
**A New Approach to Talent Development at PT Transportasi Angkutan Darat:
an in-depth Exploration of Experiential Learning, Coaching, and in-class
Training Integration**

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doi.org/10.51505/IJEBMR.2023.71208 URL: <https://doi.org/10.51505/IJEBMR.2023.71208>

Received: Nov 23, 2023

Accepted: Dec 01, 2023

Online Published: Dec 23, 2023

Abstract

The 70:20:10 framework stands as a widely acknowledged and effective approach to learning, underscoring the importance of experiential learning and coaching within talent development programs. Recognizing this, PT Transportasi Angkutan Darat (TAD), a railway-based transportation company in Indonesia with operational areas covering the islands of Java and Sumatra, has embraced it as a cornerstone of their talent development initiative. Within this context, a specifically chosen group of TAD employees, identified as high-potential individuals or "Talents," underwent a comprehensive development program structured around the 70:20:10 framework. This encompassed experiential learning, coaching, and training programs. While internal evaluations demonstrated the method's capacity to enhance the performance of these Talents, there remained a need for optimization in developing competencies, especially for those occupying senior management positions. To delve deeper into the program's implementation, semi-structured interviews will be conducted with participants from the talent development program. Specifically, interviews will involve four individuals in senior and middle management positions, along with one person from the program management team serving as the organizer of the talent development program. The study revealed a lack of standardization, particularly in experiential learning and coaching for Talents in senior management roles, resulting in suboptimal outcomes. This identified lack of standardization in the implementation of the Talent Management Program at TAD, particularly in the realms of experiential learning and coaching for senior management Talents, underscores the imperative for targeted enhancements. Addressing these areas of improvement is crucial for achieving the desired and optimal outcomes of the talent development initiative.

Keywords: talent management, experiential learning, coaching, in-class training, development

1. Introduction

Talent management, acknowledged as a strategic initiative, extends beyond mere recruitment to encompass the retention of a skilled workforce (Hongal & Kinange, 2020). The significant correlation between effective talent management and organizational performance, as highlighted by McKinsey in 2018, emphasizes the intricate connection between an organization's performance and that of its employees. The possession of unique competencies within the workforce becomes a key differentiator against competitors (Hongal & Kinange, 2020).

Therefore, meticulous talent management is imperative, aiming to foster the development of both competence and performance, positioning talent as a spearhead in enhancing productivity and ensuring the company's sustainability, aligning with mutual expectations.

PT Transportasi Angkutan Darat (TAD), hereinafter referred to as TAD, is an Indonesian transportation company specializing in railway services. It operates across the regions of Java and Sumatra and places paramount emphasis on Talent initiatives, considering it a top priority. Recognizing the profound impact of effective talent management, TAD has integrated talent management into its Transformation Management Office agenda, overseen by the Director of Human Resources.

Since 2021, Talent Management at TAD has been orchestrated through a comprehensive series of activities encompassing talent acquisition, classification, development, mobility, and retention. In this context, talent refers to individuals with high potential, demonstrating the capability and commitment to systematically cultivate the requisite skills and expertise for pivotal roles within the organization (Collings & Mellahi, 2009; Singh, 2021). In talent acquisition, 73 individuals were identified as talents earmarked for advancement through leadership development initiatives. The selection criteria for these talents draw from the High Potential (HIPO) and Promotable groups within the talent pool, categorized based on a balanced 50% Capacity and 50% Performance assessment as depicted in Figure 1. Capacity evaluation hinges on competence and learning agility, while performance scores are derived from Key Performance Indicators (KPIs) spanning the preceding year. Throughout their participation in this program, talents undergo regular monitoring to gauge both competency and performance development.

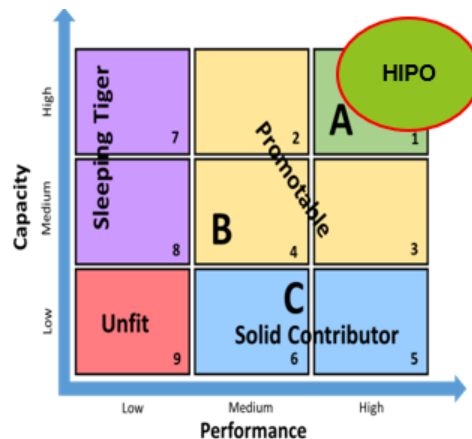


Figure 1. TAD's Talent Pool

TAD's talent development program is implemented using a 70:20:10 framework, incorporating Experiential Learning, Coaching and mentoring, and In-Class Training (both online and offline). This approach, informed by assessment results, identifies areas of competence that require improvement. The formulation of an Individual Development Plan involves the implementation of three distinct strategies, each tailored to the specific employment positions of individual talents.

