"Challenges in Learning – Impact Talent Retention"

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ABSTRACT
Today's business environment wedges the role human resource plays with the organizations. Human resource is playing its role as a strategic partner instead of supporting administrative tasks in the organizations because greatest assets of the organization are its people. People though belong to diverse backgrounds therefore possess diverse talents. So, this is an organization's responsibility to effectively manage the talent of its workforce to achieve business objectives. Many organizations are implementing integrated Talent management processes. Talent refers to the ability of learning and its expansion to face and cope with the new challenges of the dynamic environment. Talent deals with the forthcoming potential instead of past tracks. Talent management is of core to the vitality of the business to meet and exceed current as well as future business strategies and goals. The study reveals that talent management has positive significant influence on employee attitudinal outcomes and organizational effectiveness by employee work engagement, turnover avoidance, and value addition, only if the fear of success or failure in learning does not create a hindrance. We conclude that organizations, which are enthusiastic for gaining competitive advantage over their business rivals, need to manage their talent in vigilant and effective ways by removing the constructs of fear. Framework of talent management proactively anticipates and meets business talent demand which is necessary to successfully execute the business strategy. It insights into the business strategy, then accordingly develops as well as retains talent and to cope with the strategic needs in order to get best utilization out of tools and processes to deliver talent management solutions. Objective of the article is to find the right balance between too little fear and too much fear, how fear is a warning from body or brain that put employee in a dangerous situation, to develop constraints of fear & its functional domain, to establish a link between learning constraints derived from Bloom Taxanomy and developed fear constraints, to propose a conceptual model to demonstrate the association between fear and learning which increases employee turnover.

KEY WORDS: Bloom Taxanomy, Challenges, Talent Management, Retention

I. INTRODUCTION
The present paper aims to integrate fear in learning at work place and employee attitudinal outcomes, resulting in organizational effectiveness. The paper is based on a extensive literature review and theoretical model is proposed on fear in learning. It will play a distinctive role in conceptualizing talent management endeavours and their impacts on employee learning. The literature review was conducted by carefully studying research article. Talent management and allied learning variables are thoroughly discussed in this article. In light of research articles and book chapters, we accomplish the process of canvassing and synthesizing the core ideas that colligates into a hindrance in learning by talented workforce. The paper conceptualizes talent management and its effectiveness for organizations in present competitive business environments.

The challenges faced by companies require a different approach to organisational staffing, include workforce development and retention. By utilising the concepts of learning, companies can create overall talent development strategies that incorporate both alternative organisational designs and accelerated competency development. This enhanced learning can create a significant competitive advantage by effectively managing day-to-day operational activities. Further, by creating an organisational structure and progression path that maintains employee interest and creates on-going learning opportunities, improvements can also be seen in employee retention. When developing learning strategies for employees, sometimes it is important to look at a view that is contrary to "conventional wisdom" in order to better accommodate the specific short-and long-term needs posed by talent development plans.

There are many challenges employees may face during learning journey and fear being the biggest hindrance. Developing a better

understanding of these challenges, as well as techniques to address them, helps move faster when these challenges arise. Fear and Nervousness, in many guises, degrade learning performance, rather than seeing mistakes negatively, learn to see them as steps towards your goals, dealing with the impact of pressure on various techniques, during learning and at other times, making wrong assumption . Fear has a dual nature. It's both a protector and an inhibitor. In any learning activity involving significant challenges, employee may sometimes feel nervous. Fear underlies this nervousness. Fear of accidents, not being able to handle an event, not being able to recall information, or even sometimes fear of success. Fear of failure is a common issue; less known though is fear of success. A quick reminder is that fear is usually a warning from body or brain that may be restricting employee to learn. Sometimes fear signals real danger. Mistakes are short cut to faster learning, however mistakes are a key part of learning. Buddhism speaks of five primary fears: Fear of losing our state of mind Fear of public humiliation, or fear of speaking in public, Fear of losing one's reputation, Fear of losing one's livelihood, Fear of death.

Accelerated Competency Development by ensuring employees are competent in their positions, and accelerating the learning curve, instilling one to two-decades of knowledge and experience into a new hire within an accelerated time frame. The key to accelerating employee competency development is to structure the development program utilising blended learning methods that tap into leading practices in adult knowledge and talent management. Talent Management is beneficial to both the organization and the employees. The organization benefits from: Increased productivity and capability; a better linkage between individuals' efforts and business goals; commitment of valued employees; reduced turnover; increased bench strength and a better fit between people's jobs and skills. Employees benefit from: Higher motivation and commitment; career development; increased knowledge about and contribution to company goals; sustained motivation and job satisfaction.

