

The Impacts of Strategic Talent Management Assessments on Improving Innovation-Oriented Career Decisions

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ABSTRACT According to the objectives of the paper, the evaluation was checked together with the participants in semi-structured interviews. Two assessments were given to the students: the strategic talent management and the innovation potential assessment. A control group was used, wherein the students received an innovation potential assessment but not the strategic talent management assessment. There was a vital difference between students who took the strategic talent management assessment and those who did not in assessing their innovation potential. A difference was also seen in the area of flexibility, self-confidence and achievement drive. The research exhibited that the assessment had helped the majority of the participants to get more involved in the needs of the market to make a greater impact in on today's society since they became more aware of their own skills, talents, capabilities, and goals.

INTRODUCTION

In today's complex, global business environment, human resource issues and the question of "talent" and how to manage it is more important than ever. Global organizations have begun to make efforts to coordinate their HR policies, leading to what can be called an international HR "policy" or consensus. Despite this, management and especially leadership skills are not equally spread amongst the workforce, nor are they uniformly available (even among similarly educated cohort groups) around the world; the war for talent is more prevalent in different parts of the world. Global talent management has been defined as "not only about recruiting the right talent for certain countries" but also about "identifying good talent and transferring skills and expertise around the world" in the globalized economy (Newhall 2012: 31).

A common problem with talent management literature is the issue of how exactly to define the concept of "talent" (Al Ariss et al. 2014). Definitions of "talent" often lack clarity, becoming instead entangled with anecdotes or examples of "great leaders" instead of clarifying or qualifying exactly which qualities made those leaders great and how those leaders exercised those qualities. According to the various literatures on talent, talent can be variously defined as either leadership success, high potential, high performance or, some other factor of the author's own determination (Ross 2013).

According to the "competency based approach", talent can be defined in a workplace setting as "core/institutional competencies that are crucial to the success of each employee and, therefore, to the success of the entire organization" (Berger 2004: 23). Once such "institutional competencies" have been identified, above average achievement is perceived to be indicative of an employee's "talent" (Berger and Berger 2004).

Identifying good talent is crucial for both companies and the people working in a business world because the prime aim of Human Resources (HR) management is to match the right person with the right position. With regard to this, not only can talents be identified, they also can be measured (Nijs et al. 2014). In an environment that remains highly competitive, organizations invest in talent activities not only to meet their immediate needs with regards to human resources and the workflow, but also so they can secure "a sustainable pipeline of leadership for the future." If companies fail to adequately invest in the talent of their employees, they can suffer from negative HR-based consequences in the future, such as having problems with attraction and retention, productivity, and eventually quality control, customer service, and the organization's overall brand, reputation, and even livelihood in the long run (Yapp 2009: 5).

One method for defining and assessing "talent" (using this conceptual definition) is by using a talent matrix, wherein an individual's per-

formance and potential are examined and considered. Typically, a box consisting of nine grids is created, and both performance and potential are assigned values of either low, medium and high. According to both their current performance and perceived accomplishments, individuals are assessed and assigned a location on this grid according to these ratings. More specifically, under the “performance” category the determinant of whether a worker is placed into the low, medium or high category is often based on how or if they were able to deliver a desired result, or if they were able to attain a desired objective. “Potential” is often defined by the corporation itself using various assessments, of course taking the worker’s past performance and change over time into account (Ross 2013). As an author explains, “the nine box grid approach to defining talent, substitutes out the challenge of defining ‘talent’, with the challenge of defining ‘potential’ (Table 1).

If organizations struggle to define, engage or develop their talent today, they will struggle even more in understanding whether someone has the potential” to become an even more valuable employee in the future (Ross 2013: 168). However, not many companies remain reluctant to take the valuation of human assets into consideration while planning their future strategies (Mello 2014).

It is critical for current students, recent graduates and job seekers, and above all organizations and employers to understand the relationship between “talent” and success. In many current examples of “talent literature”, the term “leadership talent” is sometimes used interchangeably with the term “leadership success”. However, organizations and individuals can often very differently define both success and talent. “For organizations, success, performance and results, is all the desired application of an individual’s talent and usually relate to improved business or financial performance. For individu-

als, success may mean ... personal achievement, overcoming a new challenge, security, learning a new skill... [providing] a good standard of living for self and family, personal growth, [or] making a difference” (Ross 2013: 169).

