

YOUNG TALENT PROFILE AND COMPETENCES

*Seyhan Karasu Öznurlular
İstanbul Okan University, Turkey
E-mail: seyhansu@gmail.com*

*Submission: 2/25/2021
Revision: 9/17/2021
Accept: 12/9/2021*

ABSTRACT

This research aims to discover young talent definition and competences to contribute to talent management based on qualitative data collected from 40 professionals working in different sectors. The literature review shows that young talent profile definition and identifying their unique competencies are a universal problem. According to the analysis of the data collected in this study, career satisfaction and career coherence themes are identified for competencies that are believed to exist with individual properties and socio-cultural properties for young talent profile definition. It is hoped that the results of this study will guide human resources practice and development for creating a young talent pool by considering the young talent discovery and highlighted competencies regardless of the sector.

Keywords: competences; human resources applications; talent management; young talent

1. INTRODUCTION

The business world is rapidly changing. While the private sector might have an impact on this change, the expectations in common business grounds at the global level might have an impact as well. In the 21st century, the young talent concept is highlighted. Defining an individual as young talent is his/her quality to answer the expectations of the business world, properties that define the profile defined as a young talent and his/her competences. The importance of human resources is increasing every day. While organizations follow different human resources practices to attract the most competent and experienced individuals to best fit the position to create added value for the organization, they on the other hand can hunt young talents by organizing programs according to identified criteria to distinguish and raise young talents.

Although there are various studies in the literature regarding talent management, the difference and purpose of this study sets a common group by identifying young talent profile and competencies expected from the talent based on the views from different sectors.

By analyzing the data obtained from the study is valuable for new graduates to make them aware of the young talent and their competencies, to invest in their development areas with awareness of their own competencies and to reach results and suggestions that will contribute to their preparation before stepping into professional life of the competitive world of the future. Additionally, it is also important identifying the keywords that facilitator for institutions' business processes to recognize talent and competences to speed up the process when they search for young talent.

Achieving a talent is a difficult situation. The more difficult and problematic thing is clarifying which people can be identified as talents. For this purpose, this study investigates answers to the following questions:

- a) What is the definition of young talent?
- b) What are their competencies?

2. LITERATURE REVIEW

2.1. Talent and Talent Management Concepts

In a sense, talent means high potential and shows the capability of an individual to do a certain thing. "Talent" is assessed as the whole of concepts such as Triumph, Ability, Leadership, Easiness, New-fangled and Time concepts (Doğan & Demiral, 2008, 151). Different definitions are used in the literature regarding talent. Some of these definitions are as follows:

Talent is the extraordinary expertise level reached with systematically developed competence, skill, and knowledge (Gagné, 2004, 120). In addition to intelligence, talent is formed by factors including development, motivation, environmental, continuity and creativity (Acar & Yener, 2016, 285).

Talent signified individuals that can create an important difference for organizational performance. This might be due to rapid contribution or reaching their highest potential level over the long-term (Weeks, 2020).

As a word, talent is defined as an "individual's intelligence, capability, aptitude to understand or do something, (TDK, 2019), innate skill on one or multiple topics or special fields (APA, 2020), high-level capability in a special field which an individual can reach advanced competence with training and experience (Longman Dictionary of Psychology and

Psychiatry, 1984, 745; Transferred by: (Akar, 2015, 17). These definitions indicate that talent is innate, and it is the capacity to acquire and exhibit effectiveness at high-level in a special field.

Talented employees contribute to the organizational targets by playing an effective role and enriching their jobs with their high potentials. Therefore, each organization desire to reach and retain individuals who will make the maximum contribution to the organization, take the organization forward over the long run. This means organizations need to face a challenging talent contest with their competitors and be prepared before hunting for talents.

This preparation can be achieved especially by continuous and regular improvement practices to make the organization being noticed by the talent, have human resources practices to take the candidate forward in his/her career and present an environment for development. The reason for that is talented employees provide a competitive advantage against other organizations.

Thus, managing talent is among the most important topics by human resources in the last century. The emergence of management of talent first occurred when a management consultant company McKinsey mentioned this subject in a published book called “The War for Talent” at the beginning of the 1990s. The company selected 77 companies to research talent problems. These companies were at the top 5 of high-level or medium-level companies in their respective sector in terms of 10-years total return for the investors.

Then, these companies were divided according to sectors to compare the talented employees with average employees. According to the research, the report suggested that companies will continue to be competitive environment setters over the following years and senior managers are about to enter a “war” for their talents. The report states that this will be a “war” for talents and the war will intensify. Therefore, talent management should be prioritized (Foulon & Handfield-Jones, 1998).

In the following periods, the concept introduced to the literature as “talent wars” was rapidly included in the organizational agenda. Talent management as considered in human resources management topic is a new but important practice since this concept is a significant determinant in the human capital of the organizations and countries (Çelik, 2019). Talent management is the full-scope of the HR process to attract, improve, motivate and retain high-performance employees. (Vulpen, 2020).