While the 70:20:10 framework has been critiqued for its theoretical nature and lack of empirical evidence, suggesting a need for refinement (Clardy, 2018), others argue that, with a nuanced approach to implementation, it holds potential, particularly in the public sector (Johnson, Blackman, & Buick, 2018).

Currently, TAD has conducted an internal evaluation of the program, revealing improved performance and competence among Talents. However, a closer examination unveiled that competency increased only for Talents in Middle Management positions, while those in Senior Management positions experienced a decline. This study seeks to explore the underlying causes through an examination of the Talent Management Program, employing experiential learning, coaching, and in-class training. By gaining deeper insights into the implementation of these processes, the aim is to identify areas for improvement and enhance the effectiveness of current TAD's talent development strategies, contributing valuable data to inform future enhancements in talent management practices. This study is structured as follows: commencing with this introduction, the initial section offers a theoretical review and conceptualizes key concepts of the study. Subsequently, the methods and approach are presented, followed by the analysis and discussion of findings. Lastly, the study concludes with the main findings, recommendations, and limitations.

1.2 Talent Management

Talent management, by definition, focuses on optimizing the utilization of an organization's workforce, strategically aiming to attract and retain a qualified workforce within the competitive global market environment (Hongal & Kinange, 2020). This poses a significant challenge for HR managers due to the intricacies of talent management in a dynamic setting.

Considered a primary challenge for HR managers, talent management encompasses the comprehensive process of planning, recruiting, developing, managing, and compensating employees across the organization (Hongal & Kinange, 2020). Recognizing the importance of talent retention, organizations are urged to establish robust development programs. According to Hongal and Kinange (2020), these programs not only attract and retain a talented workforce but also cultivate competitive skills among employees, underscoring the importance of learning and growth opportunities in the overall talent management strategy.

There is substantial evidence supporting the idea that well-executed talent management programs can enhance both performance and competency. Numerous studies indicate that these programs contribute to improved organizational performance, heightened employee engagement, and the establishment of a culture of continuous learning (Aljbour, French, & Ali, 2022). Furthermore, the study conducted by Raeisi Ziarani, Janpors, and Taghavi (2023) explores talent management practices such as talent development, coaching, and mentoring as catalysts for enhancing employee competence and fostering innovative behavior. Consistent with these findings, TAD's internal evaluation also revealed that their talent management program has succeeded in enhancing the performance and competency of the identified talents. However, a deeper analysis uncovered a divergence in competency development, with talents in Middle Management positions experiencing an increase, while those in Senior Management positions exhibited a decline. This inconsistency contradicts theories asserting that competencies, encompassing

knowledge, skills, and attitudes, significantly positively influence employee commitment and performance (Kolibáčová, 2014). Consequently, further research is warranted to delve into the root causes of this phenomenon, specifically by exploring the implementation of the 70:20:10 framework, integrating experiential learning, coaching, and in-class training, as an approach within TAD's Talent Development Program.

1.3 Experiential Learning, Coaching, and In-class Training (70:20:10 Framework) as Development Program

Employee development is characterized as the expansion of an individual's capacity to function effectively in his or her present or future job and work organization (McCauley & Hezlett, 2001; Dachner et al., 2021). This encompasses various activities, including formal education, job experiences, professional relationships, and the assessment of personality, skills, and abilities, all directed at fostering professional growth (Noe, Clarke, & Klein, 2014; Dachner et al., 2021).

A well-accepted framework for designing development programs involves the 70:20:10 approach, where 70 percent of learning is derived from on-the-job experiences, tasks, and problem-solving; 20 percent from feedback and examples (both positive and negative); and 10 percent from formal coursework (Mattox, 2012). This approach is encapsulated in the 70:20:10 Model for Learning and Development, a paradigm suggesting an effective breakdown of how individuals learn, originating from a 1996 survey where nearly 200 executives self-reported their learning sources. The model indicates that 70% of learning arises from challenging assignments, 20% from developmental relationships, and 10% from coursework and training (Lombardo & Eichinger, 1996; Clardy, 2018).