However, a more critical, in-depth, detailed and sustained focus on talent management can help an organization achieve other strategic goals and objectives; including improving overall performance, building a sustained, supportive learning environment and adding value to an organization’s overall reputation or brand. As two researchers point out, “this is different from simple succession planning and filling typical hierarchical leadership roles that exist today, as it is a process of providing able and talented people who will create new and different leadership roles in the future” (Davies and Davies 2010: 418). Universities are very crucial part of human lives in terms of improving their intellectual property and business capabilities. Although, the new business world in the globalized economy is a highly competitive more, helping students recognize their own “talents” is becoming an increasingly popular concept and initiative at universities all around the world. The ideal is that knowledge gained from university education should be ideally transferred to the workplace, helping students both find fulfilling and productive careers and using the knowledge they have acquired during university in a useful and sustained manner. However, in both Turkey and in many other countries around, many university students, even those from top-ranking universities, have problems finding jobs in the highly competitive, innovation-oriented job market (Cooke 2007: 121). Any economy based on “knowledge” tends to give importance to innovation and entrepreneurial qualities, because of the increasing number of people graduating from post-secondary institutions and thus the increasing competitiveness (both national and international) in the economy and workforce. In

Table 1: The nine box grid

Leadership potential	Not meet		B Capable of growth	A Future leader Outstanding
	Meet		C Solid performer	B Transferable skills?
	Exceed	D High risk Performance manage or out		C Expert talent Trusted professional
		Not meet	Meet	Exceed
	Performance expectations			

this modern, globalized economic era, many students may face various problems since they are not aware of exactly what their own talents and values are to a potential employer, or are not aware of their own innovative potential (Power 2010: 679). Globalized integration must be taken into consideration at this point (Collings 2014). Besides, the use of new and effective career assessment tools is needed to understand deeply the interests, values, and talents of the new graduates and help them adjust and match to the needs of the market on the globalized level.

Higher education systems, all over the world are facing numerous challenges linked to the economic processes of neoliberal transformation and globalization. These changes are linked to the quality of education provided, adjustments to the level of state spending in education, adequacy to the needs of the labour market and society, adopting appropriate governance practices and structures, and increasing access to higher education in particular to disadvantaged segments of the population (Tempus Study Report 2012: 7). In particular, modernizing the higher education sector is not only reliant on changing management policies and strategies. It is also a matter of the behaviour and attitudes of individuals in the higher education management structures themselves.

According to some researchers' definitions, a talent management approach would involve a staged process in universities as follows:

- ♦ "Defining values and strategy.
- ♦ Rigorous performance evaluation.
- ♦ Challenge performance.
- ♦ Rewards to match performance
- ♦ Establish powerful professional learning.
- ♦ Identify longer-term needs.
- ♦ Identify pedagogic and leadership talent.
- ♦ Become a talent developer and engager.
- ♦ Integrate TM into whole school processes.
- ♦ Establish a talent management culture." (Davies and Davies 2010: 419)

Despite the number of studies carried out regarding to issues in higher education, until the early 1990s, structural higher education policies were for the most part centrally controlled, considered as part of national policy and a responsibility or component of national development. As a researcher explains, "International comparison was a powerful tool for understanding the national developments and for setting a framework in the search for improvement, but

different decisions were made within individual countries reflecting international views of the best options, varied policy preferences as well as national contexts" (Teichler 2007: 6) The Sorbonne Declaration of 1998 and the Bologna Declaration of 1999 were turning points where national governments across Europe began to coordinate their policies with one another, with the goal of making higher education systems across Europe more similar to one another.

As this same researcher points out, the targets set by the Bologna Declaration regarded to higher education systems seemed to be founded upon the following ideals:

- ♦ "Higher education systems in Europe will move quickly toward quite similar patterns, [and]
- ♦ levels of higher education programmes will be the clearly dominating structural characteristic of higher education as compared to types of higher education institutions and programs, ranks and profiles, etc., structures of the higher education systems have an enormous impact on all key features of higher education" (Teichler 2007: 6).

