

## INTEGRATING LEADERSHIP TALENT DEVELOPMENT AND SUCCESSION PLANNING THROUGH MENTORING

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### ABSTRACT

*This study dissects the influence of mentoring practices in developing the leadership talents of new educational leaders, contributing directly to public and private sectors in planning and formulating policies related to the implementation and strategy of talent development programs through mentoring processes. This study is done by qualitative research method. This study is a case study design and semi-structured interviews, observations and document analysis are used as data collection instruments. The case study design is selected based on the characteristics of the research participants, whereby they are carefully selected based on these two main criteria: 1) specific novice educational leaders who have the experience in management not exceeding three years; and 2) who are involved as participants in mentoring programs organized by the Ministry of Education Malaysia. Five themes were formed to answer the research questions. The results of the study prove that the mentee's understanding of the mentoring program is still in a small scope. The benefits of mentoring on leadership attributes and the understanding of the implications of assimilation, actualization and cultivation behind mentoring practices as part of a succession plan were not deeply translated. The findings of this study can be used as a reference for future studies in the form of quantitative studies based on themes that can be used as items to study the talent development of new leaders through mentoring. It is hoped that the findings of this qualitative study can provide an in-depth understanding of the cases studied that meet the situation of training and human resource development practices as well as the needs of those outside the group of informants studied, including in designing operations and mentoring program strategy.*

**Keywords** - Leadership, Talent development, Succession planning, Leadership development, Mentoring

### INTRODUCTION

Past research on management improvement strongly supports the perception that irrespective of specific improvement approaches, the possession of leadership competency is elevated by great pinnacle control, different senior leadership reinforcement, immediate supervisory assist, and an administrative tradition that appreciates studying and growth. Leaders in their senior management roles ought to go way beyond professional leadership's development help by conducting publications and seminars, encouraging action studying programs, and captivating direct managers in daily meetings of high-potentiality staff. Without good assistance from management and the senior management board, administrators and staff have continuously torn the improvement of leadership and succession planning by deeming it a non-critical obligation and to focus their efforts accordingly. Executive leadership practice in leading organisations promotes the idea that managers can play the powerful role of the tutor in the leadership of leaders' next technologies through expertise in education with highly

qualified staff (Gallardo & Thunnissen, 2016). The incredibly interactive mentoring process outcome in top management grows their management competency and advances their knowledge of the matter through enormous association with their mentees. Participants in the gift study disclosed that the capacity to educate and mentor others are important leadership competency qualities that their corresponding company makes use of for preference choices and management improvement planning. The employer gadget leaders are thriving and clarifying traditional intelligence modes to consider how the organisation functions in its situations by mentoring workers and high potentials to solve core organisational, economical, and cultural challenges of the respective agency. In order to make workers better recognise their intentional beliefs of the causes of overall success in the company and also to recognise their unsaid assumptions of the foundation for accomplishment or loss, the mentoring manner aid programmes also explore and address complex systemic problems (Pruis, 2011). In general, the mentoring process strengthens the price of learning zealously, facilitates the diffusion of information, and allows staff to recognise how they can observe this know-how with their job and accumulate valuable results on administration.

The incorporation of management evolution and succession planning practices through managerial engagement requested a supporting administration environment. If managers and staff lack good guidance from the senior strategic team, management improvement and succession planning will eventually be regarded by managers and employees as a non-essential sport and would then prioritise their initiatives accordingly. While human aid professionals play an essential post in providing the equipment and tasks for distinguishing, codifying, and developing management talent, managers at all levels must assume the primary obligation for constructing the organisation's chief pipeline (Castellano, 2013). Organisations that involve managers in various levels inside the management improvement and succession plans catalyses and reinforces behaviour which incorporates teamwork and competency, yet they praise contrary behaviours, overall individual performance and technical accomplishments via the managerial overall performance appraisal and reward process.

