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Project management as a component
of talent management programmes

Abstract

The aim of the article is to explore the poorly researched phenomenon of the use of projects as a talent development tool within talent management programmes. The author conducted a literature scoping review to examine the state of knowledge on the use of projects and project management in talent management programmes. The author identified 7 articles that address the research question. The literature review confirmed that the phenomenon exists, but it is poorly researched. Factors influencing the effectiveness and efficiency of using projects in talent management were identified, conclusions were drawn regarding the potential impact of talent management on projects carried out within talent management programmes and a preliminary conceptualization of the relationships between projects and talent management programmes was presented. This study may serve as a basis for planning field studies exploring talent management programmes that use projects as one of the tools for employee development.

Keywords: talent management, talent development, project management, projectification, scoping review
JEL Classification: M00, M10, M50, M51, M53, M54

Introduction

The aim of the article is to explore the poorly researched phenomenon of the use of projects as a talent development tool within talent management programmes. Talent management is a dynamically evolving area that is of great importance to the competitiveness of businesses. Project management and the phenomenon of projectification have an impact on the economy, organizations, and individuals. The interaction between these areas may concern talent management models and the way talent management programmes are conducted. The development of project managers and their competencies is also important for project management. However, the focus of this article is on the use of projects as a component of talent management programmes. Talent management is a terminologically diverse area and the understanding of the concept of talent can be viewed from various perspectives, which are presented in the first part of the article. It is also necessary to place the considerations in the context of the phenomenon of projectification and its impact on talent management. The least researched area is the use of projects in talent management programmes. The author conducted a literature scoping review to examine the state of knowledge on the use of projects and project management in talent management programmes. By searching for keywords and excluding articles that did not relate to the research question, the author identified 7 articles that address the research question. The literature review confirmed that the phenomenon exists, but it is poorly researched. The main thematic threads can be identified in the literature, such as the importance of projects for organizations, the contextual novelty of projects for their participants, the cross-functional nature of projects, the opportunity for participants to showcase their potential, and the impact of participating in projects on their career development. Based on the literature review, conclusions were drawn regarding the impact of talent management on projects carried out in talent management programmes, and an initial conceptualization of the relationships between projects and talent management programmes was presented. This study may serve as a basis for planning field studies exploring talent management programmes that use projects as one of the tools for employee development.

Talents and talent development

The concept of talent management and talent development in organizations is relatively new. It is a development of the concept of human capital management towards acquiring, developing, and retaining the competencies, abilities, and engagement of employees [Ingram, 2016, p. 7, p. 22]. Talent management can also be viewed in the context of the resource theory [Hatch, Cunliffe, 2013], since talent management theories are largely based on the assumption that maximizing talent is a source of sustainable competitive advantage [Ariss et al., 2014].

Research can also refer to the institutional theory, psychological contract theory, and sociological exchange theory [Kaliannan et al., 2023].

The origin of the concept can be traced back to McKinsey's 1998 research report titled *The War for Talent* [Foulon et al., 1998]. The report focused on recruiting and developing senior management – corporate leaders. Since then, both the concept of talent and talent management have evolved. Different proposals for defining talent have emerged. At the organizational level, talent is understood differently depending on the type of organization or industry. Understanding talent in an organization is dynamic and changes over time depending on needs [Tansley, 2011]. At the individual level, talent can be defined through the prism of behavioural aspects, knowledge, skills, competencies, and cognitive abilities. It can also be perceived through achieved high performance [Tansley, 2011, p. 271]. Talent can be considered as an object – a person's characteristic [Gallardo-Gallardo et al., 2013, p. 293]. In this approach, talent can be perceived from several perspectives: natural human capabilities, skills acquired through work and experience, dedication and commitment to organizational work, and the matching of abilities to the work context, position, and type of work performed [Gallardo-Gallardo et al., 2013, pp. 293–295]. Talent can also be approached as a subject: talent as people in the organization. In this case, we have two approaches: inclusive or exclusive. In the inclusive approach, every employee is treated as a talent, bringing their unique abilities to the organization. In the exclusive approach, employees are segmented and only a selected group with potentially the greatest impact on the organization's results is treated as talent [Gallardo-Gallardo et al., 2013, p. 295]. Both inclusive and exclusive approaches have their advantages and disadvantages. It is difficult to distinguish the inclusive approach from standard human resource management practices, and it is also costly and carries the risk of losing high-potential employees. The exclusive approach is more cost-effective, but the investment is riskier as individuals perceived as talent can leave the organization at any time. It also carries the risk of increasing inequality in the workplace and making teamwork more difficult [Skuza et al., 2022, p. 150]. Ulrich and Smallwood [2012] proposed an approach to talent development targeted at different groups of employees [Ulrich, Smallwood, 2012, pp. 55–61]:

1. Senior management.
2. Developing leaders.
3. High-potential employees – both managerial and specialist.
4. All employees.

