

RESEARCH TASK COVER SHEET



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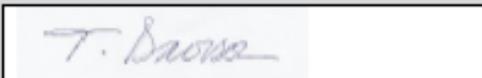
TASK DETAILS (cross one)	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
TASK NAME	The growing school leadership crisis in Queensland schools: An introductory literature review of talent management.				
TASK TYPE	<input checked="" type="checkbox"/> literature review	<input type="checkbox"/> research methodology	<input type="checkbox"/> position paper	<input type="checkbox"/> critical reflective writing	<input type="checkbox"/> pilot study

2 TASK DESCRIPTION/ABSTRACT (10 LINES)

This paper is an introduction to the literature regarding talent management and designed to refine how talent management will be defined to inform my research question 'The growing school leadership crisis in Queensland schools: Is talent management a solution?'.
The first section of this paper explores current operational definitions of talent management and the underlying constructs within a talent management system, including an understanding of exclusivity, potential and performance notions of talent management, and conceptions of talent. The second section of this paper describes the requirements of a school principal. This provides the context for the role of talent management in the schooling sector, as it is school leadership position of a school principal that is foremostly identified as the basis of the leadership crisis. In the third section the paper concludes with an articulation of the definition of talent management I will use in my thesis and an identification of further areas of a broader literature review that may assist in answering my research question.

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The growing school leadership crisis in Queensland schools: An introductory literature review of talent management.

Trevor Buchanan

There is a leadership crisis looming in education (Williams & Morey, 2015). Finding suitable aspirants who want to lead a school as the principal is becoming more challenging (Ainley & Carstens, 2018; Cranston, 2007; Roza, Celio, Harvey, & Wishon, 2003) and the role of the principal is becoming less attractive to qualified and suitable applicants (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010; Fink & Brayman, 2004; McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014). The leadership crisis is also compounded by an ageing population of principals (Cranston, 2007; Riley, 2012; Watterston, 2015). Like business, where there is a current expected eligibility for retirement of between 40 to 70 percent of all executives (Mattone, 2012), education in Australia faces a similar challenge with 70 percent of all principals currently at retirement age (Riley, 2012). This changing demographic is part of the cause of a growing leadership crisis in Queensland schools.

The necessity for organisations and businesses to identify and develop high-potential and emerging leaders is and will continue to be one of the top issues facing the leaders of these organisations (Baqtayan, 2014; Frost, 2016; Mattone, 2012). A talent management system is one such response commonly used in business to plan for succession of leadership and prepare for the future (Beechler & Woodward, 2009; Thunnissen, Boselie, & Fruytier, 2013). There is a global trend towards adopting a talent management strategy (Sweis, Al Sharef, Jandali, Obeidat, & Andrawes, 2018), as “an effective talent management system can help overcome such challenges as demographic changes, mobility, globalization, economic climate, competition, and business transformation” (Savanevičienė & Vilčiauskaitė, 2017, p. 255). In my thesis, I will argue that one way to address this issue is to formalise the concept and practice of talent management in the Queensland education system.

Hence, this paper is an introduction to the literature regarding talent management and designed to refine how talent management will be defined to inform my research question ‘The growing school leadership crisis in Queensland schools: Is talent management a solution?’.

The first section of this paper explores current operational definitions of talent management and the underlying constructs within a talent management system, including an understanding of exclusivity, potential and performance notions of talent management, and conceptions of talent. The second section of this paper describes the requirements of a school principal. This section provides the context for talent management in the schooling sector, as it is the school leadership position of a school principal that is foremost identified as the basis of the leadership crisis. In the third section, the paper concludes with an articulation of the definition of talent management I will use in my thesis and identification of further areas of a broader literature review that may assist in answering my research question.

Section 1 – Talent Management

Defining Talent Management

Talent management broadly signifies the efforts an organisation undertakes to attract individuals, to build the capacity of their employees, to deploy employees to where there is a need and to retain

skilled and valuable employees to achieve strategic objectives and future needs of a workplace (Baqutayan, 2014; Silzer & Dowell, 2010).