Organisational longevity in a dynamic global world is dependent on the assumption that successors for job positions have been established and produced (Rothwell, 2015). The essence of succession planning (SP) is to identify and train one or more successors for key posts by process assignments and different growth activities to strengthen organisational obligations. This highlights the idea of SP in preparing individuals for expanded obligations overlapping with what is normally taken into consideration as leadership development, widening the capacity of a person to be powerful in administrative positions and processes. Effective succession planning involves more than only a replacement planning process, which is to include a complete employee improvement system. Planning for the SP is important for the purpose of ensuring more efficient officers that can fill all strategic positions to meet the needs of the organisation, stakeholders, and the environment whilst also taking into account the following: the long-term goals of the organisation; human capital development needs within the organisation; trends and forecasts in managing human capital in the organisation; and the increase the transparency in terms of selection, replacement and placement (Barton, 2019). This is because every decision is made collectively through one committee. In order to live to tell the tale and flourish, successful agencies should be readily aware of their administrative expertise and the way to improve it throughout all levels.

Succession planning and management growth are key methods in evaluating and growing an organisation's leadership skills. Note that the word "skills" is a delaying variable and might soon come to be outdated unless they are rigorously up to date to reflect the needs of the future. Nowadays, talent also has the tendency to be HR driven and not always commercial enterprise-driven. Thus, the greater the volume to which administrative talent is linked to the government planning concerning the inheritor to the organisation figuring out organisational goals, the more provoking they will become. The key to figuring out a vital set

of hallmarks to be improved is to preserve the cycling that can be brought back to the 'organisational will' doubts stated before. Talent enhancement plays a very significant role in raising the organisation's foundation not only by efficiently improving its workforce, but also supporting its employees in accomplishing their respective career aims and goals. It is believed that talent can be expanded, assisted through schooling and development – both inside and outside of classroom combined with on-the-job experience, mentoring, and training. In order for long-term companies to succeed, they should not rely solely on attracting talent from an external market but should also concentrate on developing talent internally (Garavan et al., 2012).

## **LITERATURE REVIEW**

### **Leadership talent development**

Many problems will arise without efficient management system from a talented leader. Human resource management is a system, philosophy, policy, and practice that affects individuals working in an organisation. It covers activities related to employment, training and development, performance evaluation, administration, compensation, safety, health, and corporate relationships. In organisations, human aid management is to make certain that the humans hired are used effectively and successfully as well as ensuring their ability to contribute to the success of organisational goals. Byres and Rue (2000) distinguished six human resource management functions; Human Resource Planning, Human Resource Development, Compensation and Facilities, Safety and Health, Industrial Relations, and Human Resource Research. Garavan et al., (2012) argues that in the field of HR development, talent development is a subset of talent management. Although there have been many recent studies on talent management that show the diversity of functions as stated, there has been a lack of research done on talent development (Gallardo-Gallardo, Nijs, Dries, & Gallo, 2015). Talent development from an employee perspective also has its benefits such as an increase in job satisfaction and organisational commitment and organisational trust. In addition, the effects of careers such as promotion and worksite adjustment (Kunasegaran et al., 2016) also have been identified.

Talent development is undoubtedly one of the dimensions in succession planning that is a prime element for an employee. Succession planning according to Rothwell (2015) is a 'systematic distribution' by an organisation aimed at ensuring the continuity of leadership in key positions, and acts as a career development as well as a stimulus for the subordinate. This replacement plan is also a process that can assist workers in the promotion and stability of organisational workers. Barton (2019) also agrees with this view in reference to the succession plan being a systematic process that provides individuals with the opportunity to fill future organisational vacancies. In addition, Mello (2011) sees succession plans as a systematic and critical work process in identifying key management positions within an organisation. The succession plan is also a process of identifying talented, highly-skilled, competent, knowledgeable, and experienced workers at the right time (Rothwell, 2015). There are two major strategies for growing talent which are fully instruction-based and fully experience-based techniques (Haskins & Shaffer, 2010). Instruction-based techniques consist of the usage of assets such as in-residence training; external government schooling providers, or self-paced computer-aided guidance. Meanwhile, experience-based techniques include mentorships, government trainers, and/or certain process assignments. The details of the talent development plan as part of succession planning according to some researchers is as Figure 1 below.