The rationale behind the 70:20:10 model is that development typically begins with a realization of current or future needs and the motivation to address them (Lombardo & Eichinger, 1996; Clardy, 2018). This awareness often stems from experiences such as feedback, mistakes, observations of others' reactions, failures, or challenges. Consequently, approximately 70% of development is anticipated to derive from on-the-job experiences, involving tasks and problem-solving; about 20% from feedback and exposure to both positive and negative examples of the need; and 10% from formal courses and reading (Lombardo & Eichinger, 1996; Clardy, 2018).

In the realm of informal learning (70% and 20%), learners proactively set goals and objectives, and the learning process is often unstructured in terms of time and effort, occurring incidentally without necessarily leading to certification (Mattox, 2012). Solis (2016) underscores that a significant portion (70%) of all learning transpires on the job through experiential learning or developmental relationships. Additionally, research highlights the positive impact of coaching, constituting the 20%, on leaders' competencies (Holladay, 2019). On the other hand, formal learning (the remaining 10%) involves the training department setting learning objectives and providing structured learning products (Mattox, 2012).

2. Method

2.1 Research approach and design

This study employed qualitative data processing to analyze the primary data collected through interviews with selected Talents. The emphasis was placed on individual perspectives and experiences, making semi-structured interviews the suitable method to gain deeper insights into

each participant's unique journey. In assessing the effectiveness of Talent Development with the 70:20:10 framework implementation, semi-structured interviews were conducted with four Talents representing diverse positions, complemented by input from a key individual within the management team. This approach ensured a thorough exploration of individual experiences and organizational perspectives, providing valuable insights into the implementation of the 70:20:10 framework in Talent Development.

2.2 Participant Sampling

The study utilized a purposive sampling technique, specifically selecting participants actively engaged in Talent Management at TAD, encompassing both individuals identified as Talents and those in management roles. During the data transcription process, participants were deidentified to uphold confidentiality. For anonymity, individual interviewees were assigned participant numbers and their management level, while Talents were denoted by the acronym "T," and individuals in management roles were identified with the acronym "M." A senior management position is identified as such through the acronym SM (for "Senior Management"). Likewise, a middle management position is identified with the acronym MM. Thus, a participant referred to as T1: SM is "Talent 1 : Senior Management". This meticulous approach ensures the protection of participants' privacy and facilitates an impartial analysis of their contributions and perspectives within the study.

2.3 Data collection procedures

The data collection procedures involved the creation of a structured semi-structured interview draft, which served as the foundation for conducting interviews. During the interviews, the motivation behind the study was conveyed to the participants to emphasize the importance of their insights. Information was captured using a combination of voice recording, short clips, and note-taking to ensure a comprehensive understanding of the participants' perspectives and experiences. Voice recording facilitated accurate preservation for later analysis, while short clips and note-taking were employed to highlight key points and nuances. This approach aimed to gather thorough and meaningful data, laying the groundwork for a detailed analysis of the participants' contributions.

2.4 Data management and analysis

The interviews underwent a comprehensive coding process, beginning with recording and transcription before being imported into NVivo12 Plus. Each transcript underwent open, axial, and selective coding to extract meaningful insights. Open coding focused on identifying the experiential learning, coaching, and training processes encountered by talents. Following open coding, the researchers deliberated on initial findings, leading to axial coding to organize data meaningfully and establish connections between themes (Corbin & Strauss, 2008; Johnson, Blackman & Buick, 2018). This approach revealed the sentiments of talents during the implementation of experiential learning, coaching, and training, categorizing relevant aspects.

Both open and axial coding processes were inductive, concentrating on emerging themes. In the final coding stage, a combination of inductive and deductive analysis was employed, utilizing selective coding to narrow down the process around a central theme or narrative (Walker & Myrick, 2006; Johnson, Blackman & Buick, 2018). In alignment with the core research question,

the research selectively analyzed the data to assess the implementation of the 70:20:10 framework in the Talent Development Program at TAD.

3. Results

The results of the selective coding analysis are presented in the following section.