There are many conceptions of talent management, and arriving at an agreed and precise definition is highly contested. Lewis and Heckman (2006) identify a significant lack of clarity regarding the definition, scope and overall goals of talent management. This diversity in definition, purpose, intent and approach is also echoed across the literature more broadly (Asplund, 2019; Hoff & Scott, 2016; Khorida & Meliala, 2018; Myung, Loeb, & Horng, 2011; Schiemann, 2014; Silzer & Dowell, 2010; Vaiman & Collings, 2013).

One avenue in understanding the differences in the definition of talent management hinges on the level of inclusivity, the focus on potential or performance, and the development of talent internally compared to external recruitment and systems and processes used within an organisation (Vaiman & Collings, 2013). I will return to these differences later.

Another avenue is provided by Ingram and Glod (2016) who identified that the diverse definitions of talent management can be framed into four main perspectives: practices and functions related to human resource management; identification and development of valuable competencies of talented employees; employee supply, demand and internal succession planning; and the identification of pivotal positions rather than talent itself.

Amongst the diversity of definitions, there are common themes, including:

- Talent management is systematic and strategic with the purpose to improve the outcomes and competitiveness of a workplace (CIPD, 2014; Collings & Mellahi, 2009; Hoff & Scott, 2016; Ingram & Glod, 2016; Mishra & Sarkar, 2018; Silzer & Dowell, 2010).
- Talent management serves the purpose of attracting or identifying, developing, deploying and retaining employees (CIPD, 2014; Hoff & Scott, 2016; Khorida & Meliala, 2018; Schiemann, 2014; Silzer & Dowell, 2010).
- Employees are developed to create a talent pool, through an inclusive approach (all employees) or exclusive approach (identified individuals) (Asplund, 2019; Earley & Jones, 2011; Ingram & Glod, 2016; Roy & Devi, 2017; Vaiman & Collings, 2013)
- It involves some form of assessment of talent. This can be an individual's performance (the person is identified as the talent), potential or desired characteristics and attributes (talents demonstrated by an individual) to identify the best fit for a role (Macfarlane, Duberley, Fewtrell, & Powell, 2012; Silzer & Dowell, 2010; P. Turner, 2018).
- Practices that form talent management are culturally and contextually specific to workplaces (Collings, Scullion, & Vaiman, 2015; Frost, 2016; Vaiman & Collings, 2013)

This diversity of definitions should not be seen as a detractor from exploring the principles of talent management or seeking ways to improve talent management systems in the workplace (Boudreau, 2013). Instead it is suggested that there is value in exploiting this diversity of definitions (Boudreau, 2013; Dries, 2013) and finding approaches of best fit with an organisational culture, human resource practices and organisational capacity .

The Success of Talent Management

Talent management's success is difficult to measure (Groves, 2011) as the success of a business practice is often measured through fiscal outcomes. The economic benefits to a business through the employment of talent management has been identified as high as an additional 16% in revenue per employee, and can save up to 5% of an organisations operational budget (Becker, 2009; Groves, 2011; M. Huselid, 1995). However, the offsetting benefits of talent management are often

disregarded (reduced turnover, higher employee engagement, greater discretionary effort and more innovative ideas) (Groves, 2011).

Beyond financial benefits, it is widely agreed that the importance of talent management in organisations was brought into light in 1990's through the publication of *War for Talent* (Chambers, Foulon, Handfield-Jones, Hankin, & Michaels, 1998). Historically, the underlying principles of investing in specific people with the intent of having greater commitment and adding value to an organisation was documented as early as the 1960's through the theory of social exchange (Blau, 1964), which implies that exchanges or mutually-beneficial two sided interactions are a result of rewards and acknowledgement (Emerson, 1976). Put differently, there is reciprocity that occurs within the interaction, where through reward or investment, an individual is then more committed, loyal and prepared to work beyond their scope or role (Baard Kuvaas, Buch, Dysvik, & Haerem, 2012; Baard Kuvaas & Dysvik, 2010). More recently, the practices associated with the theory of social exchange within talent management have become referred to as psychological contracts within the literature (Baqutayan, 2014; Dabos & Rousseau, 2013; Lee, Liu, Rousseau, Hui, & Chen, 2011; Rousseau, 2012).