The talent pyramid (Figure 1) was created to facilitate the development of programmes tailored to different employee groups.

Stuss [2021] presented an integrated approach to the concept of talent in the book *Zarządzanie talentami. Koncepcje, modele i praktyki*. This model includes the following components:

- Abilities: above average abilities.
- Competencies: skills, knowledge.
- Engagement: willingness to develop, hard work.
- Achievements: experience, work results.

- Ideas: readiness to take on challenges, readiness for change.
- Potential: creativity, entrepreneurship.

Figure 1. Talent pyramid
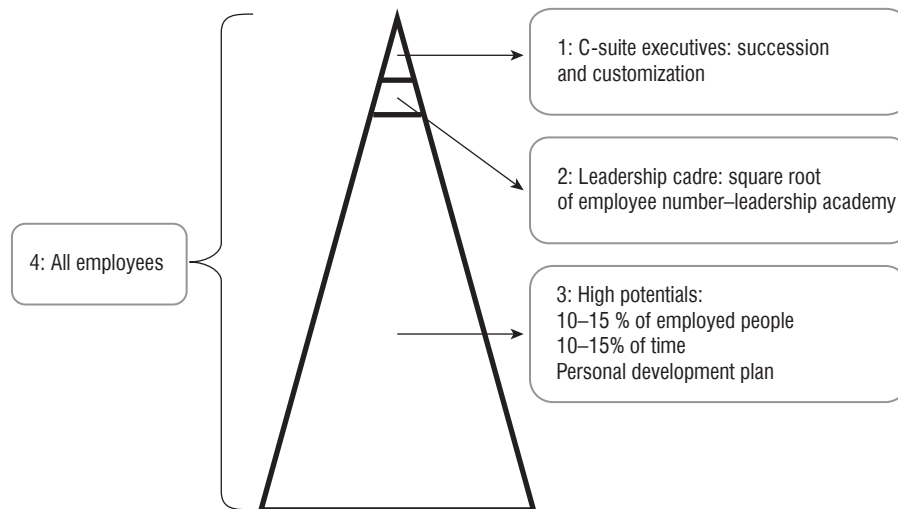
Source: Ulrich, Smallwood, 2012, p. 56.

This model is fuelled by innate predispositions, and its output is the impact of talent on the enterprise in the form of achieving business goals, development, competitive advantage, innovation, and efficiency [Stuss, 2021, p. 38].

The influence on the emergence and popularity of the concept of talent management has its roots in the increasing dynamics of the business environment, its turbulence, and unpredictability. 'Ordinary' competencies are no longer sufficient; it is necessary to identify, develop, and retain individuals who are talented in multiple areas, allowing companies to navigate safely through the turbulent waters of the modern economy. Demographic trends such as an ageing society [Ingram, 2016, p. 71], global flows of competencies (brain drain), diversity of lifestyles, changes in the career cycle, and the growing importance of new generations also have a significant impact on talent management [Stuss, 2021]. The war for talent, as the concept of the necessity of acquiring and retaining the best employees is often called, has a global dimension, which is additionally strengthened by the development of remote work technology and employee mobility.

Talent management encompasses practices, strategies, and processes of acquiring, developing, and maintaining employees considered as a talent [Ingram, 2016, p. 7]. One of the talent management models that stands out for its usefulness due to its transparency and reliance on the systems theory is the Listwan model (Figure 2), consisting of [Ingram et al., 2011, p. 32]:
- Inputs – recruitment and selection.
- Transformation – motivating, training, development, and performance appraisal processes.
- Outputs – talent separation from the organization.

Figure 2. The Listwan Talent Management Model

INPUT	TRANSFORMATION	OUTPUT
Acquiring through: • recruitment, • selection.	• motivating, • training, • development, • performance, • appraisal.	• Talent separation from the organization.

Source: Ingram et al., 2011, p. 32.

