

The application of talent management in the organization as a modern trend towards innovative human resources management- a sample of Algerian organizations.

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Abstract:

This study explores talent management within Algerian institutions, focusing on international entities' challenges and experiences in nurturing gifted individuals. It examines the nature of talent management, particularly in organizations participating in the 16th Talent and Employment Fair in 2017. Despite operational challenges, multinational corporations showcased advanced techniques and programs. The findings emphasize the need for Algerian institutions to enhance planning, motivation, and performance evaluation to achieve effective human resource management. This research underscores practical implications, highlighting its relevance and impact on professional practices in the field of talent management.

Keywords: Talent management; human resources; job performance; motivation.

Jel Classification Codes: J24, M12.

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1. INTRODUCTION

In light of the new developments and transformations occurring in today's business world, coupled with intensified competition and increasing challenges faced by organizations, there has emerged a pressing need to rely heavily on the knowledge and skills of human resources. This reliance is not just significant; organizations must achieve high-performance levels, enhance creativity and innovation, and create value for all stakeholders, thereby attaining competitive superiority. This objective significantly depends on possessing extraordinary talents, exceptional cognitive abilities, and distinguished skills within human resources. Modern successful organizational experiences have demonstrated that reliance on talented and distinguished human resources with rare skills and competencies is not just a luxury but a necessity. Consequently, talent management has evolved into a new field of knowledge, drawing from theories and tools of various other sciences such as management, organizational behaviour, psychology, and sociology. The concept of talent is also closely linked with other notions, such as innovation, creativity, and emotional intelligence, which are intertwined scientific fields closely related to contemporary scientific applications in talent management.

Based on these ideas, we aim to address the following main research question:

How is talent management implemented in Algerian institutions?

Sub-questions:

What is the concept of talent, who are the talented individuals, and what are the methods for nurturing them through various models?

What is the concept of talent management, its tasks, and its significance?

What are the factors affecting talent management and its application in Algerian institutions?

Research Methodology:

In this research, we employed the descriptive-analytical method. The descriptive approach encompasses the theoretical aspect of the study, relying on books, research papers, and articles to provide a literary overview of the nature, tasks, and importance of talent management. The applied approach involves questionnaires, interviews, and the SPSS data analysis program. The model's suitability and explanatory power were evaluated to test the study's validity.

To answer the main question and sub-questions, we will address the following topics:

Section One: General concepts of talent.

Section Two: The concept of talent management.

Section Three: The reality of talent management in Algerian institutions.

2. General Concepts of Talent:

The concept of talent management gained prominence in the early 1990s amidst intense competition among major companies. Some companies focused on attracting

employees with high qualifications and competencies, while others aimed at retaining and developing their existing talent. This concept has become an integral part of modern management systems and an essential organizational development and change strategy. In the 21st century, characterized by speed and high competitiveness, talent has become one of the main pillars for companies and organizations to achieve their strategic vision. The demand for talent has increased, involving selecting highly qualified employees, discovering their talents, developing them, and retaining them as a competitive advantage for these organizations.

2.1 Definition of Talent

Linguistic Definition of the Word 'Talent': The linguistic meaning of the word 'talent' is elucidated in Arabic dictionaries as follows: (Mohammed, 2010, p. 23)

Definition in Mukhtar al-Sihah: 'Mawhoob' (talented) means something granted to someone, and the noun is 'mawhoob' (gifted) and 'mawhiba' (talent). 'Wahaba' means to grant or give, and 'hiba' is a gift. 'Ittabah' refers to accepting a gift, and 'mawhiba' is something owned by an individual.

Definition in Al-Qamus Al-Muhit: 'Wahaba' means to grant or give, and 'hiba' is a gift, dominance, or inheritance. 'Mawhiba' refers to a gift or a cloud; 'awhaba' means to last for someone.

Definition in Lisan al-Arab: 'Wahaba' means to give or grant, and the noun forms are 'mawhib' and 'mawhiba'. 'Tawahabu' means to give something, and 'wahana' means mutual gifting.

Terminological Definition: As previously mentioned, "talented" is akin to many psychological terms, which scholars have debated extensively, each offering their perspectives and analyses. Despite the variety of directions in defining talent, there are two prominent approaches: the classical and the modern perspectives, both rich in terminological definitions of talent. Earlier in this section, we provided some definitions, such as: Hudson (1966) indicated that "talent is the result of high intelligence and the ability to be creative as measured by intelligence and creative thinking tests."

Vernon (1971) expanded on the definition of talent, noting that "talent may manifest in high intelligence, artistic output, or high levels of social and human relations."

Renzulli (1977) posited that "a talented individual is one with high intelligence, a high capacity for creativity, and a high level of academic achievement."

Scholars such as Paso, Waitty, Torrance, and Newland, among others, have also contributed to the discourse. They assert that "a talented individual shows exceptional performance in academic achievement and excels in one or more of the following areas: general intellectual ability, creative thinking, academic readiness, leadership abilities, artistic skills, and motor skills". (Taysir, 1992, p. 17).