2.2. Competence Concept and Competencies That Add Value to Professional Life in the 21st Century

Competence is an observable behavior including knowledge, skills and attitude which enable distinguishing the perfect performance (Özden, 2015, 67). In other words, it is a behavior dimension that an individual reflects the properties to do the job. Although the prioritized competence changes for each organization and/or position, the competencies expected from young individuals at the beginning of the 21st century increases every day due to changing conditions and nature of the business world and the priority rank might be subjected to change.

Change is inevitable in the business world. However, expected changes as well as unpredicted changes due to external factors can make change inevitable and accelerate the process. The most current example for this situation is that organizations have carried their physical work environment to virtual platforms due to global pandemic and the change accelerated. On the other hand, it is clear that the demand for individuals defined as talents will continue to increase when the developments, changes in expectations, what professional life brings and/or takes are considered.

The important thing here is how much can be met in the global environment and the predicted supply against the demand. 2011 research by World Economic Forum for the predicted risks in global talent predicted that there will be talent scarcity in the first two decades (Figure 1). According to the report, the rapid ageing of the population in the North Hemisphere and low-quality education, migration in the countries such as the US, Germany, Canada and the UK, ageing population with low birth rates, labor amount and quality, insufficient cost management by balancing retirement, rapid growth and unstable birth rate-induced labor excess in the South Hemisphere, unequal quality in the education systems of developing countries and lack of education for global needs will lead to talent scarcity by threatening global economic growth and as a result, there will be different problems in terms of employability.

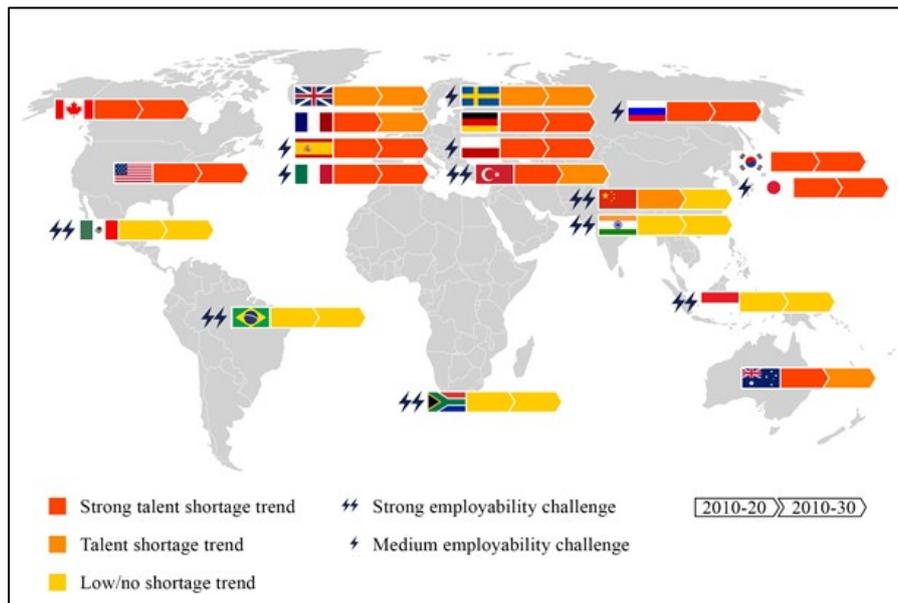


Figure 1: Important talent gaps expected at global level in 2020 and following years
 Source: (World Economic Forum, 2011)

Similarly, it is inevitable that the competencies expected from the employees and the priorities of the professional life will be influenced in the following years. As expressed by the World Economic Forum, the new tasks in the workplaces increase the expectation towards new skills and the required competencies will significantly change. Accordingly, while 58% of the basic competencies required to complete a job will be the same, a 42% change is expected in the required competencies to complete a job. The expected to change and highlighted 2022 competences are given in the table below:

Table 1: 2022 Competences

↑	↓
<i>Analytic thinking and innovation</i>	<i>Handcraft, durability and sensitivity</i>
<i>Active learning and learning strategies</i>	<i>Memory, oral, audial and special talents</i>
<i>Creativity, uniqueness and entrepreneurship</i>	<i>Financial management, material resources</i>
<i>Technology design and programming</i>	<i>Technology, installation, maintenance</i>
<i>Critical thinking and analysis</i>	<i>Reading, writing, mathematics and active listening</i>
<i>Complex problem-solving</i>	<i>Employee management</i>
<i>Leadership and social impact</i>	<i>Quality control and self-awareness</i>
<i>Emotional intelligence</i>	<i>Coordination and time management</i>
<i>Reasoning, problem-solving and thinking</i>	<i>Visual, audial and oral skills</i>
<i>System analysis and assessment</i>	<i>Technology use, monitoring and control</i>

Source: Ratcheva and Leopold (2018)

According to the table, competencies such as innovation, creativity,

entrepreneurship and uniqueness prioritize the expectation from employees to add a differentiation factor to the job. The changes also influence this situation. Such that since carrying office environment to virtual platforms and therefore, technology use in the following process will be indispensable for the professional life, it is possible to say that technological design, programming and contribution to technological competences will be highlighted instead of using technology.

