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COMPARISON OF TALENT MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS AND BUSINESS ORGANIZATIONS

In the context of the knowledge economy, the value of talent as a strategic resource is increasingly prominent, and talent management is a core driving force for the development of modern organizations. Higher education institutions (such as universities), as special professional organizations, exhibit fundamental differences in talent management goals, structures, processes, and management mechanisms compared to business organizations, typically represented by for-profit enterprises. This article compares and analyzes these differences, pointing out that they are rooted in the fundamental differences in their core missions, the nature of their outputs, their value creation logic, and their governance structures.

Keywords: talent management, development of modern organizations, higher education institutions, knowledge-intensive fields, business organizations.

СРАВНЕНИЕ МЕТОДОВ УПРАВЛЕНИЯ ТАЛАНТАМИ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ И КОММЕРЧЕСКИХ ОРГАНИЗАЦИЯХ

В контексте экономики знаний ценность таланта как стратегического ресурса приобретает все большее значение, а управление талантами является ключевой движущей силой развития современных организаций. Высшие учебные заведения (такие как университеты), как особые профессиональные организации, демонстрируют фундаментальные различия в целях, структурах, процессах и механизмах управления талантами по сравнению с обычными организациями, как правило, представленными коммерческими предприятиями. В данной статье сравниваются и ана-

лизируются эти различия, указывая на то, что они коренятся в фундаментальных различиях в их основных миссиях, характере результатов их деятельности, логике создания ценности и структурах управления. Управление талантами в высших учебных заведениях делает акцент на академической автономии, долгосрочной репутации и всестороннем балансе различных ценностей (преподавание, исследования и социальное служение), демонстрируя большую сложность. Слепое применение коммерческих организационных методов управления талантами к высшим учебным заведениям может привести к несовместимости и препятствовать их развитию. Понимание этих различий дает важные сведения для оптимизации моделей управления талантами в высших учебных заведениях и содействия инновациям в управлении талантами в наукоемких областях.

Ключевые слова: управление талантами, развитие современных организаций, высшие учебные заведения, наукоемкие отрасли, бизнес-организации.

Introduction (Введение)

In recent years, driven by financial pressures and global competition, many countries' higher education institutions have adopted talent management models derived from for-profit organizations, but these have proven unsuitable. Therefore, this research aims to analyze the fundamental differences between talent management in higher education institutions and business organizations, thereby helping to avoid the rigid transplantation of incompatible models in higher education talent management and providing valuable academic references for designing talent management systems that better align with academic principles and the knowledge-intensive characteristics of higher education institutions.

Higher education institutions: These are specialized organizations whose primary functions are higher education, scientific research, and social service; in this research, they mainly refer to universities. Their core participants are scholars (teachers and researchers), and their core production methods are knowledge research, production, and dissemination; talent training and output.

Business organizations: For ease of comparison, this research mainly refers to business organizations that operate in a market-competitive environment with profit as their goal. They typically have relatively clear organizational structures, hierarchical management systems, and evaluation standards centered on economic efficiency.

The vast majority of talents trained by higher education institutions will eventually flow into society and enter business organizations to work;

and the academic research conducted by higher education institutions, the academic research findings on talent management, will eventually be adopted and practiced by business organizations (fig. 1).

