

The Mediating Effect of Shared Values Drivers on the Relationship between Talent Management and Sustainable Leadership of School Heads

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Abstract: *The main purpose of the study was to find out the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership of school heads. The study was conducted in the 10 schools divisions of Region XI, with 391 randomly selected public elementary teachers as respondents. A quantitative-non experimental research design utilizing correlational technique was employed. Descriptive statistics, Regression techniques, Pearson r and Sobel Z test were the statistical tools used in the processing of the data. Results revealed that sustainable leadership of school heads was significantly correlated with their talent management and shared values drivers. Further, sustainable leadership of school heads was significantly correlated with shared values drivers. There was a partial mediation of shared values drivers on the relationship between talent management and sustainable leadership. The results implied talent management should not be disregarded considering its greater influence on the school heads' sustainable leadership.*

Keywords: educational management, mediating effect, talent management, sustainable leadership, shared values drivers

1. Introduction

The success of schools depends on the principal's leadership and management practices (Fullan, 2009). However, not all school leaders have the ability to sustain success (Fullan, 2009; Hargreaves & Fink, 2006). Sustainability issues in leadership are found to have caused by the leader's leadership and management mistakes. These mistakes include not providing systematic and credible feedback, not providing support and guidance for the team, being unable to clearly define the organization's goals, failure to become role models to subordinates, inability to delegate tasks effectively, being too approachable, being insensitive to what truly motivates people, being incapable of hiring the right people for the organization and most all, failing to understand their duties and responsibilities as leaders (Wilde, 2013). Hence, organizations today are in desperate need of leaders who can make the right strategic decisions for long term sustainability (Galpin & Wittington, 2012).

Sustainable leadership is an important aspect of management. It creates long-term development and improvement of schools (Davies, 2007; Fullan, 2005; Hargreaves, 2009; Hargreaves & Fink, 2006). Through sustainable leadership, members of the group are committed to deep learning, skills are honed and developed because of the support given by top management, and most of all, the programs, projects, goals and improvements are sustained (Hargreaves and Fink, 2006).

Cognizant to the importance for sustainable leadership of school heads, the researchers made a review of literature for possible variables associated with it. Talent management was the first variable considered to be relevant. Russel Reynolds Associates (2015) explicated that the basic competency requirement for sustainable leadership is the leader's ability

to manage talent. The way a leader handles and carries out decisions and choices in the aspect of developing employees, delivering results and communicating vision shape the future success of the organization.

Another variable that heightened the interest of the researchers is shared values drivers. It refers to the core beliefs that guide the behaviors of a group. These values are actively used in making decisions during tough situations. Without shared values, sustained high performance is impossible (Michie & Gooty, 2005). However, the researchers would like to find out how shared values drivers arbitrate the effect of talent management on sustainable leadership.

There are existing literature on how sustainable leadership is associated with talent management. However, the researchers have not come across a study that dealt with the mediating effect of shared values drivers. This has led the researchers to investigate the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership of school heads. This undertaking may be considered as a research of new knowledge on the salient roles of leaders in dealing with people, and on the importance of sustaining the best practices of management in the learning community.

2. Literature Review

Talent management is defined as an integration of management processes and opportunities intended for people working in the organization (Talent management, 2007; Likierman, 2007; Rani & Joshi, 2012). It has been developed to ensure that managers attract, retain, and engage talented faculty and staff (Hopkins, 2010). In addition, talent management has been defined as a strategy that involves

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practices systematically designed to recruit, select, identify, manage, develop, motivate, and retain productive, engaged employees to create a highly performing and sustainable organization (Stockley, 2007 ; Uren, 2007). Top management plays a significant role for talent management to be effectively implemented (Hughes & Rog, 2008).

However, it is not enough that an organization hires talented people to work in the organization (Davies & Davies, 2010). What is more important is for management to develop talent management strategies that would keep employees work for sustainable improvement of the organization. According to Wilson (2012), organizations reach prime performance when leaders recognize, value, develop and use the unique talents of all their people in the delivery of their organizational objectives. Fullan (2011) and Brouwer et al. (2010) posited that leaders need to have the desire and commitment to build sustainability through employing management practices that increase employee engagement to sustain them to work for the success of the organization.