Table 1. Open and axial coding

Open coding	Axial coding
<ul style="list-style-type: none"> - Lack of clarity on criteria and selection processes for the program. - Some talents may be overlooked due to the nature of their routine tasks - Need more objective screening and recognition of talents beyond specific fields 	Talent Selection Process
<ul style="list-style-type: none"> - Positive sentiments about the progress in Talent Management systems within other reputable national and multinational companies. - Individual Development Plans (IDP) play a crucial role in talent enhancement - Limited awareness and understanding of the Talent Management program at TAD. - Suggest company-wide commitment to talent development with clear objectives and innovative approaches. 	Awareness of Development Programs
<ul style="list-style-type: none"> - Acknowledges that development programs are in place but lacks effective monitoring - Emphasis on the need for control and monitoring in program implementation. - Suggestions for using systems to track and evaluate program participation. 	Control and Monitoring
<ul style="list-style-type: none"> - Job enrichment and career development are emphasized within the organization. - Encourages talents to seek opportunities and not solely rely on formal programs - Stresses the importance of individuals taking the initiative for their own development - Suggestions for project assignments to supplement learning 	Job Assignment as powerful experiential learning
<ul style="list-style-type: none"> - Mutations are considered a vital part of talent development for gaining diverse experiences - Suggests a need for a more systematic approach to mutations based on individual skills - Utilization of rotations, mutations, and promotions 	Mutations (Rotations) and Learning

<ul style="list-style-type: none">for talent development.- Limited exposure to mutation- Positive experiences in the 70% experiential learning, including rotations among directorates.	
<ul style="list-style-type: none">- Some individuals respond well to coaching, while others struggle due to a passive mindset.- Formal coaching processes may not always capture the essence of coaching.- Coaching experiences seen more as venting sessions than structured learning- Challenges in scheduling coaching sessions due to busy leadership.	Challenges with Coaching
<ul style="list-style-type: none">- Coaching serves as a tool for gaining insights and improving performance.- Recognition of the importance of formal coaching sessions for talent development.- Suggest structured coaching sessions with regular feedback loops.- Positive feedback on coaching from Senior Management, citing responsiveness and valuable guidance- Coaching effectiveness discussed in terms of problem-solving, ideation, and constructive feedback	Coaching Experience
<ul style="list-style-type: none">- Advocates for hands-on training with real projects and measurable outcomes- Cultural shift needed for individuals to be more proactive in suggesting ideas and initiatives- Importance of in-class training is acknowledged- Misalignments with external training programs are highlighted- Challenges and benefits of combining theory and practice, especially in technical and operational roles.	Content of In-class Learning
<ul style="list-style-type: none">- Mention of online training, with a mixed review based on the effectiveness of online learning.- Positive experience with gamified training at KPK, emphasizing practical scenarios and active engagement.	Method of In-class Learning
<ul style="list-style-type: none">- Consideration for reduced training classes for senior managers due to workload- Recognition of the potential overwhelm for those nearing retirement.	Training classes for Senior Manager

Table 2. Selective coding

Selective coding	Axial coding
Evaluation of Talent Management	<ul style="list-style-type: none"> - Talent Selection Process - Awareness of Development Programs - Control and monitoring
Evaluation of Experiential Learning	<ul style="list-style-type: none"> - Job Assignment as powerful experiential learning - Mutations (Rotations) and Learning
Evaluation of Coaching	<ul style="list-style-type: none"> - Challenges with Coaching - Coaching experience
Evaluation of In-class training	<ul style="list-style-type: none"> - Content of In-class Learning - Method of Training - Training classes for senior manager

The outcomes of processing primary data for talent management processes, experiential learning, coaching, and in-class training are further detailed in the following section.

3.1 Talent Management Program

From the interview findings, Talents expressed gratitude for the Talent Management program implemented by TAD. They conveyed positive sentiments regarding the advancements in Talent Management systems observed in other reputable national and multinational companies: *“In my opinion, it is much better than before because it is genuinely well-managed now. While it may not be perfect yet, the progress shows positive signs.”* (T2:SM). Furthermore, it is emphasized again: *“For now, Alhamdulillah (thank God), TAD is already on par with several large companies, both international and multinational.”* (T4:MM).

Talents mentioned that Individual Development Plans (IDPs) crafted by the management as part of the talent development program play a crucial role in enhancing their skills: *“So, from a knowledge perspective, we are equipped with various training sessions. Additionally, within this Talent program, we are guided by coaches and mentors who, in terms of experience, possess a broader perspective than ours. This assistance proves invaluable in facilitating our adaptation to more challenging assignments.”* (T4:MM).

The implementation of Talent Management at TAD is conveyed by the management as a unified process interrelated with each other, encompassing experiential learning, coaching, and in-class training: *“Well, there is actually an interconnection between the 70:20:10 concept in the training framework and the 70:20:10 concept in the Talent development framework, forming a cohesive unity.”* (M1).