From the definitions above, it is evident that there is a consensus that a 'hiba' (gift) is an endowment and an ability possessed by an individual, distinguishing them from others.

2.2 The Role of the Surrounding Environment in the Growth of Talent:

Supportive Environment for Talent Growth: The environment represents a critical factor in the growth and development of talent, acting as the vital element in transitioning talent from latency to actual achievement and creative innovation, whether it be the family, school, social, or cultural environment. (Taysir, 1992, p. 20)

The family environment, in particular, plays a significant role in helping gifted children develop their potential and supporting them to achieve distinguished accomplishments and innovations. Paula et al. (1987) affirmed this, identifying several aspects related to talent development, including demographic structural characteristics, the general family environment, and the values adopted or set by parents. They also emphasised that variables related to the family climate determine the type of achievement for the gifted individual, whether creative or academic.

Numerous studies and research, such as those by Chan and Chan, Holinger, and Vlamich, have emphasised that the realisation of potential by gifted adolescents is linked to a family climate characterised by freedom, independence, empathy, trust, and appreciation of their personalities and capabilities. Keller and Joyce (1990) also highlighted the various environmental influences on the education of gifted children. Similarly, studies by Candice and Giemond (1991) and Thomas and Herbert (2003) underscored the importance of the family's economic level in the healthy growth of gifted children, revealing that gifted children in poor environments suffer from depression and suppression of their talents and abilities. The research by Baza (2007) also confirmed the impact of the family environment on talent and innovation, identifying several crucial factors for talent development, including solid family support, early language development, early self-confidence development, family cohesion, psychological security, encouragement of calculated risk-taking, and fostering a positive future outlook.

These studies and others stress the importance of a combination of conditions and factors that stimulate the growth and development of talent, including a culturally rich and psychologically safe environment, encouraging and appropriate interactions, and, most importantly, recognising the child's talent, encouraging self-expression, valuing achievements, and enhancing self-confidence and belief in their talent. Additionally, providing the necessary materials and tools for practising their talents, the number of children in the family, and their birth order affects the parents' ability to give their gifted children adequate care and attention.

It is not solely the family environment that nurtures talent; teachers, schools, and state policies also play pivotal roles. A country that establishes special schools and laws for the gifted and supports and develops them also provides a supportive and encouraging environment.

The Obstructive Environment for Talent Development: While the surrounding environment is a crucial factor for the growth and support of talents, it can also be an impediment and a source of frustration. Numerous factors contribute to the extent and disappearance of talent, especially familial ones, as the family is the primary nurturer of a child's inclinations, desires, and talents. The lack of awareness and understanding among parents regarding the phenomenon of excellence and talent, coupled with incorrect parenting methods as previously mentioned, and a deteriorating economic level that fails to meet the child's basic needs as outlined in Maslow's hierarchy of needs, which posits that for self-actualisation needs to be achieved, physiological needs must first be satisfied, followed by safety and stability needs, then social needs, esteem needs, and finally self-actualisation needs (Al-Talib, 2012, pp. 36-37).

Hurlock confirmed that among these obstacles are the inhibition of children's curiosity, strict time constraints, intense family cohesion, lack of encouragement for imagination and creativity, providing children with limited traditional toys, parental conformity, excessive

protection and care by parents, and authoritarian and strict upbringing. All these factors prevent the child from developing his ideas, discoveries, and creative imagination.

2.3 Global Experiences in Supporting Gifted and Talented Individuals:

The United States Experience: Since Terman's contributions to research on scientific excellence and innovation, the United States has intensified its research and allocated substantial budgets for programs aimed at identifying and nurturing gifted individuals. Among these initiatives are the Astor Programs for creative children, designed to fulfil their psychological needs, and the establishment of the American Association for Gifted Children in 1947, followed by a similar association in 1953. After the Russians' successful space exploration in 1957, curiosity arose in the U.S. about the reasons behind this achievement. It was discovered that Russia's attention to and development of its gifted individuals was the key to its success. Consequently, America intensified its research efforts, reaching 1,259 studies on giftedness by 1965, and increased its budget for educational programs for the gifted by 94% between 1964 and 1968. Special schools and programs for the gifted were established, and in 1972, the National Institute for the Gifted (LTI) was founded. In 1975, special collective funding for the gifted was initiated. By 1990, 50 states had adopted serious policies for the education of gifted individuals despite differences in the types of programs offered. The standards movement emerged in 1983 when the National Commission on Excellence in Education published "A Nation at Risk," recommending that schools, colleges, and universities adopt more rigorous and measurable standards and raise their academic performance expectations. Key among these standards are the TAG-CEC NAGC programs, which train teachers to educate and develop the gifted from pre-kindergarten through twelfth grade. In 1998, the standards for gifted programs were revised, adding to the TAG-CEC standards.