In these days of highly competitive world, where change is the only constant factor, it is important for an organization to develop the most important resource of all – the Human Resource. In this globalized world, it is only the Human Resource that can provide an organization the competitive edge because under the new trade agreements, technology can be easily transferred from one country to another and there is no dearth for sources of cheap finance. But it is the talented workforce that is very hard to find.

II. REVIEW OF LITERATURE-

In today's hypercompetitive environment for attracting and retaining talented employees, business process owners must have the ability to seamlessly assess employee competencies and job performance and then give employees learning experiences that will increase their job performance. Talent acquisition and rewards strategies must be part of the human capital management (HCM) equation as business executives and managers beef up strategies to attract and retain employees. Technology to manage these processes has typically been siloed across the organization. As the HCM market evolves, learning and talent suites will become more comprehensive and better integrated, replacing multiple point solutions in customers HCM environments.

Jens Rowold, Simone Kauffeld(2009) study aims to examine how employees formal and informal career related continuous learning activities affect the development of self reported work related competencies. These best practices are to-the-point, based on theory amplified by implementation examples, offering a universe of ideas for all involved in the field of learning and talent development. During learning goal, continually face challenges. Overcoming challenges is one reason achieving a goal is so rewarding. Sometimes though, challenges can seem overwhelming.

Tobias Ley,Armin Ulbrich,et.al (2008) suggested a way to support work integrated learning for knowledge work, which poses a great challenge. The author first suggest a work place learning context model, which has been derived by analyzing knowledge work and the knowledge sources used by knowledge workers. Thomas N.Garavan, David McGuire (2001) attempted to define the context within which value of competencies as a basis for workplace learning can be considered. Fears, and its various manifestations, are at the root of important and difficult issues. The more we can understand and transform fear the more we can accomplish with less wasted effort. Fear can be a useful ally. It can focus us, keep us safe, and even at times keep us alive. Fear of illness or injury can motivate us to stop smoking, to exercise, and to eat healthier food.

Gordon Cochand - Circumstances can hinder one in the context of slow learning. Hard work is necessary because nothing worthwhile is ever achieved without some pain. There are some

activities that can help find the right balance between too little and too much fear. Firstly, use a "balanced model" of fear. Both too much and too little fear can harm livelihood. An effective way for controlling fear is to make it known. Accept the fear and then find more information, Understand the particular issue causing the fear.

Richard Hake, "Measuring Teaching and Learning Performance: Interconnected Issues" further explains, "The fact that Interactive Engagement (IE) methods are far more effective in promoting conceptual understanding than traditional passive-student methods is probably related to the "enhanced synapse addition and modification" induce by those methods.
Learning can impact retention in a number of ways. One is that learning can provide a meaningful benefit that will keep key employees engaged. A worldwide study conducted of employee attitudes towards training showed that 30-40% didn't feel their companies did a good enough of providing learning to help them progress in their careers.

Perrin, (2003) Broadly defined, talent management encompasses the instrumentation of unifying strategies or processes in order to enhance the output of a wok place by deploying ameliorate systems and processes for attracting, development, retention and utilization of required skills and abilities of work force and their aptitude matched with the current and upcoming business needs. Talent management strategies centralize around five basic areas such as attracting, selecting, engaging, developing and retaining employees

Davenport et al., (2002)The changing trends realized managers about the transformation of management focus towards intangible capital management and sustainability in knowledge established environments and economies those commits progress with less palpable factors instead focused on human capital, social networking and organizational attitudes that positively takes organization towards success and smoothly boosts the economy as well. In knowledge oriented society human capital is the well-nigh strategic resource in attainment of competitive advantage. In 2002, Goshal & Bartlett claims that organizational executives are very much that executives of the organization have become very much apprehensive regarding the right man such as availability of the work force and with appropriate skills. Most of the researchers argued that knowledge workers are a highly educated and qualified person who deals with the information and its application in specific situations to create new knowledge and address solutions of existing problems (Davenport et al., 2002).

Talent management is about the processes, systems and strategies and their implementation of those unified strategies which are designed to enhance the productivity of the workplace by developing the improved processes for attracting, development, utilization and retention of skilled people matches with the current and upcoming business needs .It is possible by managing the talent effectively, associates it with the change management and adaptability of employees that how they respond to change. It not only considers the influencing strategy of the organization but at the same time contributes with some value addition which impacts effectiveness (Lawler, 2008).