Social exchange normally implies that both parties are aware of the interaction. However, in the context of talent management and the confidentiality associated with human resource management, often the individuals identified for investment are unaware of the differential approach applied to them (Björkman, Ehrnrooth, Mäkelä, Smale, & Sumelius, 2013; Rebeřák & Farkařová, 2015). In contrast, Björkman et al. (2013), found in their research, that an individual is more likely to feel obliged to take on additional responsibility and work towards organisational goals if they are aware that they have been identified as a talent or are being sponsored. Interestingly, retention of individuals that perceive themselves as talented can be challenged when the individual feels that the psychological contract between them and the employer hasn't been met (Björkman et al., 2013).

For my research social exchange theory leads into the first of three considerations around talent management that needs to be explored further. These include whether an approach to talent management is inclusive or exclusive, performance or potential orientated and what is meant by the underlying concept of 'talent'.

Exclusive and Inclusive approaches to talent management

There is an argument that talent management differs from other human resource management practices due to its exclusivity and differentiation of investment in the workforce (Becker, 2009; Boudreau & Ramstad, 2005; Chuai, Preece, & Iles, 2008; Collings & Mellahi, 2009; Gelens, Dries, Hofmans, & Pepermans, 2013). Alternatively, Roy and Devi (2017) argue that talent management should be considered on a spectrum of approaches that vary from exclusivity to inclusivity.

An exclusive approach to talent management implies that an organisation systematically and deliberately identifies high potential and high performing candidates to fill key positions (CIPD, 2014; Collings & Mellahi, 2009; Roy & Devi, 2017). It is different to the general management and development of individuals (Dries, Vantilborgh, & Pepermans, 2012) as it makes a deliberate distinction between those with potential and the rest of the workforce (Roy & Devi, 2017).

This exclusivity can be seen as unitarist, where employers and employees work towards organisational goals and outcomes (Thunnissen et al., 2013) and reflective of a sponsored mobility approach to human resources (R. Turner, 1960; Wayne, Liden, Kraimer, & Graf, 1999). This can often be referred to as 'tapping' and is the most common form of identification of talent within a talent management system (Asplund, 2019; Myung et al., 2011).

An exclusive approach to talent management is also referenced in the literature as Hard Human Resource Management (Macfarlane et al., 2012), where talent management focuses on the importance of strategic fit. In other words, the human resource policies and practices of an organisation are closely linked to the strategic objectives of that organisation attracting individuals from outside of the organisation (external fit), and are focused on existing employees with alignment to the organisation's objectives (internal fit) with the ultimate aim being increased competitive advantage.

One aspect to the success of talent management is that having an exclusive approach to talent management has the intended effect on improving retention (M. Huselid, 1995; M. A. Huselid & Becker, 2011). This is an important outcome of talent management, especially in schools, where retention of teachers is a significant challenge, and school leadership predominantly comes from this group of employees. However, exclusivity is not the only approach that will improve retention. More recent findings from Savanevičienė and Vilčiauskaitė (2017), indicate that businesses focused on retention utilised a more inclusive approach to talent management, whereas a focus on exclusive approaches was found more specifically in companies focusing on employee attraction.

In contrast to an exclusive approach, an inclusive approach is targeted at building the capability of the entire workforce for overall employee outcomes (Roy & Devi, 2017). Macfarlane et al. (2012) refers to this practice as Soft Human Resource Management aligned with high performance work systems. Organisations are seen as investing in their pool of human capital. It includes selective staffing, self managed teams, decentralised decision making, extensive training and management development, flexible job assignments, open communication and performance related pay. These elements are seen as interdependent in that the inclusion of one element requires the inclusion of the others.

An inclusive approach can also be seen as a pluralist view of talent management taking into account the needs of the employee such as wellbeing and personal growth, rather than just the needs of the organisation (Thunnissen et al., 2013). An inclusive approach provides more opportunity for open merit in the selection of employees, therefore in comparison to an exclusive approach which fosters sponsorship of an employee, it encourages greater contest mobility of employees. Finally, an inclusive approach can contribute to the achievement of organisations strategic objectives as effectively as exclusive models (Savanevičienė & Vilčiauskaitė, 2017).

For the purpose of my research, an approach to talent management that is more inclined towards an exclusive approach will be necessary as there is a need to attract applicants to the position of a school principal. However, adding elements of inclusivity in the approach will be an important consideration due to the diversity of the role and awareness that different principals are needed for different contexts.