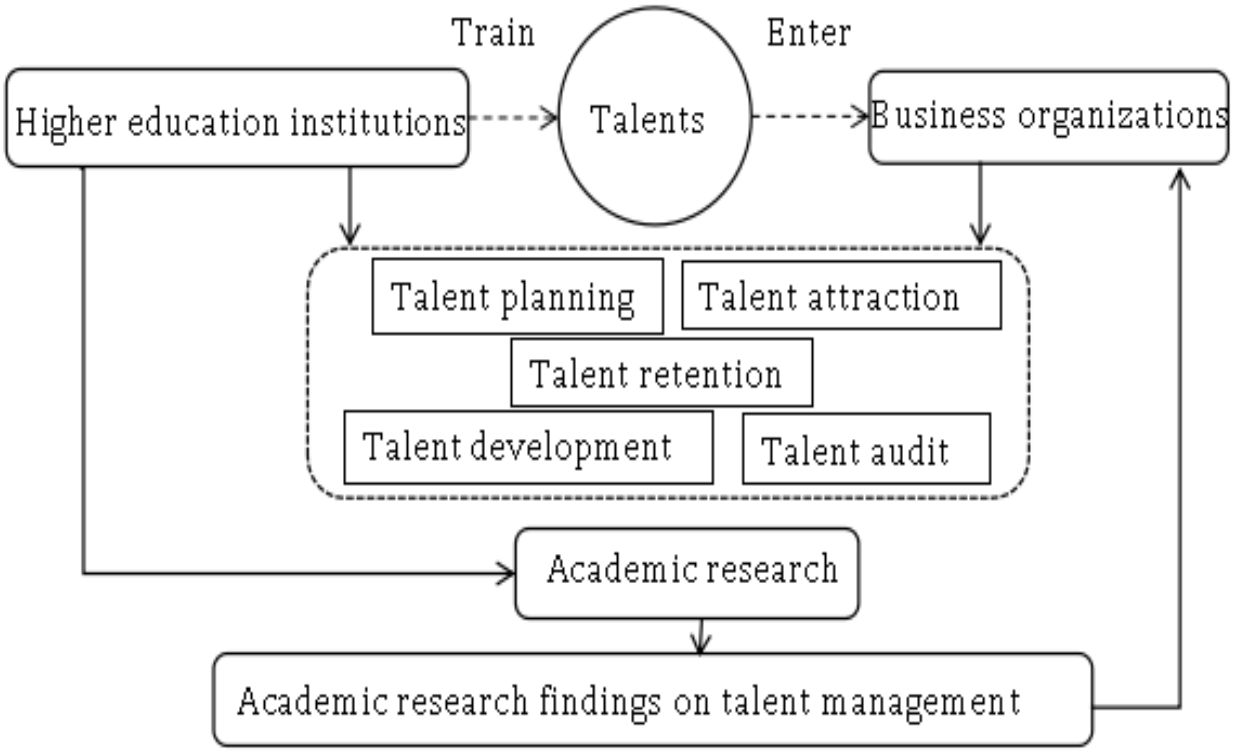


Fig. 1. The relationship between higher education institutions, business organizations, and talents

This research employs literature review and comparative analysis to compare and analyze various aspects of talent management in higher education institutions and business organizations, ultimately revealing their differences.

Results of the study (Результаты исследования)

Both higher education institutions and business organizations utilize the five modules of talent management in their activities:

1) talent planning,
2) talent attraction,
3) talent retention,
4) talent development,
5) talent audit.

However, the specific content of these modules differs significantly (tabl. 1–6).

1. Analysis and comparison of fundamental missions (tabl. 1).

Table 1

Differences in the core concepts of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Fundamental missions	Business organizations are pursuing profit maximization, shareholder value enhancement, and market share expansion while complying with local laws and regulations	Higher education institutions are focus on talent training, knowledge production, social service, and cultural transmission. And their outputs (such as educated university students, scientific discoveries, and cultural research) have social public attributes, so that makes their benefits are difficult to fully quantify economically
Operational logic	Business organizations use a linear market exchange logic which is inputting resources, producing or servicing products or services with market value, and realizing value through sales	Higher education institutions use an academic logic based on knowledge operation which is scientific research, teaching activities, knowledge application, and social service
Organizational structures	Organizational structures of business organizations can be viewed as a rationally designed collaborative system to achieve goals, emphasizing clear responsibilities, unified instructions, and controllable processes	Organizational structures of higher education institutions are composite of hierarchical and academic systems, typically manifested as a three-tiered management system of "university-college-department," which is a management structure in parallel between the administrative system and the academic system
Organizational cultures	Organizational cultures of business organizations usually influenced by market survival pressures, and emphasizing efficiency, execution, teamwork, customer orientation, applied innovation, and results-oriented approaches	Organizational cultures of higher education institutions typically rooted in the essence of academic inquiry, and emphasizing academic freedom, professional autonomy, a spirit of questioning and criticism, relative equality, and the pursuit of truth

