

Est.
1841

YORK
ST JOHN
UNIVERSITY

Gold, Jeff, Oldroyd, Tony, Chesters, Ed, Booth, Amanda and Waugh, Adrian (2016) Exploring Talenting: Talent Management as a Collective Endeavour. *European Journal of Training and Development*, 40 (7).

Downloaded from: <http://ray.yorks.ac.uk/id/eprint/1609/>

The version presented here may differ from the published version or version of record. If you intend to cite from the work you are advised to consult the publisher's version:

<http://www.emeraldinsight.com/doi/full/10.1108/EJTD-11-2015-0091>

Research at York St John (RaY) is an institutional repository. It supports the principles of open access by making the research outputs of the University available in digital form. Copyright of the items stored in RaY reside with the authors and/or other copyright owners. Users may access full text items free of charge, and may download a copy for private study or non-commercial research. For further reuse terms, see licence terms governing individual outputs. [Institutional Repository Policy Statement](#)

RaY

Research at the University of York St John

For more information please contact RaY at ray@yorks.ac.uk



Exploring Talenting: Talent Management as a Collective Endeavour

Journal:	<i>European Journal of Training and Development</i>
Manuscript ID	EJTD-11-2015-0091.R2
Manuscript Type:	Research Paper
Keywords:	Police, Talent Management, Talenting, Collective Endeavour, Dependency and Interdependency, Work Performance

SCHOLARONE™
Manuscripts

Introduction

Talent Management (TM) has been recognised as a key theme of Human Resource Management (Paawe 2007). Despite doubts about whether TM represents anything more than a repackaging of Human Resource practices (Chuai et al., 2008), in many organisations it is seen as an ‘essential management practice’ (CIPD 2015). However, surveys of practice suggest that TM is based mainly on an exclusive categorisation of employees which runs the risk of demotivating those who are not seen as part the TM process (CIPD 2013) or considered for programmes aimed at those identified as high performers (or HiPos) (Lacey and Groves, 2014). There are also concerns about the managerialist focus of TM based on narrow view of organization performance and the implication of a unitarist underpinning ideology (Thunnissen et al. 2013; Farndale et al. 2010). In combination, these tend to produce an over-concern with individuals as the unit of analysis and the possessors of talent and how specific HR practices are used to recruit, motivate, develop, retain and terminate individual employees.

Some writers such as **Boudreau and Ramstad (2005) and Collings (2014) have argued for the need a more sustainable view of TM that moves beyond narrow measures financial outcomes and shareholder value to consider an organisation’s responsibility to society and the views of a variety of stakeholders. Collings in particular suggests that a focus on employees as stakeholders as a feature of a more pluralist understanding of TM can enhance organization sustainability through the creation of value that benefits all stakeholders.** Devins and Gold (2014) **contribute to this line of discussion by arguing** for an appreciation of the collective endeavour of work practices which moves attention to the performance of work which usually requires conjoint action (Spillane 2006) based on varying degrees of dependence, interdependence and mutuality between at least two people. Referring to this as Sustainable Talent Management and Development, they argue that such dependencies have to be concerned with how talent is used and how this use **requires** an interaction between people. We propose to call such a process, **talenting**, in order to indicate its fluid nature based on interactions. **The purpose of this paper is to explore, perhaps for the first time, how talent is used in interactions between people in the performance of work and the value added by such processes. That is, instead of a focus on individuals and associated HR practices that form TM, we consider work performance as a collective endeavour and the process of talenting. To do this, we will** provide a method to explore **this process** in a collaborative project with the West Yorkshire Police. The paper will begin with a brief overview of recent debates relating to TM. We will then explain the background and methods employed in our project and the findings. We will finish with a discussion of the value obtained.

War, Talent and Talenting

Since the ‘war for talent’ was declared by Michaels et al. (2001), the term talent has gained widespread use but there is does seem to be some confusion and variation in its meaning and use. A decade later, some would argue that talent can be defined and used in any way people want based on their ideas on what the term talent covers (Ulrich, 2011). However, there are some discernable patterns in evidence. During the 2000s, it was inevitable that any concern with the recruitment, selection, development

1
2
3 and career management of anyone in organisations would fall under the heading of
4 HRM and that terms such as ‘succession management’ or ‘workforce planning’ could
5 be used to connect to TM through systems and policies for practices such as ‘talent
6 pipelines’ and ‘talent pools’ to **form a TM architecture (Tansley et al. 2007;
7 Sparrow and Makram 2015)**. For some, TM represented another opportunity for
8 HRM practitioners to find credibility and status as professionals but also with a
9 concern that it represented a repackaging of HR practices as ‘old wine in new bottles’
10 (Chuai et al. 2008). Another view, identified by Lewis and Heckman (2006),
11 considers talent more generically but with two possibilities. Firstly, talent has to be
12 managed against the levels required for performance but especially those who are
13 high performing and have high potential. This might require employees to be
14 **differentiated or** graded at particular levels (A, B or C players, etc.) with those at
15 lower grades at risk from termination (Axelrod et al. 2002; Guthridge et al. 2006).
16 Secondly, talent could be seen as a route to high performance based on the efforts of
17 everyone (Walker and Larocco, 2002) and it is HRM’s job to bring out ‘the talent
18 inherent in each person, one individual at a time’ (Buckingham and Vosburgh, 2001,
19 p. 18). **TM can be seen as open to all employees, providing a path for career
20 development for everyone. This can also allow more attention to relationships
21 between people and the organisation of work in teams (Cerdin and Brewster
22 2014). Knowledge workers such as software developers and designers need to be
23 retained** in a ‘smart’ version of TM (Whelan and Carcary 2011).
24
25
26

27
28 **A further view is provided by Collings and Melahi (2009), who suggest that TM
29 strategy needs to begin with identifying the ‘pivotal positions’ (p.307) as those
30 which have strategic importance in providing above-average impact in an
31 organisation. Such positions can be filled through the development of a talent
32 pool that provides for ‘high potential and high performing incumbents’ (p.306).
33 Huselid et al. (2005) also considers the first move as the identification of ‘A’
34 positions as critical jobs which have significance for an organisation’s strategy.
35 This requires a clear strategy and the identification of strategic capabilities
36 which provide an organisation’s competitive advantage. The purpose of TM
37 activities is to fill positions with what Huselid et al. call the ‘very best employees’
38 (p.1)**
39

40
41 Whatever view is adopted, it becomes important to unravel the meanings and
42 definition that are used for talent at work. Gallardo-Gallardo et al (2013) provide two
43 distinctions. Firstly a ‘talent-as-object’ (p.293) approach where talent is considered as
44 the exceptional characteristics of people **and** conceptualises talent in terms of
45 measures of ability including mastery of practice, natural ability and commitment to
46 work and/or organisation. In addition, characteristics have to fit the context, they have
47 to be right for the position, place and time. Secondly a ‘talent-as-subject’ approach
48 considers talent as people who have skills and abilities. This provides a further choice
49 between understanding talent as everyone (inclusive) or as an elite subset of
50 employees (exclusive). The inclusive talent-as-subject approach seeks to view every
51 person as talented. It is based on the principle that each person has strengths and can
52 create added value for the organisation given the right development opportunities. By
53 contrast, the exclusive talent-as-subject approach seeks to segment the workforce by
54 identifying select groups of people based on ranking in terms of capability and/or
55 performance. This rests on the principle that key individuals or stars are necessary for
56 organisation success (Groysberg 2010) and that investment in them is most likely to
57
58
59
60

1
2
3 result in higher return to the organisation (Bothner et al, 2011). This is probably the
4 norm in most organisations (Ready et al. 2010) **and is reflected in most TM**
5 **research and policies (Gallardo-Gallardo et al. 2015)**, even though there is just as
6 much likelihood of demotivating those who are not ranked as within the talented **or**
7 **identified as a high performer or HiPo (CIPD 2014; Lacey and Groves 2014).**
8