Importing foreign professionals	Koh, 2003
Coaching of knowledge to individuals	Roberts, 2008
On-the-job training	Gordon, 2012
Talent development focusing on the planning, selection and implementation of development strategies for the entire talent pool to ensure that the organisation has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organisational talent management processes.	Garavan, 2012
Education and training, importation, and motivating the return of local talent who are staying overseas.	Eilo Wing Yat Yu and Natalie Tam (2016)
Developing the right skills in the right people, at the right time, in the right way, to ensure their talent pipeline has an abundant supply of management talents	Wang-Cowham (2011)

Figure 1: Talent development plan as part of succession planning

### Mentoring for Developing Talent

While the word leadership has lots of concepts and interpretations, few explicitly describe leadership development. The extension of an individual's capacity for successful administrative role and procedures is one of the factors that stress the creation and growth of individual leaders. There are many ways to improve the leadership capacity of an employee, which is by helping to develop expertise, talents, and skills that the organisation appreciates in terms of leadership.

In recent years, research on talent development has been used to help organisations meet demands related to the increase in competitiveness. Therefore, scholars have begun to give empirical attention to talent development in utilising human assets by developing their talent capabilities (Gallardo-Gallardo et al., 2015). In other words, coaching and mentoring are seen as tools to ensure the continuous development of leadership and intellectual talent, and to oversee critical organisational knowledge virtues. However, the characteristics of research in mentoring are strongly focused on participant characteristics such as exploring personality, development gender, race, and communication competencies as variables that influence the effectiveness of the mentoring learning process.

Leadership improvement programs are fruitful, but it is unclear on the extent of its effectiveness. For these services, full time commitment and money contributions are required from both institutions and its people. The estimation of return on the funding stage is important, but a substantial evaluation is complicated. In comparison, success may not only vary but also be of opposing measurements. A correct finding might mean success on the work, but it might also be a helpful revelation to know that added responsibility is not necessarily everything. Despite the apparent excess of current leadership instruction and services, other recent scholars have found that leadership growth and curriculum have gained greater support and interest in general. Jantti and Greenhalgh (2012) inspect management potential by applying it to the University of Wollongong the 360-degree remark instrument. Galbraith, Smith, and Walker (2012) analysed 34 ARL establishments on 25 related issues, ranging from a certain number of executives to succession-making plans criteria and recruiting processes, finding that various institutions are not ready to fill its vacancies. Programs to be implemented effectively require a good approach or method in order to make them work. Professional development that involves a systematic mentoring process can also develop leadership skills (McCulla & Degenhardt, 2015) that can provide them with excellence in the context of authentic leadership across traditional university training programs (McCulla & Degenhardt, 2015). Maruska and Perry (2013) wonder if enhanced skills will increase their inspiration, help them

look at their jobs from a different viewpoint, and help them create an atmosphere that promotes creative innovations to be enhanced.

Research in talent development focuses on the administrative level as well as long-term employee growth (Chandler et al., 2010). Some practices that are often associated with talent development comprises of mentoring and coaching (Chandler et al., 2010; Kunasegaran et al., 2016; Pruis, 2011). This is because mentoring and coaching practices involve lower costs and result in higher job satisfaction and performance in both the mentors and mentees (Chandler et al., 2010). Garavan et al. (2012) identified four styles of talent growth packages with structured education packages with the use of organisations, education and mentoring, painting-based skills acquired with painting rounds, and informal mastering possibilities.