The important thing is new generation employees need to act by considering their levels in all of these competencies and which competencies should they improve in what way. The difference they will create will be directly proportional to their own competence awareness. The on-going importance of active learning and learning strategies among the highlighted competencies, additional 101 days of training and learning need by the employees consolidate being lifelong learner expectations from the professional life employees.

Thus, due to both their job and the effect on other departments of the organization, any gap in employee competencies can impact the change and transformation of the entire organization when the big picture is taken into account.

3. RESEARCH METHODOLOGY

This study is limited to the views of professionals in different fields and sectors with the opportunity to work with young people and who have accepted to participate in this study voluntarily.

To choose the data collection tool of the study, a literature review was conducted to identify the interview questions that consider the views of professionals working in different sectors regarding young talent definition and young talent competencies and necessary corrections were applied by consulting to expert views. Within this context, the data collection tool of this study was an interview form consisting of 5 questions to determine the demographic properties of the study group and 2 semi-structured open-ended questions to collect the views of professionals working in different sectors regarding young talent definition and young talent competences.

The data were collected with the interview technique. The interview technique is one of the most common interview types in the education field. One-tone interviews are the ideal interviews that enable participants to express their ideas comfortably and clearly

(Creswell, 2014, 176). The interviews were conducted between 16/06/2019-07/01/2020 with the consent of the participants by using audio recording and taking notes. While some of the interviews were completed face-to-face in participants' office, audio recordings of some participants were either collected online, answered via e-mail and/or collected as notes based on the preferences of the participants. Additionally, consent was collected from each participant by using a consent form prepared by the researcher. The interviews approximately took 20 minutes.

In line with the purpose of this study, the case study among qualitative research methods was used. The case study which is among the qualitative research methods is one of the most commonly used research methods in the social science field.

A case study is a study undertaken to assess and understand a case or an event from different perspectives. More detailed information can be produced when the attitudes and situations of individuals in different roles for the same event is investigated (Bogdan & Biklen, 1998, 21). In short, a case study is revealing the attitudes or behaviors of participants selected as a study group to investigate a special person, group or event and to systematically explain these properties or behaviors. Due to this property, the case study is considered as a qualitative research method such as phenomenologic, ethnographic research and embedded theory research (Johnson & Christensen, 2004, 115).

Within the scope of the study purpose, a holistic (multiple) case study was used among case study types to collect the views of professionals working in different sectors regarding young talent profiles and competencies by using the same research questions under different situations. A holistic case study is a research model that handles multiple similar events and to consolidate and generalize the results.

The study group was determined with homogenous sampling among purposeful sampling methods. Homogenous sampling is used when similar individuals' groups, events or organizations are desired to be analyzed in detail and in general, creating sub-groups with similar individuals is preferred (Patton, 2002, 256). In other words, sampled participants have a common property and participants without this property are excluded from the sample (Yıldırım & Şimşek, 2018, 198). The common property of the participants of the study group is that they are professionals working in different sectors.

The study group consisted of 40 volunteer professionals working in different sectors

in İstanbul city. The participants of the study group were indicated as K1, K2, ..., K40. The demographic properties of study group participants in this study are given in Table 2.

Table 2: Demographic properties of participants

Demographic Properties	Frequency (f)	Percentage (%)		
Gender	Female	23	57,50	
	Male	17	42,50	
Position	Director	4	10%	
	Career Centre Director	2	5%	
	Auditor	2	5%	
	Managing Director	2	5%	
	Finance Specialist	1	2.50%	
	Health, Security, Environment and Safety Manager	1	2.50%	
	Assistant Manager	1	2.50%	
	Laboratory Manager	1	2.50%	
	Internal Audit Manager	1	2.50%	
	Vocational School of Higher Education Manager	1	2.50%	
	Research Assistant	1	2.50%	
	Founder, Leadership and Career Consultant	1	2.50%	
	Senior Solution Architect	1	2.50%	
	Finance Manager	1	2.50%	
	Occupational Safety Specialist	1	2.50%	
	Business Analyst	1	2.50%	
	Vice-Chairman	1	2.50%	
	Position	Sales Manager	1	2.50%
		Regional Director	1	2.50%
		Specialist Doctor	1	2.50%
Nurse		1	2.50%	
Purchasing Manager		1	2.50%	
Senior Specialist		1	2.50%	
Project Application Director		1	2.50%	
Strategic Planning Director		1	2.50%	
Health, Culture and Sport Director		1	2.50%	
Career Centre Deputy Director		1	2.50%	
Career Centre and Alumni Relations Manager		1	2.50%	
Instructor / Director		1	2.50%	
Career Development Office Coordinator		1	2.50%	
Instructor / Centre Director		1	2.50%	
Career Development and Alumni Relations Manager		1	2.50%	
Total Experience	Director	1	2.50%	
	More than 20 years	15	37.50%	
	15-19 Years	5	12.50%	
	5-9 Years	10	25%	
	10-14 Years	8	20%	
Organization Type	Private	36	90%	
	Public	4	10%	
Sector	Education/Higher Education	18	45%	
	Holding	3	7.50%	
	Banking/Finance	2	5%	
	Health	2	5%	
	Software	2	5%	