9
10 From whichever approach is considered, both conceptually and practically, it is
11 individuals who are usually assumed as the units for attention where talent is seen as a
12 'form of human capital' (Iles et al. 2010, p. 182). Further such individuals, through
13 the various HR practices and positions within various TM frameworks (boxes, grids,
14 pools, pipelines, etc.) are meant to fall in line with the organisation's purpose and
15 values, finding shared mutual goals and usually set by senior managers. Therefore it
16 seems that TM, like HRM before it with its individualist meanings, becomes
17 accommodated within an underlying unitarist assumption about workplace relations
18 and a managerialist orientation (Farndale et al. 2010; Thunnissen et al. 2013). **As Iles**
19 **et al. (2010) point out, such a perspective on TM neglects the importance of the**
20 **development of social capital in organisations based on teams, groups and other**
21 **collective activities which develop 'bonds, bridges, trust and networks' (p.182)**
22 **between people.** This links to a further critique of TM which arises when we
23 consider the difference between employment practices and work practices (Boxall and
24 Mackay 2009). The former includes those practices used to attract, recruit, select,
25 appraise, train and reward employees, usually as individuals. However, work
26 practices cover how work is organised, structured, enacted and supported as
27 employees exert effort to achieve particular rewards. What becomes clearer is that
28 TM seldom pays attention to work practices but this is important because so much of
29 what happens at work is not individually based; workplace performance is frequently
30 a collective endeavour. **For example, Sparrow and Makram (2015) have recently**
31 **pointed out, it is not just 'star performers' that create value but their exchanges**
32 **with others which moves the consideration of TM from individuals to a more**
33 **collective understanding.** This requires a unit of analysis beyond individualisation in
34 the form of roles and positions. Instead we need to consider units of dependent and
35 interdependent relations based on mutuality where what we will call a process of
36 talenting occurs.
37
38
39
40

41 Interestingly, the term talent has origins in the Greek word 'tálanon' meaning a
42 'balance or sum or money', and the Latin word 'talenta', plural of 'talentum', also
43 meaning a sum of money. It was during medieval times that the sense was extended to
44 ability. However, persisting for a moment with the notion that talent is concerned with
45 units of value, we can see how it is put to use in the well-known Parable of the
46 Talents in Matthew 25:14-30. In the parable, a man goes on a journey and gives his
47 servants various amounts of talents. Then:
48

49
50 *'He who had received the five talents went at once and traded with them, and he made*
51 *five talents more. So also he who had the two talents made two talents more. But he*
52 *who had received the one talent went and dug in the ground and hid his master's*
53 *money.'*
54

55 What is important is how the two servants who worked in relationship with others
56 through trade were able to make use of their talents and increase outcomes. However,
57
58
59
60

1
2
3 the servant who did nothing, gained nothing except the wrath of his master –
4 ‘You wicked and slothful servant!’.

5
6 In the Bible, parables are used to provide lessons, based on a concrete reality from
7 which higher meaning can be derived. It is in this spirit that we want to work with the
8 term *talenting*, **which we define as:**
9

10
11 **The process of the complementary exchange of skills and**
12 **knowledge between at least two people that enables dependent or**
13 **interdependent work practice.**
14

15
16 **We see the need for such a definition so as to provide focus for the attention we**
17 **wish to give to work practices as processes. This is to make clear a difference**
18 **from more** stagnant notions of characteristics of people in the ‘talent-as-object’
19 approach or people who have skills and abilities in talent-as-subject’ approach. **We**
20 **want to argue that, in either case,** nothing happens unless those with the talent enter
21 into relationships with at least one other person who is complementarily responsive.
22 We suggest that *talenting* lies beyond the object/subject distinction (Gallardo-
23 Gallardo et al., 2013) as an inter-subject process or *talenting-as-inter-subjecting*. **In**
24 **making this move, we seek to develop the noun, talent, into a gerund so as to**
25 **allow the nominal properties of the word talent to feed a verbal projection that**
26 **considers how a process consisting of dependent and interdependent actions is**
27 **working (Baker 2005).**
28

29
30 However, to appreciate the working of *talenting*, **we have to give greater emphasis**
31 **and inquire into work practices, which gives more prominence to social and**
32 **organizational capital factors such as networks, teams, cultures and work**
33 **routines (Iles et al. 2010; Groysberg et al. 2004).** Over the years there have been
34 many attempts to study work practices. One recent example is the concern with
35 distributed leadership (Gronn 2002 ; Spillane 2006), where it is suggested that work
36 performance is frequently a collective endeavour based on conjoint action requiring
37 varying degrees of dependence, interdependence and mutuality. Further, over time,
38 through repeated interactions, value is added to relationship and becomes accepted as
39 tacit knowledge but this is also recognised as a key feature of learning and knowledge
40 creation (Beckett and Hager 2002). This is the potential for study of work practices
41 using a lens of *talenting* and provide a link to the original meaning of the term, talent.
42 It also provides an antidote to the repeated focus on individuals, usually at senior
43 levels or as part of the HiPo talent pools (CIPD 2013). In adopting the *talenting* lens,
44 we are also rejecting the unitarist view in favour of a more pluralist understanding
45 which accepts different goals and preference of those involved in work practices
46 through collective endeavour (Thunnissen et al. 2013).
47
48

49
50 Writers such as Iles et al. (2010) and Iles (2013) pose important questions relating to
51 issues that TM is meant to solve, the focus of TM practices and who is identified as
52 talented as targets for TM and who is not. **Related to these, Sparrow and Makram**
53 **(2015) pose the question, what is the value of TM?** In this paper we seek to provide
54 different answers to these questions.
55

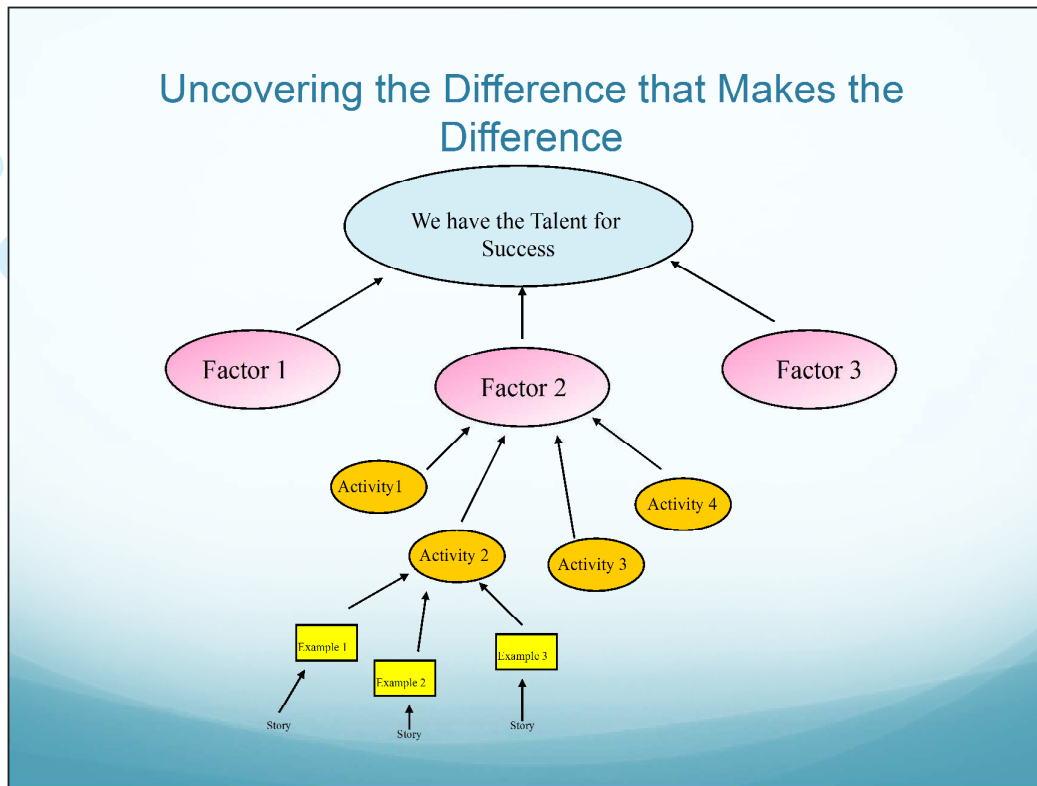
56 **Method**

57
58
59
60

1
2
3 To explore how talenting occurs requires an inquiry into working practices, involving
4 the organisation and structuring of work (Boxall and Macky 2009). There is
5 considerable value to be gained from doing so, since talenting as a collective
6 endeavour is likely to be hidden from top-down approaches employed in many
7 organisations. Further, there is significant potential for learning through the discovery
8 of various forms of tacit knowledge that arise from repeated patterns of dependent and
9 interdependent work relations (Beckett and Hager 2002). **Thus, even if initiated by
10 someone identified as talented or otherwise, it is only when knowledge is shared,
11 complemented and incorporated into practice that its value can become evident.
12 For the value to persist and be enhanced, it must then be supported or protected
13 by organization structures and system.** This is not an easy process however, as has
14 been recognised by debates relating to operationalizing the Resource Based Model of
15 HRM (Paauwe and Boselie 2003: **Bowman and Hird 2014**).