Star performers are considered key asset of any organization, therefore attract special concentration. Finding these star performers is not the only issue; a bigger problem is actually what to do with them (Cohn et al, 2008). In talent management terminology, this is often referred to as talent positioning that highlights the right talent at right time on right place with the required competencies and inspiration at all levels and locations of the organization (Tarique and Schuler, 2010).

Dell and Hickey (2002) discussed the seven keys for effective talent management which includes the development of a unified and consistent talent management strategy highlights concept of "employer of choice" that resulting in coherence of performance based culture than improvised programs and the Rest of the impulsive involvement regarding the talent attraction and retention are patronized with accountability management. Succession planning that involves continually recruiting, training and promoting employees is not only necessary to prevent a brain drain of corporate knowledge, but is also important in identifying required competencies and communicating needed skills (Jones, 2008). Talent management needs to continue to train and develop high performers for potential new roles, identify their knowledge gaps, and implement initiatives to enhance their competencies and ensure their retention (Cairns, 2009).

Hills (2009) suggest five strategies for effective succession planning: 1) aligning succession planning with business strategy; 2) assessing leadership potential based on the 3Cs of fit – competence, connection and culture; 3) involving talent in the succession planning process; 4) using a mix of experience, outside or executive coaching and formal learning experiences in talent development and; 5) drawing from a wider net of potential successors. Daniel 1 Emily Daniel DSPM 0800 PRN Donna Szymczak April 24, 2006

"Although developed in the heyday of behaviourism, Bloom's Taxonomy has proven itself a flexible and enduring structure to help define the parameters of the constructivist classroom, lend rigor to the teaching of critical thinking skills, and guide purposeful learning in contemporary postsecondary teaching environments" (Lee). In most organisational settings, "traditional approaches emphasize the presentation of information, and define learning as its absorption. In this scheme, teaching excellence equals sound academic knowledge, extensive content coverage, and polished presentation skills. Excellence in learning equals the flawless recall and summary of information.

III. RESEARCH APPROACH-
In the 1956 Benjamin Bloom an educational psychologist working at the University of Chicago, developed his taxonomy of educational objectives His taxonomy of learning objectives has become a key tool in structuring and understanding the learning process. He proposed that learning fitted into one of three psychological domains, Cognitive Domain – processing information, knowledge and mental skills, Affective Domain – attitudes and feelings, Psychomotor Domain – manipulative, manual or physical skills.

To demonstrate the fear in learning process and to explain the relationship between fears in learning a theoretical model based on extensive research has been proposed. It is based on famous and well accepted concept of Bloom Taxonomy about learning. Bloom's Taxonomy has been used to draw the constraints of learning. These constraints are then linked to their functional domains and their certain variables are being fitted to each functional domain in order to measure each constraint of learning.

The aim of this research was to understand and describe the apprehension associated with learning, as well as to gain insight in fear of learning particularly for talented workforce. The ultimate aim was to identify key elements of the fear which are constructs of learning. During the analysis three main construct of learning Cognitive, Affective, Psychomotor and construct of fear are Knowledge, Attitude, Skill. Excerpts from the transcripts are used in the following sections to illustrate how these Construct create hindrances in learning.

The model represented has been devised to guide the analysis and to make sense of the implications of the construct of fear in learning. This model shows fear as the tip of the "learning" with internal and external factors causing the formation of negative perceptions and raising the level of fear.

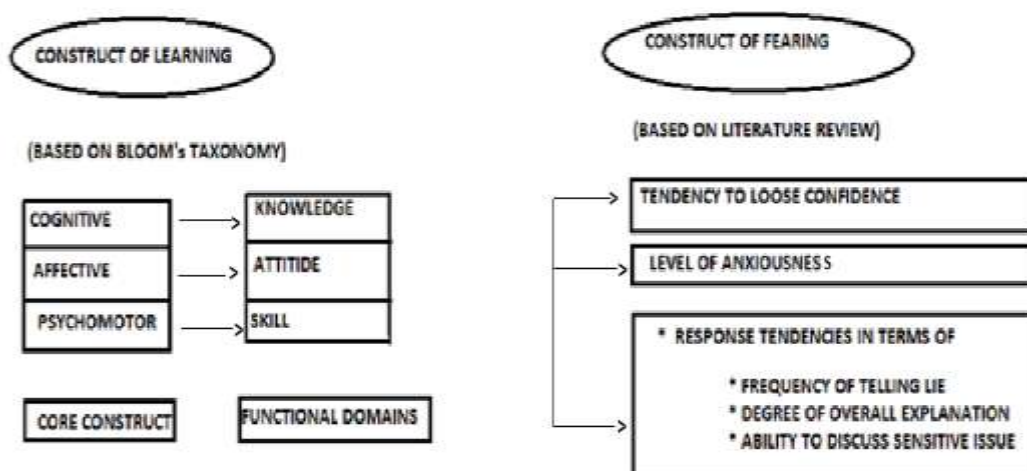Fig - 1   Conceptualization of Learning & Fear