There can be observed an increasing demand for talent development programmes, which use a variety of development techniques and tools, including training, workshops, coaching, mentoring, simulations, business games, and development through action. The challenges talent development programmes are facing include:

- Consistency with business strategy and challenges.
- Developing learning by doing.
- Involvement of enterprise management.
- Maintaining participants' motivation.
- Continuous improvement, transforming programmes into processes [*Praktyki w Zarządzaniu…*, 2015, p. 4; Stuss, 2021, pp. 332–341].

This makes talent management programmes an area of continuous development and exploration of new talent development methods.

Projectification

The growing interest in projects and project management in the modern world is a phenomenon called projectification. This is a global trend observed at the levels of:

- the economy – projects being used as tools for implementing policies, solving complex problems,
- organizations – implementing strategies or changes using projects,
- individuals – a growing role of project managers and project work [Trocki, Juchniewicz, 2022, p. 20].

The reasons for this trend can be attributed to the dynamic changes in the economic, political, and social environment and the need to adapt to these changes. Projects as tools for this purpose become widespread, and effective management of them is a key success factor for organizations. Nieto-Rodriguez said that "changes are permanent, and operations are temporary tasks until the next change" [Nieto-Rodriguez, 2021, p. 21]. Projects are to be responsible for 35% of the global economy by the end of this decade [Juchniewicz, 2019]. Projectification, however, has a broader dimension than just an economic one, and there are various forms of it in the literature:

- projectification as a managerial approach – dissemination of projects in organizations,
- projectification as a social trend – long-term effect of projects embedment in culture and social structures,
- projectification as a state of individuals – focus on the influence of project narration on humans,
- projectification as a philosophical issue – considering change of how time, space, and work are being seen under the projects influence [Jacobsson, Jałocha, 2021].

The different levels and perspectives of projectification can overlap and interact [Jałocha, 2019 p. 37], resulting in their further strengthening, and like the case of interference of waves, creating a phenomenon of new strength and range, incomparable to any of the individual interactions contributing to it.

Talent management and project management

Projectification has also an impact on the area of talent management, which can be observed in several domains. One of the talent management models developed by Burke demonstrates the influence of project management. It consists of stages and has a process-oriented and practical nature [Ingram et al., 2011, pp. 29–30]:
- Stage 1 – assessment of programme needs.
- Stage 2 – programme design.
- Stage 3 – management of exceptional employees' development.

The development of this model can be observed in the definition of talent management programmes in organizations. The term 'programme' is used in project management as a group of "interdependent projects managed in a coordinated way, which enables achieving benefits that cannot be achieved when managing individual projects independently" [Sońta-Drączkowska, 2012, p. 107]. Initiatives undertaken in enterprises are referred to as talent management programmes [Stuss, 2021, p. 274]. This is undoubtedly a manifestation of projectification in this area, regardless of whether formal methodologies for managing programmes or projects are used in their implementation.

Talent management has also a link to projectification in terms of the development of project managers. The development of talents in project management affects the effectiveness and efficiency of projects in organizations. This is the subject of the Project Management Institute's research [PMI, 2014], which highlights the growing need and key importance of talent development for strategic enterprise initiatives. This has been conceptualized in the form of the talent triangle, which identifies the key and necessary competency areas required in project management (Figure 3). These areas include:
- Ways of working – understanding various project management methods.
- Power skills – interpersonal skills, collaboration, communication, innovation, empathy.

- Business acumen – understanding organizational conditions, business environment, industry, domain knowledge in which projects are carried out, ability to understand the relationship between the project and the organization's strategy [PMI, n.d.].

Figure 3. Project Management Institute Talent Triangle
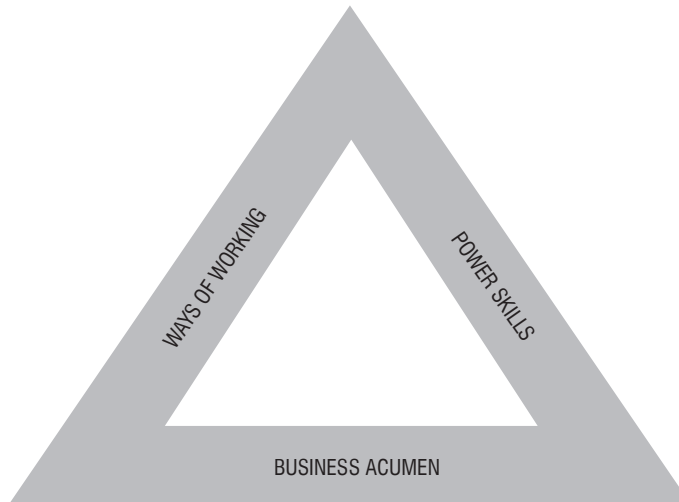
Source: PMI, n.d.