16
17
18
19 **In Figure 1, a mapping approach for an investigation into talenting is outlined,
20 to be completed by a group who have sufficient interest in doing so.** According to
21 Huff and Jenkins (2002), **maps provide a visual representation allowing a visual
22 way of thinking, allowing mappers to establish a landscape or domain by
23 framing the subject of consideration. In doing so, mapping makes things in the
24 subject more obvious by naming the most important entities or activities that
25 exist within the domain providing a means to make sense of what is going on and
26 potentially providing the creative opening of something new. This simultaneously
27 place the entities or activities within two or more relationships so that
28 implications can be considered and facilitates images where people can adopt
29 different positions on the map, consider the implications and suggest options for
30 movement and change. In adopting a mapping approach, we adapted the method
31 suggested by Ambrosini and Bowman (2002) who saw causal mapping as a way
32 to elicit knowledge of tacit routines so that managers could understand how their
33 organisations worked.**

34
35
36 Starting from a view that ‘We have the Talent for Success’, the Factors that justify
37 such a statement are revealed, followed by the Activities that support the Factors. This
38 allows, for each Activity, identification of Examples of work practices involving
39 collective endeavour. From this, particular practices can be selected for a visit by
40 **members of a group** from which they can collect data in the form of stories of
41 practice.
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60



28
29
30
31

Figure 1: Mapping to Reveal Talenting in Work Practices

32
33
34
35
36
37
38
39
40
41
42
43
44
45
46

The use of a story-telling approach to data gathering allows the meaning of human experience in the interpretation of events to reflect context and the purpose of events. Stories, as a key feature of narrative modes of thinking, provide a means to understand the social worlds of human interaction (Bruner 1986). As Fisher (1987) argued stories are an interpretation of ideas, actions and events connected by a plot configured into a whole. **Since our focus of talenting is to demonstrate the value through collective endeavour, stories from its practice would, through the expression of a rich language, would allow such value to become evident (Gergen 2009).** By focusing on the story, **investigators are able to find others involved in the work practices by initiating and developing a conversational approach which would allow them to present their representations of reality and for this to be appreciated and valued.** Once recorded, the stories can be shared and used for further analysis.

47 48 49

Case

50
51
52
53
54
55
56
57
58
59
60

Our inquiry into work practices using the lens of talenting is set within the West Yorkshire Police (WYP), located in the north of England. It is the fourth largest police force in England around 5,000 police officers and 3,600 support staff including Police Community Support Officers. WYP serves to protect around 2.2 million people living in the five metropolitan districts of Bradford, Calderdale, Kirklees, Leeds and Wakefield, which also form five divisions of the force. In recent years, as part of the general public sector financial policy in the UK, WYP has had find large savings.

Like most other organisation's, WYP's approach to TM is focused on individuals. A recent policy document (WYP 2015) defines talent:

'as those individuals who can make a difference to organisational performance either through their immediate contribution, or in the longer term by demonstrating the highest levels of potential.'

The document suggests that TM is concerned with:

'identifying, releasing, and guiding untapped potential in people.'

Importantly, WYP **claims to** take an inclusive approach to TM by considering all staff based on measurement of current performance and potential to improve. The identification of the talented is given to leaders and line managers and those identified are able to join a Talent Support Scheme and participants who join are expected to remain on it for three years, with no guarantee of career enhancement. One of the problems that the scheme now faces is that, in a period of financial constraint, there are fewer opportunities for promotions and this could render the talent pool stagnant. The inquiry was not meant to challenge the current approach to TM. Instead, we hoped to complement it by identifying how value was being provided through collective endeavour.

Following an adverse staff survey at a time of severe budget cuts and an ongoing national dispute relating to conditions of service and pension, a culture shift project was formed. During this project, based on a combination of action learning and appreciative inquiry (Gold 2014), we recognized that further support for the process could be achieved by showing an appreciation for talenting. To do this, a small team interested participants from within WYP was invited to join a short-term project. As experienced members of staff, the research group were in a good position to adopt an emic approach since they were already embedded in the cultures which they were seeking to understand (Goodenough 1970). The group included two principal officers from non-uniformed staff sections (HR and Workforce Planning), one of whom was female, and two chief inspectors from two different divisions in WYP. They were therefore voices from different parts of WYP, each with different purposes, interests and values. However, they all had an interest in how staff could be appreciated and developed. All had good experience of working in WYP and had good access to different divisions and groups within WYP and most importantly, were interested in promoting the culture shift based on an accentuation of good work and practice. They were supported by a university academic who also designed the project and completed the data analysis, results of which were reviewed by the whole team.

The following workshops were held:

Workshop 1	Agreement of understanding of key terms – talent, talenting, work practices Mapping practices Agreement on practices for inquiry based on collection of narrative data
------------	--

Workshop 2	Share understanding of knowledge of practices Agree new practices for inquiry
Workshop 3	Share understanding

Findings

Mapping Practices

At the first workshop, after preliminary consideration of the project's purpose and the key difference between talent as an individualised feature and talenting as a process of collective endeavour between at least two people, the mapping exercise was completed. It is shown as Figure 2.

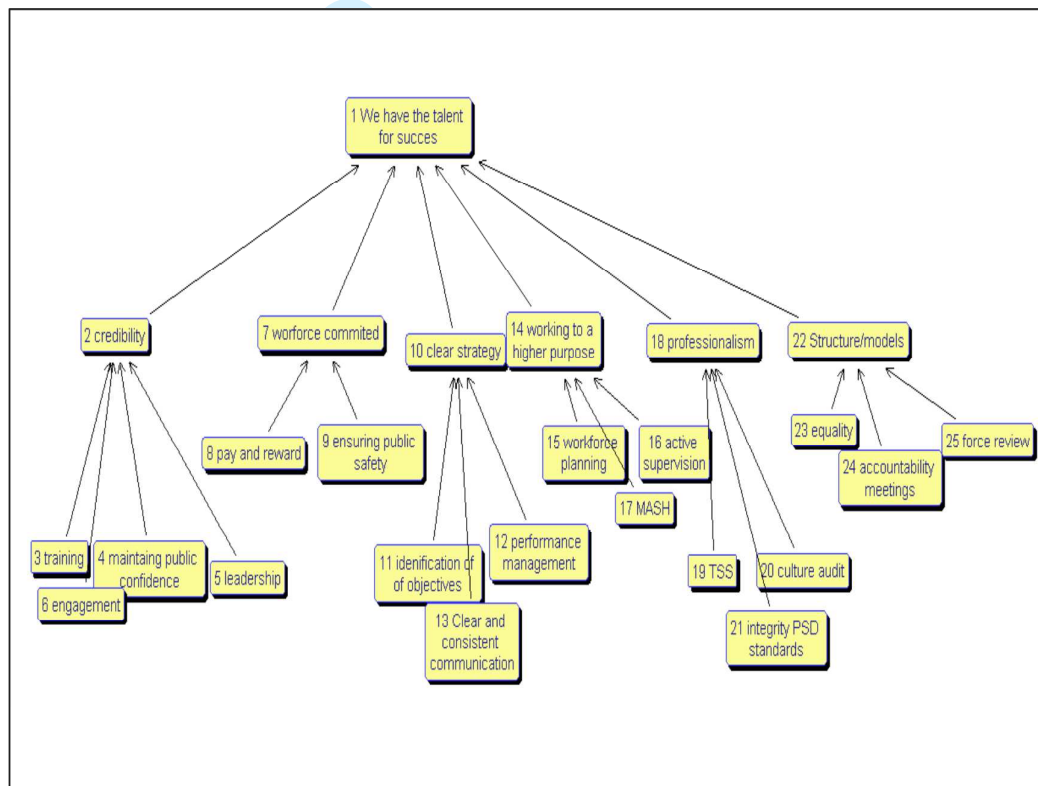


Figure 2: Initial Mapping

Starting with the claim that We have the talent for success, six Factors were revealed to support it¹. It is interesting that the Factors declared show a pattern of values such as credibility, professionalism and working to a higher purpose, in combination with enabling Factors of clear strategy, structure/models and committed workforce. Brief

¹ Numbers in the map are the result of coding that accompanies the software, Decision Explorer, but have no other meaning.