	Financial Audit	1	2.50%
	Petrochemical	1	2.50%
	Environment-Occupational Hygiene Laboratory	1	2.50%
	Association	1	2.50%
	Mining	1	2.50%
	Fair	1	2.50%
	Food	1	2.50%
	Construction	1	2.50%
	Pharmaceuticals	1	2.50%
	Automotive	1	2.50%
	Sport	1	2.50%
	Aviation/Food and Beverages	1	2.50%
	Glassware	1	2.50%
Total		40	100%

According to Table 2, 57.50% (23 people) of the study group participants were female and 42.50% (17 people) were male.

According to positions, 2.50% (1 person) was a financial expert, 2.50% (1 person) was health, safety, environment and safety manager, 2.50% (1 person) was deputy manager, 2.50% (1 person) laboratory director, 2.50% (1 person) was internal audit manager, 2.50% (1 person) was vocational school of higher education manager, 2.50% (1 person) was research assistant, 2% (1 person) was founder, leadership and career consultant, 2.50% (1 person) was senior solution architect, 2.50% (1 person) was finance manager, 5% (2 people) were general manager, 2.50% (1 person) was occupational safety specialist, 2.50% (1 person) was business analyst, 5% (2 people) were auditors, 2.50% (1 person) was vice chairman, 2.50% (1 person) was sales manager, 2.50% (1 person) was regional manager, 2.50% (1 person) was specialist doctor, 2.50% (1 person) was a nurse, 2.50% (1 person) was a purchasing manager, 2.50% (1 person) was a senior expert, 2.50% (1 person) was a project implementation manager, 2.50% (1 person) was strategic planning manager, 5% (2 people) were career center managers, 2.50% (1 person) was health, culture and sports director, 2.50% (1 person) was career center vice principal, 10% (4 people) principal, 2.50% (1 person) was career center and alumni relations manager, 2.50% (1 person) was instructor / center director, 2.50% (1 person) was career development office coordinator, 2.50% (1 person) was instructor / center manager, 2.50% (1 person) career development and alumni relations manager and 2.50% (1 person) was director.

For total experience, 5% (2 people) had 0-4 years, 25% (10 people) had 5-9 years, 20% (8 people) had 10-14 years, 12.50% (5 people) had 15-19 years and 37.50% (15 people) had 20 years and more career experience.

According to organization type, 90% (36 people) worked in private institutions and

10% (4 people) worked in public institutions.

When the sector was considered, 2.50% (1 person) was in financial audit, 2.50% (1 person) was in petrochemistry, 5% (2 people) were in banking/finance, 2.50% (1 person) was in environment-business hygiene laboratory, 2.50% (1 person) was in the association, 45% (18 people) were in education / higher education, 2.50% (1 person) was in mining, 2.50% (1 person) was in fair 2.50% (1 person) was in food, 7.50% (3 people) were in holding, 2.50% (1 person) was in construction, 2.50% (1 person) was in pharmaceuticals,% 2.50 (1 person) was in automotive, 5% (2 people) was in health, 2.50% (1 person) was in sports, 2.50% (1 person) was in aviation/food and beverage,% 5 (2 people) were in software and 2.50% (1 person) was in glassware sectors.

The data obtained from this study were analyzed with content analysis. The purpose of this analysis is to obtain conceptions and relationships about the obtained data within the scope of this study. Accordingly, the purpose is to gather similar data to create a frame for certain concepts and themes and to organize and interpret such data so that the reader can understand (Yıldırım & Şimşek, 2018, 107).

The content analysis was conducted by using analysis steps by Thomas and Hardene (2008) and the data analysis was conducted with the qualitative data analysis program MAXQDA 2018. These steps are explained as follows:

- **Coding the Findings:** In this step, direct quotations from the primary research or findings as basic concepts were read and coded line by line. After coding the findings, the second step was applied.
- **Creating Descriptive Themes:** In this step, obtained codes were compared for similarities and differences and grouped to form a hierarchical tree structure. Each created group was assigned a theme name. Each team was created to involve grouped code definitions and meanings.
- **Creating Analytic Themes:** In this step, while the step was applied to stay closer to the findings of the primary steps in the theme development process, new interpretive structures and explanations were created by going beyond the primary study when analytical themes were created. Going beyond the primary study requires using descriptive themes obtained as a result of inductive analysis to answer the research questions which have been suspended for a while. For this purpose, more abstract

analytical themes were created as a result of comparing descriptive themes and discussing them with other researchers.