Previous studies have shown that organisations are not yet ready nor equipped to deal with the crisis involving talent. Most organisations do not have strategies for managing talent, and components of the talent management system within the organisation often works separately. It is essential to remember that the motive of management expertise development isn't always to produce programs. Alternatively, procedures, and processes – developmental frameworks – can be developed and introduced partially using work-related evaluation mechanisms to help the company improve its plan. Mentoring is one way to develop leadership talent by taking advantage of the more experienced leaders or professionals outside the organisational chain. The ultimate goal is to increase knowledge and accelerate their career development (Pruis, 2011). Mentoring, according to Kram (1985), refer to more experienced senior individuals offering support and feedback on career development to a less experienced junior in the organisation. Mentors are also often seen as experienced and influential among organisational members who can encourage success in their careers. Although mentoring is usually limited to within the organisation in which the individual works, a mentor may also be someone who has held the same job, a colleague in the same field, or someone in the community who does the same job.

In developing leadership talent, an individual's needs and talents should be identified to enable mentors to help highlight their possible roles in the organisation. Mentoring is a relationship between two parties in which the mentor plays a role in guiding the mentee over a period of time towards the achievement of mutually agreed-upon objectives. Through mentoring, the share of knowledge between two parties can take place and would also involve mentoring efforts to develop skills and knowledge (Rhodes & Fletcher, 2013). Teaching practices have also been found to help new leaders in education bridge the gap between professional theory, routine, and reality in the day-to-day running of school leadership. To date, postgraduate programs have received serious attention in various professions such as academic institutions, religious institutions, and organisations in the public and private sectors. Learning is a key focus of teaching using a variety of approaches such as observation, guidance, and mentoring as well as the role of identifying mentors and mentees, and committing themselves to developing proven talent. Learning through mentoring is seen as an approach that can bring about change in the development of talent for education. Educational leaders should always be open to new learning as the educational environment is constantly changing. In addition, mentors also play a role in enhancing mentoring learning including enhancing existing knowledge and highlighting teaching skills based on an effective teaching-learning environment. Mentors not only share knowledge but use wisdom and experience to help mentees become bold and develop their own wisdom.

### **Statement of Research Question**

In general, this study aims to dig deeper into the process of leadership talent development through mentoring programmes conducted to the newly appointed leaders of education through an exploration of their understanding the role of mentoring process and relationship between talent development and succession planning. Thus, this study is conducted to answer

the main question, i.e., how does the mentoring practice influence the primary leadership talent development and succession planning in an organisation?

## **METHODOLOGY**

A qualitative case study design has been used by researchers to gain a deeper understanding of a situation from the perception of those who experience it. A case study is an in-depth explanation and analysis that is limited to one system (Merriam & Tisdell, 2016). Case studies are also able to create limitations in terms of scope, time, study participants, and place as well as enable the study to be conducted comprehensively and in more depth. The main challenge of researchers in conducting research related to the exploration of integrating TD and SP through mentoring is how researchers should use the most effective methods to obtain important information that is subjective, tacit, and implicit based on the views and feelings of mentees who experience mentoring. Therefore, the data collection process requires a focus on exploration and elaboration to deepen the experience of the involvement of new leaders in the mentoring process, which can be revealed through non-participative observational methods, interview session methods, and supported by document analysis methods. The selection of these three methods allows researchers to easily understand the mentoring process that takes place in developing leadership talents. Accordingly, the method selected enables the researchers to explain the process of leadership identity development, knowledge development, attitude, and leadership skills through mentoring teaching experience. In an effort to explore the effectiveness of pioneering practices in the development of leadership talent, the sampling technique aims to help researchers obtain a complete and rich set of data from the eight informants of the study, who are selected informants amongst the middle managers who have experience in management and administration. A variety of leadership courses to train for an organisational succession plan was successfully completed.