Performance Versus Potential

Within an exclusive approach to talent management, it is important to consider whether the talent management system is focused on the identification and sponsorship of high-potential employees or individuals with demonstrated high levels of performance. To continually improve, organisations need to focus their human resource management systems on the selection, development and deployment of a workforce that is willing and able to engage in continuous learning (Dries et al., 2012). Employees with high learning agility, superior or rare qualities and skills to meet an organisation's objectives are those deemed as high-potential (HiPo) employees (Dries et al., 2012; Lewis & Heckman, 2006; Rebeťák & Farkašová, 2015). While, there is no single meaning or definition of high-potential (Johnson & Flückiger, 2018), Rebeťák and Farkašová (2015) argue that it is necessary for the difference as the definition of a high-potential will be different for every organisation, as every organisation provides a different purpose and requires something different

from its employees to remain competitive in the market. However, this lack of clarity of definition, also creates a challenge for managers in identifying high-potential employees, often resulting in an identification of high-potential from performance and past data, rather than future potential (Dries et al., 2012; Rebeťák & Farkašová, 2015).

While there is no clear agreement, it is generally identified that high-potential employees demonstrate **aspiration** (results and recognition, advancement and influence, intrinsic rewards, work-life balance, overall job enjoyment), **ability** (innate characteristics: cognitive, emotional intelligence, and learned skills including technical, functional and interpersonal skills) and **engagement** (emotional commitment, rational commitment, discretionary effort, intent to stay) (Bridgespan, 2012; Johnson & Flückiger, 2018). High-potential employees are also seen as the future leaders of an organisation and are employees who are singled out, often on a select, secret and exclusive list (Brooklyn Derr, 1987); they are a small number of exceptional employees, or within the top 3-5% of an organisation's pool of employees (McDonnell, Lamare, Gunnigle, & Lavelle, 2010; Ready, Conger, Hill, & Stecker, 2010).

A high potential employee differs from a high performer in important ways. High-performers are those employees in an organisation who have a great knowledge about their areas of expertise and continually demonstrate success within the limits of their current expertise (Johnson & Flückiger, 2018). Measuring the performance of an individual is diverse across industries and sectors and must take into account individual behaviour (Gori & Fissi, 2014) and the development of a high performer's skills can lead to improved business outcomes (Messersmith, Patel, Lepak, & Gould-Williams, 2011). It could be hypothesised then, that high performance leads to high potential. Fields (2002) in exploring the potential of employees for career progression argues that performance on the job is an important factor in signalling potential. However there are many other factors that impact upon potential including an individual's human capital, which can be enhanced through development and an individual's personal characteristics (Fields, 2002). Further, Murphy (2004) found no-statistical correlation between an employee's performance and their career potential.

Leaders that are only high-performers often fail in new situations, because they rely on their current skill set that has proven successful in the past, rather than learn new skills (Dries et al., 2012). Dries et al. (2012) and Johnson and Flückiger (2018) also comment that this learning agility is a necessary assessment of employees to identify high-potential. In other words, high-potential employees are all high-performers, but not all high performers are high-potential (Dries et al., 2012).

Typically, the identification of high-potential involves the use of psychological assessments, external consultants, assessment centres and nomination processes (Brooklyn Derr, 1987; Mattone, 2012). The nomination process or 'tapping' is however subjective and often linked to personal acquaintanceship (Brooklyn Derr, 1987), resulting in biased and homophilic decision making as is evidenced in education and the tapping of principals (Myung et al., 2011). This impact is similar to other measures used to identify potential such as place of training, graduation or previous places of employment (Brooklyn Derr, 1987).

What this raises in the context of my research is that there is a need to educate school principals on the difference between performance and potential (Dries et al., 2012) and use appropriate tools to assess potential to limit the opportunities for bias and homophilic practices.

A balanced assessment of potential is important to uncover an individual's hidden strengths (Nijs, Gallardo-Gallardo, Dries, & Sels, 2014). These assessments include tools that measure an individual's values, beliefs, thoughts, emotional states and behavioural predispositions (intrapersonal assessments), tools that measure an individual's behavioural preferences and tendencies (interpersonal assessments) and ones that assess individual leadership skills and

competencies (simulations assessments) (Mattone, 2012). These assessments can include tools such as the Choices Assessment, 9 Box and Hogan High-Potential report. However, tools that involve self-assessment should be avoided as high-potential employees have a tendency to underrate themselves, whereas non-high potentials tend to overrate themselves (Dries et al., 2012). The identification of high-potential employees from early in their career is important along with the development of opportunities to retain these employees with clear career pathways (Baqutayan, 2014; Brooklyn Derr, 1987; Dries et al., 2012).