- **Validity and Reliability Step:** The most important element of a study to be accepted as a scientific study is validity and reliability. In qualitative research techniques, detailed investigation of the collected data is among the important validity criteria about how the research came up with the results (Yıldırım and Şimşek, 2018, 107).

The themes were determined based on the related literature, codes were created, content analysis suitable for qualitative research was applied and the findings were presented. The obtained data were analyzed by defining themes and sub-themes in line with the purposes of this study.

In this study, two expert views were collected for the study reliability of the obtained data.

Miles and Huberman (1994, 24) reliability formula were used. The formula is given below:

$$\text{Reliability} = [\text{Agreement} / (\text{Agreement} + \text{Disagreement})] \times 100$$
$$= [151 / (151+18)] \times 100 = [151/159] \times 100 = [0,89] \times 100 = 89$$

Miles and Huberman (1994) reliability formula result were 89%. According to Miles and Huberman (1994), 70% or higher study results had high reliability.

4. RESULTS

The findings obtained from the data collection tool of this study and the assessments were considered under separate titles.

4.1. Participants Views on Young Talent Definition

The study group participants view on young talent definition are given in Figure 2. According to Figure 2, when the views of the participants forming the study group were holistically considered for young talent definition, these views were evaluated in 2 different categories in terms of function and concept. These were Individuals Properties (79) and Socio-Cultural Properties (3).

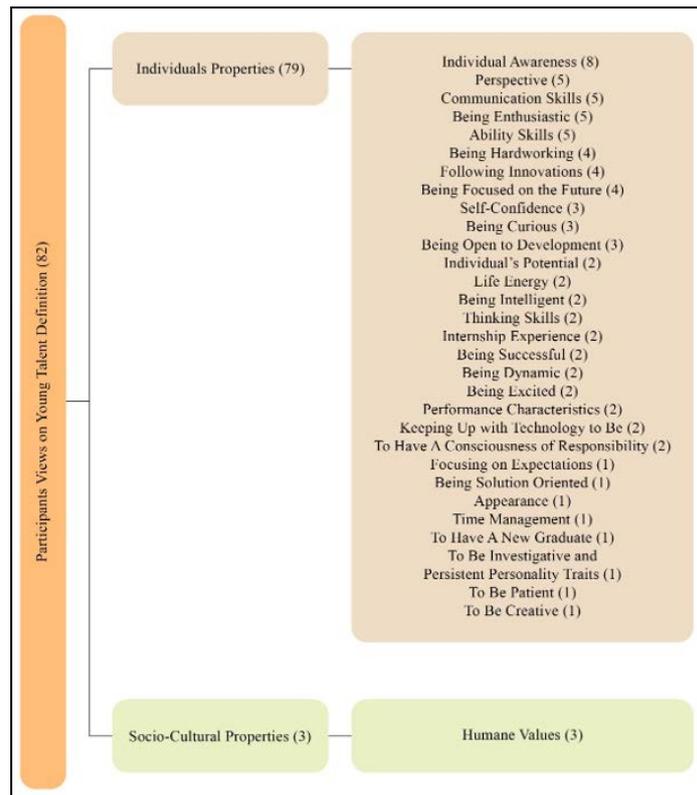


Figure 2: Participants views on young talent definition

The themes created from the participants answers in Individual Properties (79) category were Individual's Potential (2), Perspective (5), Individual Awareness (8), Time Management (1), Life Energy (2), Being Intelligent (2), Communication Skills (5), Self-Confidence (3), Appearance (1), Thinking Skills (2), Being Enthusiastic (5), Being Hardworking (4), Being Solution Oriented (1), Internship Experience (2), Ability Skills (5), Being Successful (2), Following Innovations (4), Being Dynamic (2), Being Curious (3), Being Excited (2), Focusing on Expectations (1), Performance Characteristics (2), Being Focused on the Future (4), Being Open to Development (3), Keeping Up with Technology To Be (2), To Have A New Graduate (1), To Have A Consciousness Of Responsibility (2), To Be Investigative And Persistent Personality Traits (1), To Be Patient (1), And To Be Creative (1). These created themes are presented with some examples from participant answers:

- “Protensively” (**Individual's Potential**) (K1)
- “To distinguish the line between looking at the job and seeing it...” (**Perspective**) (K2)
- “High awareness, do not waste some of her time to unnecessary routines, with controlled self- confidence... and that makes others live, full of energy and life”

(Individual Awareness, Time Management, Self-Confidence, Life Energy) (K3)