The least researched area of the mutual influence of talent management and project management is the use of projects and project management as a method for talent development. This aspect should be distinguished from the previously described development of project management competencies. In this case, projects and project management methods are tools within the talent development programme. In the case of studies of talent management programmes analysed by Stuss [2021, pp. 275–301], 1 out of 16 programmes directly utilized 'talent training through practice and large projects'. Furthermore, in the studies of talent management programmes reviewed by Stuss [2021, pp. 230–245], 1 out of 19 studies directly mentioned the use of project management in talent management programmes. According to this study [*Praktyki w Zarządzaniu…*, 2015, pp. 12–13], 77% of surveyed companies used internal projects in implementing talent management programmes, with internal projects being the main component in 59% of them. In the project management literature, Nieto-Rodriguez [2021, p. 109] mentions that "Moreover, management often perceives leading high-level projects as an opportunity for development for managers with high potential. Managers may be assigned to lead large strategic projects to gain greater exposure to top management." All these clues indicate that projects may be relatively often used as a development tool in talent management programmes. According to the author of this article, this phenomenon is not researched, and there is a research gap in this area.

Literature review

To investigate the state of knowledge on the use of projects and project management in talent management programmes, the author conducted a scoping review, a method applicable to poorly described issues that do not require a systematic literature review [Arksey, O'Malley, 2005, pp. 19–31; Maresova et al., 2018, p. 5]. The procedure consisted of the following steps:

1. Identification of the research question.
2. Determination of data sources and search criteria.
3. Data extraction and elimination of duplicates.
4. Analysis of titles and abstracts in terms of the research question – elimination of articles not related to the research question.
5. Full-text analysis in terms of the research question – elimination of articles not related to the research question.
6. List of studies included in the literature review.
7. Detailed analysis of the qualified studies and identification of content related to the research question.
8. Presentation of the research results.

The research question was defined at the beginning of this subsection as "the state of knowledge on the use of projects and project management in talent management programmes". Scopus and Web of Science databases were chosen as data sources, which allow for searching in the field of management and according to the criteria required in this study. The search was conducted for the occurrence of expressions in the title, abstract, or keywords:

- *talent management* and *project** or
- *talent development* and *project**.

The search term *project** was used instead of *project management* or *projectification* to maximize the search scope. Articles in which the word *project* and its derivatives were used in a different context were eliminated in the next steps of the study. Selection criteria rereferred to the language, field of research and type of the paper:

- Articles in the English language only were included.
- The research field was limited to management (Scopus: Business Management and Accounting, Web of Science: Management or Business).
- Peer-reviewed articles only were included.
- There were no time constraints for the articles publishing date.

The results of the search for keyword combinations, considering the mentioned selection criteria, were as follows:

- Scopus: *talent management* and *project** – 45 items,
- Scopus: *talent development* and *project** – 9 items,
- Web of Science: *talent management* and *project** – 32 items,
- Web of Science: *talent developmen*t and *project** – 4 items.

The obtained data in the form of 90 records were downloaded in the RIS format. Data was imported from RIS files to the Papers application. Duplicate elimination was performed, resulting in 61 items remaining after elimination.

In the case of issues that are poorly described in the literature and usage of the scoping review method, there is a risk of selecting many 'false positive' papers. They contain proper keywords and meet other selection criteria, however, their content is not related to the topic of the research [Maresova et al., 2018, p. 5]. Inclusion criterion can be defined as article content relevance to the "use of projects and project management in talent management programmes".

The first step is to review the abstracts and exclude papers that do not meet content inclusion criterion. Analysis of the titles and abstracts of all 61 articles allowed 32 of them to be excluded as irrelevant to the subject of this study. For the remaining 29 articles, it was not possible to determine their usefulness for the research question with certainty, and they required full-text analysis.

Full-text analysis of the articles showed that the vast majority of the remaining 29 did not meet the usefulness criterion in the context of the research question. 7 articles were identified that add value in the context of this study, while 22 articles were rejected.

The rejected articles on both stages could be classified into three thematic groups:
- Projects were mentioned in the context of talent management research.
- Talent management was mentioned in the project management research context.
- Both talent management and project management were included in other research area.