The principal's role to recruit and motivate quality teachers , allocate resources , articulate vision and develop organizational structures influence student achievement which is critical for a sustainable widespread school improvement (Loeb, Kalogrides & Horng, 2010; Olmedo & Gempes, 2016). Therefore, organisation must ensure and employ a continuous as well as an integrated process for recruiting, training, managing and compensating the employees and keep the employees informed about how they are managed. A well communicated talent management process builds strong employer - employee relationships. It promotes greater engagement for employees to work for the achievement of the organizational goals. It also builds the foundation of building a culture of success. When employees are engaged and developed through leadership and management practices of the leader, sustainable leadership exists in the organization (Garrow & Hirsch, 2009) .

Sustainable leadership is a concept that describes the role of a leader as he influences and engages his action with others to make a sustainable difference within and outside the organization (Ferdig, 2007). It was emphasized by Parkin (2010) that sustainability has become an important aspect of leadership especially now that the organizations, big and small are confronted with complex challenges and it takes a committed sustainable leader to thrive them. Kouzes & Posner (2012) stressed that clarifying one's values and aligning actions with values are the key for leadership to work. Lord and Brown (2001) identified two important functions of values. First, values give harmony and a sense of purpose to a person's behavior. Second, values are the bases on how one performs tasks the usual or correct way in coherence to the set standards.

Lichtenstein (2005) found in his study that a leader's values is a fundamental leadership attribute in the process of how leaders influence organizations. The values and aspirations of leaders are the element of competitive strategy that sustains the organization. It means that the efforts that a school leader gives in managing the entire system to become sustainable depends on his attitude and behavior (Hackman, 2000).

Moreover, the ability to establish a common vision and set direction is an essential skill for successful leaders (Hargreaves, 2009). Principal needs to facilitate a process for staff to develop a common vision for improvement of instruction in their school (Davies, 2007). In this sense, values guide them throughout setting a common vision. A strong shared values of organizations remove levels of hierarchy because of the trust that employees will make the right decision that reflects the values of the organization (Barret ,2005; Bernaldez & Gempes, 2016).

Furthermore, Grojean et. al (2004) enumerated seven ways on how leaders may influence setting shared values within and among people in the organization that would lead to organizational success. These include, leadership based on values , setting oneself as an example, establishing clear expectations, providing sensible feedback, coaching and support regarding ethical behavior, recognizing and rewarding behavior and being aware of diversity among people in the organization.

On the other hand, managers need to understand that being aware of the diversity of values in organizations is one way of making their visions for the organization become reality. They cannot just change what drives people but they can change their behavior by understanding those forces and harnessing them through policies, strategies and communication and on starting with the right team or people in the organization. (Lichtenstein, 2008). In this sense, it is important that school leaders develop a school culture where there is collaboration of a leader and employees' beliefs, vision and values .It is on this culture that the foundation of sustainable leadership is developed, communicated and nurtured. One has to understand that without shared values, sustained high performance is impossible (Hangreaves & Fink, 2003).

Moreover, Barrett (2005) posited that shared values are critical factors for organisations to succeed. They are considered as important goals for effective leadership. Lichtenstein and Dade (2007) mentioned that value creation and sustainable above average performance can only be achieved through aligning the organization's mission, goals, objectives, strategies and practices to the organization's vision. However, individual leaders can't create and sustain the leadership required if the vision is not shared.

Finally, Kouzes and Posner (2012) expressed that the key for leadership to work is to clarify one's values and align actions with values. These values include justice, equity, love, balance, creativity, relationships, learning, flexibility, openness, diversity, humility and community (Hawken, 2007; Macy & Young Brown 1998; Orr, 2006) . Leaders improve their leadership for sustainability when they commit themselves to creating a world they want, and encouraging others to do the same. Their actions stem from a deep sense of commitment to their values (Ferdig, 2007; Gempes, 2008; Wheatley & Freize, 2011).