- “Intelligent, strong communication, self-confident, presentable, analytic thinker” **(Being Intelligent, Communication Skills, Self-Confidence, Appearance, Thinking Skills) (K4)**
- “Everyone with an enthusiasm to do something is a young talent candidate” **(Being Enthusiastic) (K5)**
- “First, it is important for that person to be hard-working... Solution-oriented people are more successful.” **(Being Hardworking, Being Solution-Oriented) (K7)**
- “Interest in class, answering to questions, correct answers, communication style with friends, enthusiasm and interest to be included in a project. Internships, for example, internships are a feedback tool for us” **(Being Enthusiastic, Communication Skills, Internship Experience) (K8)**
- “Showing a capability or success in a different direction” **(Talent Skills, Being Successful) (K9)**
- “Young talent... self-confidence and having entrepreneur position... I mean I think entrepreneur is about taking a step for oneself. An individual who knows himself will raise himself to equip himself catches the trends, if he follows the global, he is really a young talent.” **(Talent Skills, Self-Confidence, Following Innovation) (K10)**
- “Young talent is an individual who has more equipment than necessary, look from a larger perspective, realize the global requirements in addition to the requirements of the environment, targets one step ahead with his talents, focuses on success with enthusiasm and self-motivation” **(Perspective, Following Innovations, Being Enthusiastic, Being Successful) (K12)**
- “Young, dynamic, curious, excited, going beyond expectations, continues with minimum guidance, hungry for learning, forming right communication” **(Being Dynamic, Curious, Exciting, Focused on Expectations, Communication Skills) (K13)**
- “An individual showing performance beyond his experience.” **(Performance Properties) (K14)**

- “I think it is important for him to be curious and interested... Also, he needs to be analytic and result-oriented... And flexibility. I mean now, cognitive flexibility and psychologic resistance are very important concepts. I mean in this sense it is important to manage his emotions. I would say professionalism in quotation marks but he needs to have a high awareness of his responsibilities and himself” (**Being Enthusiastic, Thought Skills, Responsibility, Individual Awareness**) (K15)
- “Raising oneself, with inner fire” (**Individual Awareness, Being Curious, Being Excited**) (K16)
- “Enthusiastic to learn the job, rushing in on his own, self-devotional employee” (**Being Enthusiastic, Being Hardworking**) (K17)
- “Individual with promising future” (**Being Future-Oriented**) (K18)
- “Talented individuals that fit today’s world, open for improvement, intelligent, hardworking and talented, closely following technology and new graduate (22-27 age group).” (**Following Innovations, Being Open to Development, Being Intelligent, Being Hardworking, Talent Skills, Following Technology Closely, Being New Graduates**) (K19)
- “For me, young talents are the candidates who can be included in company back-up plan, who can be raised and deserve to take responsibilities.” (**To Be Future Focused, To Be Responsible**) (K22)
- “For me, for me, a young talent definition is first an individual constantly researching. Second, an individual who does not give up when she faces obstacles... Of course, you need to follow innovation. Here innovation has very important tasks I mean like an innovative contest, new ideas.” (**To Be Future Focused, To Be Investigative and Persistent Personality Traits**) (K23)
- “Following his ideas, curious, patient and with high toleration power who knows what they want” (**Individual Awareness, Being Curious, Being Patient**) (K29)
- “Adding value to the job” (**Performance Properties**) (K30)
- “Hardworking, creative energetic” (**Being Hardworking, Being Creative, Life Energy**) (K33)

The themes created from participants answers in the Socio-Cultural Properties (3) category were Humane Values (3). These created themes are presented with some examples from participant answers:

- “.... living the values necessitated by the organization and humanity...” (**Humane Values**) (K3)
- “... ethical- I mean it is very important that I don’t even mention it, ethics. Integrity. I mean I always thought like this was the default. I mean like not lying, being honest, like being fair... I mean humane values like I don’t even say these.” (**Humane Values**) (K15)
- “Honest” (**Humane Values**) (K33)

4.2. Participants Views on Competences That Young Talents Should Have

The study group participants view on competences and competencies that young talent definition is given in Figure 3.

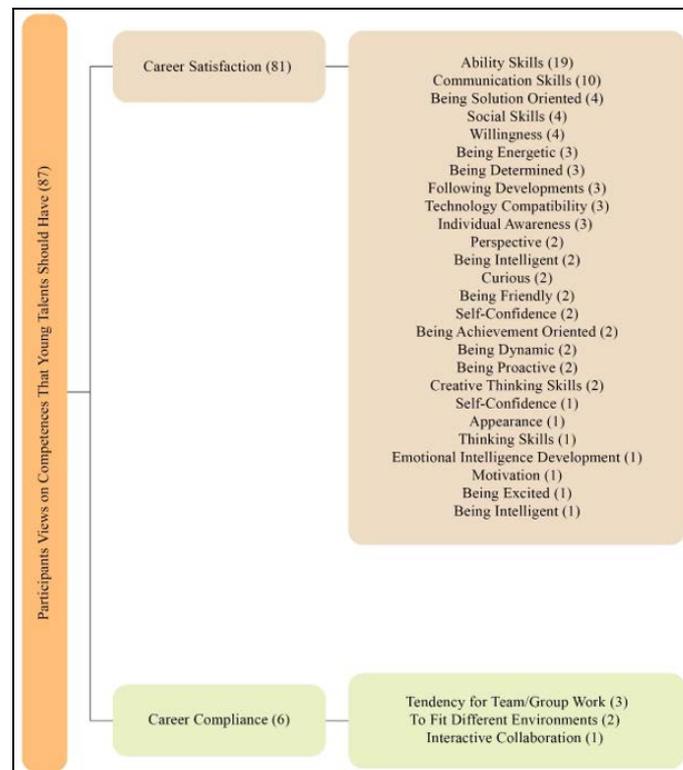


Figure 3: Participants views on competences that young talents should have

According to Figure 3, when the views of the participants forming the study group were holistically considered for competences that should be in a young talent, these views were evaluated in 2 different categories in terms of function and concept. These were

Career Satisfaction (81) and Career Compliance (6).