2. Analysis and comparison of talent planning (tabl. 2).

Table 2

Differences in the talent planning of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Talent planning	The talent planning of business organizations is direct derivative of their business planning. And the process usually from analyzing future business direction to identifying the talent and skills needed for organizational development and to evaluating existing talent then to developing recruitment, training, and succession plans, step by step	The talent planning of higher education institutions are deeply tied to their discipline development plans and long-term university positioning (such as research-oriented, teaching-oriented, comprehensive and community service-oriented)
Characteristics of talent planning	Strong relevance: As we know it closely linked to the organization's strategic actions such as business expansion, market entry, and technology upgrades. Job orientation: The talent planning is based on detailed job descriptions and competency models. Rapid adjustment: The talent planning is rapidly adjusted in response to market changes, which may lead to large-scale changes within the organization in a short period. External talent acquisition: So as we all know it heavily reliant on the external labor market to acquire the necessary talent and skills on an immediate basis	Discipline leadership: The talent planning should revolve around discipline construction and development. And then the aim of attracting top academic talent is to enable them to drive the construction and development of one or more disciplines. Talent pool: Emphasis is usually placed on building a talent pool with reasonable age, professional titles and academic backgrounds, as we know particularly in cultivating and attracting discipline leaders [1]. Long-term focus: Academic development and reputation building are lengthy processes; so we should know, the planning cycle is kind long (5 years or even longer), pursuing stability and avoiding damage to the academic team due to short-term gains.

End of table 2 (Окончание табл. 2)

		Internal scholars development: While attracting talent from outside, at the same time the planning also should highly value the development of young internal scholars, make long-term investments through long-term appointments and talent cultivation systems

3. Analysis and comparison of talent attraction (tabl. 3).

Table 3

Differences in the talent attraction of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Talent attraction	The goal of talent attraction in business organizations should be find the most suitable talents for specific positions	The talent attraction in higher education institutions should be essentially about selecting new peers for the academic community, and peer review is kind an important indicator
Structure of talent attraction	*The attraction criteria:* So it based on job requirements, emphasis is placed on relevant work experience, professional skills, general abilities, and organizational culture fit [2]. *The attraction process:* Initial screening is typically conducted by the organization's talent management department, followed by interviews, written tests, and assessments by the business departments. *Final decision:* The final decision usually rests with the department manager, and the decision-making process could be relatively quick	*The attraction criteria:* So it almost entirely focused on academic qualifications and potential. And the core materials are a personal resume, papers and research results, future research plans, and letters of recommendation, and nothing else. *The attraction process:* As we all know it is non-standardized, lengthy, and costly. The process involves usually from posting a job advertisement to establishing a "recruitment committee" composed of senior scholars then to initial screening and shortlisted candidates undergoing "academic interviews" (typically including past work

End of table 3 (Окончание табл. 3)

		reports, trial lectures, and in-depth interviews) and the last step is committee review and recommendation. *Final decision:* We should know that decision-making power is highly decentralized. But the opinions of the recruitment committee are crucial, often requiring discussion and even a vote by all faculty members within the department before being submitted to the university's administrative leadership for approval. Also very important that the administrative leadership rarely vetoes recommendations based on strong academic consensus

4. Analysis and comparison of talent retention (tabl. 4).

Table 4

Differences in the talent retention of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Talent retention	The core logic of talent retention in business organizations is to reduce the replacement costs of talent acquisition and training, also maintain business continuity, and protect the organization's core competitiveness. [3] And as we know that talent loss directly harms organizational productivity, internal stability, and team morale. So then the primary targets for talent retention are the organization's core and high-performing employees.	The core logic of talent retention in higher education institutions is to maintain academic reputation, preserve disciplinary advantages, ensure the continuity of research projects, and protect the university's core competitiveness. The loss of a top scholar can mean the decline of a discipline, the disbandment of a research team, and a drop in the university's ranking; a large-scale loss of young scholars can mean the university loses its future competitiveness and is unable to maintain a normal talent pool.

End of table 4 (Окончание табл. 4)

	Retention strategies are clearly differentiated and targeted, with resources allocated to key positions and star employees	So then the primary targets of talent retention are top scholars and promising young scholars. The former are the pillars of the university's academic reputation, while the latter are the hope for the university's future. Retention strategies focus on both the "top" and the "base" [4]
Elements of talent retention	*Life and family factors:* Work-life balance, flexible working hours, flexible work location. *Talent recognition:* Internal organizational honors and external industry reputation. *Resources and platforms:* Project budgets provided by the organization, advanced production tools and technologies, and support from team members	*Life and family factors:* Spouse's employment, children's education, housing, medical care provided by university hospitals, and good academic environment. *Talent recognition:* The university's academic reputation and discipline ranking; internal honors (awards, commendations) within the university. *Resources and platforms:* University provides top-notch laboratories, equipment, and academic resources; ample research start-up funding and continuous support; advanced libraries and advanced online databases