However, both policymakers and scholars determined that it would be difficult to exactly measure how these targets would ultimately be achieved across the spectrum of the EU. As higher education institutions were enjoying increased student enrolment, this was expected to be accompanied by increase in the number and specialization of research projects carried out by universities and their growing reputation as research centres in their countries. Secondly, "a growth of diversity of talents, motives of job expectations among the rising number of students was considered a matter of procedure, irrespective how static or dynamic the prevailing concepts about academic potentials of students actually were harboured" (Teichler 2007: 7).

A research carried out of higher education systems in economically advanced countries, found that there were generally a limited number of variables/markers to denote success: "diversity of talents and motives, the changing graduate labour market, student enrolment growth, compatibilities and tensions between the teaching and learning function and the research function of higher education, and institutional policies". He wrote "International cooperation and mobility, globalisation in terms of blurring the borders of national systems and increasing

world-wide interconnectedness, new steering and management system in higher education” and the emergence of a knowledge society all deserved special and increased attention from HEIs in the coming years (Teichler 2007: 8). As stated before, the private work force and job market are undergoing rapid changes and thus are exerting rapidly changing demands on the new pool of available workers. Talent management and the concept of focusing on “talent” is becoming increasingly popular in the human resources sector, as it is considered a method various organizations can use to both grow and deal with the increasingly complex challenges of the 21st century market (Nilsson and Elström 2012). As it has become clear that “people are the most crucial assets in the business world” and as a result “future competitiveness and prosperity of an organization depend on its employees”, talent management has begun to appear more frequently in both academic and industry-oriented literature. In addition, “the consulting agency PricewaterhouseCoopers (PWC) recently published their 14th Annual Global CEO Survey, which states that a majority of CEOs (66 percent) are fearful that a shortage of talent may impede the growth of their companies ... talent management meets the demands that are associated with increased complexity and uncertainty” (Nilsson and Elström 2012: 27).

In this situation, there are two important parts of strategic talent management:

1. What are talents of a person?
2. How are they managed by himself/herself and the company?

Many models based on talent management still operate on a philosophical basis that “talent is about having a greater ability leading to increased success and greater results when compared to others and that the priority is to identify and differentiate those who have that greater ability”; however, it can be noticed in everyday life that “it is not always the most talented people who achieve success, nor are the most successful always the most talented.” (Ross 2013, p. 169) Therefore, the focus of talent management should be on considering success as separate from talent, “to enable every individual to understand their core strengths and abilities and to create a climate that effectively enables them to leverage these talents into an output – personal and professional success” (Ross 2013: 169).

“The Previous studies have often focused on the management of talent, but the issue of what exactly should be managed has generally been neglected” (Nilsson and Elström 2012: 26). In fact, the most important points are to know talents and to manage it. This is also fundamental for using for employers, educators, and HR specialists who work with related concepts, such as competence, knowledge, and employability. Human Resources departments have responsibilities in a company like recruitment, career mapping and managing the talent of employees. There has been an increasing focus on talent that has spread from being the concern of knowledge-intensive organizations to into a wider and more diverse range of organizations operating in the labour market. Since 1997, due to the fact that talent has become a driving force, talent management has gained more importance and increased popularity (Axelrod et al. 2002: 83; Michaels et al. 2001: 147). This concept is related to strategic human resource management and planning, as well as relating to concepts of “employability” (Brown and Hesketh 2004; Collings and Mellahi 2009: 307). One study identified “three types of conceptualizations of talent management: a collection of typical human resource department practices or functions”, the pool of talent or “flows of employees into jobs in an organization”, and finally “a generic perspective on talent that focuses on either high-performing and high-potential employees or talent in general” (Lewis and Heckman 2006: 146).

Nevertheless, talent management as a concept is used by organizations to highlight the strategic importance of having solid human resource policies. As a result, most existing literature regarding to talent management still has a strong association with various human resource department practices, such as the strategic training, development, and retention of talented high-performing or high-potential employees, and there has not been a great deal of academic attention paid to the educational side of this equation (Nilsson and Elström 2012: 30).

Objectives

The purpose of the paper was to analyse if there is a significant difference in the post-graduation careers of students who took the aforementioned ‘strategic talent management’ assessment, and those who do not, in terms of improving innovation-oriented career decision-making.