The lack of early identification of high-potential school principals and provision of clear career pathways is an identified challenge within education (AITSL, 2015b; Gallant & Riley, 2014; Lacey, 2003; McKenzie et al., 2014; OECD, 2014; Watterston, 2015; Williams & Morey, 2015). The process of identification and opportunity for career progression can be further challenged and sabotaged internally with supervisors of high-potentials not wanting to release these individuals due to their organisational value (Brooklyn Derr, 1987; Chabault, Hulin, & Soparnot, 2012) and high-potential employees often being reluctant to be geographically mobile. This presents a further challenge, particularly for education in Queensland as the majority of beginning principal positions are located in remote and rural locations (Clarke, Stevens, & Wildy, 2006).

Without appropriate investment in high-potentials, organisations run the risk of not retaining these employees (Baqutayan, 2014; Björkman et al., 2013; Blau, 1964; Emerson, 1976). Rebeťák and Farkašová (2015), suggest that to manage the expectations and needs of high-potentials, that five strategies be employed by organisations: share the responsibility to create a culture of development, define clearly the criteria for identification of high-potential employees and make the selection process transparent, manage regularly the expectations of high potential employees and provide them with an individual development of their careers, favour development of employees rather than replacing them, revise and adjust management of high-potentials according to the situation.

While most authors identify the terminology of a high-potential as an individual (Chabault et al., 2012), there has been recent discussion around whether there is value in identifying groups or teams of high-potential (McDonnell, Gunnigle, Lavelle, & Lamare, 2016; Sweis et al., 2018) for greater organisational outcomes, which would warrant inclusive practices within a talent management system. This also connects to the final idea of talent management and the defining of talent.

Defining 'Talent' within Talent Management

The principles of exclusivity, inclusivity, potential and performance link to the underlying construct within talent management of what is meant by talent. Through the practices of exclusivity, talent might refer to a narrow section of the workforce and its management to a narrow range of activities and processes tightly oriented to attracting and developing those individuals (Baqutayan, 2014; Macfarlane et al., 2012). It can consist of individuals who make a difference to organisational performance, either through their immediate contribution or in the longer term by demonstrating ambition and the highest levels of potential (CIPD, 2014; Frost, 2016). In contrast, the practices of inclusivity within talent management, talent might refer to the entire workforce and its management to a wider range of activities and processes including motivating, rewarding and retaining staff (practices of inclusivity) (Macfarlane et al., 2012; Silzer & Dowell, 2010).

There are two prevailing approaches to the term talent. Talent is viewed as an exceptional, innate (natural) or mastered (nurtured) set of characteristics of an individual or group (Chabault et al., 2012; Foster, 2015; Gallardo-Gallardo, Dries, & Gonzalez-Cruz, 2013; Meyers, van Woerkom, & Dries, 2013; Nijs et al., 2014; Vladescu, 2012). These approaches can be depicted on a continuum, ranging

from talent as innate through to talent as acquired through deliberate practice (Meyers et al., 2013) (Fig. 1).