Eight informants were selected to help advance the research based on voluntary involvement. All informants were selected using purposive sampling technique. All informants have been informed that their real identities will be kept secret by using pseudonyms to ensure their safety as providers of the study data. Participants will be referred to as 'Mentee 1', 'Mentee 2', 'Mentee 3', 'Mentee 4', 'Mentee 5' and subsequently 'Mentor 1', 'Mentor 2' (T2) and 'Mentor 3' (T3). Using the Atlas ti8 application, the researchers analysed open coding in an attempt to identify the ideas of each participant's statement as a preliminary step before conducting further analysis. For the analysis of the second and subsequent study participants, the researcher added onto the existing code from the previous study participant, and in the absence of the appropriate researcher, the code-named was given the new code. After completing all the coding processes for all study participants, the researcher performed the axial coding process by researching all the free codes that have been formed and linking the relevant codes in certain categories. The researcher also performs the process of selecting and linking the code to ensure that only relevant and significant codes will be selected to form the main category that gives meaning and story to the case being studied, suitable for creating a category representing the code heap. In the information reduction point, the data that does not lead to study questions is often selected, summarised, and eliminated. The data that have been through reduction are presented in a structured way and instead focused more on the building code that describes the theme. After the redevelopment process, the code is presented and assigned specific categories and themes to gain insight into the perspectives, processes, and implications of developing new educational leaders' talents. Next, the researcher forms a sub-theme developed from the systematically arranged code according to the category features that support the formed theme. An analysis is also done to see the relationship between themes and subthemes that arose before a summary and report is written. The same process is repeated when analysing data and information from each study participant. Themes formed from subthemes are considered mutually exclusive because the

themes developed are complementary and do not overlap with other themes to answer all research questions.

## RESULTS AND DISCUSSIONS

The themes developed to answer the research questions are shown in Figure 1 as follows:

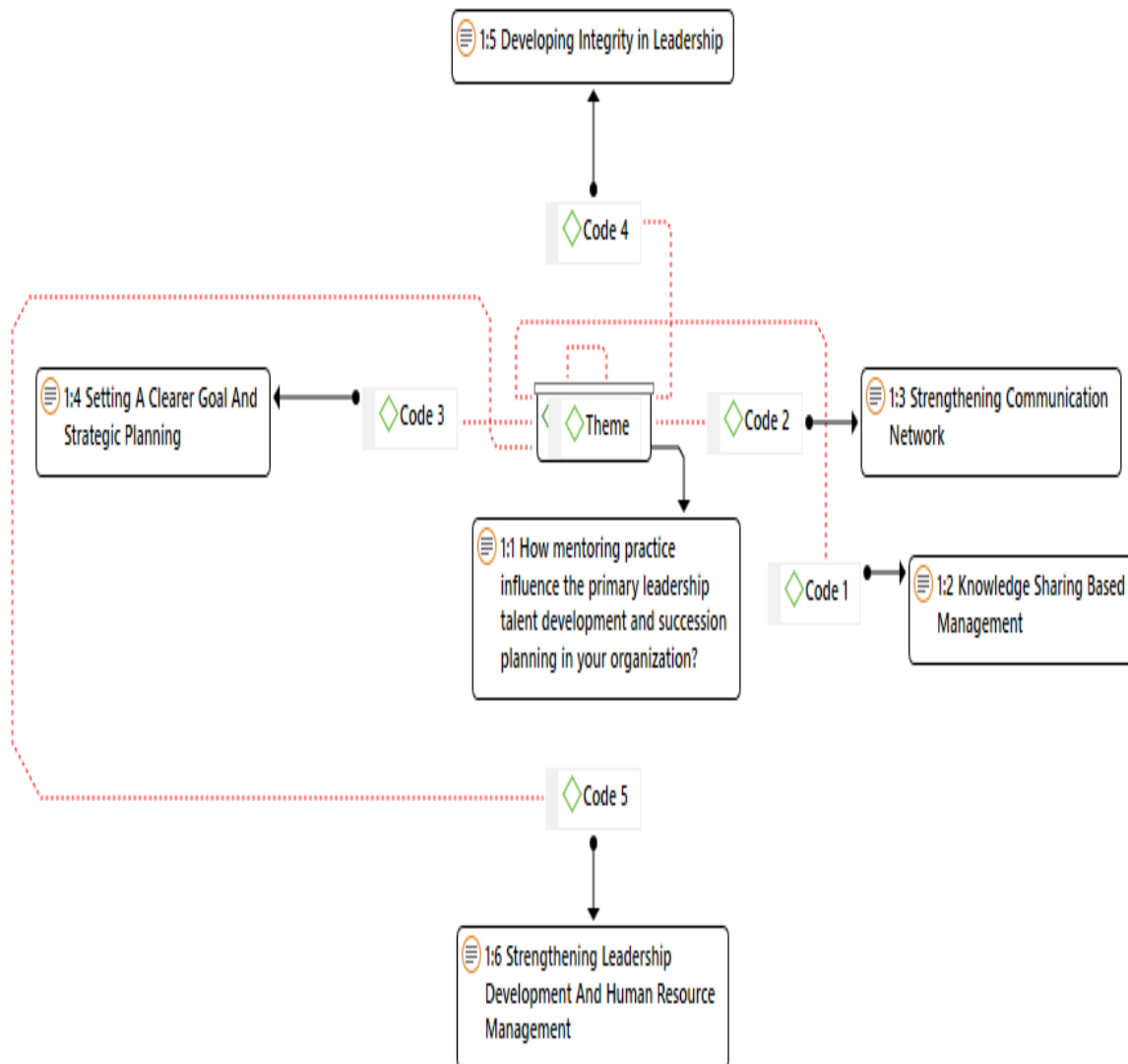


Figure 1: Five themes formed to answer the research questions

Mentoring has shaped the mentality of being a leader with high integrity. A leader who has integrity is a leader who knows the ins and outs of the subordinate staff under his administration. Leaders with high integrity are very clear about their goals, objectives, goals, mission, vision, and all kinds of steps that need to be taken if the organisation has problems. This leader understands and adapts to all of the difficulties he has experienced throughout his administration. In addition, they must take responsibility for all activities that occur at the school and its leadership determines the school's pace, learning climate, professionalism level, and teacher commitment to the achievement and future of their students. Initiatives to promote integrity in leadership are trained by mentors as part of the leadership talent which the leader ought to possess, as told by Mentee 1, *"I have a responsibility for everything that happens*

here. All of these challenges became light when I got the support of a mentor who always insisted on integrity in leadership and I got the cooperation of all parties”.

Based on the mentees’ perspective, integrity leadership nurtured during mentoring promotes accountability and responsibility, but at the same time does not criticize failure, as informed by Mentee 2, *“Mentors emphasize more on the importance of maintaining relationships. We cannot perform a task alone. We still need others in performing whatever tasks. There must be a feeling of empathy, teamwork, always practicing tolerance with teachers. Without good communication and relationships, it is quite difficult for me to know what the teachers want, what the right feedback is regarding the implementation of a program that we have run”*.

Fostering and appreciating a culture of integrity is also the foundation for sustainable growth and development that will lead to a high level of excellence, not only to mentors but also to schools and community members. The findings of Castellano (2013) also note that the leadership talents exhibited by leaders would pave the way for the improvement of subordinate capabilities, as well as helping to maintain leadership effectiveness in the organisation. The mentoring is able to empower mentees’ leadership talents progressively to increase autonomy, enable their management to be more competitive, and enable them to perform their roles effectively. Mentors do not give instructions but instead help resolve and support mentees to be themselves to lead the organisation and at the same time open opportunities for mentees to improve performance and improve integrity in leadership.

