

**UNIVERSITY OF KWAZULU NATAL**

**An Evaluation of Talent Management with the  
Department of Arts and Culture in KZN**

**BY PHUMELELE NOMKHOSI MSHENGU**

**204515950**

A dissertation Submitted in partial fulfillment of the requirement  
for the degree Masters in Business Administration

College of Law and Management Studies  
Graduate School of Business and Leadership

Research Supervisor: Dr Abdulla Kader

2015

## DECLARATION

I ..... declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from other persons
- (iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where written sources have been quoted, then:
  - (a) Their words have been re-written but the general information attributed to them has been referenced
  - (b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced
- (v) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledge, and the source being detailed in the dissertation/thesis and in References section

Signature: \_\_\_\_\_

## ACKNOWLEDGEMENTS

I would like to acknowledge the following who have provided great support and guidance during this period:

I would firstly like to thank God whom without this would not have been possible. God has been with me on every step through this journey.

My son Zothani Mshengu who has had to be so understanding at such a young age that mommy is not around because she is at school or working on her school work.

My parents Sipho and Bonani Mshengu for being my source of strength, always being encouraging and for taking care of my son in my absence.

My siblings, Sbusi, Sne and Menzi who would lecture me if I started deviating from my work.

One of my best friends Mr Bradford Kafumucache for the numerous discussions that we have had and his advice. I value all the help that he has given me from day one.

To my friends (Tina, Thobile, Nonhla, Zakia, Penny & Sbusiso) who have been so helpful and supportive and have managed to keep me sane during this period.

I would like to express my sincere gratitude to my supervisor Dr A Kader for the continuous support of my MBA study and research, for his patience, and immense knowledge. I could have not done this without his guidance.

I would like to thank all the people who took the time to participate in the study.

## **ABSTRACT**

One of the problems faced by today's organisations is the need to stay current and adapt to the evolving environmental, market, economic and workforce conditions. "It has become clear that the most important organisational asset, especially in knowledge intensive organisations depend on its employees". Organisations now have to put more emphasis on recruiting and retaining top performing employees. This has given rise to talent management. The aim of the study was to evaluate talent management at KZN Department of Arts and Culture and the purpose of the study was to: identify if the Departments strategic HR policies are hindering or supporting their talent efforts and to determine what talent management practices should be put in place to in order to attract, develop and retain high performing employees and to get an understanding of how the Departments employees feel about the current state of events. A quantitative study was conducted where an electronic questionnaire was sent to the Arts and Culture employees. The population size of the study was 300 Arts and Culture employees who had e-mail and internet access. Of the 300 employees, a total of 170 responded to the questionnaire giving a 57% response rate. The main findings of the study were that the Department of Arts and Culture KZN did not have a talent management strategy nor talent management policies. The respondents scored the department low on issues such as promotion, sourcing candidates internally and financial assistance to study further. The Department will need to pay special attention to those items. On the upside, the majority of employees stated that they were the right fit for their positions either by their academic qualification or work experience. This is well and good but certain employees hold qualifications that allow them to be able to perform at higher levels than what they are on currently. There are no policies in place to address this, and currently nothing has been done to find talent within the Department. The Department can introduce programmes such as job rotation, mentoring system, cross training and regular career discussions as a start which can be implemented by the Senior Managers in each Directorate. Policies should be implemented which allow for horizontal movements and internal recruitment since the lack of is one of the main sources of dissatisfaction amongst the Departments employees.