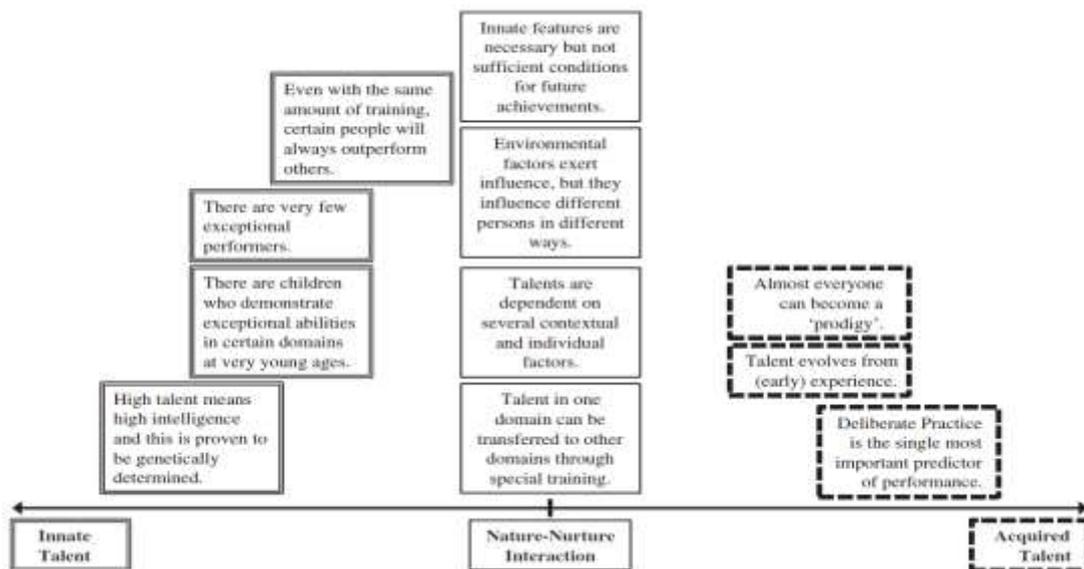


Fig.1 Continuum of innate-acquired talent positions (Meyers et al., 2013)

The view of talent as innate is more commonly defined as an 'object' approach to talent and is the more historical view of talent. Gallardo-Gallardo et al. (2013) extend this definition to include sub-elements of natural ability, mastery, commitment and fit (Fig.2). This object approach enables employers to identify talent by looking at the characteristics that are desired for a specific role.

In contrast, talent viewed as a 'subject' approach includes the concept of 'people as the talent' to be developed and consists of both an inclusive approach where all employees are the 'talent' of the organisation, and exclusive approach to talent (Illes, 2013), with high potential or high performers more commonly referred to as the 'talent' (Gallardo-Gallardo et al., 2013; Meyers et al., 2013). The view of talent from a subject approach instigates discussion in the workplace around norms and cut-offs for investment into people.

Gallardo-Gallardo et al. (2013) identify that these two approaches, while often viewed independently of each other, can provide complementary value in identifying talent.

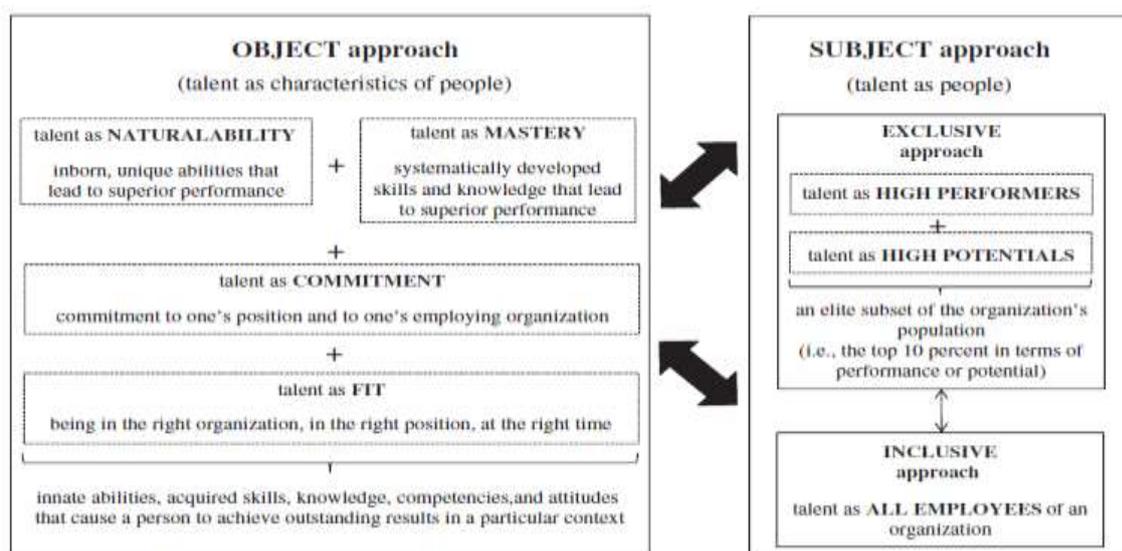


Fig. 2. Framework for the conceptualisation of talent within the world of work (Gallardo-Gallardo et al., 2013)

Meyers et al. (2013) reinforce that there is no need for one specific definition of talent as this will differ for each organisation and the definition will change as an organisations strategic priorities change. Therefore, organisations should consider several questions before engaging in a talent management strategy including; determining the kind of talent required for that particular organisation; confirmation of whether it is leadership or technical talent?; which critical positions are to be filled with talented individuals?; how scarce is the talent supply? and what are the industrial-relations considerations that must be taken into account?