1
2
3 discussion also revealed that while values were embedded, they were also subject to
4 variation and flux. For example, professionalism was seen as valuable and related to
5 the possibility of progression through the ranks. While it was possible to avoid
6 starting at ground level, even external applicants with degrees needed to serve
7 probationary periods. Working to a higher purpose had traditionally centred on full-
8 time police officers but recent austerity measures were changing the balance between
9 full-time officers and 'volunteers' such as Special Constables and Community
10 Support Officers.
11

12
13 This first stage of mapping revealed the multi-dimensional nature of successful police
14 work and how difficult it was to explain how it was done. Further, given the size of
15 the organisation, it was difficult to see how a top down approach could lead and
16 manage across the whole Force. Indeed, a recent culture audit in WYP had shown
17 problems between top and bottom of the force and disconnection, low trust and low
18 engagement between leaders and staff at all levels².
19

20
21 Each Factor was then used to stimulate the naming of Activities in which work
22 practices were taking place that gave existence to each Factor identified. This
23 revealed 18 Activities but it was accepted that this did not provide an exhaustive list.
24 Indeed, the size of the Force would suggest that there were many silos, communities
25 and work areas that were not fully understood or appreciated.
26

27
28 From the list, each person chose two Activities to explore in order to find Examples
29 of work practices. The key questions to pursue were a. How is the work done through
30 dependent and interdependent actions – talenting?, b. What is the quality and value of
31 that work? and c. What are the results achieved?
32

33 By posing these questions, a work practice could be understood, recorded and
34 presented to the group in story form.
35

36 *Storying Practices*

37
38 In total we gathered stories of 12 work practices based on an agreement to use the
39 map generated to consider various practices from across WYP. Our interest was in the
40 collective endeavour in evidence that demonstrates talenting-as-inter-subjecting.
41 Table 1 shows the variety of practices identified.
42
43
44
45
46
47
48
49
50
51
52
53
54

55
56 ² A copy of the report available is at
57 http://www.westyorkshire.police.uk/sites/default/files/files/reports/wypx_report_final_170714.pdf, accessed 26 April, 2016
58
59
60

Factor	Activity	Practice
Credibility	Maintaining Public Confidence	Street Robberies
Credibility	Training	Coaching
Credibility	Training	Protest Liaison Training
Credibility	Leadership	Leadership Development
Credibility	Engagement	Mental Health (MH) awareness training
Workforce Committed	Ensuring Public Safety	Missing Person investigations
Workforce Committed	Ensuring Public Safety	Child Sex Exploitation
Clear Strategy	Identification of Objectives	Strategic Assessment
Clear Strategy	Identification of Objectives	Meeting of the Independent Advisory Group (IAG)
Working to a Higher Purpose	Workforce Planning	Integrated strategic workforce planning method
Professionalism	Talent Support Scheme	Development programme
Structure/Models	Equality	Equality and Diversity Practice

Table 1: Identification of Work Practices

In what follows, we provide examples of three stories with a degree of interpretation based on the working of dependencies between actors but also, through the provision of data as story, some of the valuational features that are present to show its points and make it tellable are considered (Labov 1972).

Story 1

Factor: Credibility

Activity: Maintaining Public Confidence

Work Practice Example: Solving Street Robbery Crime

The story concerns how various groups within the Force responded to a spate of street robberies. A key point being point is how, contrary to reports of ‘anecdotal incidents’ of teams ‘not assisting each other’, there was ‘a really positive, collaborative response from all teams and departments “doing the right thing”.’

It begins with a brief preamble, which sets the context and introduces characters. However, what becomes clear is that the characters in this story consist of collective units of groups and teams of people; no individuals are presented other than particular suspects and a generalised notion of officers. **The units are Response Teams 1 and 4, A Dog Unit, Team 1 Rural, Neighbourhood Police Teams (NPT), Police Community Support Officers (PCSOs) and Reactive CID.** Also participating were ‘complainants’ as well the ‘suspects’.

1
2
3 *Officers from Lates' Response Team 1 attended and took initial details from*
4 *complainants who were unknown to each other but had both been approached by the*
5 *same suspects.*

6
7 *The officers identified the scene of the robberies and requested a Dog Unit (central*
8 *support) to attend and for further units to make to the area. Officers from Team 1*
9 *Rural (a neighbouring geographical area) came into help with area searches and on*
10 *identification of the second complainant went to deal with him.*

11
12 *(There have been recent anecdotal incidents of neighbouring teams not assisting each*
13 *other, so this is encouraging!).*

14
15
16 *Descriptions were obtained and broadcast to officers from Response and NPT*
17 *(separate teams) in the area.*

18
19 *A short time later PCSOs from Team 1 NPT shouted up that they had observed three*
20 *males and a female who fitted the descriptions given and that they were following*
21 *them. They gave a commentary and other officers from NPT and Response attended.*

22
23 *One of the males ran off but was detained nearby. One of the suspects was found in*
24 *possession of the complainants' property. The complainants were brought back to the*
25 *police station and officers from Reactive CID (statements are usually tasked to*
26 *uniform by CID, so their assistance was appreciated) took their statements. Officers*
27 *from nights (the next shift coming on duty) – Response Team 4 - conducted the house*
28 *searches for the suspects.*

29
30
31 *Overall a really positive, collaborative response from all teams and departments*
32 *“doing the right thing”.*

33
34
35 From a talenting perspective, based on dependencies and interdependencies that enact
36 work practices, we can see that once the details from complainants have been taken
37 by Lates' Response Team 1, this information becomes a resource that can seek to
38 energise other units. Lates' Response Team 1, in the terms suggested by Malone et al
39 (1999) is seeking to set up a flow dependency where the practice of one collective
40 unit provides a resource to be used by others. The request for other Response Teams
41 and NPTs are all efforts to create a coordinated sequence in which the performance of
42 the work practice by Response Team 1 creates sequential tasks for others (Spillane
43 2006) that need to be completed interdependently. Further, as trained and skilled
44 officers, Lates' Response Team 1 has to ensure that the flow dependency required
45 includes a resource that is the right thing, in the right place and available at the right
46 time, referred to Malone et al. (1999) as usability, accessibility and prerequisite
47 dependencies. The request to the Dog Unit is an opportunity for what Malone et al.
48 refer to as fit dependency, where a differing work practice is combined with others.
49 **Further, ‘a Dog Unit’ is differentiated by its non-specific label and its connection**
50 **to a ‘central’ service, contrasted with other units which are located in the**
51 **geographic location of the incident.**

52
53
54
55 The response from Team 1 Rural is viewed positively, in light of the view expressed
56 about ‘neighbourhood teams not assisting’. Here we find an example of negative
57 encoding which is often used to express a particular value. In this case, it is a contrast
58 to the ‘anecdotal incidents’ (Quirk et al 1985). The involvement of Team 1 Rural may
59
60

1
2
3 not have been initially expected and their decision to join the flow dependency seems
4 be an example of spontaneous collaboration (Gronn 2002).
5

6 As the story moves toward key section, or complicating action (Labov 1972), new
7 units work with the **same information create a shared dependency as it is included**
8 **in their work practice.** The PCSOs add their information setting a new flow
9 dependency for NPT and Response which produces the arrest and then the
10 spontaneous collaboration from Reactive CID. Then, the dependency flows to
11 Response Team 4.
12