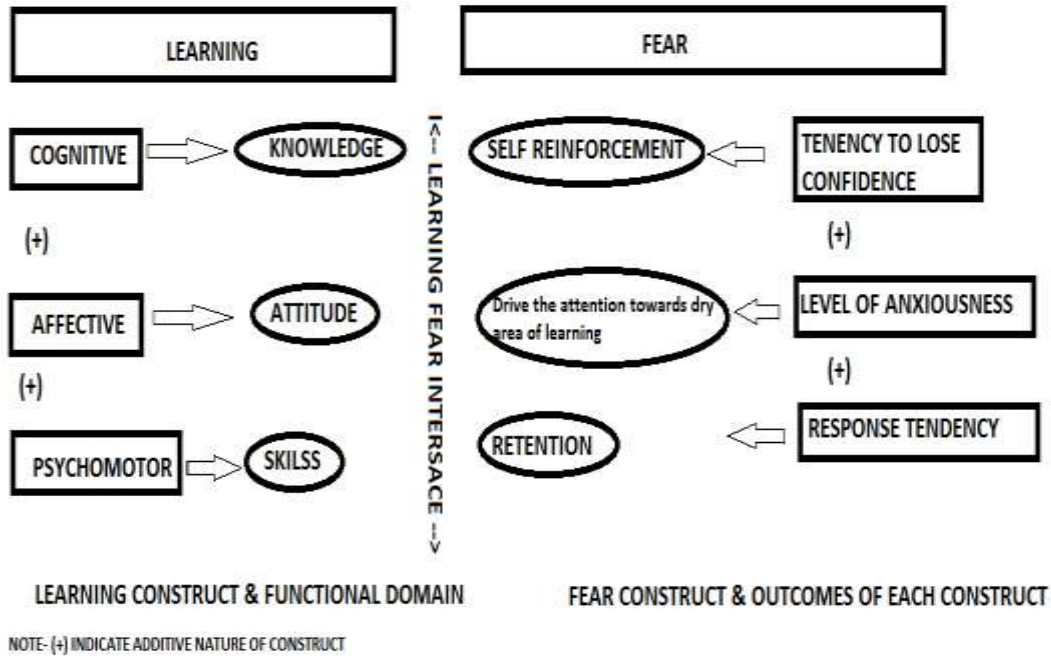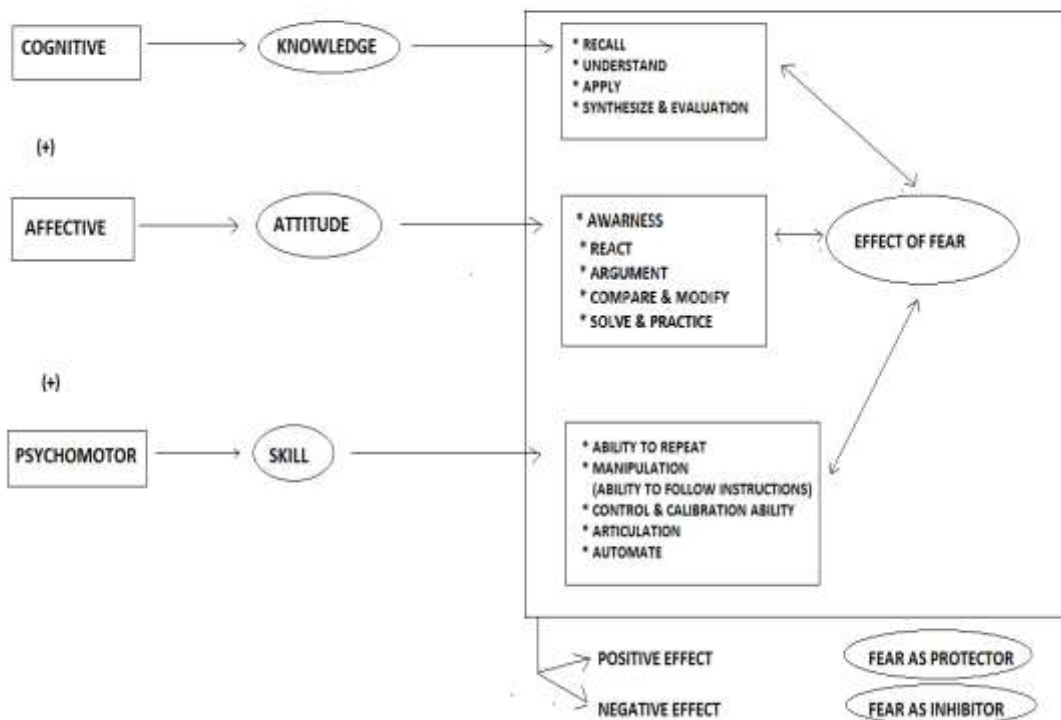Fig - 2 Proposed Model to relate Fear with Learning