The number of rejected articles based on this thematic classification is presented in Table 1. The flowchart of the scoping review procedure is presented in Figure 4. One of limitations of this study is the criteria of content relevance to the research question, which is prone to subjective judgment of the researcher. However, the author made several reviews of the literature to make sure repeatability of the classification is ensured. Based on that, the criterion is considered useful.

Table 1. Rejected articles thematic classification

Thematic group	Number of rejected papers		
	Based on abstract analysis	Based on full-text analysis	Total
Projects mentioned in talent management research	19	11	30
Talent management mentioned in project management research	3	3	6
Coexistence of project management and talent management in other research area	10	8	18

Source: own work.

Due to the small number of identified articles, analysis in terms of the research question of each of them was presented separately. There are 4 most useful articles that are based on both qualitative and quantitative research. A theoretical article conceptualizing issues and articles in which the relationship to the research question was only episodic were also identified.

Figure 4. Scoping review procedure flowchart
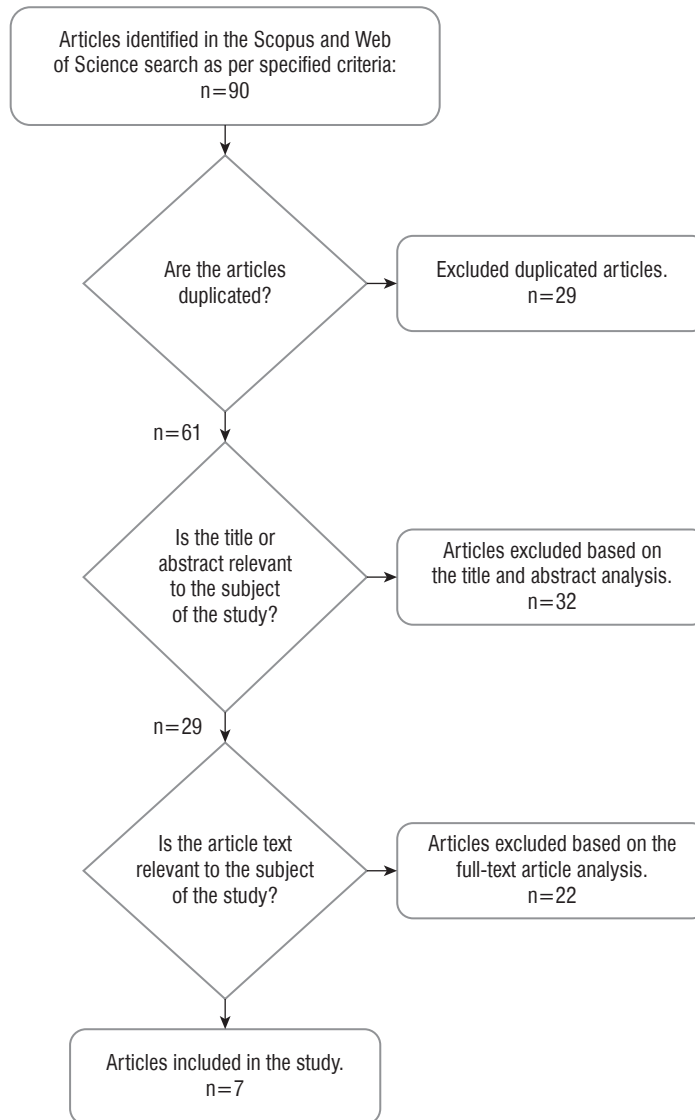
Source: own work.

Articles with the greatest relevance to the research question:

Caligiuri, P., Mencin, A., Jayne, B., Traylor, A. (2019). *Developing cross-cultural competencies through international corporate volunteerism.*

This article focuses on cross-cultural collaboration competencies. The authors suggest that the best way to develop these competencies is through practice in the form of tasks performed abroad, such as through International Corporate Volunteerism (ICV) programmes. These programmes involve sending corporate employees on several-week or several-month trips during which they engage in projects for non-governmental organizations. The authors

investigate three factors influencing the effectiveness of cross-cultural competency development during such projects: contextual novelty, project importance, and social support. In two independent studies, the researchers confirmed the impact of contextual novelty on the increase of cross-cultural competencies (depending on the initial level of competency), but they were unable to confirm the impact of the other factors [Caligiuri et al., 2019].

