentioned above, Collings and Mellahi (2009) add an emerging perspective by broadening the definition of talent with a strategic perspective that includes the identification of key positions. Key positions are considered key positions because they have the potential to be significantly influential and are a key component of human resource development. gifted ability. Additionally, it is possible to anticipate that talent management that has been categorized will be able to aid in accomplishing higher education objectives. Researchers consider that knowledge-based organizational theory is one application of the resource-based view (Nonaka et al. 2000). This theory is adopted for knowledge management processes and variables that the knowledge resources of an organization need to be analyzed further (Blome et al. 2014). RBV theory is relevant to understanding knowledge management because it emphasizes that knowledge can represent itself in the form of capabilities, know-how, and organizational information, creating and transferring this knowledge can result in competitive advantage (Hassan and Raziq 2019). RBV theory enables knowledge transfer by promoting sustainable success at the individual level as well as across organizational units (Harzing et al. 2016). Nonaka's (1994) organizational knowledge creation theory is based on the SECI model (Nonaka and Toyama 2003). New knowledge is created and transferred to various levels of the organization through four phases, namely socialization, externalization, combination, and internalization (Kao and Wu 2016). It is important to observe the knowledge creation process moving through this model in the form of four phases (Nonaka et al. 2014). Figure 1 shows the theory of organizational knowledge creation:

<i>Tacit</i>	<i>Explicit</i>
Socialization	Externalization
Sharing and networking	Write and Distribute
Integrating it into skills and strategy development	Comparing it to what others know
Internalisation	Combination

Figure 1. Organization knowledge creation cycle(Nonaka 1994)

It is crucial to note that the knowledge creation spiral generation in this model goes through four distinct phases or techniques, as seen in Figure 6. (Nonaka et al. 2014). Combining explicit and tacitly reinforced information is one way to create new knowledge (Nonaka and Toyama 2003). Additionally, knowledge commercialization necessitates a well-organized and methodical procedure, whereas knowledge creation involves a setting that fosters creativity via the generation of new ideas (Bajwa et al. 2015). As knowledge production is the key variable in this study, the idea of organizational knowledge creation is pertinent to the goal of the research.

Knowledge management also contributes to the formulation of organizational strategy because of its key role in decision making, a managerial process that significantly contains knowledge (Holsapple and Singh 2001). There are three phases of decision making in complex situations, namely through intelligence, conception, and selection processes that depend on the knowledge management process,

namely knowledge acquisition, knowledge sharing and knowledge utilization (Ding et al. 2019). This literature review's findings This review's key benefit is that it takes into account numerous talent management and knowledge management research strands from higher education. We anticipate that the findings of this research will deepen our understanding of how higher education use personnel management and knowledge management to enhance performance. The discussion of each article that was evaluated begins with a brief summary that includes the publication year, the nation of research, the publishing source, and the topic of the study. For the purpose of analyzing descriptive data, we employ content analysis. The research procedure and the theory that underpins it are then explained after the description.

METHOD

A literature review should consist of planning, guiding, and reporting the findings. The literature review in this study adheres to these three fundamental phases. Establishing the goals and schedule for the review is the first step in the study process. The second step comprises doing a search and a thorough analysis of the numerous articles that are found, and the last step entails a thorough analysis of the outcomes. The conclusion is reached and presented in writing. The papers from numerous sources that were published in Scopus from 2007 to July 2021 were combined to create this scientific study. The research on organizational behavior and human resources can benefit from the literature in the Scopus database. We searched Scopus for article titles, abstracts, and keywords using the terms "talent management" and "knowledge management," and we found 1225 publications. Conference papers, book chapters, book reviews, editorials, errata, notes, retractions, and letters were then listed. There were 753 articles total since only those that were ready for publishing and were written in English were chosen. A search of some of these publications with the keywords "talent management," "succession planning," "knowledge management," or "higher education" turned up 386 results. To make sure there were no duplicates included, we reviewed and double-checked the titles, abstracts, and problems from these papers, including literature review articles and meta-analyses. The total number of articles in the SLR findings was 73. Microsoft Excel was used to convert the final data pulled from Scopus into a summary table that provided the bibliographic data and specifics about the key elements, including variables, theories employed, methodologies, and all the data required for the study. This step's primary goal was to assess the time period, the literature's current state of the art, geography, journal sources, and factors.