The study found that learning outcomes of mentoring were able to develop empowerment in human resource development by influencing subordinates’ attitudes and motivations towards building a culture of mutual cooperation to produce professional discussions and peer partnerships which are important in developing skills. Despite this, researchers have found that there may be some doubt as to whether these abilities were built by mentors or advisors who trust and create a sense of belonging to cultivate the spirit of teamwork and resilience by practicing their authority as school administrators. This matter was narrated by Mentee 3, *“I have to be good at playing both roles, as a manager as well as a leader. Leaders need to be more concerned with the needs and affairs of the people under their leadership. Just happy to influence them. I learned that skill from a mentor. If it's not difficult, I want to give instructions”*.

Followers do not always follow and leaders do not always lead. In other words, leaders need to use their power wisely in order to address the wants and needs of the staff who have a variety of interest and acceptance of new leaders. Organisational development is a planned effort supported by top management, aimed at planning organisational change and reform by collaboration and cultural management in order to improve the quality of subordinates as well as indirectly make the organization viable and help it function better. High-performance leaders are individuals who are able to change their organisational climate toward excellence by mastering skills or competencies in leadership and exerting influence on individuals or groups to turn their vision into reality as well as disseminate that vision to all.

Through mentoring, researchers found that the network of mentees became wider as a result of collaborative relationships established throughout the mentoring program. This is because the mentoring program encourages the involvement of mentees’ relationships at both internal and external level of the community, as pointed by Mentee 5, *“Mentors were always with us throughout the course of the program for 6 months. They created a climate for me to be myself, creating a network with the outside community suited to the role as required by a novice leader like me.”* The success of an organisation was also seen through the form of relationships among subordinates in the organisation as well as with related external parties. In addition, effective mentors had professional experiences including a network of colleagues that can facilitate mentality development. Mentors also played a role in enhancing the



knowledge, understanding, and skills of mentees to deal with various groups of the school community and the outside community as well as being a motivator in social activities, especially when handling various complex interactions throughout the mentoring. This was accepted by all participants in the study who discussed the social relations developed during mentoring in order to improve leadership qualities by identifying the different layers of society that can endorse their leadership. Among the advantages of mentoring is increasing networking among professionals from different groups who can form collaborative networks (Gisbert-Trejo, Landeta, Albizu, & Fernández-Ferrín, 2019). Mentoring also promotes the establishment of a socialization medium and is an intermediary in the construction of networks that directly drives mentality to expand cooperation and strengthen social collaboration. Indirectly, the relationship between mentees and the social world can develop leadership talents, providing opportunities for them to make greater contributions to school excellence. The efforts made by the mentees in making use of the relationships with all parties are the result of the mentor's commitment to developing the mentality of mentees in terms of leadership.

The results show that mentors demonstrated how to accomplish their organisational aims to their mentees using their broad expertise or skills to lead schools towards excellence. Mentors promote a philosophy of thinking by supplying mentees with the chance to run an organisation in accordance with their expertise without getting too attached to a variety of specialised methods or hypotheses. Mentees have enough room to have views, share thoughts and discuss anything relevant to leadership skills, including allowing them the ability to make and fix management-related errors that contribute to a culture of thought and attempt to come up with ideas well away from previous management models. This finding is also consistent with the findings of Gisbert-Trejo et al., (2019) who stated that effective mentors need to have professional management experience and the ability to transfer that knowledge to mentees. When mentees learn without fear of the consequences of violence or stress under the guidance of an experienced mentor, they feel that they have achieved their career goals and become comfortable with a new identity as a talented leader (Squires, 2019). It is clear that without prioritisation, it will be difficult to learn and explore. New knowledge will not be achieved and this would have implications for professional, career, and personal development. Similarly, the process of knowledge transfer, sharing of ideas or views, as well as various forms of skills in improving individual competencies, would not have happened without the mentoring practice.