Conine, T.E., Peratoner, B.C., Cuozzo, P.J., Hoskins, T.F. (2020). *Enhancing experiential learning through business simulation and emulation: TBC Corporation creates competitive advantage.*

This article presents a case study of the TBC Corporation, in which employee development programmes were implemented. One of these programmes consisted of a several-day training session and the implementation of projects within corporate teams composed of the programme participants. These projects were carried out in a real business environment and aimed to bring long-term results in the form of improved cash flows, higher revenues, higher productivity, improved processes, improved resource management, and cost reduction. The positive evaluation of the impact of this programme was attributed to the development of management culture, the dissemination of the leader as a coach attitude, better understanding of the company's mission, vision, and values, strengthening business and financial competencies of the participants. The projects allowed for the establishment of business relationships between units [Conine et al., 2020].

Groves, K.S. (2007). *Integrating leadership development and succession planning best practices.*

Groves [2007] conducted interviews with leaders of successful healthcare organizations to identify best practices in leadership development and succession planning. Among the 30 managers from 15 organizations, the most mentioned practice for effective leadership development was "assigning action-oriented developmental activities" which includes projects and tasks beyond current responsibilities. This practice was stated in 27.7% of the responses. The key factors that influence the effectiveness and efficiency of developmental programmes utilizing projects, as identified in the study, include:

- Projects are relevant to the organization.
- Projects are challenging for the leaders and participants.
- Projects are cross-functional and diverse.
- Projects address areas outside the participants' and leaders' current expertise.
- Progress and results of the projects are presented at meetings involving higher management.
- Feedback is provided to the project leaders and participants.
- Projects have a real impact on the participants' career development [Groves, 2007].

Järvi, K., Khoreva, V. (2020). *The role of talent management in strategic renewal.*

Järvi and Khoreva [2020] examined the role of a talent management programme based on projects in the context of strategic renewal of a company. Under this programme, company leaders identified key projects, which were then executed by talented employees, contributing to the company's strategic transformation. The projects had a significant impact on the

company and brought about real changes in its operations. The authors identified the following elements as key in implementing this programme:

- Identifying key challenges and projects in the context of the company's transformation.
- Voluntary and employee-initiated participation in the programme.
- Projects as a space for developing new concepts and exploring business opportunities.
- Transparent criteria for evaluating the programme participants [Järvi, Khoreva, 2020].

Theoretical synthesis and conceptualization

Pachura, A. (2019). *Talents, projects, and management – attempt at synthesis.*

The author of the article provides a theoretical analysis of the conceptual areas of talent management, project management, and projectification in the context of a networked environment. Recognizing the growing role of these phenomena, she interprets talent management in the context of three types of projects: projects within organizations, inter-organizational projects, and 'ephemeral' projects – temporary projects not associated with a specific organization. The different ways of creating and managing knowledge in these three types of projects affect the approach to talent management, which should take this specificity into account [Pachura, 2019].

Episodic connection to the research question

Glen, C. (2007). *Fostering talent opportunity: getting past first-base.*

In this review article on the directions of talent management development, the author states that few organizations provide development opportunities based on experience. He cites an example of a company that invests in a talent development programme based, among other things, on participation in projects [Glen, 2007].

Thunnissen, M., Arensbergen, P.V. (2015). *A multi-dimensional approach to talent. An empirical analysis of the definition of talent in Dutch academia.*

The article deals, among other things, with the development of young scientists through their participation in research projects. This is an element embedded in the system of scientific development, and in this regard, it is related to the research question [Thunnissen, Arensbergen, 2015].

The summary of the scoping review is presented in Table 2. The study concludes that the use of projects and project management as a development tool in talent management programmes is relatively widely practised, but poorly researched. In the reviewed articles, the authors point to the use of projects as a good practice employed by companies perceived as leaders in talent development. At the same time, few articles describing these practices were identified. None of the reviewed articles focused on explaining the relationship between talent management programmes and project management. The study confirms the research gap in this area.