RESULT AND DISCUSSION

A 73 items were collected, and then the next action was taken. The documents per year, documents per source title, and documents per nation were examined in the Scopus search results analysis. The talent management process is essential to support knowledge development objectives including promoting knowledge generation and sharing (Whelan and Carcary 2011). As knowledge management in higher education becomes more popular, organizational knowledge in a setting where higher education is practiced, which essentially enables it to become a learning organization, may realize a competitive advantage in delivering sustainable organizational performance (Karim and Majid 2019). Successful employee knowledge must be communicated in order to improve talent management activities (Urbancová and Vnoucková 2015). Thus, talent management strategies improve knowledge management (Keat and Lin 2018).

Previous research has stated that knowledge has a positive relationship with talent management (Mohammed et al., 2019; Whelan & Carcary 2011). This is because knowledge management facilitates the way in which talent can be managed within an organization (Keat & Lin 2018). Talent development was identified as a potential link that transmits the effects of knowledge management on

the organizational performance of private universities over time. To achieve this goal, employee development that is built on management knowledge within universities becomes an obligation in providing sustainable organizational performance (Keat & Lin, 2018). Knowledge management also contributes to the formulation of organizational strategy because of its vital role in decision making (Holsapple & Singh, 2001). There are three phases of decision making in complex situations; intelligence, conception, and selection process. All of these rely on knowledge management processes that involve the acquisition, sharing and utilization of resources (Ding et al., 2019). According to Mohammed (2018), organizational strategy has a positive and significant impact on the talent and knowledge management process in the Australian higher education sector. Therefore, the talent management process is very important in supporting better knowledge creation and management strategies (Whelan & Carcary 2011; (Kok Keat & Lin, 2018).

The strategic importance of knowledge management (KM) is highlighted through the view of resource-based management as a comprehensive change process and form of organizational renewal. It focuses on the innovation that is created, the transfer and application of new knowledge. The application of KM strategies enables an increase in learning abilities and their ability to incorporate knowledge-based skills and by using them better (Hamid et al. 2021). Knowledge management strategy is one of the modern ideas and has an effective impact on organizational success. Its importance stems from being one of the critical components for organizational success and distinction and ensuring its dedication to contributing to its long-term maintenance and development (Hamid et al. 2021). College is a learning organization. Where learning organizations should be able to create, acquire, transfer knowledge and modify it to reflect and new insights (Hsieh & Maritz 2021). Therefore they need management (Barker 2016). In line with Imran et al. (2016), Oluikpe (2015), Pham et al. (2021), who argued that the importance of knowledge management in an organization to support and expand intellectual capital and its dissemination to achieve organizational goals.

Knowledge management is a topic that is often in demand for research in the last ten years (Quarchioni et al., 2020). Knowledge is a core competency, the main source of excellence and value creation for every organization around the world (Liu et al. 2018). Knowledge management involves represented capabilities, knowledge, and organizational information, creating and transferring expertise that results in competitive advantage (Hassan & Raziq 2019). In higher education, knowledge is generated from various activities such as teaching and learning processes, examinations, evaluations, counseling, training, research, consulting and activity management (Dhamdhare, 2015). In a higher education environment, organizational knowledge creates a competitive performance advantage (Karim & Majid 2019). Many studies describe that knowledge is important as a sustainable competitive advantage in higher education (Kanwal et al., 2019; Martins et al. 2019; J. Wu et al. 2019).