Management also conveyed that one of the factors contributing to the successful execution of the Talent Management Program to date is the enthusiasm of Talents, in addition to the consistency and support from Top Management: *“As for the commitment of the Board of Directors, the top*

management has indeed been supportive of the program. One of the factors contributing to the success of this program is the enthusiasm of the Talent program participants themselves. They are eager to engage in every developmental process designed for them." (M1).

However, Talents underscored the initial selection process for participants. They feel that the acquisition process in Talent Management lacks clarity regarding criteria and selection procedures: *"In my opinion, I feel that the current management is still based on, well, perhaps factors like personal connections, whether you know someone or not. It hasn't been objectively assessed yet, to be honest."* (T1:SM).

Some talents might be overlooked due to the nature of their routine tasks, and this acquisition process still needs more objective screening and recognition of talents beyond specific fields: *"There are some talents who are actually good, but perhaps they have never been exposed or, I don't know, maybe they lack good exposure. My colleagues, who are perhaps more operationally oriented, may not be very visible in our department because their work is routine. The visibility of their expertise for a specific aspect may not be readily apparent."* (T1:SM).

Talents also noted a limited awareness and understanding of the Talent Management program at TAD: *"Firstly, I honestly had no idea about this program, especially within TAD. For instance, I tried to find information outside, like in other state-owned enterprises such as Mandiri, or in the banking sector, and other companies. They all have something called Talent Management, but at that time, I didn't know it existed in the railway sector. Suddenly, I joined, and frankly, I didn't know the criteria or the selection process or anything like that."* (T3:SM).

Therefore, they suggest a company-wide commitment to talent development with clear objectives and innovative approaches to enhance understanding of Talent Management. The management also acknowledges that the Talent selection process is not directly explained to the individuals identified as Talents.: *"In simple terms, it is explained that individuals are chosen from the assessment of the Talent Pool, evaluating their capacity and performance. When they meet the standards to be recognized as Talent, they are selected. However, the detailed information about the selection process has not been provided to them."* (M1).

All interviewed talents unanimously agreed that control and monitoring are crucial aspects to be considered in this program: *"More specifically, it's about the monitoring aspect"* (T1:SM). Talents acknowledged the existence of development programs but highlighted a lack of effective monitoring: *"Actually, the concept itself is fine. Perhaps the focus should be on how to monitor and control the implementation, whether it is being executed or not."* (T2:SM). They also provided suggestions for implementing systems to track and evaluate program participation.

3.2 Experiential Learning

Talents identify experiential learning as a highly influential learning model contributing to the success of individuals: *"Experience is crucial because we directly confront real challenges right in front of us, and it significantly influences the overall performance of the company."* (T3:SM).

Two programs recognized as beneficial for the development of talents are job assignments and mutations. Talents view job assignments as a powerful form of experiential learning that not only enhances job enrichment and career development within the organization but also encourages talents to actively seek opportunities beyond formal programs: *"Several transformation*

programs, especially those related to digital transformation, have turned into experiential learning for me, requiring significant effort and making us much better." (T2:SM); "Mutation issues have the most significant impact on development." (T1:SM).

Job assignments are perceived by talents, particularly those in Senior Management positions, as an alternative for development compared to mutations: *"...wasn't given the opportunity to move, but was assigned other tasks that were challenging for me as well." (T2:SM).* Talents interpret job assignments as their day-to-day tasks within their regular work.

Slightly differing from what Talents conveyed, the Management actually interprets job assignments in experiential learning as Action Learning conducted as an output from leadership training: *"70% of it consists of action learning projects (from leadership training), primarily in the form of reports or business proposals, yet to reach implementation. That's what hasn't been evaluated – whether the Action Learning Projects they created have been implemented to what extent in their workplace." (M1).*

Mutations are considered a crucial aspect of talent development for acquiring diverse experiences; *"The job is very easy to adapt to, as long as we are willing to accept it as our own work. In fact, I have learned many things that I wouldn't have gained elsewhere except at my last position." (T1:SM).*

Unfortunately, there is limited exposure to mutations for talents in Senior Management positions due to the increasingly restricted number of positions available to them compared to talents in Middle Management positions: *"No, because I haven't been given the opportunity to move for three years." (T2:SM); "...the mutation hasn't happened..." (T3:SM); "In 2021, there was only one mutation..." (T1:SM).*

