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Global Issues and Talent Development
Perspectives from Countries Around the World
Khali Dirani, Texas A&M University; Fredrick. M. Nafukho, Texas A&M University; Beverly Irby, Texas A&M University

Talent management (TM) and talent development (TD) are of the most important areas of focus for organizational leaders and scholars around the world (Machado, 2015). Geographic boundaries have become increasingly permeable, with talent considerations being a key factor in the decision of where organizations locate their operations (Farndale, Scullion, & Sparrow, 2010). These changes in global market conditions have lead organizations to develop robust global talent management and development strategies that help organizations attract and retain the best talent (Nilsson & Ellström, 2012). Still, most international TM and TD initiatives can be described as ad hoc, non-strategic, or based on exported models from the West (Machado, 2015).

From an operational perspective, although there is a surge in research on TM and TD practices across different regions, most of what we know about these topics is based on government and practitioners’ reports. Nowadays, organizations are operating in diverse environments catalyzed by globalization, economic openness, and governmental smart visions and practical policies. Governments and organizations alike, are aspiring to become talent magnet destination, attracting expatriates from all over the world. The question we try to answer in this book is whether entities are able to continue their growth through current TM and TD practices or whether a more strategic approach is needed in order to address the current TM and TD challenges and to meet the needs of individuals, organizations, and governments.

In particular, in this book we provide different perspectives of current status of TM and TD practices in select countries across the world. Our aim is to provide scholars and practitioners interested in the topic with a better understanding of TM and TD practices, and an overview of factors that affect these practices. Once we understand the different challenges, practitioners and leaders can use TM and TD as a source of power, or a strategy, that can lead people and organizations into success.


Cultural Impact on Conflict Management in Higher Education
Nancy T. Watson, Texas A&M University; Lei Xie, Texas A&M University; Matthew J. Etchells, Texas A&M University

Cultural Impact on Conflict Management in Higher Education shares information regarding conflict management and resolution in higher education from a global perspective. In this book, we introduced many conflict resolution methods from different regions in the world. You can borrow some successful strategies and examine the differences and
This book addresses an important topic—conflict, mediation, and dialogue. Conflicts are part of life. Although many people assume conflicts are negative and, therefore, should be avoided, conflict is truly neutral. The engagement in conflict is what can be constructive or destructive. There are many positive outcomes experienced when a conflict is well managed and developed. Effective conflict management skills are a way to manage change. Thus, the conflicts we deal with in our personal lives and in our organizations are essential to our development and our organizations’ healthy development. However, if managed poorly, some conflicts escalate to the point where they can destroy individuals or organizations. As illustrated in this book, the key to managing conflicts is to understand conflicts, expect conflicts, and manage conflicts before they escalate to destructive or costly losses of personal, organizational, or social harm. The book provides one of the growing and recognized methods of dealing with conflicts—mediation and dialogue. The contents of this book reflect areas of importance and subject matter. The book is intended to be used by students, managers, and other professionals in conflict management and mediation. Readers are challenged to reflect upon their biases and beliefs that may negatively impact the mediation process.

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Talent Development and the Global Economy
Perspectives from Special Interest Groups
Fredrick. M. Nafukho, Texas A&M University; Khali Dirani, Texas A&M University; Beverly Irby, Texas A&M University


Talent has been identified as the only differentiator for an organization’s, nations’ or any region’s success in this uncertain, complex, competitive and global environment. Ulrich (2008) defined talent as the equation of 3Cs: Talent = Competence x Commitment x Contribution. Malaeb and Chanaron (2010, p. 2), noted “Competence means that employees have the skills and abilities today and in the future for required business results. ... Commitment means that employees are involved and engaged ... while Contribution means that employees find personal abundance at occupation ...” While Ulrich (2008) observed that commitment focused on meaning and identity and other restraints that tap employee’s heart. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues of change facing the global economy no book has examined the issue of talent development from the perspective of special interest groups including management international students, women refugees, refugees, non-governmental organizations, for profit, for benefit and nonprofit organizations. Thus, talent development world over has become one of the most important issues when it comes to developing human resources especially through education and training. The book presents pertinent research and practice on talent development management and argues that the term talent development broadly refers to management and development of high performing and high potential individuals in society required to carry out critical organizational and society roles aimed at improving human development. The contributors of the book chapters include individuals actively involved in research, teaching and practice in higher education and in business and industry. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that talent development is more than just crisis management and includes best talent management practices, shared governance, meaningful reforms, strategic planning, transparency and accountability, social justice and respect for human life and the need to develop humane organizations and humane communities. The contributions take cognizance of the fact that talent development as a concept is facing fundamental changes in the global knowledge economy, and especially with political changes taking place world over. Contributors also take cognizance of the fact that one important source of change in society has been the accelerating speed of scientific and technological advancement driven by the power of the Internet hence the need to develop talent for the 21st century and beyond. The book is basically an academic book for use by undergraduates and graduate students at universities, for-profit, for-benefit, and non-profit organizations, policy makers and formulators in ministries of Education; supra national organizations, foreign organizations multilateral organizations, non-governmental organizations, community based organizations as well as development stakeholders, and community organizers.


Governance and Transformations of Universities in Africa
A Global Perspective
Fredrick. M. Nafukho, Texas A&M University; Helen M. A. Muyia, Texas A&M University; Beverly Irby, Texas A&M University


While universities world over are undergoing reforms and change, in the case of African universities as illustrated in this book, the reforms and changes are profound and can best be described as transformative. This book is unique in many
ways, which makes it extraordinary. First, unlike other books that have examined issues on higher education in Africa from
externalist positions, the contributors to this book are scholars who have been educated, are currently teaching in African
universities or have taught in African universities. The book specifically focuses on transformations in the governance of
African universities and its implications on equity, entrepreneurship, innovation, quality assurance, information and
communication technologies (ICTs), and reform issues in higher education in Africa.

The book presents pertinent research on governance in African universities in an experiential and empirical manner. The
contributors of the book chapters include individuals actively involved in teaching, researching and governance of higher
education institutions in Africa. The chapters are based on empirical data, including review of relevant literature. The book
also recognizes that university governance is more than just crisis in financial or economic issues, but includes best
management practices, shared governance, meaningful reforms, strategic planning, consultation, transparency and
accountability, client (students, lecturers, parents and the public) satisfaction, as well as the role of the university in
development.

The contributions take cognizance of the fact that governance as a concept is facing fundamental changes in the context of
global knowledge economy, and African local conditions. Contributors also take cognizance of the fact that one important
source of change in Africa has been the accelerating speed of scientific and technological advancement in learning at
universities where lifelong learning programs, adult learning programs, distance and online learning are relatively new.
The chapters are also sensitive to new changes in gender, demographical, technological, education reforms, social and
economic transformations in the governance of African universities. The book is basically an academic book for use by
undergraduates and graduate students at universities, policy makers and formulators in African ministries of Education;
supra national organizations, foreign organizations working in Africa, NGOs and CBOs as well as development
stakeholders, and community organizers.

Leadership and the Transformations of African Universities, Fredrick M. Nafukho and Helen M. A. Muyia. Social Capital
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Okoth Jawuor, George Onyango Adino, and Norbert Ogeta. Reforms and Innovations in Teacher Education: Facilitator of
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Florence Kanorio Kisirkoi. Gender Policy as a Management Strategy in Education, Lilian Otieno-Omuto and Phoebe
Mwaura. Research in Institutions of Higher Education in Africa: Challenges and Prospects, Florence Muthoni Itigi and
Felicita Wanjiru Njuguna. About the Contributors.
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