METHODOLOGY

Research Design

The population was composed of 390 university students ($n=390$), attending two different universities in Turkey, who had answered the strategic talent management assessment. Over a 12-month period, the researcher examined the students shortly before graduating from the university and then 1 year later after when they began to work in organizations. To understand the effects of the strategic talent management assessment, a control group of students was included as well, who did not take and answer the strategic talent management assessment. All the participants including those in the control group took the innovation potential assessment. Immediately after the initial research period, as well as 12 years later, a questionnaire consisting of questions such as “Do you have a clear idea of your short, medium, and long-term career plans?” were distributed to the entire population. In addition, semi-structured interviews were carried out with a group of 100 students (60 from the main group and 40 from the control group) in order to supplement the observations regarding the effects of the strategic talent management assessment with qualitative phenomenological data.

Research Sample

The population was composed of 390 university students ($n=390$), attending two different universities in Turkey, who had answered the strategic talent management assessment. Of these 390 students, 49 percent were female and 51 percent were male. 24 percent were students of various Engineering faculties, 20 percent were students of “hard sciences” (such as physics, biology, and chemistry), 25 percent were students of “social sciences”, and the remaining 31 percent were students of “Administrative Sciences” such as Management or Tourism.

Research Instrument and Procedure

In the present paper, the university students’ interests, values, and talents on innovation oriented job environment were investigated while taking into consideration the needs of the market. For that reason, two assessments were given to the

students. The first one was the strategic talent management’ and the innovation potential assessment. Since innovation has significantly become important, environmental studies at the university have been playing an important and crucial role on students’ interests, values, and talents as well as on their personality development. To understand the effects of the strategic talent management assessment, a control group was used as well. All the participants including those in the control group took the innovation potential assessment.

The strategic talent management assessment was a multiple-part assessment test that was both reflective (self-evaluative) and externally administered (tests measuring various skill sets, such as verbal reasoning, space visualization, and abstract reasoning). Critically, the evaluative portions of the strategic talent assessment were not designed to make students feel “lacking” or “insufficient” in one area or another; rather the test covered a wide range of skills sets, over 10, that increased the chances of a student finding an area he or she was skilled in. In addition, this test introduced students with methods used by HR professionals in major organizations, showing to them these aforementioned categories were not the only aspects of the job-search process (biographical data, structured and unstructured interviews, and reference checks were important as well). Further, the reflective portions of this assessment invited students to examine their values and priorities by asking which characteristics of a job or career were most important to them. The innovation potential assessment was then taken by both the control group and the main population.

In addition, some personal and social demographic data were gathered from the participants. Then, data were analysed using SPSS-17.0 and descriptive and inferential statistics. The evaluation was checked together with the participants in the semi-structured interviews to understand deeply the relation between the strategic talent management and innovation oriented career decisions.

RESULTS

The evaluations informed a significant difference between the participants who took the strategic talent management assessments and those who did not. The participants who had completed the assessment were shown to have clearer ideas of what their career-oriented goals

were, and having a clearer picture of what their short-term, intermediate-term and long-term goals were. This difference was seen clearly through both the use of the questionnaire and from the semi-structured interviews. These students become more goal-oriented and successful in their innovation-based duties. This may be due to the fact that they were more aware of the job market's needs and expectations with regards to human resources, and they were better able to adapt their own skills and talents to the requirements of the competitive environment. Judging by the answers given during the semi-structured interviews, there was a significant difference between participants who took the strategic talent management and who did not in creativity, flexibility, self-confidence, and achievement drive. This indicates that the strategic talent management assessment helped to improve self-confidence caused by achievement drive and flexibility. Significantly, a major difference in the control groups in all scales was not seen. It is crucial to show the importance of strategic talent management on students' future work experiences. Besides, strategic talent management in university is very helpful for companies because they know their candidates' talents by the help of strategic talent management of students in universities. In higher education, defining and discovering of talents is as important as theoretical knowledge. Because of that, this is vital for both students and business world.

Further, the data which was gathered from the semi-structured interviews showed that the strategic talent management had inevitably affected the students' leadership, social innovation, and entrepreneurship interests, values, and talents after graduation in many ways. All are fundamentals in business world. In the modern information-based age, where innovation is seen as key to both advancing one's organization and one's career, most of the sectors prefer a person who has leadership skills is socially innovative, due to globalization and the resultantly high competitive environment. Companies have to survive in economic systems and personnel or employees in the company are the main sources of a company. If they work effectively and efficiently, company will reach the strategic goals and aims. On the other hand, it is obvious that if a person works in a job that is consistent with his talents, his successful will be inevitable. During this transformation process and transi-

tion period, especially in the period immediately following graduation, knowing their interests, values, and talents according to the needs of the market had been influenced to a greater degree in their self-confidence.