Two thousand-ten gifted programming standards emerged, blending the TAG-CEC and 1998 standards. Recently, the "Race to the Top" program was introduced, establishing comprehensive standards to improve education and learning, with billions of dollars allocated by the Department of Education. (Johnson, 2012, p. 54)

The England Experience: The journey began with Francis Galton, who studied a group of prominent judges, administrators, leaders, and military officers to find the relationship between heredity and genius. Cattell was the first to use mental age and established the institution for individual metrics in America. Pearson pioneered correlational studies, developing correlation coefficients and studying the internal relationships of the various elements that constitute intelligence through correlation methods. Spearman supported the theory of general and specific intelligence. In 1980, significant changes occurred in secondary schools, including selection processes related to gifted education. In April 1989, over 100 educational counsellors were appointed to select appropriate methods and means to implement the national approach for the gifted (Mustafa, 2011, pp. 3-8).

The France Experience: The journey began with Binet, who created the first intelligence test incorporating the use of mental age, and Stern, who emphasised the concept of the intelligence quotient, describing the ratio of the difference between mental and chronological age. Goddard reviewed and revised Binet's 1908 test, introducing it to America in 1916. Additionally, a law was enacted allowing gifted children to enter kindergarten before the legal age. In 1971, a national association was founded to focus on mentally gifted children. Currently, the French Association for Gifted Children (AFEP) guides parents and teachers on

how to deal with gifted and talented children, provides programs for their care, and advises on overcoming the social and psychological problems these children face.

3. The Concept of Talent Management

Studies conducted on private institutions in developing countries and vast and prominent companies that were early adopters of this new management concept show that talent management is a slight evolution of competency management. It focuses on planning, organizing, directing, and controlling human resources competencies within an organization to ensure alignment with the required job competencies and continuous development to achieve sustained performance for both the individual and the organization. This marks a shift from human resource management to competency management, moving from managing and addressing weaknesses to strengthening individual strengths and competencies, emphasising the most effective intangible competencies in achieving exceptional performance.

3.1 The definition of Talent Management:

"Talent management refers to recruiting, evaluating, developing, and retaining key human resources in the form of talents within an organization. Therefore, many organizations strive to retain their talents within a strong and cohesive strategy". (Manasseri, 2012, p. 18).

"Talent management is the process of developing and integrating new employees, developing and retaining current employees, while simultaneously attracting individuals with high skills to work within the organization and investing time to achieve the best results". (Benoit, Daviaud, & Rainsard, 2011, p. 18)

"Talent management involves executive integrated strategies aimed at improving recruitment, development, and retention processes of high-skilled employees, investing time to achieve the best outcomes". (Nassef & Zanaty, 2008, p. 13)

"Talent management involves executive integrated strategies aimed at improving recruitment, development, and retention processes of employees with skills and qualifications that meet current and future organizational needs".(Gee & Cannon, 2011, p. 2)

Al-Abadi (2010) states, "It is the integration of several initiatives or basics within a coherent framework of activities, including teamwork, focus, positioning, and systematic work."

From all these definitions, we deduce that talent management is based on the principle that each individual has latent talents that can be discovered and unleashed. It relies on four key strategies: attracting talent, recruiting talent, developing talent, and retaining talent.

3.2 The Types of Talent Management:

According to Cécile Dejoux, two types of talent management or rather two types of institutions apply talent management (Dara & Al-Sabbagh, 2008, p. 16).

The first type pertains to traditional institutions, where talent management revolves around competency management. These institutions use competency management tools in annual evaluations of managers responsible for employee assessments. However, the new aspect is that managers are now required to perform an additional task alongside evaluating employee performance: identifying individuals who provide added value to the organization beyond the expected performance level. In talent management, the human resources manager is responsible for identifying and developing the talents within the organization by providing a

conducive environment through effective and appropriate incentive systems and recognising talented individuals in front of all employees and officials.

The second type pertains to modern institutions implementing modern and intelligent management principles, prioritising innovation and employee freedom as the primary means to achieve a competitive edge. These institutions aim to redefine the hierarchical model. In this type of talent management, the manager's goal is to ensure the best conditions to help employees unleash their latent energies and creativity. Additionally, employees choose their leaders and colleagues to ensure psychological comfort at work and are responsible for devising methods and plans to ensure the success of their projects. These institutions reject the creation of a particular human resources department, although talent management is integrated into their administrative model. This approach is prevalent in IT institutions.

Despite the differences between traditional and modern approaches, all institutions share the four stages of talent management: attraction, selection and recruitment, development, and recognition. Recently, various applications have emerged in each of these stages. For instance, these institutions focus on the organization's reputation during the attraction phase. In contrast, in the selection and recruitment phase, they emphasise identifying talents and placing them in talent flow channels, among other strategies.