Table 2. Scoping review summary

Article	Research type	Link between the study and the research question	Listwan model area	Projects as a tool in talent management	Internal or external projects	Projects relevant to organization	Projects as a challenge for participants	Diverse project teams	Projects monitored by top management	Positive influence on participants' career
Caligiuri et al., 2019	Quantitative, survey	Quality assurance and effectiveness conditions for using projects to develop competencies.	Transformation	Yes	External	Yes	Yes	No information	No information	No information
Conine et al., 2020	Qualitative, case study	Strategic and cross-functional projects as a tool for talent development.	Transformation	Yes	Internal	Yes	Yes	Yes	Yes	No information
Groves, 2007	Qualitative, interviews	Factors conducive to the effectiveness of using projects in talent development.	Transformation	Yes	Internal	Yes	Yes	Yes	Yes	Yes
Järvi, Khoreva, 2020	Qualitative, interviews, secondary sources	Using transformational projects as a tool for talent development.	Inputs, Transformation	Yes	Internal	Yes	Yes	No information	No information	Yes
Pachura, 2019	Theoretical	Theoretical view of the relationships between projects and talent management.	No information	No information	Internal and external	No information	No information	No information	No information	No information
Glen, 2007	Review	The significance of talent development that utilizes business challenges.	No information	Yes	No information	Yes	Yes	No information	Yes	No information
Thunnissen, Arensbergen, 2015	Qualitative, interviews	Talent management in the context of scientific organizations.	Transformation	Yes	No information	No information	No information	No information	No information	No information

Source: own work.

Relationships between talent management and project management in the context of using projects as a tool for talent development in talent management programmes

Conclusions can be drawn from the above research regarding the conditions for success of talent management programmes when using projects as a talent development tool. These are primarily the following:

1. Projects carried out as part of the programme are significant for the organization [Caligiuri et al., 2019; Conine et al., 2020; Groves, 2007; Järvi, Khoreva, 2020].
2. Projects concern a new area for the participants in the talent development programme and provide them with a challenge [Caligiuri et al., 2019, Conine et al., 2020; Groves, 2007; Järvi, Khoreva, 2020].
3. Project teams consist of people from different areas of the company [Conine et al., 2020; Groves, 2007].
4. Projects are monitored by senior management, and programme participants can showcase themselves in the context of projects [Conine et al., 2020; Glen, 2007; Groves, 2007].
5. Project implementation has a real and positive impact on the career development of its participants [Groves, 2007; Järvi, Khoreva, 2020].

Based on this analysis, potential areas of influence of such a programme on the projects carried out within it can also be identified. These include:

1. Influence on project definition – strategic business goals of the project and talent development goals of the project.
2. Influence on recruitment, motivation, and organization of the project team – motivation of programme participants, motivation of other team members, voluntary or non-voluntary recruitment.
3. Influence on key project stakeholders, including the sponsor and steering committee – the need to consider the talent development goals of the project, mentoring and coaching activities, support, and promotion of talent development programme participants.
4. Influence on the project management governance – the need to consider the specific additional role of projects.
5. Influence on project outcomes and their meaning to the organization – the project must achieve its strategic goals and support talent development.
6. Influence on the organization's project maturity – treating projects as a talent development tool, limiting, or supporting project maturity development.

According to the analysed literature, in most cases talent development is supported by the implementation of internal projects, but it is also possible through external projects (e.g. corporate volunteering). In the cases described in the literature, project management was mainly applied in transformation area of the Listwan model [Ingram et al., 2011, p. 32] – it

concerned motivation, training, development, and evaluation of employees. In certain situations, it also concerned the entry area of this model (selection of programme participants).