In considering what talent means in the context of this research, it is important to consider the requirements of the position of school principal, which I will outline next. I will refer to talent from both a subject and object view, where talent will be identified as including high-potential teachers with the individual characteristics that align to the attributes described in the Professional Standards for Principals and Leadership Profiles and the Queensland Government Leadership Competencies. Hence, I will be following one of the general themes of the literature review, to construe a particular conception of talent inherent to talent management in a specific context.

Section 2 – Talent Management Systems and the School Principal

Talent management systems are diverse in their operation, approach and intent (Vaiman, Collings, & Scullion, 2017). In business, talent management is often about risk minimisation and improving profit, therefore business leaders use approaches of talent management that are homogenous and continue to recruit and promote difference that can assimilate into the practices of the business rather than difference that challenges the status quo (Frost, 2016). In the health sector there are differing points of view about the value of talent management (Groves, 2011; Ingram & Glod, 2016). Most talent management systems still focus on the organisations enhancement through training programs, rather than a focus on individual development (Groves, 2011). However, there is appreciation of the importance of formalising talent management systems as there is a distinct shortage of specialist physicians (Hoff & Scott, 2016) with a move to encourage best practice in talent management by making it an operational activity that is embedded in the operational and service delivery model of health (Groves, 2011). In section one, it was identified that there is no one definition of talent management and approach to a talent management system, therefore to deliver an effective approach to talent management, it is first important to understand who that system is intended for, the culture of the workplace, mission, vision and context of the organisation (Savanevičienė & Vilčiauskaitė, 2017). In the case of my thesis, it is intended that talent management is explored as a possible solution to address the growing school leadership crisis and, more specifically, the need to actively identify aspirants to develop a pool of potential school principals.

The school principal is the leading educational professional in a school (AITSL, 2015a). They are the link between teachers, students and their parents or guardians, the education system and the wider community (OECD, 2020). Although schools are highly diverse in size, context and community culture (Nelson & Slater, 2013), the basic work of a school principal and the challenges faced by them is remarkably similar (Nelson & Slater, 2013; OECD, 2014). However, there is still a lack of understanding by schooling systems about the varied and complex aspects of this role (AITSL, 2015b; The Wing Institute, 2018) making it difficult to precisely define what is required to be a school principal.

For example, it is agreed that principals require both technical skills and appropriate dispositions (García-Garduno & Martínez-Martínez, 2013; Wasonga & Murphy, 2007) to lead their schools and that they must adapt these attributes to the diversity of the schools that they lead (Nelson & Slater,

2013). However, a principal who is successful at one time may not be successful at another (Nelson & Slater, 2013) and extending this principle, it could also be further implied that a principal who is successful in one context, may not be as successful in another. Therefore, a principal must not only have the general skills, attributes and dispositions necessary for the role, but must be the right “fit” for the school (Dash & Vohra, 2019; Department of Education and Training Victoria, 2018; Hitt & Meyers, 2017; Thunnissen, 2016).

Despite these challenges, in the International Study of the Preparation of Principals (ISPP), an attempt to generally define the role of the principal was made by Clarke and Wildy (2013) who identified the professional knowledge, skills and dispositions required to lead a school effectively, through a five-point conceptual framework intended to capture the complexity of principals’ work, as follows:

- A knowledge and understanding of place requires that principals are contextually literate to be able to identify and respond to schools’ priorities and interests.
- Dealing effectively with people requires principals to navigate complex interactions and develop positive relationships with school staff, parents, students, departmental staff and members of the community.
- The ability to navigate the system (or education authority), and its associated regulations, policies and protocols, calls for “confidence, determination and political sophistication” (Clarke & Wildy, 2013, p. 36), and the ability to use data to inform decision-making.
- The concept of ‘Self’ refers to the personal resilience required to cope with the complexities of the role (noting that these are often underestimated by novice principals), and being aware of one’s personal values and intentions.
- An understanding of pedagogy supports principals to maintain a focus on improving student learning outcomes by leading teaching and learning.