The themes based on participant answers in the Career Satisfaction (81) category were Being Solution Oriented (4), Ability Skills (19), Perspective (2), Being Intelligent (2), Communication Skills (10), Self-Confidence (1), Appearance (1), Thinking Skills (1), Curious (2), Being Energetic (3), Being Friendly (2), Emotional Intelligence Development (1), Self-Confidence (2), Social Skills (4), Willingness (4), Motivation (1), Being Achievement Oriented (2), Being Dynamic (2), Being Excited (1), Being Determined (3), Being Proactive (2), Being Intelligent (1), Following Developments (3), Technology Compatibility (3), Individual Awareness (3) and Creative Thinking Skills (2).

- “Currently, talent hunter or what they search for a talent is this. People who can find solutions, find the gap, these people” (**Being Solution Oriented, Talent Skills, Perspective**) (K2) “...taking action for change, human-oriented, result-oriented” (**Being Solution Oriented, Talent Skills**) (K3)
- “Intelligent, strong communication, self-confident, presentable, analytic thinker” (**Being Intelligent, Communication Skills, Self-Confidence, Appearance, Thinking Skills**) (K4) “Curious, he does not give up but must not create damage with his ambition” (**Being Curious**) (K5)
- “Solution-oriented, energetic, hardworking, genial; I mean even he is programming; it is important to be genial.” (**Being Solution-Oriented, Energetic, Being Friendly**) (K6)
- “... And emotional intelligence like for me, this is at the top. I think they need to work hard to develop emotional intelligence because I mean like this will give empathy the most.” (**Emotional Intelligence Development**) (K7)
- “Contentious, hardworking, high self-confidence, empathizing” (**Talent Skills, Being Hardworking, Self-Confidence**) (K8)
- “Idealist, hardworking, knowledgeable, self-confident, with social skills.” (**Talent Skills, Being Hardworking, Self-Confidence, Social Skills**) (K11)
- “Willingness, with self-motivation, success-oriented” (**Being Willing, Motivation, Being Success-Oriented**) (K12)
- “Dynamic, curious, excited, going beyond expectations, continues with minimum

guidance, hungry for learning, forming right communication” (**Being Dynamic, Being Curious, Being Excited, Talent Skills Communication Skills**) (K13)

- “Capacity, ambition, relationship skills” (**Talent Skills, Being Determined, Communication Skills**) (K14)
- “Sociable, practical, proactive” (**Talent Skills, Being Proactive**) (K17)
- “Thinking clever and fast with fast decision-making abilities, respectful and with conscientious.” (**Being Intelligent, Talent Skills, Social Skills**) (K18)
- “Enthusiastic to learn, analytic thinker, fitting the digital world, closely following technological developments” (**Being Willing, Communication Skills, Following Developments, Technology Compatibility**) (K19)
- “Knowing oneself, seeing his talent and desires” (**Individual Awareness**) (K24)
“Creative thinking, adding intelligence to work” (**Creative Thinking Skills**) (K30) “All property and competence to increase hour/added value ratio.” (**Talent Skills**) (K36)
- The themes based on participants views in Career Compliance (6) category were To Fit Different Environments (2), Interactive Collaboration (1) and Tendency for Team/Group Work (3).
- “It requires to fit different environments, it forms the basis of creative thinking, to have different perspectives or accept them. It requires to work with different styles than them and collaboration. Therefore, adaptation potential, flexibility and fitting to change are among the things that trigger the potential.” (**To Fit Different Environments**) (K1)
- “High interactive collaboration” (**Interactive Collaboration**) (K3)
- “...people with a tendency to teamwork...” (**Tendency for Team/Group Work**) (K6)
- “To improve them about more teamwork because the 21st century is an age that requires teamwork. This is very very important.” (**Tendency for Team/Group Work**) (K7)

5. DISCUSSION AND CONCLUSION

Talent can be innate or gained later in life. The idea that talent can be defined is “problematic”; although it is almost unbiased and independent of value judgement (Downs & Swailes, *A Capability Approach to Organizational Talent Management*, 2013, 269), as a result of interviews based on sectors and views of the professionals, it was seen that common ground for talent definition and competencies surrounding the talent can be found.

In line with the results of this study, it is possible to state that what makes an individual define a young person as talent is individual and socio-cultural properties, competences, behaviors for career satisfaction and career compliance.