13
14 In the last line of story, the teller, with the intensifier of 'really', provides an
15 evaluation of the result by emphasising the positive response (Quirk et al. 1985)
16 before summarising the story's coda in the last few words, "*doing the right thing*",
17 presented in scare quotes to indicate the teller's attempt to place this summary as a
18 key valued endpoint. **It is a vague and generalized phrase, which is used to**
19 **summarise the value that is evident in the story and to make this recognizable to**
20 **the reader (Predelli, 2003).**
21
22

23 This particular work practice comes from the front-line of policing and through it we
24 can see, when it works well, that talenting is embedded and necessary. It would be
25 particularly difficult to point to any particular individual or even a particular unit as
26 more talented than others. It is the vital dependencies that produced the valued result.
27
28

29 30 Story 2

31
32 *Factor: Structure/Model*

33
34 *Activity: Equality*

35
36 *Work Practice: Equality and Diversity Practice*

37 In this example, the determination of a formal policy of equality is enacted in nesting
38 of interdependent processes. Once again, **individuals are not mentioned explicitly**
39 **and the participants are The Equality Gold Group, The Equality Silver Group,**
40 **Equality Bronze Groups, Independent Advisory Groups, Community Groups,**
41 **other key stakeholders including partner agencies, Human Resources, Force**
42 **Improvement Group and North West Practitioner Group. Importantly, with**
43 **such a wide range of interested participants in the practice, there are bound to**
44 **be a variety of interests and intentions that need to be reconciled through**
45 **interdependence.**
46
47

48
49 The first line sets the scene and reveals the formality of the practice

50
51 *Equality and diversity is delivered through formal structure and governance.*
52

53
54 *The Equality Gold Group determines the strategy and direction of the Force. They*
55 *are supported by the Equality Silver Group, the members of which are responsible for*
56 *turning the strategy into actions and ensuring that it is delivered.*
57
58
59
60

1
2
3 *In addition to this, locally there are Equality Bronze Groups who are based at a*
4 *district level. These groups work with Independent Advisory Groups, Community*
5 *Groups and other key stakeholders including partner agencies.*
6

7 *Human Resources have responsibility for workforce diversity with the Force*
8 *Improvement Unit having responsibility for externally facing equality and diversity*
9 *e.g. hate crime.*
10

11 *Shared action plans covering both the external and internal elements are in place to*
12 *ensure that the overall strategy of the Force is delivered. We also work as part of a*
13 *North West practitioner group that means that we share best practice with other*
14 *police forces across the country.*
15
16

17
18
19 The story begins as a not untypical and top-down approach to equality and diversity.
20 As in the previous case, through the resource created by Equality Gold Group, a flow
21 dependency is set in motion. There is at this point a clear route delegation and
22 devolution through Equality Silver to Equality Bronze. Gronn (2002) refers to the
23 working of such structures which endure over times as institutionalised practice which
24 allows collaboration between groups and individuals. Not explicitly stated, but such
25 groups are likely to be centred around the concertive mechanisms of committees.
26

27
28 However, the resource from the formal structure then becomes available to other
29 groups. At district level, and WYP has five such districts, there is interaction between
30 Equality Bronze Groups within the Force but others outside the Force who are not
31 formally part of the institution. While details are not provided, the practice of working
32 with external groups allows a sharing dependency to be developed based on an
33 exchange of information and understanding. As will be shown in the next case that
34 considers an Independent Advisory Group (IAGs), such groups allow the Force to
35 'measure the temperature of the community'. It is also possible that this further
36 resource from outside the Force now flows inside for consideration by the Force
37 Improvement Unit.
38

39
40 The story comes to a conclusion which highlights two results of the interdependences;
41 firstly, the development of shared action plan and secondly, the sharing of 'best'
42 practice with other forces.
43

44 While 'hate crime' is the example given, what is also interesting that if we refer back
45 to the one of the questions posed by Iles et al. (2010) and Iles (2013), what is TM
46 meant to solve?, the shift of attention to work practice and the collective endeavour of
47 talenting-as-inter-subjecting produces a whole new array of possible answers in the
48 same mould.
49

50
51 As mentioned above, the next case considers the work of an Independent Advisory
52 Group (IAG) as a joint collective endeavour between the WYP and others.
53

54 55 Story 3

56
57 *Factor: Clear Strategy*
58
59
60

1
2
3 Activity: Identification of Objectives

4 Work Practice Example: Meeting of the Independent Advisory Group (IAG)

5
6
7 An Independent Advisory Group is a consultative mechanism which allows the police
8 and communities to work together in a facilitative environment and which allows an
9 holistic approach to generating transparent and cohesive working practices which
10 serve both to inform and reassure the community and its representatives. 13 panel
11 members meet up with the police on a bi-annual basis; they are willing participants
12 and up to date with current issues. They come from a variety of backgrounds,
13 including OAPs, ex-council employees and neighbourhood housing panel members,
14 for example. Partnership Working Area Inspectors for the district are now being
15 encouraged to become part of the recruitment process in order to maintain an
16 effective membership and to plan ahead in order to optimise representation.

17
18
19 Police professionals, usually at the most senior level possible for the district, explain
20 the agenda'd items to the group which are usually issues challenging the police's
21 thinking and/ or performance and equally those which affect the community's
22 perception of the police. The value lies in obtaining independent, and rationalised
23 perspective(s) in order to develop an holistic response and approach which meets
24 everyone's needs as far as is reasonably practicable.

25
26
27 This forum, for example, allows a sensible and proportionate challenge to topical (e.g
28 stop and search) police tactics/policy and from which reassurance can be provided
29 along with tasking future work. Community members can input ideas as to what
30 would work for them, i.e. "designing systems from the outside in", as well as
31 satisfying the core requirements of the police i.e preventing crime and disorder.

32
33
34 Updates on work which have been completed, changes in community perceptions,
35 raised or decreased community tensions, feedback on local policing style and
36 performance will all routinely be discussed at the IAG and, at its most fundamental,
37 this is intrinsic to establishing and maintaining/ improving trust between those who
38 work for and with the police and the communities it seeks to serve and protect.

39
40
41 In this case, there is an extended preamble which provides the context and
42 identification of the participants. An interesting feature is the encouragement of
43 Inspectors to be involved in recruitment in order to 'optimise representation'.

44
45
46 The second paragraph provides the connection to the collective endeavour. The
47 invitation to collaboration is provided by the 'agenda'd items' so that 'independent
48 and rationalised perspective(s)' can result in an 'holistic response'. The invocation of
49 the term holism, used twice in the story, seems to be the principal value. It is a term
50 that is closely connected to systems thinking with a deeply historical path from
51 ancient Greek philosophy through to Kant and Hegel in the 18th Century. It is
52 underpinned by a view that the path to a truth or what is right is through the
53 recognition of the interdependence of parts that are connected systemically. The
54 relation of parts serve the purpose of a whole (Jackson 2003). Thus the talenting in
55 this practice seeks to bring multiple voices to bear on both the issues challenging the
56
57
58
59
60

1
2
3 police's thinking and/ or performance and the issues which affect the community's
4 perception of the police.
5

6 While we could expect any issue, including the example 'stop and search', to provide
7 differences, the idealism suggested by holism is supported by a language of rationality
8 (Gergen 2009). **In pursuit of this, the story makes an explicit reference to the 'the**
9 **value' of the process, based on 'independent, and rationalised perspective(s)'**
10 **which enables the trade-off between police and community thinking and**
11 **perceptions. Police work is inevitably risky and dangerous, involving**
12 **consideration of the safety of work undertaken both for police officers and**
13 **members of the community. Finding a point of reconciliation between different**
14 **views of this work requires a process to construct a joint meaning which could be**
15 **accepted so as to 'meets everyone's needs', based on an orientation of 'as far as is**
16 **reasonably practicable'. This allows recognition that there is risk and danger in**
17 **the work of the police but there also needs to be some signal to the community of**
18 **the limits for how the work is done and the importance of accountability (Turner**
19 **and Tennant 2009). The reciprocal efforts to create a flow dependency is highlighted**
20 **by the use of quotation marks in the phrase, "designing systems from the outside in".**
21
22

23
24 In the final paragraph, the value of this particular work practice is given emphasis
25 with a link to a policing motto in the last four words, *to serve and protect*.
26