Analysing the results of the semi-structured interviews, most of the participants (94%) agreed that assessing the interests, values, and talents before their graduations had affected their career decisions, even in choosing the different organizations and the departments in the organizations. This news is like a utopia for HR departments in a company. As presented in the paper, a university education that incorporates strategic talent management principles will produce graduates that are more acutely aware both of their own skills and talents and how these skills can fit into the job economy help various organizations in the workforce.

Further, according to the data, a large number of the participants (85%) became aware about the interests, values, and talents played important and crucial roles in the development of their leadership comparing to those who did not take the assessments. It is mentioned that leadership skills are developed in a consistent position with one's talent. More importantly, the large number (90%) had mentioned that these practices had improved their self-confidence, particularly in taking much more responsibilities for their organizations where they worked. Hence, their activities had increased and they became more engaged than those who did not take the assessments. In the present research, it was clearly understood that the strategic talent management assessment was much more effective and efficient in career decisions, especially in those organizations where innovations was highly demanded.

Additionally, a large number of the (86%) participants agreed that the effects would be significantly observed after the graduation of the university as entrepreneurial interests, values, and talents. It is natural because graduates will have such experiences during the course of their work lives. As a result, as most (86%) participants clarified that the strategic talent management assessment played important and crucial roles in empowering their career decisions. The large number of the participants, who did not take the assessment, had identified a number of issues including a general lack of access to better job opportunities, especially those of

innovation oriented. Some of them (48%) had clarified that they did not have clear career pathways comparing to those who had taken the assessment. The participants (76%) who had the chance to take the assessments had clearly defined that world-class companies needed world-class talents so that they strongly believed that they had to improve themselves in terms of interests, values, and talents in the higher education in order to be ready in highly innovative job environments. The research paper confirmed that the assessment had helped 87 percent of the participants to get more involved in the needs of the market in order to make impacts in today's society since they became more aware about themselves.

DISCUSSION

Contemporary students in universities are important candidates for employers in the business world. Thus, the transition from the university to work is very crucial because most of the university students need to become more fully acquainted with their own capabilities, talents, and interests so they can more easily find a place in the job market. The use of several new career assessment tools is intended to make the post-graduation job selection process easier for both employers and recent graduates. In a highly competitive business environment, these new tactics can increase the success of the students in the transition from the university to the organization. In this time, new personal career management systems are needed, one is "strategic talent management" that causes to develop and follow a successful career path and successful transitions. With the help of this assessment tool, the university students will know the strategic tactics by knowing their own personal interests, values, and talents. As one analysis of the issue states it, talent management is "increasingly seen as a critical factor in developing successful organizations and is a strategic priority for businesses...[and] just as critical a factor for schools" (Davies and Davies 2010: 418).

According to the importance of strategic talent management of university students, the most important question is "Why talent management is essential in higher education?" It is mentioned above (Collings 2014); human resources are seen as important assets in order for the college or university to achieve lasting success. In spite

of the fact that, why do not universities have strategic talent management on the administrative side of the higher education environment? It may be because of lack of planning skills. Universities also need to ensure that their students are matching to jobs and careers that adequately serve their interests and natural talents; this can be seen as part of their mission to educate and serve the community. "Universities that accept the challenge to build talent from within to meet impending leadership requirements will certainly gain an advantage on peer institutions in this competitive climate" (Mackey 2008: 5).

It is a fact that there is lack of talent management activity in higher education. Although talent management is widely-used strategy in business and industry, in universities this issue is ignoring. Like any organization, institutions of higher education face challenges in managing their students' talent. The prime purpose of the strategic talent management is eliminating barriers while increasing innovation and creativity in the highly competitive job environments. In the adoption of the new career path, the university graduate students need to know the strategic tactics by knowing their own personal interests, values, and talents. It is obvious that if a person knows his/her capabilities, abilities, strengths and weaknesses, s/he will probably be a happy and effective part in a company and in a business world.

108 public and 71 private universities are in Turkey higher education system. There are 1.986.905 students in public universities and 215.560 students in private universities in Turkey, both associate degree and bachelor's degrees (Council of Higher Education 2013). According to Turkish Statistical Institute (TUİK 2014), Labour Force Status by Educational Attainment is given in Table 2.