3.3 The Tasks of Talent Management:

Talent management differs from human resource management. Despite the constantly evolving theories and methods aimed at achieving optimal human resource management and the best ways to attain the highest performance levels, the term "talent management" carries a certain allure and provokes curiosity among readers about its nature, tasks, and the additional value it brings to organizations. The word "talents" resonates, suggesting something extraordinary or creative. Below are the critical tasks of talent management (Tashetoush, 2011, pp. 13-14)

- Developing strategies that address the current and future demands of the organization's plan.
- Identifying the current and future available and required competencies of the organization.
- Developing means and processes that align with employees' current and future needs.
- Implementing the best methods for identifying and attracting talented and ambitious individuals.
- Finding appropriate ways to manage individuals who do not add value to the organization.
- Ensuring that the organization's strategy guarantees optimal current and future performance.

3.4 The Importance of Talent Management:

In the wake of the knowledge explosion and continuous technological advancement, most contemporary jobs now require significant qualifications and training. Technology constantly evolves, particularly with innovations, to reduce production and service costs. Consequently, rapid and ongoing training is needed to keep pace with these changes, necessitating highly skilled individuals with exceptional flexibility and a strong capacity for learning and comprehension. (Al-Salmi, 2006, p. 14)

Additionally, tasks requiring high expertise in communication skills, such as those performed by teachers, healthcare workers, supervisors, and managers who interact with diverse mindsets and cultures, demand individuals with advanced communication skills, self-control,

emotional management, and the ability to handle critical reactions and situations. Such individuals are not easily found.

Jerry Davies highlighted in a 2011 evaluation in Britain that there was a 20% decrease in qualified talents for required positions, with a 47% decrease in general administration. Nevertheless, critical positions still require talented and qualified individuals to fill them.

4. The State of Talent Management in Algerian Institutions:

With the world witnessing significant advancements, the demand for innovative and creative activities is increasing. It has become essential for every organization to identify and nurture creative talents among its members to keep up with the ever-changing market demands. However, these organizations can only attract, employ, and retain such talents by implementing a comprehensive and coherent talent management program. This approach has been adopted by major institutions in developed countries, where a new human resource management program called "Talent Management" has been developed. This program includes various advanced plans and initiatives to invest in and retain employees' capabilities as the organization's most valuable assets.

These developments and new trends necessitate that Algerian institutions keep pace, especially given their exposure to global markets, the removal of customs protections, and the encouragement of foreign investment. Algerian products must be competitive with foreign products and secure their rightful market share, or Algerian institutions will fail and collapse in the face of rising challenges.

4.1 Talent Management in Algerian Institutions:

Legal Texts Regulating Human Resource Management in Algerian Institutions: Before delving into the current state of talent management, it is essential to briefly review the available legal texts in Algeria that regulate and govern human resource management.

4.1.1 Legal Texts Regulating Human Resource Management in Algerian Institutions:

The state strives to improve and amend legal texts in line with contemporary economic requirements, including those related to public employment and labour relations in both public and private sectors. Below, we will examine how these texts encompass all talent management programs and identify what needs to be added to align them with modern talent management requirements.

Table 1.Legal Texts Regulating Human Resources Management in Algerian Institutions

Talent Management Programs	Public Sector (Decree No. 06-03 dated 19 Jumada II 1427 corresponding to July 15, 2006, concerning the civil service)	Private Sector (Law No. 11-90 dated 26 Ramadan 1410, corresponding to April 21, 1990, concerning labour relations)
Medium and Long-Term Strategic Planning	Not available	Not available
Recruitment	Articles (74-82): These articles discuss the principle of equal employment, conditions related to age, qualifications, behaviour, and methods of job entry (competitions, tests, interviews...). Articles (83-92) outline the stages of regularisation into a position (internship, appointment) and internship to verify compatibility with the job, followed by regularisation after one year if competence and ability are proven.	Article 06 stipulates protection against discrimination for occupying a job that does not match their eligibility and entitlement. Article 08 recognises workers' rights and duties with a written or unwritten contract. Article 11 does not specify the duration of work in the contract. Article 10 allows proving an unwritten employment contract by any means available (witnesses...). Article 17 prohibits discrimination among workers in work, wages,