27 Discussion

28
29
30 A key feature of this paper has been to cast a critical eye over TM policies and
31 practices in many large organisations where there is a tendency to focus on
32 particular individuals who are identified as high performing and/or have high
33 potential to perform. Recent research from CIPD (2015) tends to support the
34 continuation of an emphasis on the objective of TM as the development of high-
35 potential employees as future leaders. A further differentiation can be found
36 when the focus extends to an elite or star group of employees, based on an
37 assumption that, compared to others, their performance can be 'exceptional over
38 time' (Aguinis and O'Boyle, 2014, p. 315). As such, it is those defined as talented
39 who benefit from the range of employment practices that form the TM
40 architecture. The linking of the purpose of TM to providing leaders can lead to
41 what has been called methodological individualism (Hodgson 2012) based on the
42 assumption that an understanding of individual motives, interests and
43 behaviours provides the best explanation of events such as workplace
44 performance. If individuals are assumed as the unit for attention through the
45 various employment practices, it is likely that TM will fall into the same
46 difficulties that have beset HRM in showing a link to performance outcomes. As
47 Purcell and Kinnie (2008) have indicated, such a link is ambiguous and is best
48 considered in multi-relational terms to accommodate internal and external
49 social, economic and political factors (Fleetwood and Hesketh 2006).
50
51
52

53 If the link between TM employment practices and performance outcomes is
54 problematic, the move into the territory that separates them has to consider
55 work practices (Boxall and Mackay 2009) where so much that happens is based
56 on a collective endeavour of dependent and interdependent relations between
57 people, who may have been identified as talented or not. Whatever their status,
58
59
60

1
2
3 individuals have to form or move into such relationships to be able to produce
4 desired work outcomes. It is this exchange process that we have sought to
5 consider in our invocation of the term **talenting**. In offering this new term as a
6 gerund, derived from the noun **talent**, we bring more attention to processes of
7 work practices found in work routines, teams, networks and cultures (Iles et al.
8 2010; Groysberg et al. 2004). This also allows the TM field to form links with
9 recent interest in process approaches to researching practice found in strategy
10 (Jarzabkowski and Spee 2009) and leadership (Raelin 2011). **Talenting**
11 therefore invites researchers to move their interest from individual agents with
12 particular attributes and skills of the identified talented – the concern of
13 employment practices – to the ‘trans-individual social practices’ (Chia and
14 McKay 2007, p.226) that constitute working life, involving both the identified
15 and hidden talented.
16
17

18
19 Of course, the difficulty here is locating and considering the wide range of work
20 practices that occur with teams, groups and internal and external networks.
21 Increasingly in response to competition, technological and informational
22 advances, market contraction and expansion and public expenditure cuts,
23 organisations have introduced a variety of ways of working and structures.
24 These serve to reinforce difficulties in locating a clear view of an organisation as
25 a single entity (Sandelands and Drazin 1989), especially for those in positions
26 whose vision of the practice of work might be obscured such as leaders and other
27 managers, including training and development professionals. It is a reminder
28 that organisations might be better understood, metaphorically through images
29 such as what Czarniawska-Joerges (1993) called ‘nets of collective actions’
30 which are difficult to recognise. However, as Sparrow and Makram (2015)
31 suggest, for the advance of the field and to enable it to respond to key challenges
32 facing organisations, TM needs to address the issue of value. In doing so, they
33 point to the need consider both the value created by individuals but also the
34 ‘collective exchanges of surrounding talent’ (p.261). It is for such reasons that we
35 have, in this paper, started to consider, a view of TM through the lens of **talenting**
36 using a causal mapping technique (Ambrosini and Bowman 2002) to consider the
37 identification of activities containing work practices and the use of story-telling
38 to understand the social worlds of human interaction (Bruner 1986) that reveal
39 dependent, interdependent and reciprocal efforts (Devins and Gold 2014).
40
41
42

43 For those involved in training and development, there some important
44 opportunities in switching their gaze from individuals as the concern for TM to
45 collective units and **talenting**. The approach adopted in this paper has revealed
46 an understanding of processes within which **talenting** occurs and its collection in
47 the form of a story provides an articulation of what can be called local
48 knowledge or knowledge from the front-line of policing (Griffeths et al, 2016).
49 While not a pure form of tacit knowledge, such knowledge does fall into one
50 possibility for such knowledge which might normally be concealed (Collins
51 2001). However, the process allowed sharing and the articulation of knowledge
52 that can become beneficial for innovation and effectiveness (Arnett and
53 Wittman 2014). In addition, such knowledge, if captured, can become
54 shared with others and then incorporated into actions, and over time,
55 institutionalized through through ‘systems, structures, procedures and
56 strategy’ (Crossan et al, 1999, p. 525). Mintzberg et al (1998) have also
57
58
59
60

1
2
3 highlighted how learning from the practice of work and its articulation can
4 be incorporated into strategy. Local knowledge from talenting, like 'weeds
5 in a garden' which take 'root in all kinds of strange places', contrast with
6 the top-down and formal views of making strategy (p.195). As was evident
7 in one of the stories reported in this paper, increasingly it becomes
8 important to consider life beyond formal boundaries. Work practices in
9 many areas of work require collaboration between different organisations
10 both at a formal level but also below the line of recognition. Through the
11 practices, talented people from different sides with different interests have
12 to find ways of working dependently and interdependently. As they do,
13 forming talenting relationships, each party adds to their own knowledge
14 but also to the value of the relationship between them as a form of social
15 capital development. Certainly in policing such a view is now recognised as
16 a vital feature in tackling complex community and society issues
17 (Weisburd et al. 2015).
18
19

20
21 Leaders can also benefit from participating in the collection of talenting
22 stories and this can and perhaps should be included in leadership
23 development programmes. Indeed, such a feature might enhance the role
24 of HRD professionals and increase their influence with leaders (cf.
25 MacKenzie et al. 2012) allowing them to come closer to work practices,
26 challenging their prejudices about who is talented and who is not.
27
28

29 Of course, in advancing the notion of talenting, we recognise that there are
30 limitations. Firstly, talenting is just one way of considering work practices
31 and its dependent and interdependent manifestation. The field
32 Organisation Studies and related sub-fields have long considered the
33 working of groups, teams and relationships across functional and
34 organisational boundaries. In addition, the recent interest in distributed
35 leadership (Spillane 2006) has allowed focus to look beyond individualised
36 conceptions of leadership. Raelin (2011), for example, has developed the
37 idea of leaderful practice based on collective working, influence and
38 leading. However, give the prominence that continues to be given to the
39 individually talented through employment practices, and the
40 differentiation from those who are not, talenting represents a fresh way of
41 considering work practices that have always been there.
42
43
44

45 Another limitation is the mapping approach we have developed with a
46 reminder that maps are not always the territory. The map that was
47 produced by the group in this paper was bound to be limited to their
48 understanding. However, this did not prevent us from making a start and, if
49 anything, the process revealed a multitude of possibilities for talenting, the
50 exploration of which was constrained by the time available. For the group,
51 a further limitation was the way that current TM polices in WYP were
52 embedded. Indeed, WYP's TM scheme was chosen as one of the work practices,
53 and ironically the examination of the work practice revealed it to be a collective
54 endeavour based on interdependencies between different groups within the Force, e.g.
55 Human Resources, Protective Service Operations, Training and Development and
56
57
58
59
60

1
2
3 Districts. **The challenge remains on how findings from a consideration of**
4 **talenting can complement more traditional TM policies and architectures.**
5

6 **A final limitation is that in completing a search for talenting, the work activities**
7 **identified and selected may have been overly positive. What is likely to be less**
8 **prominent and even hidden are stories of dependence and interdependence that**
9 **represent deviant or apparently negative practices (Ackroyd and Thompson**
10 **1999). However, deviance and negativity are just as possible among those**
11 **considered talented, especially those who might occupy leader positions (Board**
12 **2010).**
13