3. Research Methodology

3.1 Research Design

This study is a non-experimental quantitative design utilizing descriptive correlational technique. This is the appropriate design to be used to establish norms and standards based on a wide class survey. It is used to determine the relationship between talent management and sustainable leadership of school heads and between talent management and shared values drivers as well as the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership.

A descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exist such as current condition, practices, situations, or any phenomenon. Likewise, correlation method is utilized to determine the relationship between the relationship between talent management and sustainable leadership of school heads and between talent management and shared values drivers as well as the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership (Calderon, 2000).

3.2 Population and Sample

The study was conducted in Region XI among the elementary schools, for the school year 2014-2015. The respondents of the study were the elementary teachers from the 10 school divisions in Region XI, namely; Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, Mati City, Digos City, Davao City, Panabo City, Tagum City and the Island Garden City of Samal.

From 17,324 total elementary teacher population in Region XI, a sample of 391 was determined through using Slovin's formula. Then, stratified random sampling was utilized to determine the number of samples per divisions.

3.3 Research Instrument

The study used survey questionnaires as tools in gathering data. Three sets of questionnaires were prepared. One for the extent of talent management in the areas of workforce planning; organizational capital; sourcing and selection; career management; performance management; training / development; performance measurement; and reward management. This was an adapted questionnaire from Buthelezi (2010).

The second one is for the sustainable leadership in terms of doing what's right for students; taking the long term view without sacrificing the immediate goals; encouraging peers to learn from peers; maintaining a cycle of positive energy; deepening learning about instruction; developing leadership in others; changing the work context and culture ; and working together to address accountability. This was adapted and modified questionnaire from Holmes (2005) of the University of Saskatchewan.

The third one is for the shared values drivers adapted and modified tool from Employee engagement survey (2012) of Charlotte – Mecklenburg Schools. The questionnaire was constructed in simple, brief and concise statements for the respondents to be able to understand the items very well.

3.4 Statistical Tools

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

- *Descriptive Statistics* (mean and Standard Deviation). This was used to determine the extent of talent management, sustainable leadership and shared values drivers.
- *The Regression Techniques*. This was used to determine the coefficient of each variable as input to medgraph analysis.
- *Pearson r*. This was used to determine if the relationship between variables is significant.
- *Medgraph using Sobel z-test*. This was used to prove the mediation and strengthen the obtained result.

3.5 Objectives

The main thrust of this study is to find out the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership of school heads.

3.6 Hypothesis

The following hypotheses were tested at 0.05 level of significance:

- 1) There is no significant relationship between talent management and sustainable leadership, between talent management and shared values drivers and between shared values drivers and sustainable leadership.
- 2) Shared values drivers have no significant mediating effect on the relationship between talent management and sustainable leadership.

4. Results

The results of the test of relationship between the talent management and sustainable leadership of school heads obtained an overall r-value of 0.863 with a p-value of <0.01 which was less than 0.05 signified rejection of the null hypothesis stating that there is no significant relationship between talent management and sustainable leadership of school heads. Therefore, there is a high or positive correlation between Talent Management and Sustainable Leadership of School Heads. This implies that the school heads capability to handle the organization is correlated with their leadership skills.

Results on the correlation between the variables talent management and shared values drivers indicated that indicators of talent management were positively correlated to shared values drivers. Results obtained an overall value of .705 with the p value of <0.01, thus, null hypothesis was rejected. This means that talent management has something

in effect to the shared values drivers of school heads in dealing with the people in the organization and in leading the organization as a whole. Results revealed that the indicators of sustainable leadership were positively linked to shared values drivers. The overall value obtained was .839 with the p value of <0.01. Therefore, null hypothesis was rejected. This simply means that sustainable leadership is influenced by the behavior and attitude of school heads in leading the organization with a shared vision.