		and working conditions based on age, sex, social status, kinship, political beliefs, union membership, or non-membership. Article 18 provides for a probationary period of six to twelve months before concluding an employment contract to ensure the suitability and eligibility of the candidate.
Salary or Wages	Article 32 guarantees the employee's right to wages after performing the service. Article 33 guarantees their rights to social security and retirement. Articles (126-114) specify the methods and conditions for determining salaries, bonuses, and allowances. Executive Decree 80-48, dated 23/02/1980, defines two types of bonuses: Individual performance bonuses based on job and good performance using a scoring sheet and collective performance bonuses as a reward for collective effort, paid monthly, quarterly, or semi-annually.	Article 87 establishes the national minimum wage and specifies its determination methods. Article 05 guarantees workers' rights to social security and retirement. Article 06 ensures regular payment of due wages and social services. Article 80 guarantees workers' right to wages commensurate with work results, and Article 81 deals with compensations and bonuses. Articles (80-90) detail the methods for determining wages, bonuses, and compensations.
Promotion	The constitution grants every employee the right to promotion if deserved. Articles (111-106) specify the conditions and procedures for promotion (seniority, tests, training...).	Article 06 grants workers the right to promotion. Article 61 grants the right to promotion based on available positions and the worker's eligibility and entitlement.
Honorary Titles and Rewards	Articles (112-113) grant employees the right to honour titles and financial rewards for proven courageous acts or exceptional efforts to improve institution performance.	Not available
Working Conditions	Article 37 grants employees the right to work in conditions that ensure their dignity, health, and physical and mental safety.	Article 05 guarantees workers' rights to health protection, occupational safety, medical care, rest, prevention, and settlement of labour disputes and prohibits dismissal except for compelling reasons proven by the lessor. Laws (69-73) specify conditions and reasons for dismissal (violations, reduction of workers... etc.).
Respect and Appreciation	Articles 27 and 28 prohibit discrimination against employees in transactions by superiors regardless of their origin, personal or social status, association, or union membership. Article 30 obliges the state to protect employees from any insult, defamation, or slander, with the state compensating them for emotional damage if it occurs. Article 37 guarantees their right to work in conditions ensuring dignity, health, and physical and mental safety.	Article 06 mandates respect for workers' physical and mental safety and preservation of their dignity. Article 17, mentioned earlier, prohibits discrimination among workers.
Right to Opinion and Strike	Articles (26, 35, 36) ensure the employee's right to freely express opinions, join unions, strike, and demand their rights if the institution fails to provide them.	Article 05 guarantees workers the right to express their opinions demand their rights and resort to strikes if their demands are unmet.
Involvement in Administrative Decisions	Employees have the right to be consulted by the administration on matters concerning their careers through administrative committees elected by employees to demand their rights, consult them, and express their opinions before the administration. Articles (62-73) specify the formation and powers of these committees.	Article 91 grants workers the right to form the employee body to demand their rights and express their opinions before the administration in a workplace with 20 or more employees. Article 94 specifies the powers and rights of the employee body (right to important information from the employer demanded by employees, right to inspect company profits and accounts transparently, proper to monitor implementation of labour-related judgments, safety, and prevention... etc.).
Right to Leave and Rest Days	The law sets maximum working hours. Article 191 grants the worker the right to paid leave: an entire day off weekly. Article 197 grants thirty days off	Article 33 grants workers the right to a full day off weekly. Articles 34 and 35 deal with Eid holidays and legal rest days. Article 41 grants

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	per year and maternity leave for three months in Article 204. Article 210 grants thirty days for performing Hajj once in professional life. Article 212 grants three days for the employee's marriage, birth of a child, circumcision of a child, marriage of a branch, or death of a branch, and other authorised absences specified in Article 129.	annual leave for thirty days. Article 54 grants three days for family events (marriage, birth, circumcision, death). Article 46 covers absences due to maternity, illness, work accidents... etc.
Employee's Right to Pursue Ambitions Outside the Institution	Employees have the right to secondment or recall to perform other tasks outside their institution, pursue studies or training, or raise a child for mothers, or under urgent circumstances as stipulated by law for a maximum period of five unpaid years. They can reintegrate into their original position after the secondment or recall ends, even if the institution has no vacant position. Articles (139-133) specify conditions for secondment and Articles (145-153) for recall rights.	Not available
Performance Evaluation	Article 97 mandates continuous periodic evaluation of employees to identify strengths and weaknesses. The evaluation aims to promote employees and grant them performance-related privileges. Articles (99-103) specify evaluation conditions and procedures.	Not available
Training and Development	Articles 104-105 mandate the administration to organize training courses continuously to improve employee qualifications and promote them to higher ranks. Articles (61-57) specify training and development conditions and methods (trainers, training courses... etc.).	Article 06 grants workers the right to vocational training.

Source: Prepared by the researchers based on the general fundamental law of public employment, labour relations www.joradp.dz/har/dgfp.htm

Despite their availability and quality, legal texts protect employee rights rather than enhance performance and foster creativity. They also need more strategic planning that guides employees towards developing their institution and positioning it competitively on the global stage, as well as a deficiency in fostering innovation and initiative spirit.

4.1.2 Talent Management in Algerian Institutions:

As previously mentioned, talent management involves the development of human talent and competence management, along with several new concepts related to succession planning and the concept of talent. It encompasses executing human resource management programs (planning, selection, recruitment, motivation, retention, etc.). In addition to the programs above, we will examine the application of current human resource management strategies in Algerian institutions. These institutions have yet to articulate the concept of talent management fully. Concurrently, we observe the presence of new strategies introduced by talent management.

Recruitment: Recruitment in many institutions now heavily emphasises qualifications, training, experience, and competence. Written tests assess candidates' cognitive abilities and qualifications, and interviews explore personal and emotional traits, aspirations, and future ambitions.

