

The Dual-Track for Multipotential Youth Talent (DTMYT) Framework: Conceptual Foundations for Developing Talent Managers and Entrepreneurs

Gyeongyong Cho

PACM Research Initiative

Cheonan, Republic of Korea

June 2026

Abstract

Contemporary organizations require individuals who can both create value through entrepreneurial initiative and develop the capabilities of others within complex human systems. Yet many education systems, including Korea's, provide limited structured opportunity for young people to develop either set of capacities in a deliberate and integrated way. This paper proposes the Dual-Track for Multipotential Youth Talent (DTMYT) framework as a response. The framework distinguishes two interconnected developmental pathways that begin in secondary school: a Talent Manager track focused on recognizing potential, designing developmental experiences, facilitating collaboration, and building enabling conditions for others; and a Talent Entrepreneur track centered on opportunity identification, resource mobilization, iterative value creation, and resilient adaptation. Drawing on strategic talent management scholarship, practice-based entrepreneurship education research, the European EntreComp framework, and work on multipotentiality, the paper argues that these two pathways are complementary rather than competing and that their parallel cultivation from adolescence onward addresses structural gaps in current provision. The framework is offered as a conceptual resource for program design, policy discussion, and further empirical investigation rather than as a finished blueprint.

Keywords: talent management; youth entrepreneurship; multipotentiality; dual-track development; secondary education; experiential learning; EntreComp

1. Introduction

Organizations operating in complex, uncertain, and increasingly technology-mediated environments need people who can do two things well. They need individuals who can recognize emerging opportunities, mobilize resources under constraint, iterate through failure, and create value for stakeholders. They also need individuals who can recognize potential in diverse others, design experiences that help people grow, facilitate effective collaboration, and build conditions in which others can contribute fully. Many people will need to do both at different points in their careers.

Most education systems, however, do not deliberately cultivate either set of capacities in a sustained way during the secondary school years. In Korea, the dominant pathway remains narrowly organized around preparation for a single high-stakes examination. Existing government-supported youth programs have expanded opportunities for idea development, prototyping, and early entrepreneurial experience, yet systematic attention to the interpersonal and organizational capabilities associated with talent management remains largely absent. The result is a developmental gap: young people

have limited structured opportunity to develop the full range of capabilities that future organizational and entrepreneurial work will require.

This paper proposes the Dual-Track for Multipotential Youth Talent (DTMYT) framework as one response to this gap. The framework treats the secondary school years as a critical period for the parallel cultivation of two developmental pathways while preserving the possibility of later integration. It draws on strategic talent management scholarship, research on practice-based entrepreneurship education, the European EntreComp competence framework, and recent work on multipotentiality and the value of extended sampling periods. The central argument is that these two pathways are conceptually distinct yet practically complementary, and that their deliberate, developmentally sequenced cultivation from middle school onward offers a promising direction for addressing current imbalances.

The paper proceeds as follows. Section 2 reviews the theoretical resources that inform the framework. Section 3 outlines the core principles and track definitions. Section 4 discusses programmatic and policy implications. Section 5 concludes with reflections on the framework’s status and priorities for further development.

2. Theoretical Foundations

2.1 Strategic Talent Management and Inclusive Approaches

The field of talent management has shifted in recent decades from exclusive, position-based models toward more inclusive conceptions. Early strategic talent management frameworks emphasized the identification of pivotal positions and the differential allocation of resources to high-potential individuals. Subsequent work has highlighted the limitations of such approaches in dynamic environments and argued for greater attention to context, cultural fit, and the developmental potential of broader segments of the workforce. Inclusive talent management perspectives treat talent as something that can be cultivated rather than merely discovered and emphasize organizational systems that enable diverse individuals to contribute and grow. These perspectives provide a foundation for extending talent development thinking into the secondary education years rather than treating it as a post-employment concern.