Table 1: Correlation Between Variables

Correlation Between:	r-value	p-value	Significance
IV and DV Talent Management and Sustainable Leadership	0.863	0.000	Significant
IV and MV Talent Management and Shared Values Drivers	.705	0.000	Significant
MV and DV Shared Values Drivers and Sustainable Leadership	.839	0.000	Significant

The regression analysis on the mediating effect of shared values drivers on the relationship between talent management and sustainable leadership are categorized as Steps 1 to 3. Step 4 is the final step. In Step 1 (Path c) talent management as the independent variable (IV) significantly predicts sustainable leadership (DV). In Step 2 (Path b) shared values drivers, the mediator (MV) significantly predicts sustainable leadership (DV). In Step 3, talent management (IV) significantly predicts shared values drivers (MV). These steps are patterned from Baron and Kenny (1986). In step 4, the combined effect of talent management and shared values drivers on sustainable leadership is significant.

Further mediation analysis through medgraph is undertaken, involving the Sobel test to assess the significance of mediation effect. If the effect of the IV on the DV becomes none significant at the final step in the analysis, full mediation will be achieved. As a matter of triangulation, this procedure is patterned after the medgraph analysis of Jose (2003). It means all of the effects are mediated by the mediating variable. If the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained. It means part of the IV is mediated by the MV but other parts are either direct or mediated by other variables not included in the model. In this particular case, the effect of the IV (talent management) on DV (sustainable leadership) is significantly lessened after controlling MV (shared values drivers). Therefore, only partial mediation took place since the effect is still significant.

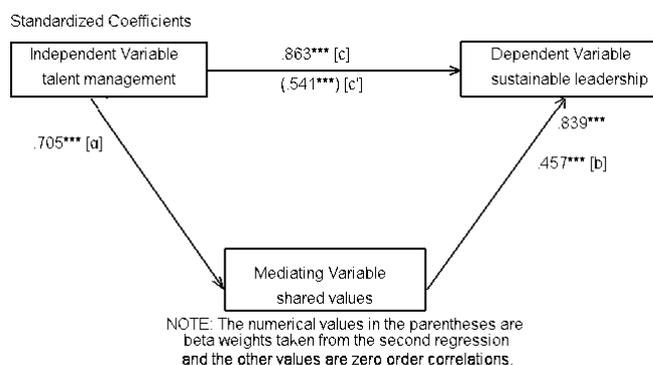


Figure 1: Medgraph showing the variables of the study

The result of the mediation is shown in Figure 1. The Sobel z-value of 12.431 yielded a $p < 0.001$ hence, significant partial mediation occurred. The association between talent management (IV) and sustainable leadership (DV) has been significantly reduced by the inclusion of the mediating variable which is shared values drivers. It could be seen in the graph that .863 is reduced to .541 in the subsequent regression. The 95% confidence interval conclusively tells that significant mediation has occurred. It yielded a small standard error (se) of 0.0273 obtained by subtracting the lower limit (.28597) from the upper limit (.39303) and dividing the difference with 3.92 (constant). The small se measures, the precision of the estimate of the coefficient. The smaller the standard error, the more precise the estimate.

The effect size (.373) measures how much of the effect of talent management (IV) on sustainable leadership (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (.863) is the raw correlation between talent management (IV) and sustainable leadership (DV). The direct effect (.541) is the size of the correlation between talent management (IV) and sustainable leadership (DV) with shared values drivers (MV) included in the regression. The indirect effect is the amount of the original correlation between the IV and the DV that now goes through the mediator to the DV ($a*b$) where “a” refers to the path between IV and the MV and “b” refers to the path between the MV and the DV. The ratio index is computed by dividing the indirect effect by the total effect, in this case $.322 / .863 = 37\%$. It seems that about 37% of the total effect of the IV on the DV goes through the MV, and about 63% of the total effect is either direct or mediated by other variables not included in the model.