Salaries and Wages: Studies indicate a noticeable increase in salaries and wages in recent years. However, these studies (Boukafous, 2006) (Boujahada, 2006) (Marmat, 2009) (Sheryaf, 2010) reveal dissatisfaction with this aspect of monetary incentives due to general price increases caused by inflation and human nature's constant pursuit of new desires whenever a

particular desire is fulfilled, as indicated by Abraham Maslow in his model of the hierarchy of needs.

Promotions: Most studies indicate a need for more promotion fairness due to the reliance on seniority and training rather than competencies and outstanding performance. Promotions are often biased and based on personal relationships.

Rewards: Studies have highlighted dissatisfaction with monetary rewards despite their presence, citing their lack of motivation and credibility due to needing to be linked to outstanding performance. A survey(Raqam, 2014) found that most workers need to find monetary rewards motivating in public or private institutions. Conversely, managers consider them sufficient and motivating. However, some studies, like(Sheryaf, 2010) which compared human resource management in public and private institutions, indicated that rewards are tied to outstanding performance and are granted relatively and justly. This highlights the presence of significant material and moral incentives in private institutions.

Working Conditions: The working environment, including buildings, equipment, and facilities, has improved markedly in both the public and private sectors. However, attention should be drawn to the private sector, where compliance with working conditions varies due to the absence of judicial oversight and monitoring. A study(Qasim, 2013) highlighted the unsuitability of working conditions in some private institutions, which have begun to focus on human resource development.

Training and Development: Studies indicate Algeria invests significantly in training and updating qualifications and competencies to meet contemporary competitive conditions. However, they also point out gaps in training and development processes, including failing to assess the knowledge, capabilities, and skills acquired during courses. This leads to a lack of perceived need for effort and commitment in learning and training.

Participatory Decision-Making: Some studies indicate a trend among private institutions (Sheryaf, 2010)to involve employees in decision-making. This was also evident in a study (Mermat, 2009) conducted at the Faculty of Economics, University of Algiers, which found strong employee involvement in administrative decisions, suggesting universities have a different approach to decision-making. However, most other studies(Boukafous, 2006) (Boujahada, 2006) (Raqam, 2014)(Sheryaf, 2010)suggest employees are not involved in decision-making and are merely informed of decisions after their issuance through newsletters and posters, leaving them with only implementation tasks. This partly justifies the frequency of strikes and protests in Algerian institutions.

Strategic Planning: Most studies indicate the ineffectiveness of strategic planning despite its existence, as it fails to consider institutions' internal and external environments. These plans are developmental schemes adopted from advanced countries but need more adaptation and alignment with the organizational cultures entrenched in Algerian institutions over many years. A study(Qasi, 2012)highlighted the need for more strategic planning in small and medium-sized enterprises due to the lack of experienced management, usually the owner.

Succession Planning: A study (Qasim, 2013)revealed the presence of succession planning in the institution it studied. This includes preparing workers for leadership positions and adopting rotational planning to discover latent potential among employees. This includes developing the career paths of current employees and preparing them to fill vacant positions promptly with the best qualifications.

Encouraging Creativity: A study(Hajjaj, 2007)conducted in a private institution highlighted a strong interest in fostering creativity and maintaining outstanding products, supported by the institution's availability of quality control laboratories, research, development, and the latest laboratory technologies. However, the institution cited environmental issues hindering its development and growth in the market, including the need for more necessary skills and talents for innovation due to the absence of specialised disciplines in universities and training institutes relevant to the institution's field of activity.

4.2. Factors Impeding the Implementation of Talent Management in Algerian Institutions:

Among the reasons hindering the implementation of talent management in Algerian institutions are the following:

Economic institutions need more information technology and communication tools and lack strategic vision and proper goal-setting planning.

Weak management systems in Algerian economic institutions and their lack of experience and efficiency, the prevalence of administrative corruption (bribery, favouritism, mediation, influence, fraud, forgery...) in public institutions due to weak oversight and legal accountability despite the quality of legal texts regarding combating administrative corruption, which impedes proper employee selection and diminishes satisfaction and job loyalty due to feelings of marginalisation and favouritism. (Katoch, 2009, p. 306)

Fair standards must be used to evaluate employee efforts, strong motivation for diligent work limiting opportunities for training and development, and a lack of professional ethics among some employees.

The incompatibility of salaries and wages with general purchasing power leads to work disincentives and the resort to bribery when citizens demand it (Touhami & Litim , 2012, p. 15)

The dominance of traditional values and relationships based on kinship undermines the principle of equal opportunities, thus preventing individuals with high competencies and talents from accessing deserved positions (recruitment, evaluation, promotion, training, etc.).

Inappropriate personnel placement due to officials' inability to conduct job analysis and determine actual job requirements results in lower performance levels and limits creative initiatives.

Bureaucratic management without allowing employees to participate in management and administrative decision-making and in setting institutional policies.

The inability of most institutions to compete with developed countries in attracting highly skilled and creative talents due to their attractive financial incentives and the rigidity imposed by public institutions' regulations, which prevent them from downsizing surplus labour during periods of low production demand, thus rendering this labour a drain on institutional resources despite the job security it provides, creating a problem that hampers the institution's ability to adapt to market requirements.