14
15 **In this paper, we have tried to shift attention from employment practices in TM**
16 **to work practices and one of the reasons for making this move has been to**
17 **stretch the meaning of TM beyond the managerialist and unitarist positions**
18 **adopted in most organisations whereby TM is part of the package of tools to**
19 **manage people, the talented, as individuals (Thunnissen et al. 2013). A crucial**
20 **research question arises as to whether these dominant positions can be**
21 **challenged in organisations, especially at times when the disparity and inequality**
22 **engendered by employment practices is coming under scrutiny (Cobb 2015). A**
23 **second question arises from the recognition that the field of TM needs to**
24 **progress. Will the field remain fixated on employment practices and especially**
25 **those that feed an exclusive TM orientation? We argue that this is the easy way**
26 **out but we are not advocating a wholesale switch to talenting in work practices.**
27 **Our position is one of both/and, seeing the need to complement traditional TM**
28 **with an understanding of talenting. For training and development professionals,**
29 **we set the question, Can the value of talenting be appreciated and the value used**
30 **to increase and enhance their influence in organisations?**
31
32
33
34
35

36 **Conclusion**

37
38 In this paper, we have taken a pluralist view of TM, and thereby recognised the
39 differing goals, preferences and views of different stakeholders within WYP. Using
40 an adapted mapping process, we identified a wide range of working practices **from**
41 **which we have presented three examples in storied form. The importance of this**
42 **approach is displayed in the way the stories provide a glimpse of the processes of**
43 **value creation value and capture in TM (Sparrow and Makram 2015). However,**
44 **it has to be recognised that this approach was still scratching the surface but even on**
45 **the limited evidence that was found and storied, it was recognised that collective**
46 **endeavour and talenting were central to WYP's efforts to fulfil its purpose. Further,**
47 **when considered as process, it almost becomes impossible to attribute successful**
48 **outcomes to particular individuals; rather it is the dependences and reciprocal**
49 **relations that provide the co-ordination and collaboration required. This is not to de-**
50 **recognise that there will also be occasions when individuals in WYP can be given the**
51 **credit for outcomes; it is just that to polarise TM around individuals only is also a**
52 **distortion of what is vital for work practice.**
53
54
55

56 However, there remains considerable work to do to ensure that the resources devoted
57 to the recognition of individual talent can also be devoted to understanding the value
58
59
60

of talenting as a collective endeavour. This will also allow a more egalitarian and less elitist view of TM (Collings and Mellahi 2009). **We therefore advocate that both practitioners and researchers who are interested in the advance of TM adopted complementary policies and practices that allow the identification and development of talented individuals through employment practices as well as the working of talenting in work practices. This paper provides one approach to considering the latter.**

Finally, if we consider some of the key questions posed by Iles et al. (2010a), Iles (2013) and Sparrow and Makram (2015) we can suggest that:

1. the problem TM is meant to solve is how to provide recognition for the collective endeavour that is typical in most organisations
2. the focus of TM practices needs to shift towards the multitude of work practices if they can be found
3. the target for TM needs to be on the multiple participants who work interdependently
4. **by shifting attention to the unit of collective endeavour, the way value is created and captured can be appreciated and its exploitation considered.**

We suggest that the future of TM needs to embrace these possibilities.

References

- Ackroyd, S. and Thompson, P. (1999) **Organizational Misbehaviour**. London: Sage.
- Aguinis, H. and O'Boyle, E. (2014) **Star performers in the twenty-first century**. *Personnel Psychology*, 67: 313–350.
- Ambrosini, V. and Bowman, C. (2002) **Mapping successful organizational routines**. In Huff, A. and Jenkins, M. (Eds.) *Mapping Strategic Knowledge* (19-45), London: Sage.
- Arnett, D. and Wittman, M. (2014) **Improving marketing success: The role of tacit knowledge exchange between sales and marketing**. *Journal of Business Research*, 67: 324–331.
- Axelrod, B., Handfield-Jones, H. and Michaels, E. (2002) **A new game plan for C players**. *Harvard Business Review*, January, 81-88.
- Baker, M. (2005) **On Gerunds and the Theory of Categories**. New Brunswick, NJ: Rutgers University

- 1
2
3 Beckett, D., and Hager, P. (2002) *Life, Work and Learning: Practice in*
4 *Postmodernity*. London: Routledge.
- 5
6 Board, D. (2010) Leadership: The ghost at the trillion dollar crash? *European*
7 *Management Journal*, 28(4): 269-277.
- 8
9
10
11 Bothner, M.S., Podolny, J. M. and Smith, E. B. (2011) Organizing contests for status:
12 the Matthew versus the Mark effect. *Management Science*, 57:439–57.
- 13
14 Bowman, C. and Hird, M. (2014) A resource based view of talent management. In
15 Sparrow, P.R., Scullion, H. and Tarique, I. (Eds), *Strategic Talent Management:*
16 *Contemporary Issues in International Context* (pp. 73-86). Cambridge: Cambridge
17 University Press
- 18
19
20 Boxall, P., and Macky, K. (2009) Research and theory on high-performance work
21 systems: Progressing the high-involvement stream. *Human Resource Management*
22 *Journal* 19 (1): 3–23.
- 23
24 Boudreau, J. W. and Ramstad, P. M. (2005) Talentship, talent segmentation, and
25 sustainability: A new HR decision science paradigm for a new strategy definition.
26 *Human Resource Management*, 42: 129–136.
- 27
28
29 Bruner, J. (1986) *Actual Minds, Possible Worlds*, Cambridge: Harvard University
30 Press.
- 31
32 Buckingham, M. and Vosburgh, R. M. (2001) The 21st century human resources
33 function: It's the talent, stupid! *Human Resource Planning*, 24(4), 17–23.
- 34
35 Cerdin, J.-L. and Brewster. C. (2014) Talent management and expatriation: bridging
36 two streams of research and practice. *Journal of World Business*, 49 (2): 245–252.
- 37
38 Chia, R. and McKay, B. (2007) Post-processual challenges for the emerging
39 strategy-as-practice perspective: Discovering strategy in the logic of practice. *Human*
40 *Relations*, 60(1): 217–242
- 41
42
43 Chuai, X., Preece, D. and Iles, P. (2008) Is talent management just “old wine in new
44 bottles?: The case of multinational companies in beijing. *Management Research News*
45 31 (12): 901–911.
- 46
47 CIPD (2013) *Learning and Talent Development Survey*. London: Chartered Institute
48 of Personnel and Development.
- 49
50
51 CIPD (2015) *Talent Management, HR Topics*. London; Chartered Institute of
52 Personnel Development. Accessed 2 April. [http://www.cipd.co.uk/hr-topics/talent-](http://www.cipd.co.uk/hr-topics/talent-management.aspx)
53 [management.aspx](http://www.cipd.co.uk/hr-topics/talent-management.aspx).
- 54
55
56 Cobb, A. (2015) How firms shape income inequality: stakeholder power, executive
57 decision making, and the structuring of employment relationships. *Academy of*
58 *Management Review*, 41(2): 324-348.
- 59
60

- 1
2
3
4 Collings, D. G., and Mellahi, K. (2009) Strategic talent management: A review and
5 research agenda. *Human Resource Management Review* 19 (4): 304–313.
6
7
8 Collings, D. G. (2014) Toward mature talent management: beyond shareholder value.
9 *Human Resource Development Quarterly*, 25: 301–319.
10
11 Collins, H. (2001) Tacit knowledge, trust and the Q of sapphire. *Social Studies of*
12 *Science*, 31(1): 71-85.
13
14
15 Crossan, M. M., Lane, H.W. and White, R. (1999). An organizational learning
16 framework: From intuition to institution. *Academy of Management Review*, 24(3):
17 522-537.
18
19 Czarniawska-Joerges, B (1993) *The Three-Dimensional Organization*, Lund:
20 Studentlitteratur.
21
22
23 Devins, D. and Gold, J. (2014) Re-conceptualising talent management and
24 development within the context of the low paid, *Human Resource Development*
25 *International*, 17(5): 514-528.
26
27 Farndale, E., Scullion, H. and Sparrow, P. (2010) The role of the corporate HR
28 function in global talent management. *Journal of World Business* 45 (2): 161–168.
29
30 Fisher, W. (1987) *Human Communication as Narration: Toward a Philosophy of*
31 *Reason, Value, and Action*. Columbia, SC: University of South Carolina Press.
32
33
34 Fleetwood, S., and A. Hesketh 2006. HRM-performance research: Under-theorized
35 and lacking explanatory power. *The International Journal of Human Resource*
36 *Management* 17 (12):1977–1993.
37
38 Gallardo-Gallardo, E., Dries, N. and González-Cruz, T.F. (2013) What is the meaning
39 of ‘talent’ in the world of work? *Human Resource Management Review* 23 (4): 290–
40 300.
41
42 Gallardo-Gallardo, E., Nijs, S., Dries, N. and Gollo, P. (2015) Towards an
43 understanding of talent management as a phenomenon-driven field using bibliometric
44 and content analysis. *Human Resource Management Review* 25: 264–279.
45
46
47 Gergen, K. (2009). *Realities and Relationships*. Boston: Harvard Business School
48 Press.
49
50 Gold, J. (2014) Revans reversed: focusing on the positive for a change. *Action*
51 *Learning: Research and Practice* 11(3): 264-277
52
53
54 Goodenough, W. (1970) *Description and comparison in cultural anthropology*.
55 Chicago: Aldine.
56
57 Gronn, P. (2002) Distributed leadership as a unit of analysis. *Leadership Quarterly*,
58 13: 423–451.
59
60