## **ACRONYMS & ABBREVIATIONS**

DPSA: Public Service & Administration Republic of South Africa

EPMDS: Employee Performance Management Development System

HR: Human Resource

PDP: Personal Development Plan

The Department: Department of Arts and Culture KZN

# TABLE OF CONTENTS

<b>Title</b>	<b>Page</b>
Title Page	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Acronyms & Abbreviations	v
Table of Contents	vi
List of Figures	x
List of Tables	xi
<b>CHAPTER 1 – AN INTRODUCTION TO THE RESEARCH.....</b>	<b>1</b>
1.1 INTRODUCTION .....	1
1.2 BACKGROUND TO THE PROBLEM.....	2
1.3 PURPOSE OF THE STUDY .....	4
1.4 PROBLEM STATEMENT .....	4
1.5 RESEARCH QUESTION.....	5
1.6 RESEARCH OBJECTIVES.....	5
1.7 MOTIVATION FOR THE STUDY.....	6
1.8 PROPOSED VALUE OF THE STUDY.....	6
1.9 STUDY OUTLINE.....	7
<b>CHAPTER 2: LITERATURE REVIEW.....</b>	<b>9</b>
2.1 INTRODUCTION .....	9
2.2 TALENT MANAGEMENT DEFINITION .....	9
2.2.1 Talent Management as Strategic HR Practices.....	10
2.2.2 Talent Management as Developing for Talent Pools.....	11
2.2.3 Management of Those Perceived as Talented .....	12
2.2.4 Talent Management Though the Identification of Strategic Positions .....	14
2.3 TALENT PLANNING PROCESS .....	14
2.4 EMPLOYEE ENGAGEMENT .....	18

2.4.1	Popular Employee Engagement Theories .....	18
2.4.2	Drivers of Employee Engagement .....	21
2.5	TRAINING AND DEVELOPMENT .....	23
2.5.1	Stages in Training and Development Programmes .....	24
2.5.2	Mentoring in Training and Development.....	25
2.5.3	Effect of Training and Development on Employee Retention.....	26
2.5.4	Policies at KZN Department of Arts and Cultures .....	27
2.6	CAREER DEVELOPMENT .....	30
2.6.1	The Role of the Employee and Management in Career Development .....	30
2.6.2	Career Development Theory.....	31
2.6.3	Complications with Career Development.....	33
2.6.4	Benefits of Career Development.....	34
2.6.5	Career Development Initiatives .....	36
2.7	REWARDS AND RECOGNITION.....	38
2.7.1	The Difference Between and Reward and Recognition.....	38
2.7.2	Human Motivation Theories on Rewards and Motivation.....	39
2.7.3	Elements of a Rewards System .....	40
2.8	PERFORMANCE APPRAISALS.....	43
2.8.1	Purpose of Performance Appraisals.....	44
2.8.2	Essential Elements of a Performance Appraisal System .....	44
2.8.3	How Performance Appraisals Assist in Retaining Key Talent .....	47
2.8.4	KZN Department of Arts & Culture Policies.....	48
2.9	CONCLUSION.....	48
<b>CHAPTER 3: RESEARCH METHODOLOGY .....</b>		<b>49</b>
3.1	INTRODUCTION .....	49
3.2	PURPOSE OF STUDY .....	49
3.2.1	Exploratory Study .....	50
3.2.2	Descriptive Study.....	50
3.2.3	Casual Study .....	50
3.3	SOURCES OF DATA.....	51
3.3.1	Primary Data.....	51
3.3.2	Secondary Data .....	51
3.4	RESEARCH DESIGN .....	52

3.5	RESEARCH APPROACH/METHODOLOGY.....	52
3.5.1	Types of Research Approaches.....	53
3.6	RESEARCH INSTRUMENT .....	55
3.7	QUESTIONNAIRE DESIGN .....	56
3.7.1	The Steps That Were Followed in Creating the Questionnaire:.....	57
3.7.2	The Questionnaire Structure.....	58
3.8	RESEARCH RELIABILITY AND VALIDITY .....	59
3.8.1	Research Reliability.....	59
3.8.2	Research Validity.....	59
3.9	SAMPLING PROCEDURES.....	59
3.10	ADMINISTERING THE QUESTIONNAIRE.....	60
3.11	DATA CODING .....	61
3.12	ETHICAL ISSUES .....	61
3.13	CONCLUSION.....	62
	<b>CHAPTER 4: ANALYSIS OF RESULTS .....</b>	<b>63</b>
4.1.	INTRODUCTION.....	63
4.2.	DESCRIPTION OF RESPONDENTS .....	63
4.3.	TALENT PLANNING STATISTICAL RESULTS .....	71
4.4.	TALENT MANAGEMENT PRACTICES STATISTICAL RESULTS.....	73
4.4.1.	Employee Engagement .....	73
4.4.2.	Training and Development.....	75
4.4.3.	Rewards and Recognition .....	79
4.4.4.	Performance Appraisal .....	82
4.4.5.	Career Development.....	85
4.5.	FACTORS RELATING WORK ENVIRONMENT STATISTICAL RESULTS.....	87
4.6.	EMPLOYEES PERCEPTIONS ON CURRENT POSITIONS STATISTICAL RESULTS .....	89
	<b>CHAPTER 5: INTERPRETATION OF DATA.....</b>	<b>91</b>
5.1	INTRODUCTION .....	91
5.2	LIMITATIONS AND PROBLEMS ENCOUNTERED.....	91
5.3	MAIN RESEARCH QUESTION.....	92
5.4	RESEARCH OBJECTIVES.....	92
5.4.1	Research Objective 1.....	92
5.4.2	Research Objective 2.....	95