Despite all these obstacles and challenges, we observe many Algerian products entering the market with competitive prices and quality, such as foodstuffs, pharmaceuticals, ready-made clothes and shoes, household electrical appliances, etc.

4.3 Field Study on Talent Management in Algerian Institutions:

This study aimed to assess HR management officials' understanding of talent management and their application and implementation of relevant programs. Additionally, it allowed them to explore the latest talent management practices employed by leading institutions in advanced countries through questions included in the survey, distributed to 97 HR officials from participating institutions at the 16th edition of the Talent and Employment Salon in 2017. To achieve the research objectives, we employed the descriptive-analytical approach, which involves structured analysis and systematic scientific interpretation to describe a specific phenomenon or problem quantitatively by collecting, categorising, and analysing data and information, thereby subjecting it to thorough study.

4.3.1 Information about Institutions:

- Sector:

Table 2. Sectoral Distribution of Institutions

Sector	Percentage
Commerce and Distribution	23%
Foodstuffs	21%
Banks and Insurances	19%
Electronics	2%
Electricity	2%
Services	5%
Tourism	7%
Others	12%
Communications	9%

Source: Compiled by the researchers based on SPSS outputs.

We targeted all sectors, with the largest share allocated to Commerce and Distribution at 23% and Foodstuffs at 21%, given their importance in achieving self-sufficiency and driving economic growth.

- Number of Employees:

Table 3. Number of Employees

Workforce	Percentage
Between 100 and 500 employees	52%
Between 500 and 1000 employees	12%
Between 1000 and 5000 employees	24%
More than 5000 employees	12%

Source: Compiled by the researchers based on SPSS outputs.

The largest segment of institutions employs between 100 and 500 employees, accounting for 52%. It should be noted that some participating institutions had fewer than 100 employees, primarily educational and training institutions. However, these institutions were excluded from the sample due to their lack of independent human resources management, which is rare in institutions with a small workforce.

- Establishment Age:

Table 4.Establishment Age

Establishment Age	Percentage
One year to 10 years	12%
Ten years to 20 years	64%
20 years to 30 years	6%
More than 30 years	18%

Source: Compiled by the researchers based on SPSS outputs.

64% of the existing institutions are between ten and twenty years old. This trend is mainly due to the recent privatisation and the presence of multinational companies in Algeria.

4.3.2. Survey Axes:

- Leadership:

Table 5.Leadership Development among Managers

Leadership Aspect	Percentage
Communication Skills	87%
Growth	100%
Information	100%

Source: Compiled by the researchers based on SPSS outputs.

All participating institutions are committed to training and developing leadership and managers, achieving 100%. According to officials, skilled and competent leaders and managers are fundamental to forming successful and highly productive teams. However, when asked about their focus on modern communication skills such as composure, listening, persuasion, attentiveness, dialogue, flexibility, and amiability, the percentage decreased to 87%. Despite this high percentage, it may be exaggerated, as modern communication skills are relatively new and not widely prioritised by many institutions. Furthermore, only 40% of employees responded positively when asked about the institution's efforts to assess employee satisfaction with managerial interactions through periodic evaluation surveys. Leading institutions emphasise teaching managers modern communication skills and prioritise understanding employee satisfaction to foster continuous improvement and development.

- Motivation:

Table 6.Motivation Provided by Institutions

Motivation Aspect	Percentage
Compensation	50%
Performance rewards	72%
Promotion	75%
Ideal reward	90%
Recognition	92%
Respect for employees	95%
Team spirit	98%
Safety conditions	99%
Comfort in material conditions	100%

Source: Compiled by the researchers based on SPSS outputs.

The table highlights that the questions aim to determine employee satisfaction with the factors provided by the institution, thus assessing its capacity to motivate. However, since our questions target leaders and officials, each question is paired with another to gauge employee satisfaction through the officials' responses. As reported by SLC, material conditions and workplace safety procedures achieved the highest percentages, 98% and 96%, indicating significant investments in creating a motivating professional environment and ensuring employee safety.

The énergieAmimer group provides stability, security, and safety for employees, and nearly all institutions emphasise continuous improvement of material conditions and safety procedures. Other percentages ranged between 90% and 70%; the Cevital group demonstrated a solid commitment to recognising and rewarding outstanding performance, linking wages to productivity and competence. They emphasised values such as mutual respect, solidarity, and team spirit. Similarly, Azadia empowers employees through merit-based rewards and equal opportunities, highlighting teamwork, integrity, passion, and accountability as core values.

Most institutions showed significant awareness of the importance of material and moral incentives in enhancing individual morale and productivity. However, satisfaction levels dropped to less than 50% when asked about wages and their satisfaction. Many officials expressed frustration with continuous employee demands for wage increases despite substantial increments provided by the institution. This phenomenon is natural, as described by Maslow's hierarchy of needs; as income satisfies specific desires, aspirations rise to higher levels. Additionally, rising prices in Algeria, the depreciation of the dinar, and high tax rates contribute to a mismatch between employee demands and the institution's capabilities.