Mentoring also teaches decision-making skills by determining what the opportunities and threats are in achieving the set direction. The vision, mission, goals, and values of the organisation are very important aspects that determine the strategy, structure, and processes of the organisation. The first step in the strategic planning process is to determine the strengths and weaknesses of the organisation as internal factors, organisational opportunity specifications, and environmental factors as external threats to the organisation (Zakeri, Yang & Hashemi, 2018). The strategies, goals, and values are set out to reflect the strengths, weaknesses, opportunities, and threats inherent in an organisation. Detailed SWOT analysis can provide sufficient information to mentors to think critically before, during, and after setting any changes or achievements to the organisation. Leaders must also learn to inspire their support staff to ensure that they do not blindly follow orders, and instead explain the purpose clearly so that they can both see that the missions and visions of the organisation can be achieved by having high confidence in themselves. Leaders also perform leadership responsibilities with the aim of maximising student learning outcomes to drive school performance by understanding the rationale and philosophy of strategic plans and educational policies in determining the direction and vision that has been set. In this regard, mentors help mentees set personal and professional goals, provide the support and guidance needed to achieve those goals, and help mentors focus on the final goals they want to achieve and give meaning to the tasks they do, especially during difficult times when there are too many challenges addressed (Squires, 2019). Leaders also play a role as individuals who lead

organisation goals. Therefore, each organisation needs to set its own vision and mission it needs to achieve and this will directly affect the overall achievement in the organisation.

## **IMPLICATIONS OF THE STUDY**

This framework may be used to coherently, methodically, and powerfully set up a leadership improvement plan. It also can be used to help navigate the methods for developing the proper talents, in the right people, at the proper time, in the right way, providing support to ensure that the expertise pipeline has plenty of “ready-now” government successors and a cadre of emerging, high-potential leaders. Despite the apparent excess of leadership and programming already present, other contemporary authors have become more widely conscious of greater investments and engagements in leadership development and education. Although there were various packages, there is also a lack of strong analyses (Banush, 2020). There is a danger that informal, ad-hoc techniques will subside which will make the individual employee's entire development a burden. While workers have the very last responsibility as executives to strengthen its development, there are no overviews of phases of where and what is being developed without a structured framework that integrates expertise with planned growth outcomes. The use of casual succession mechanisms often involves losing money and time, in instances where false persons may likely see the wrong thing. It is frequently the informal manner of being reactive and opportunistic. Formal systems require the design, compliance, and sustainability of administrative matters. This can lead to a surprise succession buffering in an organisation, and in comparison, it can have a competitive advantage.

## **CONCLUSION**

Talent development is one of the leading organisations in the 21st century to develop human resources. While there are many innovations in human resource extraction strategies to address the contraction in supply across specific disciplines, more initiatives are needed to understand how existing human resource development can be used to bridge the gap between supply and demand in the future. The precise implementation that agencies and leadership improvement executives have to enact to successfully build their leadership pipeline is by growing the mentoring culture of the company. This can be done by making all managers engage in mentoring ties with direct reports and personnel in other divisions. Other than that, agencies can also set up an organisational culture through active top control and senior control involvement in mentoring applications and other development applications, overall accomplishment appraisal, and praise systems to reinforce managerial engagement.

Having a deep ability for expertise, leaders may be a pedigree of competitive gain in phases of promoting an organisation to reap its strategic desires and understand its challenge. In addition to examples of particular management expertise enhancement activities that can be adapted to each individual company, this study discussed components of succession and improvement planning. It is important to reiterate that there can be no good way to plot for commerce or raise in the workforce. Such a resolution would like to be rendered within the framework of the business enterprise's action strategy, mission, and culture. There is no guarantee that what works in a big global enterprise will indeed operate well in a regionally focused, entirely small or medium-sized enterprise. Investments in all steps of the knowledge enhancement process need to be made with careful and detailed information on the particular organisational context. The biggest problem is that it must be connected to the normal business approach, because in any other situation, there is no danger that can be consoled or maintained.

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