5.4.3	Research Objective 3.....	96
5.4.4	Determine if officials are the right fit for their positions.....	96
5.5	CONCLUSION.....	98
<b>CHAPTER 6: SUMMARY CONCLUSION &amp; RECOMMENDATIONS.....</b>		<b>99</b>
6.1	TALENT STRATEGY.....	100
6.2	RECOMMENDATIONS.....	101
6.3	LIMITATIONS.....	105
6.4	RECOMMENDATIONS TO OVERCOME LIMITATIONS.....	105
6.5	TOPICS FOR FURTHER RESEARCH.....	106
6.6	CONCLUDING REMARKS.....	106
<b>REFERENCES.....</b>		<b>108</b>
<b>APPENDIX 1 – ETHICAL CLEARANCE.....</b>		<b>116</b>

## LIST OF FIGURES

<b>Figure</b>	<b>Description</b>	<b>Page No</b>
2.1	Talent Strategy Methodology	15
2.2	A Model of the Antecedents and Consequences of Employee Engagement	20
2.3	Stages in Training and Development Programmes	24
2.4	Developmental Self Concept Models	31
4.1	Responses to Gender	63
4.2	Responses to Number of Years you have worked at the Department of Arts and Culture	64
4.3	Responses to Number of Years you have worked in your Current Position	66
4.4	Responses to Job Status	67
4.5	Responses to Highest Qualification	68
4.6	Responses to current Studies	69
4.7	Responses to Are your Studies Being Paid for by the Department	70
4.8	Mean Scores for Senior Management with Regards to the Departments Talent Planning	72
4.9	Mean of Employee Engagement	75
4.10	Mean of Training and Development	77
4.11	Responses to Before a Vacancy is Advertised, A Candidate is Sought Internally	78
4.12	Responses to I attend Most of the Training Set Out in my Personal Development Plan (PDP – EPMDS)	81
4.13	Mean of Performance Appraisal	84
4.14	Mean Scores for Factors Relating to Work Environment	88

## LIST OF TABLES

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
2.1	Dimensions of Psychological Conditions	19
2.2	Career Development Interventions	36
4.1	Responses to Gender	64
4.2	Responses to Number of Years you have worked at the Department of Arts and Culture	65
4.3	Responses to Number of Years you have worked in your Current Position	66
4.4	Responses to Job Status	67
4.5	Responses to Highest Qualification	68
4.6	Responses to Current Studies	69
4.7	Responses to Are your Studies being paid for by the Department	70
4.8	Talent Planning Descriptive Statistics	71
4.9	Descriptive Statistics Employee Engagement	74
4.10	Test of Homogeneity of Variances Employee Engagement	74
4.11	ANOVA Test Results Employee Engagement	74
4.12	Descriptive Statistics Training and Development	76
4.13	Test of Homogeneity of Variances Training and Development	76
4.14	ANOVA Test Training and Development	76
4.15	Responses to Before a Vacancy is Advertised, a Candidate is Sought Internally	78
4.16	Descriptive Statistics Rewards and Recognition	79
4.17	Test of Homogeneity of Variances Rewards and Recognition	79
4.18	ANOVA Test Results Rewards and Recognition	80
4.19	Descriptive Rewards and Recognition	80
4.20	Responses to I Attend Most of the Training Set Out in my Personal Development Plan (PDP – EPMDs)	81