These five elements of school leadership are also supported by Slater and Nelson (2013), who add by asserting that principals need to model servant leadership, where leadership is based on sincerity and provision of help without thought of personal gain or reward to be gained (Manalullaili, 2014). Further, Magee and Slater (2013) state that developing people is a core component of the role. Principals also require leadership dispositions of collaboration, active listening, understanding of cultural context, egalitarianism, patience, humility, trust in others while being trustworthy themselves and demonstrate resilience (Wasonga & Murphy, 2007).

The requirements of the role of the school principal are further clarified in the Australian educational context through the Australian Professional Standard for Principals and the Leadership Profiles or otherwise known as The Standard (AITSL, 2015a). Here, the modern school principal in Australia is expected to "embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all" (AITSL, 2015a, p. 6). The Standard, also articulates that there are three leadership requirements of principals: 1 - vision and values, 2 - knowledge and understanding and, 3 - personal qualities and social and interpersonal skills and five key professional practices of:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community

Furthermore, The Standard also recognises that no matter the context of the school environment, there are four focuses that principals consistently need to approach school leadership and challenges from;

- operational
- relational
- strategic
- systemic.

In Queensland, principals operating in State Schools (Government Schools) are expected to demonstrate further leadership qualities in addition to the aforementioned The Standard as outlined in the Leadership Competencies for Queensland (Queensland Government, 2019). For example, school principals are also viewed as a Team Leader, who are expected to lead strategically, stimulate ideas and innovation, lead change in complex environments, make insightful decisions, develop and mobilise talent, build enduring relationships, inspire others, drive accountability and outcomes, foster healthy and inclusive workplaces, pursue continuous growth, and demonstrate sound governance. These overarching competencies are broken down to specific behavioural indicators, that are broad in nature to capture the diverse roles and departments that team leaders operate within when working for the Queensland Government (Queensland Government, 2019).

From this broad and diverse array of requirements of a school principal it is evident that, developing others; i.e. school staff, is a central component of the work of principals (AITSL, 2015a; Magee & Slater, 2013; Pont, Nushce, & Moorman, 2008; Queensland Government, 2019). As such, principals have a pivotal role in addressing the growing leadership crisis, for example, by developing a pool of applicants for successful succession planning. However, “most current principals were employed into an educational environment that is fundamentally different from today” (Pont et al., 2008, p. 31) and there needs to be an explicit intent to support and retrain current them (Pont et al., 2008) so that they can effectively manage the available talent within schools to identify, develop and retain the next generation of school leaders.

Section 3 - Definition of Talent Management for my research

After completing this introductory literature review of talent management and my intent to answer the research question ‘the growing school leadership crisis in Queensland schools: Is talent management a solution?’, the definition of talent management that I will use in my research is:

A balanced approach to inclusive and exclusive practices to identify talent, already working within the schooling sector, to develop a pool of potential school principals.

As this research is specifically aiming to address the growing leadership crisis in schools, this definition intentionally excludes the elements of retention and development once in the role of a principal. It also deliberately focuses on internal identification, rather than recruitment from external sources as it is uncommon for non-teachers to be competitive for the role of a school principal (Richardson, Watts, Hollis, & McLeod, 2016).

Following this introductory review of talent management, there is further opportunity to examine the literature more broadly to unpack how practices of talent management are adopted across different professional fields. More specifically, there is a need to explore further how the transference of findings regarding talent management from the for-profit business sector, from which talent management originates, can be applied to the public sector, such as education, of which little known (Ingram & Glod, 2016).

Further review of the literature regarding the talent management practices by organisations across professional domains such as business, education and health will also allow for the identification of challenges such as principles of homophily (Schaefer, 2012; Waidelich, 2012), gender implications (Hoff & Scott, 2016) and the mediating impacts of professional values within the public sector (Asplund, 2019). Describing clarity around what is involved in a balanced assessment of potential, is necessary and will be unpacked in the broader writing of my thesis. In addition, it would be anticipated that further review of practices of talent management identified within the literature would highlight additional considerations and viewpoints of different stakeholders such as union bodies, professional associations, employers and employees that may need to be accounted for in the specific context of talent management within the public sector of education in Queensland.

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