5. Analysis and comparison of talent development (tabl. 5).

Table 5

Differences in the talent development of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Talent development	The goal of talent development in business organizations is to ensure that talent development is a strategic investment aimed at more accurately matching the knowledge and	The goals of talent development in higher education institutions are: for students (future talents), education, aiming to shape their sound personality, independent thinking ability, professional

End of table 5 (Окончание табл. 5)

	skills of employees with current and future job requirements and organizational strategies, thereby improving their work efficiency, skills, and innovation. The ultimate evaluation criterion should be return on investment which is as we know whether the organization's investment in talent training can be translated into observable performance or business results [5]	basic knowledge and learning ability; for scholars (existing academic talents), to train their teaching ability and academic research ability, and promote their improvement of teaching level and creation of new academic achievements; for managers (existing management talents), to train their leadership and strategic planning ability, which determines the future management level and strategic direction of the university
Elements of talent development	*Development method:* Generally organization arranges on-the-job training for talents, allowing them to learn while working. *Development duration:* Organizations often require short-term training, which should not affect normal work and should be conducted according to work needs. *Development leadership:* The organization takes the lead in talent training, and can decide who, when, and what content to receive training	*Development method:* Universities typically provide talents with systematic teaching and academic or management practice. *Development duration:* Universities often conduct both short-term and long-term training. Long-term training follows the university's talent development plan, while short-term training often involves minor changes to the teaching content or the learning of simple skills. *Development leadership:* Talents in universities have the right to choose their training programs. Universities provide training, and students, as future talents, have the freedom to choose their training courses. Scholars and administrators have the freedom to choose their training direction and what kind of training they participate in

6. Analysis and comparison of talent audit (tabl. 6).

Table 6

Differences in the talent audit of business organizations and higher education institutions

Core concepts	*Business organizations*	*Higher education institutions*
Talent audit	The core of talent audit should be measuring the contribution of talent to organization's established, quantifiable economic or strategic goals. So talent is considered "human capital" for achieving organizational goals, and the essence of audit is calculating the return on investment. It stems from utilitarianism, emphasizing the results and outputs of behavior, and pursuing the maximization of efficiency, effectiveness, and market competitiveness [6]. Talent audit in business organizations usually is kind very externally oriented, with the ultimate standards being market acceptance and customer satisfaction	The core of talent audit should be measuring a talent's contribution and potential in knowledge exploration, transmission, and innovation. Talent is considered a member of the university's academic community, and their value is primarily determined by the professional standards of that community, rather than directly by the external market or administrators. Talent audit in higher education institutions usually is highly internally oriented, relying on peer recognition from the academic community, and nothing else
Elements of talent audit	*The essence of audit:* Business organizations audit talent to calculate their ability and performance in creating value. *Main forms of audit:* Which is annual performance appraisal, potential assessment, talent inventory. *Auditing standards*: Centered on key performance indicators, focusing on talent's work performance and individual capabilities.	*The essence of audit:* Higher education institutions audit talent to make professional judgments on academic value and ensure quality. *Main forms of audit:* Which is tenure review, promotion evaluation, and periodic assessment. *Auditing standards:* A holistic approach encompassing teaching, research, management, and service, emphasizing the long-term value of academic contributions.

End of table 6 (Окончание табл. 6)

	The auditing process primarily focuses on short-term results: Organizations typically conduct talent audit on an annual or quarterly basis, focusing on short-term contributions [7]	*The auditing process primarily focuses on long-term results:* Research achievements require time to be tested, with a cycle of 5-10 years; service achievements include participation in university union work, social services, and applying professional knowledge to solve public problems; teaching achievements require multi-dimensional and long-term evaluation through student evaluations, peer observations, curriculum development, teaching awards and so on [8]

Conclusion (Заключение)

Comparative analysis clearly reveals systemic differences in talent management between higher education institutions and business organizations. The unique characteristics of higher education institutions stem from the nature of academic work: creativity, uncertainty, professionalism, and the inherent need for academic autonomy. Therefore, simply applying the corporate, market-oriented talent management models of business organizations to universities often proves incompatible, thus suppressing university innovation and reducing competitiveness.

The implications for talent management in higher education institutions are: They must respect academic principles and design a talent management system that aligns with academic logic. This includes strengthening the role of peer review, establishing a multi-dimensional, long-term evaluation mechanism, guaranteeing academic autonomy, and adopting non-economic incentives centered on academic reputation and providing development platforms.

The implications for business organizations are: They can learn from universities' talent management practices regarding respect for academic authority, support for long-term research, and fostering an environment of academic autonomy to stimulate talent innovation.

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