Talents suggest the need for a more systematic approach to mutations based on individual skills, rather than allowing them to occur spontaneously as is currently the case. A well-established system is expected to enrich talents with experiences in different environments. However, talents themselves have experienced positive outcomes in the 70% experiential learning, including rotations among directorates: *"I have gained a lot of experience through assignments given by leaders, rotations, so I have moved between directorates several times, and I have also experienced various positions." (T4:MM).*

3.3 Coaching

Talents identify positive experiences during coaching, recognizing it as a tool for gaining insights and improving performance: *"It emerges like an idea, like waking people up from their sleep, more inspired, more motivated." (T1:SM); "...coaching is very effective for development." (T2:SM).*

The acknowledgment of the significance of formal coaching sessions in talent development is prevalent. Throughout the coaching process, Talents express satisfaction with positive feedback received from Senior Management, emphasizing responsiveness and valuable guidance: *"Alhamdulillah, from that point, even though she is a director with an incredibly busy schedule, she was responsive in our communication at that time and provided full support during our discussions." (T4:MM).*

The effectiveness of coaching is discussed in terms of problem-solving, ideation, and constructive feedback: *"In addition, Senior Management, firstly, has a higher helicopter view than us. Secondly, they have more connections than us, so when we have ideas, they can provide different perspectives, direction, or contacts when there are obstacles."* (T4:MM).

However, several challenges emerged in the coaching process. Based on talents' coaching experiences, some individuals respond well to coaching, while others struggle due to a passive mindset: *"If, for example, coaching is for some people I coach, there are those who respond well to coaching. During coaching, ideas emerge, like waking them up from their slumber, becoming more inspired and enthusiastic. However, it turns out that some people cannot be coached. Even when challenged during coaching, they cannot respond positively."* (T1:SM).

The formal coaching processes may not always capture the essence of coaching, with experiences sometimes resembling venting sessions rather than structured learning: *"Not quite, it's more like people expressing their feelings."* (T3:SM); *"Eventually, we just had normal conversations. It was more like informal discussions."* (T1:SM); *"Actually, I don't really know the coaching principles, so it ended up being more like giving guidance."* (T1:SM); *"Often, in the middle of the journey, if people aren't coaching, they can turn into giving commands or being more direct."* (T2:SM).

This has led to talents questioning the effectiveness of coaching and its connection to learning: *"This coaching thing hasn't really taken off."* (T2:SM); *"To be honest, I don't know the effectiveness yet."* (T3:SM); *"I haven't fully understood the effectiveness of coaching."* (T1:SM).

Talents note that coaching at TAD cannot yet be considered effective and suggest structured coaching sessions with regular feedback loops.

3.4 In-class Training

In-class training is perceived as beneficial for talents, particularly leadership training that encourages participants to initiate projects. Talents also feel that training methods are still necessary to broaden perspectives and provide a helicopter view, especially at the beginning of the program: *"Once there's an opportunity, more training is needed to connect with the outside world."* (T3:SM); *"Instilling a mindset. Figuring out how to give the big picture of the company at the beginning so that they don't immediately become specialists."* (T1:SM); *"...the remaining 30% of training and coaching, in my opinion, becomes a supplement and opens up perspectives."* (T3:SM).

This aligns with the management's perspective, stating that the first year of the Talent Management Program is indeed more focused on providing in-class learning to enhance the insights and broaden the perspectives of the talents: *"If the proportion is indeed in the first year, our focus is more on the 10%, where they undergo more training. Why? Because we want to establish the basics first. So, initially, they engage in social learning and experimental learning, getting to know the theories and concepts. In 2022, we then broaden the focus to social learning and experience."* (M1).

Talents provided feedback on the content and method of in-class learning. They expect training to advocate for hands-on experiences with real projects and measurable outcomes: *"Balance it*

with experiential learning, so if possible, training shouldn't be just theoretical; there should be practical aspects as well." (T1:SM).