5. Discussion and Findings

The aim of this study was to contribute to the literature regarding potential indirect, mediating variable for the relationship between talent management and sustainable leadership of school heads. In particular, *shared values driver* was investigated as potential mediating construct to explain the manner in which talent management affects sustainable leadership. While full mediation was not found in this study, significant and important direct effects were shown that may be of help in the enhancement of the existing researches (Goker, 2006 ; Runhaar, Sanders & Yang, 2010; Tschannen – Moran & McMaster, 2009) on talent management and sustainable leadership. Importantly, the

studies of these authors on the relationship between talent management and sustainable leadership find relevance with the theoretical framework of Garrow and Hirsch (2015), who declared that a well-developed talent management practices build strong employer – employee relationships. This promotes greater commitment for employees to work for the achievement of the organizational goals. When there is commitment through talent management practices of top management, sustainable leadership exists. Specifically, the current study has found that *shared values drivers* is a positive and significant mediator of talent management and met Baron and Kenny's (1986) mediation guidelines.

The mediation analysis involved the path between talent management and shared values drivers and the path between shared values drivers and sustainable leadership. The findings confirmed the significant relationship between talent management and shared values drivers, lending support to one of the framework accounts of this study that of Caplan (2011) who proposed that talent management practices of leaders are instrumental to creating shared values. Leaders develop talent management strategies that engage them to correspond with people in the organization. This becomes an opportunity for leaders to constantly articulate and evaluate behavior, reinforce their values and generate shared meaning through meaningful conversation with the people in the organization.

Further, the significant relationship between shared values drivers and sustainable leadership in this study supports the proposition of Hangreaves & Fink (2003) who postulated that in an organization, it is important for every leader to build an environment where there is collaboration of the leader and employees beliefs, vision and values. This collaboration creates a culture of shared values in the organization which becomes the foundation for sustainable leadership to be developed, communicated and nurtured. One has to understand that without shared values, sustained high performance is impossible.

The mediation results further demonstrate that the indirect effect of the mediator (shared values drivers) was weaker than the direct links of variables as evidenced by the ratio index of 37 percent. This signifies that about 37 percent of the total effect of talent management on sustainable leadership goes through shared values drivers and about 63% of the total effect is either direct or mediated by other variables not included in the study. Shared values drivers partially mediated the relationship between talent management and sustainable leadership. This is further evidenced by the Sobel z- test showing that the indirect influence of talent management on sustainable leadership through shared values drivers was considerably different from zero indicating a partial type of mediation.

The result implies that shared values drivers can improve on the sustainable leadership of school heads. Authors Kouzes & Posner (2012) expressed that the key to leadership to work is to clarify one's values and align actions with values. These values include, justice, equity, love, balance, creativity, relationships, learning, flexibility, openness, diversity, humility and community (Hawken, 2007; Macy & Young

Brown 1998; Orr, 2006). Leaders improve their leadership for sustainability when they commit themselves to creating a world they want, and encouraging others to do the same. Their actions stem from a deep sense of commitment to their values (Ferdig, 2007; Wheatley & Frieze, 2011). Furthermore, results suggest that talent management functions through shared values drivers in influencing the sustainable leadership of school heads in doing their job. *Shared values drivers* reinforces the relationship of talent management and sustainable leadership. However, the partial mediation result of shared values drivers suggests school heads not to disregard talent management considering its greater influence on their sustainable leadership.

Since the result of the idea indicated that the talent management, sustainable leadership and shared values drivers are on a very high level, it is recommended that the school heads have to sustain effective talent management practices. This may be sustained by constantly doing the monitoring, evaluation and implementation of the various programs of the school that yielded positive impression among the stakeholders of the institution. It is recommended further that seminars, forums and other professional advancement be done regularly to maintain the updating of the current educational trends.

Furthermore, as the findings of the study revealed that shared values drivers has an influence on the school heads' talent management and sustainable leadership, it is recommended that the school heads collaborate with the teachers in the development of the organization's shared values that is anchored on the organization's goals and objectives through conferences. Ensure that the shared values become a part of the day-to-day actions of the team through publishing the shared values widely and holding accountable for behaving according to the shared values. School heads may raise shared values drivers to a very high level by making day to day organizational decisions that reflect values established by the organization.

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