When the most prominent themes were considered, it is possible to define young people as talents with an awareness of their job, self, environment; with large perspective; showing skills when communicating and using their skills, enthusiastic about their job; focusing on the future and solution by following work-oriented innovations with enthusiasm and hard work; having strong social skills by being aware of the importance of humane values such as honesty, being fair and telling the truth.

The tendency for teamwork, fitting different environments, being in mutually influenced collaboration can be identified as competencies expected from young talents.

This study attempted to reveal the young talent definition and the competencies expected from the talent in general. When the talent scarcity expected to be experienced in 2020 and the following period, it is a reality that the importance of a common definition to ensure instant identification of the talent and indicating the competences is increasing. It is clear that definition and competencies created in line with highlighted views collected in a common ground have a facilitator and accelerator effect on the process. Therefore, it is believed that this study will be a supplementary reference to guide future studies on this topic.

REFERENCES

- Acar, P., & Yener, M. I. (2016). Theoretical journey of talent management: Egalitarian and elitist approach. *Journal of Management, Marketing and Logistics*. 3(3), 284-290. DOI: 10.17261/Pressacademia.2016321984.
- Akar, F. (2015). Yetenek ve Yetenek Yönetimi. F. Akar içinde, **Yetenek Yönetimi**. İmge Kitabevi. Ankara. pp. 17
- APA. (2020). APA Dictionary of Psychology. **American Psychological Association**. DOI: <https://bit.ly/3reDMLV>.

- Bogdan, R. C., & Biklen, S. K. (1998). Foundations of Qualitative Research in Education. **Qualitative Research in Education: An Introduction to Theory and Methods**. pp. 1-48.
- Çelik, S. (2019). Dünyada ve Türkiye'de Yetenek Yönetimi Uygulamaları: Bir Model Önerisi. **İstanbul Üniversitesi. Sosyal Bilimler Enstitüsü**. İstanbul: İstanbul Üniversitesi Gazeteden Tarih Bakış Projesi. DOI: <https://bit.ly/3iVpBZ8>.
- Doğan & Demiral. (2008). İnsan Kaynakları Yönetiminde Çalışanların Kendilerine Doğru Yolculuk Yöntemi: Yetenek Yönetimi. **Journal of the Cukurova University Institute of Social Sciences**. 3(17). 145-166. DOI: <https://bit.ly/3lz3Os0>.
- Downs, Y., & Swailes, S. (2013). A Capability Approach to Organizational Talent Management. **Human Resource Development International**. 16(3), 267–281. Taylor & Francis Online DOI: <https://doi.org/10.1080/13678868.2013.782992>.
- Foulon, M., & Handfield-Jones, H. (1998, 01). The War for Talent. **The McKinsey Quarterly**. (3), 44-57. DOI: <https://bit.ly/2XCQsCX>.
- Gagné, F. (2004). Transforming Gifts into Talents: The DMGT As a Developmental Theory. **High Ability Studies**. 15(2). pp. 119-147.
- Johnson, B., & Christensen, L.B. (2004). **Educational Research: Quantitative, Qualitative, and Mixed Approaches**. Boston: Pearson Education, Inc. pp. 115.
- Miles M., & Huberman M. (1994). **Data Management and Analysis Methods**. Thousand Oaks. CA: Sage Publications. pp. 24
- Özden, M. C. (2015). Yetkinlikler. M. C. Özden içinde, **Bireysel Kariyer Yönetimi- 1 İş Yaşamına Hazırlık**. Pegem Akademi. Ankara, pp. 67.
- Patton, M.Q. (2002). **Qualitative Research & Evaluation Methods** (3rd ed.). Thousand Oaks. CA: Sage Publications. pp. 256.
- Ratcheva, V. S., & Leopold, T. (2018). 5 Things to Know About the Future of Jobs. **World Economic Forum**. DOI: <https://bit.ly/2McdcUD>.
- TDK. (2019). **Türk Dil Kurumu Sözlükleri**. DOI: <https://bit.ly/3t9ueTQ>.
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. **BMC Medical Research Methodology**. 8(45). 1-10.
- Vulpen, E. v. (2020, 09). What is Talent Management? All You Need to Know to Get Started. **AIHR Digital**. DOI: <https://bit.ly/3af47Cz>.
- Weeks, A. (2020). What is Talent Management? **Chartered Institute of Personnel and Development**. DOI: <https://bit.ly/3orVBFh>.
- World Economic Forum. (2011, 01 06). Global Talent Risk – Seven Responses. **World Economic Forum**. DOI: <https://bit.ly/2YDxuJq>.
- Yıldırım, A., & Şimşek, H. (2018). **Sosyal Bilimlerde Nitel Araştırma Yöntemleri**. Seçkin Yayıncılık. Ankara. pp. 107.
- Yıldırım, A., & Şimşek, H. (2018). **Sosyal Bilimlerde Nitel Araştırma Yöntemleri**. Seçkin Yayıncılık. Ankara. pp. 198.