Additional insights and motivation at the start of training are deemed necessary to encourage talents to be more proactive in suggesting ideas and initiatives: *"After that, what needs to be generated next is awareness." (T1:SM); "So, giving project assignments is a way to make us start noticing, caring, and then wanting to do more." (T1:SM).*

Addressing misalignments with external training programs should involve thorough research preparation: *"Firstly, from an external control perspective, and secondly, when creating a program, control means not only controlling the individuals but also the program itself. It's important to see if the program is really being studied." (T2:SM); "Maybe the novelty of the training is also important, especially adapting to today's trends. It seems more crucial, so everyone called is excited to learn." (T1:SM).*

The training method is expected to blend theory and practice, especially in technical and operational roles. Talents offer input on online learning methods, noting that they are not always on target, but also mention positive experiences with gamified training at KPK, emphasizing practical scenarios and active engagement: *"I received them mostly online, so I feel that some were not maximized, but there were also some that were optimal." (T4:MM); "The KPK training is indeed good. They presented us with a map of Indonesia, and we were taught various examples from different cultures in each region. For example, issues like corruption, pollution, and nepotism were explained in detail when we clicked on them." (T4:MM).*

For talents in Senior Management positions, in-class training poses challenges. Some Talents find it difficult to attend predetermined training sessions due to their busy schedules: *"Actually, I was enrolled in a class, but I couldn't manage to participate." (T2:SM); "With their regular activities alone, they already have a lot on their plate, and then they were also asked to attend a class." (T3:SM).*

Consequently, Talents proposes considering reduced training classes for senior managers due to their workload and recognizing the potential overwhelm for those nearing retirement.

4. Discussion

The success of TAD's talent management program is intricately connected to top management support, sustained consistency, and the enthusiasm demonstrated by the Talents. This alignment with the findings of Kim and Park (2020) emphasizes that the relationship between top management support for talent and job satisfaction, as well as organizational commitment of career changers, is influenced by organizational culture. Creating a positive work environment, fostering employee engagement, and instilling a culture of continuous learning and development significantly contribute to the program's success. TAD has effectively nurtured such a positive work atmosphere through its program, instilling enthusiasm among Talents and yielding a noticeable enhancement in talent development.

TAD's Talent Development Program employs the 70:20:10 framework to facilitate the growth and development of individuals, integrating experiential learning, coaching, and training methodologies. According to McKinsey's 2018 report, effective Talent Management has the potential to enhance overall performance. This approach is grounded in the belief that training

interventions incorporating these three types of learning are especially impactful for the development of management and leadership skills (Jennings, 2011; Lindsey, Homes, & McCall Jr, 1987; McCall Jr., Lombardo, & Morrison, 1988; Rabin, 2014).

The realization of capability growth hinges on learning transfer—a process involving the generalization of new behaviors to the workplace, their practical application, and sustained proficiency over time (Baldwin & Ford, 1988; Ford & Weissbein, 1997; Johnson, Blackman & Buick, 2018). TAD's platform facilitates this process through the job mutation phase, offering individuals opportunities for new responsibilities that necessitate the acquisition of competencies. Coaching is a form of social learning in which Talents, actively using the knowledge and skills acquired through training, seek guidance from superiors who serve as coaches, particularly when facing challenges.

An intriguing point is that, upon closer examination, the competencies of Talents in Senior Management positions tend to decline, while performance improves. This discrepancy could be attributed to limitations in experiential learning through mutations and coaching, as opportunities are not as abundant for Senior Management positions. The suboptimal execution of these approaches could contribute to the decline in competency achievement. This reveals that the experiential learning and coaching conducted by TAD lack standardization, aligning with the theory that the failure of learning transfer occurs when these approaches are not well-structured.

The implementation of in-class training for Talents, particularly in Leadership training using the 70:20:10 framework with action learning proposal assignments, has received positive feedback. This aligns with the theory that delivering lessons through action learning is more effective for knowledge transfer.

To optimize the Talent Development Program, TAD can enhance effectiveness by implementing a standardized framework for experiential learning and coaching, ensuring consistency across programs. Enriching experiential learning for Senior Management positions through increased job assignments is advised. Tailoring training programs to address diverse talent needs and regularly updating initiatives to align with industry trends ensures relevance. Implementing a robust evaluation system, incorporating talent feedback, assesses learning transfer and identifies areas for improvement, fostering continuous growth and success.

The study's emphasis on Talents at TAD poses limitations on generalizability, prompting the need for future research to delve into a broader spectrum of corporations and urban areas. Furthermore, there is potential for additional variables to be incorporated into the framework, acknowledging the temporal variability that may impact outcomes. To enhance the depth and richness of responses, future research should involve a larger pool of respondents. Conducting focused discussion groups could also be beneficial to compare findings from individual and group interviews. Implementing these refinements will undoubtedly contribute to generating more comprehensive insights for the development of effective talent strategies.

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