According to table in 2013, 80.4 percent of university graduates began business life. Not only in Turkey, but also in the world, "the right person to right position" is vital for both employees and business world.

Higher education institutions are under the effects of global and demographic changes such as aging, knowledge economy, the Bologna Process, high and complex skills requirement in administrative positions, global competition, need to develop academic staffs, cooperation with industry, globalization (Meyers and Woerkom 2014). These changes influenced the organiza-

Table 2: Labour force status by educational attainment in Turkey

	<i>(15+ age)LFPR. Labour force participation rate</i>								<i>UR. Unemployment rate</i>			
	<i>Total</i>				<i>Male</i>				<i>Female</i>			
	<i>2012 June</i>		<i>2013 June</i>		<i>2012 June</i>		<i>2013 June</i>		<i>2012 June</i>		<i>2013 June</i>	
	<i>LFPR</i>	<i>UR</i>	<i>LFPR</i>	<i>UR</i>	<i>LFPR</i>	<i>UR</i>	<i>LFPR</i>	<i>UR</i>	<i>LFPR</i>	<i>UR</i>	<i>LFPR</i>	<i>UR</i>
	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>	<i>(%)</i>
Total	50.8	8.0	51.9	8.8	71.7	7.4	72.5	7.8	30.6	9.4	31.9	10.8
Illiterate	21.8	3.1	21.6	4.4	35.6	7.9	35.1	10.7	19.0	1.3	18.8	2.0
Less than high school	48.9	7.5	49.0	8.1	70.0	7.7	69.7	8.0	27.1	7.1	27.8	8.2
High school	52.3	10.6	54.7	11.7	70.5	8.2	72.2	8.7	30.3	17.3	32.6	19.8
Vocational high school	65.4	8.3	67.6	10.3	81.5	5.9	83.5	7.5	37.8	17.4	41.5	19.2
Higher education	77.4	9.2	80.4	9.4	83.7	7.0	87.0	6.5	68.9	12.9	71.6	14.1

Source: www.tuik.gov.tr

tions' and universities' functions and structures which need to see talent management as a priority to survive and increase their effectiveness. (Akar 2013: 1). The talent management approach sees talent and talented persons as a competitive advantage, which creates new challenges that have to be met (Pobst 2014). Further, as a concept, the talent "designates the outstanding mastery of a systematically developed abilities and knowledge in at least one field of human activity" (Gagne 2004: 120). Literature review indicates that as industry and private sector organizations are deeply concerned with talent management, and that universities as a source of talented persons, have until now been showing relatively and perhaps overly "limited concern to talent management policy and implications" (Heuer 2003: 14). Lastly, a proper work culture has to be created to ensure the successful and productive talent management (Jha 2014).

CONCLUSION

In a highly-competitive, innovation-oriented work environment, knowing and improving of talents during university education will give a great difference in career planning. This is important both for students and also companies, especially in HR departments. According to this truth, universities are generally not interested in assessing their students' talents in Turkey. Universities are very crucial part of human lives in terms of improving their intellectual property and business capabilities. Although the new business world is highly competitive, talent man-

agement of students is a further concept for universities. The ideal is that knowledge gained from university education should be transferred to work. In fact, in Turkey and the world, most of the university students, even those from the best universities, have problems to find right jobs in the highly competitive innovation oriented work environment. The present paper shows that students who know their talents before being a part of business world are more successful than others. Further, a number of them improve leadership capability and self-confidence that all cause taking much more responsibility in their organizations where they worked. It is summarized that a new assessment called 'strategic talent management' should be developed and incorporated into a key part of many universities' curriculum and career planning services, in order to develop their students' capabilities and help them to follow a successful career path and transition to the working world. The main purpose of this assessment is to eliminate barriers and increase innovation and creativity of the workforce in the modern, information-based economy.

RECOMMENDATIONS

To further advance the following research, it may be recommended that similar studies be conducted in broader areas and with larger number of participants. Additional factors, such as gender, household spending or family average income might also be taken into consideration to create a clearer picture of the present situation, which will undoubtedly lead to significant

improvements regarding the talent management assessment and, consequently, to the successful innovation-oriented careers.

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