1
2
3
4 Griffiths, K., Birdi, K.S., Alsina, V., Andrei, D., Baban, A., Bayerl, P., Bisogni,
5 F., Chirica, S., Costanzo, P., Gascó, M., Gruschinske, M., Horton, K., Jacobs,
6 G., Jochoms, T., Krstevska, K., Mirceva, S., Mouhanna, C., van den Oord, A., Oțoiu,
7 C., Rajkovcevski, R., Rațiu, R., Reguli, Z., Rus, C., Stein-Müller, S., Stojanovski,
8 T., Varga, M., Vít, M. and Vonaș, G. (2016) Knowledge sharing practices and issues
9 in policing. A systematic review of the literature. *European Journal of Police Studies*,
10 3 (3): 267-291.

11
12
13 Groysberg, B., Nanda, A. and Nohria, N. (2004) The risky business of hiring stars.
14 *Harvard Business Review*: 93–101.

15
16 Groysberg, B. (2010) *Chasing Stars: The myth of talent and the portability of*
17 *performance*. Princeton, NJ: Princeton University Press.

18
19 Guthridge, M., Komm, A.B. and Lawson, E. (2006) The people problem in talent
20 management. *McKinsey Quarterly*, 2(1): 6–9.

21
22
23 Hodgson, G. (2012) *From Pleasure Machines to Moral Communities: An*
24 *Evolutionary Economics Without Homo Economicus*. Chicago, University of
25 Chicago Press.

26
27 Huselid, M.A., Beatty, R.W. and Becker, B.E. (2005) ‘A Players’ or ‘A Positions’?
28 The strategic logic of workforce management. *Harvard Business Review*, December,
29 110- 117.

30
31 Huff, A. and Jenkins, M. (2002) *Mapping Strategic Knowledge*, London: Sage.

32
33 Iles, P. (2013) Commentary on ‘The Meaning of “Talent” in the world of work’.
34 *Human Resource Management Review* 23 (4): 301–304.

35
36 Iles, P., Preece, D. and Chuai. X. (2010) Talent management and HRM in
37 multinational companies in Beijing: definitions, differences and drivers. *Journal of*
38 *World Business* 45: 179–189.

39
40 Iles, P., Preece, D. and Chuai. X. (2010a) Talent management as a management
41 fashion in HRD: Towards a research agenda. *Human Resource Development*
42 *International*, 13 (2): 125–145.

43
44 Jackson, M. (2003) *Systems Thinking*. London: John Wiley.

45
46 Jarzabkowski, P. and Spee, A. P. (2009), Strategy-as-practice: A review and future
47 directions for the field, *International Journal of Management Reviews*, 11(1): 69-95

48
49 Labov, W. (1972). *Language in the Inner City*. Oxford: Blackwell.

50
51 Lacey, M.Y. and Groves, K. (2014) Talent management collides with corporate social
52 responsibility: creation of inadvertent hypocrisy. *Journal of Management*
53 *Development*, 33(4): 399 – 409.

- 1
2
3 Lewis, R., and Heckman, R. (2006). Talent management: A critical review. *Human*
4 *Resource Management Review* 16 (2): 139–154.
5
6 MacKenzie, C., Garavan, T. and Carberry, R. (2012) Through the looking glass:
7 Challenges for human resource development (HRD) post the global financial crisis—
8 business as usual? *Human Resource Development International* 15:353–64.
9
10 Malone, T., Crowston, W. Lee, J. Pentland, B. and et al. (1999) Tools for inventing
11 organizations: Toward a handbook for organizational processes. *Management*
12 *Science*, 45(3): 425-443.
13
14 Michaels, E., Handfield-Jones, H. and Axelrod, B. (2001) *The War for Talent*.
15 Harvard Boston, MA: Business School Press.
16
17 Mintzberg, H., Ahlstrand, B. and Lampel, J. (1998) *Strategy Safari*. London: Prentice
18 Hall.
19
20 Paaue, J. (2007) *HRM and Performance: In Search of Balance*. Tilburg: Tilburg
21 University.
22
23 Paauwe, J. and Boselie, P. (2003) Challenging ‘strategic’ human resource
24 management and the relevance of the institutional setting. *Human Resource*
25 *Management Journal*, 13(3): 56-70.
26
27 Predelli, S. (2003) Scare quotes and their relation to other semantic issues. *Linguistics*
28 *and Philosophy*, 26: 1–28.
29
30 Purcell, J., and N. Kinnie (2008) HRM and Business Performance. In *The Oxford*
31 *Handbook of Human Resource Management*, edited by P. Boxall, J. Purcell, and P.
32 Wright, 533–551. Oxford:Oxford University Press.
33
34 Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985) *A Comprehensive*
35 *Grammar of the English Language*. London: Longman.
36
37 Raelin, J. (2011) From leadership-as-practice to leaderful practice. *Leadership*, 7(2):
38 195–211
39
40 Ready, D.A., Conger, J.A. and Hill, L.A. (2010) Are you a high potential? *Harvard*
41 *Business Review*, 88(6): 78-84.
42
43 Sandelands, L. and Drazin, R. (1989) On the language of organization theory.
44 *Organization Studies*, 10(4): 457-478.
45
46 Sparrow, P. and Makram, H. (2015) What is the value of talent management?
47 Building value-driven processes within a talent management architecture. *Human*
48 *Resource Management Review* 25 (3): 249–263
49
50 Spillane, J. (2006) *Distributed Leadership*. San Francisco: Jossey-Bass.
51
52
53
54
55
56
57
58
59
60

1
2
3 Tansley, C., Harris, L., Stewart, J. and Turner, P. (2007) Talent Management:
4 Strategies, Policies and Practices. London: Chartered Institute of Personnel and
5 Development.
6

7 Thunnissen, M., Boselie, P. and Fruytier, B. (2013) Talent Management and the
8 relevance of context: Towards a pluralistic approach. *Human Resource Management*
9 *Review* 23 (4): 326–336.
10

11 Turner, N. and Tennant, S. (2009) “As far as is Reasonably Practicable”: Socially
12 constructing risk, safety, and accidents in military operations. *Journal of Business*
13 *Ethics*, 91: 21–33
14

15
16 Ulrich, D. (2011) Integrated talent management. In K. Oakes, & P. Galagan (Eds.),
17 *The Executive Guide to Integrated Talent Management* (pp. 189–211). Alexandria,
18 Virginia: ASTM Press.
19

20
21 Walker, J. W., and Larocco, J. M. (2002) Talent pools: The best and the rest. *Human*
22 *Resource Planning*, 25(3): 12–14.
23

24 Weisburd, D. Davis, M. and Gill, C. (2015) Increasing collective efficacy and social
25 capital at crime hot spots: new crime control tools for police. *Policing*, 9 (3): 265-274
26

27 Whelan, E. and Carcary, M. (2011) Integrating talent and knowledge management:
28 Where are the benefits? *Journal of Knowledge Management*, 15(4): 675-687.
29

30
31 WYP (2015) Talent Management. Available from
32 [http://www.westyorkshire.police.uk/sites/default/files/files/policies/talent_manageme](http://www.westyorkshire.police.uk/sites/default/files/files/policies/talent_management.pdf)
33 [nt.pdf](http://www.westyorkshire.police.uk/sites/default/files/files/policies/talent_management.pdf), downloaded 2 April, 2015
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60