2.2 Practice-Based Entrepreneurship Education

Research on entrepreneurship education has moved beyond narrow conceptions focused solely on new venture creation toward broader understandings of entrepreneurial mindset, competence, and behavior as lifelong resources. Practice-based approaches stress learning through action, iteration, and reflection rather than transmission of decontextualized knowledge. Key contributions have identified core entrepreneurial practices — play, empathy, creation, experimentation, and reflection — and have developed competence frameworks that articulate the knowledge, skills, and attitudes associated with acting entrepreneurially in varied contexts. The European EntreComp framework, for example, treats entrepreneurship as a transversal competence relevant to personal development, civic participation, and employability. Such perspectives are particularly relevant for designing secondary-level interventions that develop agency and value-creation capacity without presupposing an immediate entrepreneurial career trajectory.

2.3 Multipotentiality and the Value of Sampling

A growing body of work challenges the assumption that early and narrow specialization is the optimal path to high performance, especially in complex and rapidly changing domains. Research on multipotential individuals highlights distinctive strengths in idea synthesis, rapid learning across domains, adaptability, and the ability to see connections that specialists may miss. The concept of an extended “sampling period” — during which individuals explore multiple domains before committing to deeper specialization — has been shown to support the development of these strengths and to produce more robust long-term trajectories in uncertain environments. These insights suggest that secondary education systems overly organized around a single linear pathway may inadvertently constrain the very capacities that future organizational leaders and value creators require.

2.4 Integrating the Lenses

Taken together, these bodies of theory point toward the value of deliberately structured dual pathways that begin in adolescence. One pathway emphasizes the interpersonal and organizational capabilities associated with talent management; the other emphasizes the opportunity-oriented and generative capabilities associated with entrepreneurship. Both pathways benefit from rich experiential sampling, supportive developmental relationships, and opportunities to pursue meaningful projects. The DTMYT framework operationalizes this integration in the Korean context while remaining adaptable to other settings.

3. Core Principles and Track Definitions

3.1 Guiding Principles

The Dual-Track for Multipotential Youth Talent framework rests on three guiding principles.

First, it adopts an inclusive and universal orientation. Dual-track experiences should be accessible to all students rather than reserved for a pre-selected elite. This principle responds to both equity concerns and the empirical observation that talent and entrepreneurial potential are more widely distributed than narrow identification systems typically assume.

Second, it emphasizes exploratory and sequential development. The middle school years should provide broad sampling across both pathways, allowing students to encounter different kinds of problems, roles, and ways of working without early high-stakes tracking. High school allows for deeper engagement in one or both tracks according to emerging interest and demonstrated strength, while still preserving opportunities for integration.

Third, it treats real-world experience and reflection as central pedagogies. Both tracks are developed through sustained engagement with authentic problems, stakeholders, and constraints, supported by structured reflection that helps students extract meaning and build transferable capabilities.

3.2 Talent Manager Track

The Talent Manager track focuses on capabilities associated with identifying, developing, and orchestrating human potential within organizations and teams. Core elements include:

- Recognizing potential in diverse individuals and contexts
- Designing developmental experiences, assignments, and feedback processes

- Facilitating effective collaboration and constructive conflict
- Building conditions — psychological safety, clarity of purpose, access to resources — that enable others to contribute and grow
- Providing feedback and recognition that supports learning rather than merely evaluation

These capabilities are relevant not only to formal management roles but to any context in which individuals work with and through others to achieve collective outcomes.

3.3 Talent Entrepreneur Track

The Talent Entrepreneur track centers on identifying opportunities, mobilizing resources under constraint, iterating through failure, and creating value for stakeholders. Core elements include:

- Opportunity identification and creative recombination across domains
- Resource mobilization and stakeholder engagement
- Iterative prototyping, experimentation, and adaptation
- Value creation and capture under real constraints
- Resilience in the face of setbacks and ambiguous feedback

As with the Talent Manager track, these capabilities are treated as broadly relevant rather than narrowly tied to founding new ventures. They support entrepreneurial behavior in established organizations, civic initiatives, and personal projects.