Knowledge management has a significant direct positive impact on the performance level of private universities. By continuing to develop talent management, universities are better positioned to prepare effective knowledge management mechanisms such as building networks to socially interact between individual talents to stay ahead of the competition. Therefore, universities are interested in concentrating on talent-based knowledge management practices to gain a competitive advantage for institutional growth and development in the higher education business environment (Keat & Lin 2017). Previous studies have shown that talent practice has some relationship with organizational performance (Miirio et al. 2016). Through effective knowledge management (KM), universities can improve their processes and services such as teaching, learning, research, curriculum development, administration and strategic planning (Ahmad et al. 2017) which in turn can improve the performance of these universities (Masa' deh et al. 2017). A number of previous studies have proven the positive impact of management and organizational performance or effectiveness (Dhamdhare 2015; Fullwood & Rowley 2016; Kianto et al. 2014; Ngah & Bontis 2016; Rehman & Iqbal 2020; Shahzad et al. 2016).

Talent management strategies have an impact on organizational performance (Powell et al. 2013). Furthermore, talent management practices that affect organizations include training and development, rewards, and recognition (Andanan et al. 2016). Some literature has been on talent management and organizational performance, and retention tries to mention that talent practice has many links to organizational performance (Miirio et al. 2016). Talent management strategy has a positive and significant influence on company performance (Powell et al. 2013). Talent management that focuses on social capital building practices is positively related to company performance (Tatoglu et al. 2016)

Recognition from companies based on the performance of the talents will provide guarantees related to their job security, because talents will not leave the organization as long as they feel they are needed by each educational organization (Isa et al. 2018). In higher education, talent management, as the main component of strategic human resource management, greatly improves the quality of performance (Ibidunni et al. 2016). Talent management has been expressed in terms of a systematic perception of attracting, screening and selecting suitable talent, as well as engaging, developing, leading and retaining talented and highly developed employees, to ensure a continuous flow of talent that can result in developing their development (Thunissen&Buttiens 2017). Talent management is possible in a conducive environment and its provision is the institutional responsibility of leadership (Baporikar& Smith 2019). Previous research has also stated that there is a positive relationship between talent management and higher education performance (Bradley 2016; Hilman & Abubakar 2017; Hongal&Kinange 2020). The concept of talent management is the foundation for efficient and effective organizational performance. This is the key to the success of any succession plan or any organization that seeks to compete with its competitors in the market (Farooq, 2019). The goal of talent management is not only to acquire experts but also to help institutions to ensure that strategies and mechanisms to maintain, develop and grow profitable future leadership to achieve sustainability and support the mission, vision and priorities of the institution (Riccio, 2010). Talent management practices should not be limited in scope as many may feel, practices that cut across all parts of the organization to avoid a leadership vacuum (Bradley 2016).

CONCLUSION

However, there is still a dearth of research for underdeveloped nations. Future study on higher education in talent management and knowledge management in underdeveloped nations is strongly advised. The major elements enhancing success in higher education in emerging nations are talent management and knowledge management. This is significant because higher education in underdeveloped nations probably has a lot of fascinating talent and knowledge management opportunities. This SLR study adds to the body of evidence on the potential for originality in talent and knowledge management in higher education, particularly in terms of raising academic performance. The outcomes of talent management and talent reviews in order to prepare talent management from the perspective of providing an individual picture of each aspect higher education profile as a whole, as assessed against the organization's leadership competency framework, a multi-level talent map, and feedback reports that are discussed privately with each person. participant. A person's likelihood of success cannot be predicted by a single technique. Utilizing a variety of evaluation tools improves the overall accuracy of prospective identification. Because it has been established that all succession decisions are founded on a scientific foundation, talent management and talent evaluations are the key to effective succession management. Everyone's skill must be utilized, which is the first talent management necessity. The second criterion in talent management is to use top talent that complements the self-managing teams working on consumer-related activities to make the business more inventive and nimble. The third prerequisite is a strategic approach to make sure talent management helps to build the particular talents that the business needs to implement its plan. The analysis examined articles from 2007 to 2021 from a variety of nations, with the United States, Europe, and Asia being the most prevalent regions. Research is still lacking in poor nations.

According to Scopus, research in talent management and knowledge management in higher education has not been widely conducted globally for 14 years; nevertheless, throughout 2019–2021, encouraging growth patterns were seen.

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