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.21	Descriptive Statistics Performance Appraisal	82
4.22	Test of Homogeneity of Performance Appraisal	83
4.23	ANOVA Test Performance Appraisal	83
4.24	Descriptives Performance Appraisal	84
4.25	Descriptive Statistics Career Growth and Development	85
4.26	Test of Homogeneity of Variances Career Growth and Development	85
4.27	ANOVA Test Career Growth and Development	86
4.28	Descriptives Career Growth and Development	86
4.29	Descriptive Statistics Factors Relating to Work Environment	87
4.30	Alignment of Position to Qualification and Experience	89
4.31	Description of Current Work Commitment	90

# CHAPTER 1 – AN INTRODUCTION TO THE RESEARCH

## 1.1 INTRODUCTION

The world is experiencing a crisis in skills shortages and as a result organisations, as well as the public sector, are all competing to get highly skilled and talented employees for their workforce. The additional pressure of globalization means that “employees are no longer limited to selling their skills in one region” (Oehley, 2007), and as a result highly skilled and talented employees are migrating to other countries where organisations offer them a better working environment, financial incentives and better opportunities.

South Africa has a very high unemployment rate but according to a study done by Adcorp, (2013) the country has as many as 829 800 unfilled positions which are for highly skilled workers, and because the country is not producing the correct skills needed for the market, those positions remain vacant.

A problem that exists in talent management literature is that there seems to be a lack of agreement about a definition of what talent management is (Collings & Mehahi, 2009 & Al Ariss, Cascio, & Paauwe, (2014). As a result, different theorists and academics describe it differently, but the four main definitions of talent management are: (1) talent management is strategic Human Resource (HR) practices (Collings & Mehahi, 2009; Khatri *et al*, 2010), (2) the development of talent pools (Nilsson, Vinn, & EllstrÖm. (2012), (3) the management of those individuals who are considered talented, and (4) talent management through the identification of key strategic positions (Nilsson *et al*, 2012; Lewis & Heckman 2006). In this paper the different talent management definitions will be explored as well as the assessment of their limitations in order to try and get a better understanding of talent management.

There are various practices that are implemented as part of talent management. Part of the reason that talent management fails is that practices are poorly applied. For the purpose of this study the following will be explored and how they contribute to talent management: talent planning, employee engagement, career development, rewards and recognition, and performance appraisals.

Most, if not all, South African government departments do not have a talent management policy guiding them as how to best attract, develop and retain employees, but they have various strategic HR policies in place. This research evaluated the HR policies of the KZN Department of Arts and Culture and determined if they support or hinder talent management.

## **1.2 BACKGROUND TO THE PROBLEM**

South Africa is facing a huge problem – skills shortages – and it is affecting organisations and the public sector's ability to be competitive, efficient and effective (Barkhuizen, 2014). The South African government has introduced a number of educational reforms, but they have done little to solve the skills shortages problem. “Skills shortages in South Africa are the consequence of the interplay of several complex socio-political and economic factors” (Rasool & Botha, 2011). One is, however, mindful of the fact that the government has inherited problems caused by policies made by the apartheid government which will affect the country for years to come. An example of this is the Bantu Education Act 47 of 1953. Under the Act, black students were taught subjects that would equip them for low-skilled jobs and subjects like mathematics and science were excluded from their curriculum (Overcoming Apartheid, 1999). As a result of this, people of colour received an inferior education and were given low-level jobs. A problem that existed in the turn of the democracy is that only a few parents were able to send their children to institutions of higher learning because their generation and generations before them, had received an education which led to low-level skills and consequently to employment that paid very little. This had become a vicious cycle for many generations of people of colour.