Fig - 3 Measuring Variables of Learning Construct & Effect of Fear

IV. FINDINGS

Fear is usually a warning from our body or brain that may be restricting individual in learning. Sometimes fear signals real danger. Progress is faster by accepting and making the most of our own mistakes. Another is through using the lessons from mistakes that others make. Own mistakes are key factors that determine how well we handle mistakes, including attitude, reaction and learning from them. Importance of making mistakes while we learn like points on attitude, including accepting mistakes. Steps for dealing with mistakes immediately, including acknowledging it, rectifying it, planning a response, verbalizing it, making a note, and not hiding it. Tips for learning from mistakes, such as capturing them, getting assistance, replaying them to understand lessons, and documenting feelings. Further, by creating an organisational structure and progression path that maintains employee interest and creates on-going development opportunities, improvements can also be seen in employee retention. When developing learning strategies, it is important to look at a view that is contrary to "conventional wisdom" in order to better accommodate the specific short- and long-term needs posed by your talent development plans. Learning can impact retention is by reducing the negative causes of attrition. Provide a wealth of learning opportunities, to employees at all levels, experience the greatest uplift to their talent strategies. Finally each variable along with its related functional domain is linked with fear show how fear affects the overall learning. Challenges faced during fear in learning which act as hindrances in talent development are ; too many rules create hindrance in learning, self-centredness, individualism, negative, lack of motivation, reluctance, missing confidence & trust, established behaviour, focused on social & group patterns, low tolerance to change, management dilemmas, inadequate error culture, hierarchy, lack of time, training policies.

The fear of making mistakes feeds a cycle of not learning, not knowing and not doing. This sets organizations back and gap between the doers and non-doers ever widens:
• Praise, pay, and promote people who deliver bad news to their bosses.
• Treat failure to act as the only true failure; punish inaction, not unsuccessful actions.
• Encourage leaders to talk about their failures, especially what they have learned from them.
• Encourage open communication.
• Give people second chances (and third) chances.
• Banish people - especially leaders - who humiliate others.

• Learn from, and even celebrate, mistakes, particularly trying something new.
• Don't punish people for trying new things.

V. CONCLUSION

Fear is a pestilence. It poisons the mind, and paralyzes the body. It can easily mutate taking on the forms of paranoia and even phobias. It can manifest into an epidemic. When put into natural situations, fear can act as a safety mechanism, which advises us to keep clear from danger, but when fear is manipulated by the wrong mediums, it can use more harm than good. From the above literature review it can be concluded that fear has enormous hindrance impact on learning. We can fear not getting promoted or losing our jobs; fear what people think about us, or fear that people aren't thinking at all about us. We can fear the loss of a loved one, fear getting older, fear dying. The list of possible fears is almost endless, so it is not surprising that, sometimes without being aware of it, our actions and decisions can become ruled by fear. Living with fear can become an accepted and habitual way of being, leading to thoughts and actions that create more fear in ourselves, in relationships, in businesses and in the development of talent in organizations.

Drive out fear throughout the organization so that everybody may work effectively and more productively for the company. The economic loss due to fear was "appalling". When a large number of people stopped flying after the 9-11-2001 event out of fear, the economic losses were appalling. It takes leaders who can replace fear-based discussion with a discussions based on exposing problems and encouragement to do something about our problems, with the full understanding and acceptance that failure is part of learning and progress. The talent development are no longer "buying the right learning tool" – but, rather, understanding how to best use and manage it. Arrange, manage and reuse learning tool, so that employees can do their jobs quickly and learn what they need easily. Understand fear of failure and fear of success. "Positive thinking" can actually be harmful or dangerous apply positive thinking in the right place. Avoid symptoms of fear of failure, such as escape mechanisms, anxiety and irrational self talk. Sometimes fear may not be of failing it may actually be fear of success and what that entails. Explore underlying fears of success, including life changes, complications, moving from structured to unstructured learning, additional pressures, and possible decline. Positive thinking towards dealing with fear of success and overcome fear.

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