3.4 Integration Opportunities

The framework does not treat the two tracks as mutually exclusive career destinations. Many individuals will draw on both sets of capabilities over time. Integration experiences — projects or roles that require students to exercise capabilities from both tracks — are therefore valuable at all stages and especially important in later high school years. Examples include founding and leading a student-run initiative that addresses a school or community need, designing an internal talent development process for a youth-led venture, or creating program elements that simultaneously support entrepreneurial activity and participant development.

4. Programmatic and Policy Implications

4.1 Curriculum and Experience Design

Implementing the framework requires structured modules that deliberately develop the distinct capabilities of each track while creating opportunities for integration. Middle school modules should emphasize breadth of exposure and low-stakes experimentation. High school modules should allow for greater depth, sustained engagement with external stakeholders, and more demanding performance expectations. Assessment should move beyond narrow examination metrics to include portfolio evidence, peer and mentor feedback, and demonstrated growth in targeted competencies.

4.2 Assessment and Signaling

A single-metric system centered on examination performance is poorly aligned with the developmental goals of the dual-track framework. Multi-dimensional, developmental assessment tools are needed that capture growth across both tracks while remaining practical for school and program use. Such

tools can serve both formative purposes within programs and signaling purposes for university admissions, scholarships, and early employment pathways that value the targeted competencies.

4.3 Partnership and Ecosystem Coordination

Effective dual-track implementation requires more than what any single school can provide internally. Partnerships with external platforms, corporations, community organizations, and higher education institutions can supply the diversity of experiences, mentorship, and real stakes that the framework requires. Platform organizations can play a particularly valuable role by providing scalable infrastructure for project matching, evidence capture, and competency visualization while maintaining alignment with educational goals.

4.4 Teacher and Facilitator Development

The pedagogies required for dual-track development — facilitating project-based work, coaching rather than directing, assessing complex performances, and supporting reflection — differ from the dominant instructional patterns in many secondary classrooms. Sustained professional development that combines conceptual understanding of the framework with opportunities to practice and receive feedback on new facilitation approaches is essential.

4.5 Policy Levers

For dual-track approaches to take root at scale, incentive systems must shift in supportive directions. Policy levers include recognition of dual-track participation and competency profiles in university admission processes, inclusion of relevant indicators in school evaluation frameworks, and dedicated funding streams for partnership development and teacher professional learning.

5. Conclusion

The Dual-Track for Multipotential Youth Talent framework offers one coherent response to the developmental gaps that arise when secondary education is narrowly organized around a single high-stakes metric. By distinguishing and deliberately cultivating both Talent Manager and Talent Entrepreneur pathways from the secondary school years while preserving integration options, the framework aims to expand the range of capabilities that young people have the opportunity to develop.

The framework is offered as a conceptual resource rather than a finished blueprint. Its value will ultimately be determined by the quality of implementation, the willingness of institutions to adapt existing practices, and the extent to which young people themselves experience the pathways as meaningful and enabling. A companion diagnostic paper examines the structural pathologies in Korean secondary education that motivate the dual-track approach. A third paper in the series addresses implementation questions in greater practical detail, including curriculum modules, assessment rubrics, and partnership design principles.

Further research — particularly longitudinal studies of participants and comparative analyses of implementation contexts — will be essential to refine and validate the approach. What is clear is that continuing with current imbalances is unlikely to produce the full range of human capabilities Korea will need in the decades ahead.

References

- Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). *EntreComp: The entrepreneurship competence framework*. Publications Office of the European Union.
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304–313.
- Epstein, D. (2019). *Range: Why generalists triumph in a specialized world*. Riverhead Books.
- Fayolle, A., & Gailly, B. (2008). From craft to science: Teaching models and learning processes in entrepreneurship education. *Journal of European Industrial Training*, 32(7), 569–589.
- Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 49(1), 55–70.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Wapnick, E. (2017). *How to be everything: A guide for those who (still) don't know what they want to be when they grow up*. HarperCollins.

This is a working paper prepared for preprint distribution on SSRN, OSF, and Zenodo. Companion papers address the structural pathologies motivating the framework and practical implementation considerations. Comments and suggestions are welcome.

Word count (core text): approximately 3,800

End of Document