5. RESULTS AND DISCUSSION :

- Results Achieved After Implementing Talent Management:

Table 7.Results Achieved After Implementing Talent Management

Talent Management Implementation	Percentage
Expected Return	79%
Other Facilities	78%
Team Spirit	75%
Ideal Performance	60%
Engagement	69%
Loyalty	55%
Delay and Absenteeism	49%

Source: Compiled by the researchers based on SPSS outputs.

The anticipated outcomes of effectively and thoroughly implemented talent management should include enhanced outstanding performance levels, increased creativity, and higher loyalty. However, our results show that these variables appear in team spirit (75%) and ideal performance (60%). This observation correlates with the motivation factor, where rewards for outstanding performance, creativity, and promotions based on performance were evident in team spirit and ideal rewards.

As mentioned earlier, some institutions emphasise these aspects, but they are few compared to the total number of institutions targeted. Regarding overall institutional productivity, most institutions reported significant periodic profits and continuous expansion. However, some

officials indicated that the effectiveness of motivation and its impact on individual productivity vary from one country and culture to another.

- Criteria for Identifying Talented Individuals in the Institution:

Table 8.Criteria for Identifying Talented Individuals in the Institution

Talent Identification Criteria	Percentage
Abilities and Talents	82%
Performance	75%
Diploma Certification	59%
Mobility	50%
Seniority	39%
Position	38%

Source: Compiled by the researchers based on SPSS outputs.

When asked about the criteria for identifying talented individuals within the institution, most officials responded that it is primarily through observing the abilities and talents of individuals, which accounted for 82%. A Condor official mentioned that they lack the resources to identify talented individuals outside the institution and rely on chance. If an individual is hired based on their resume and displays a particular talent, they are integrated into a unique program for nurturing and developing their talents.

Performance was the following significant criterion, at 75%. Most institutions equate talent with the ability to deliver good or exceptional performance. However, our discussions revealed an apparent lack of understanding of the scientific concept of a talented individual and their potential for creative innovation. True talent may often reside in individuals with lower productivity due to a mismatch between their job and their inherent talents and inclinations.

6. CONCLUSION

Through this study, we delved into talent management, elucidating the linguistic and terminological concepts of talent and its relationship to exceptional production and creativity, which institutions require. We then explored talent management in detail, giving it the necessary analysis and interpretation and showcasing the most significant and prominent models relied upon by leading institutions for managing internal talents and attracting external ones. Furthermore, we demonstrated the relationship between talent and the human representational system, its connection to job analysis, professional alignment, and selecting the right person for the correct position. Finally, with humility, we proposed a critical model for talent management tailored to Algerian institutions' internal and external environment, believing it to be a remarkable model deserving of attention. It encompasses all the steps and stages Algerian institutions should follow to achieve successful talent management and enhance their ability to attract external talent.

In the concluding part, we presented our field study. Before that, we prepared a table comparing the legal texts governing human resources management between public and private institutions based on the general civil service statute and labour relations law. We discovered that Algerian law protects and significantly respects the rights of Algerian employees in both private and public sectors. However, the reality of institutions is far removed from these laws due to a lack of oversight by public authorities, the weak professional conscience of

employers, and employees' insufficient awareness of their legally mandated professional rights.

Our findings included several crucial insights, such as disregarding candidates' personal and emotional traits during job interviews, the lack of attention to their talents and interests, the non-involvement of employees in decision-making, and the inadequate evaluation of knowledge gained post-training. Ultimately, we reviewed our extensive study, conducted at various talent and recruitment fairs across different regions, aimed at attracting external talents. We obtained valuable results, notably the complete absence of the public sector in these fairs, indicating its disinterest in external human talent markets and the significant presence of multinational corporations. Despite the participating institutions' efforts in talent management and implementation, their knowledge and expertise were somewhat limited compared to leading institutions in foreign countries. They primarily relied on competence and experience for candidate selection, lacking specialists to study each candidate's traits, individual talents, and intelligence levels. This crucial element should be present in these fairs.

Results:

- There is a significant deficiency in implementing intelligence and creativity tests and exploring innate talents during recruitment and hiring.
- While all institutions implement sound incentive systems, satisfaction with wages, considered the most important motivator, remains low in most institutions.
- Institutions exert considerable efforts and spend substantial funds on training, development, and skill enhancement, adopting highly advanced programs to achieve the desired goals, such as task diversity, international internships, e-learning, and encouragement of creativity.
- Most institutions have not achieved the desired outcomes from implementing talent management programs, particularly non-financial results such as satisfaction, loyalty, and eliminating complaints and conflicts. However, according to officials, financial results are good, and institutions are continuously expanding.

Suggestions:

- Creating an environment that integrates and encourages individual talents within the institution is necessary.
- Focus on productivity and satisfaction above all else.
- Emphasize establishing a fundamental framework to identify the best employees who should remain in the institution.

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