Figure 5. Conceptualization of the relationships between projects and talent management programmes
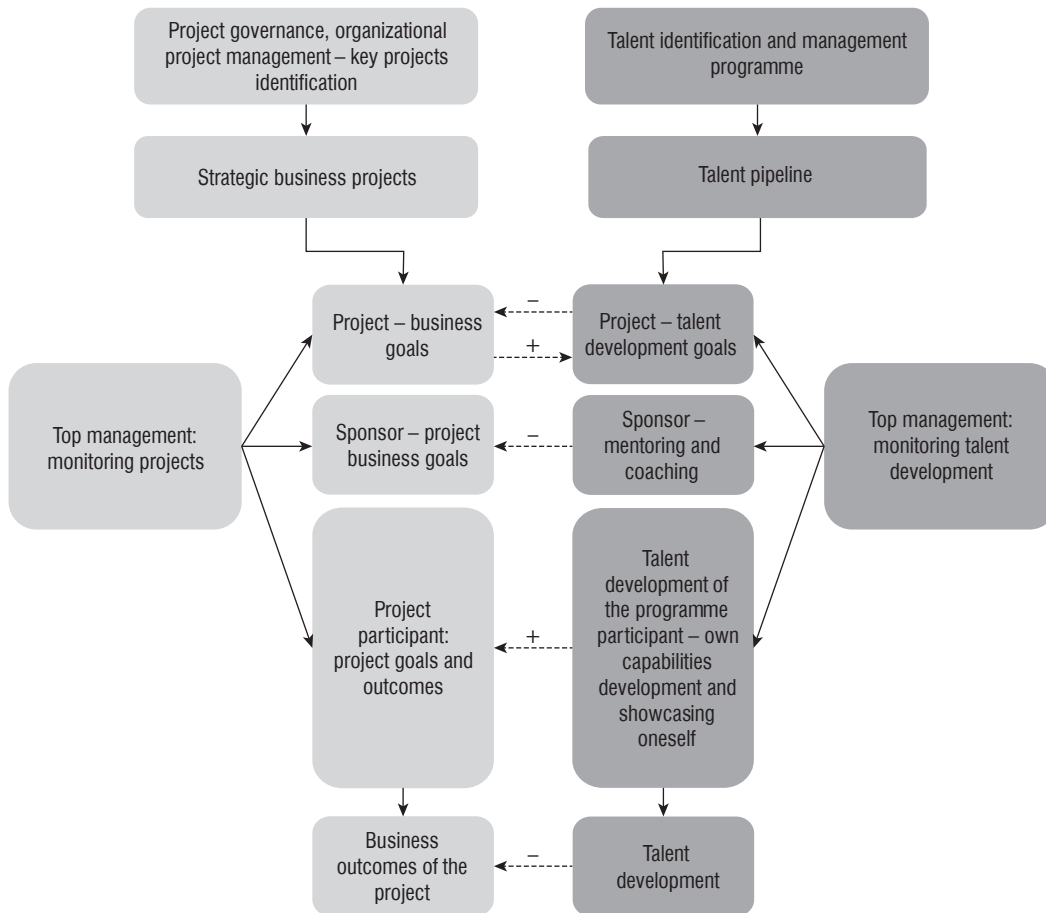
Source: own work.

An attempt to conceptualize the phenomenon of using projects in talent development and the resulting dual role of projects is presented in Figure 5. It indicates the key participants and their roles in the projects resulting from the duality of such an undertaking. This is a preliminary conceptualization, which requires more detailed research to be further developed. There are potential relationships between various elements of the conceptualization, however, as per conducted literature review, this topic is not well researched. The author of this article, based on the created conceptualization, knowledge of the concepts, and own evaluation, proposed potential relationships as a hypothesis to be verified in the future research.

- Talent development goals when part of the project may potentially influence project business goals in a negative way, since project should be focused on a limited number of goals. On

the other hand, project business goals may impact talent development goals in a positive way, since focus on a business goal is what companies are looking for.

- The role of the sponsor as accountable for project business goals and at the same time as a mentor or a coach in the project makes the role more complex and requiring different skills than usually in the project management.
- Motivation and involvement of project participants may be stronger due to the impact of the project outcomes on their future career development.
- While the project scope is supposed to be outside the participants' current expertise and be a challenge for its participants, it creates an additional risk of the project being unsuccessful.

Limitations of the study

The study focused on specific keywords. Due to the wide variety of terminologies in talent management concepts, there may exist research on the subject that uses different terminology, such as experiential learning, extra-role assignments, action learning, and learning by doing. Due to the relatively small theoretical base, the presented conceptualization is preliminary, and its usefulness needs to be confirmed by empirical research. The study requires further development in the direction of qualitative field research, exploring the presented issues and identifying further directions for quantitative research to investigate the scope of this phenomenon.

Summary

The study of the phenomenon of using projects as a talent development tool should include the mutual influence of these areas. In the field of project management, the impact of incorporating projects into talent management programmes on project elements, project governance, and organizational project maturity is particularly interesting. Specifically, further research could focus on creating a definition of a project, including project goals, methods and tools used, key stakeholders, and project outcomes. The reasons for incorporating projects into talent management programmes and the benefits that organizations expect from such actions could also be subject to investigation. Another research direction could be the impact on participants' motivation and their evaluation of their participation in talent management programmes and project implementation within them. It would also be worth examining the conditions that need to be met for project management to contribute to the effectiveness of talent management programmes. The issue of ambidexterity in such projects is also becoming increasingly apparent, as they are usually carried out as additional change-the-business tasks alongside standard run-the-business operational activities. One could also ask a more general question: how can the use of projects in talent development affect the development of project management as one of the areas of management?

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