As a result of the past inequalities, the South African government introduced the Affirmative Action and Employment Equity (1998) Acts to redress the imbalances of the past (Tladi, 2001). As part of the Acts, organisations, including the public sector, have assigned a certain number of positions to those who were previously disadvantaged. This was to ensure that there was equal representation of races at different levels of an organization. In 2007, Oehley remarked – “Due to the preferential education of white South Africans prior to democracy, there is a shortage of skilled black workers at many levels, especially at management level”. Some of these positions remained vacant for years. Positive discrimination policies do not foster talent management because by excluding a certain portion of the workforce they are minimizing their chances of obtaining talent. It is also demotivating for the individual and the workforce in general because a person is unsure whether they got the position on merit or because of their colour/gender. This also creates a culture of entitlement because some will automatically expect to be promoted (over white people or men) because there are shortages of that race/gender at that level.

The South African public sector is plagued by poor service delivery and as a result, there are strikes and protests across the country on a weekly basis. Problems such as absenteeism, staff turnover, low morale, disengaged staff just perpetuate the problem. All of this translates to a waste of public funds, Stephen Mulholland in Business Day Live, (2013) claims that “the Public Service costs in South Africa are proportionately among the highest in the world at about 12% of GDP”. Pietersen, (2014) believes that “In order for South Africa to realize its service delivery mandate, a stable and reliable staff compliment with the necessary competencies is vital”.

The challenges faced by the South African public sector cannot be solved by traditional Human Resource (HR) practices because the public sector is competing with private organisations to attract, develop and retain talent. In order for this to happen, the public sector should adopt talent management strategies. Barkhuizen, (2014) has highlighted the following issues with regard to talent management in the public sector:

- Talent management practices are not receiving sufficient attention in the public sector, especially with practices such as talent planning and retention strategies.
- There is a lack of management commitment when it comes to talent management in the public sector.
- Management is not competent in talent management principles.

The KZN Department of Arts and Culture is not immune to the workforce problems in the public sector and as a result, there are vacant positions for skilled talent that are unoccupied. Management comprises mostly of baby boomers. HR and HR practices are viewed as unrelated to strategic management; there is therefore no organisational goals incorporated into HR strategies and practices.

### **1.3 PURPOSE OF THE STUDY**

KZN Arts and Culture is a small department with a workforce of about 450 employees and it has not adopted a talent management policy as yet, but it does have a few strategic HR policies in place.

The purpose of the study was to identify if the Department's strategic HR policies are hindering or supporting their talent management efforts and to determine what talent management practices should be put in place to in order to attract, develop and retain high performing employees.

### **1.4 PROBLEM STATEMENT**

The South African public sector is faced with various operational and workforce problems and ineffective service delivery is the result in many sectors. Barkhuizen, (2014) feels that "The lack of poor service delivery is a direct result of talent management strategies that fail to retain key talent in the public service". The public sector is competing with the private sector to recruit and retain top talent.



The skills shortage, changing workforce and markets, globalization, the retirement of skilled baby boomers and other factors has made it crucial for organisations to look beyond traditional human resource practices to attract, develop and retain their workforce which is why many are moving towards talent management. Talent management has become a strategic tool with which organisations try to gain a competitive advantage through the attraction, development and retention of the right talent (Masibigri & Nienaber, 2011). “Talent management meets the demands associated with increased complexity and uncertainty and for organisations to gain sustainable success, they should align their talent management strategies with their organisational goals” (Nilsson & Ellström, 2012).

## **1.5 RESEARCH QUESTION**

The research question for this study:

What policies and activities are in place at the KZN Department of Arts and Culture to foster and support talent management?

## **1.6 RESEARCH OBJECTIVES**

The study attempts to address the following research objectives:

1. Determine what policies or practices at KZN Arts and Culture are in place that foster/hinder talent management
2. Determine the role that management is playing to ensure that talent management practices are adopted
3. Employee perception of talent management practices like employee engagement and satisfaction, training and development, mentoring and succession planning, rewards and recognition, room for advancement, if any, within Arts and Culture
4. Determine if officials are the right fit for their positions

5. Recommend ways where talent management practices could be implemented to save costs with regard to recruitment, employee turnover and employee dissatisfaction

## **1.7 MOTIVATION FOR THE STUDY**

The South African public sector is the largest employer in the country and employs 3.03 million employees (Business Day Live, 2013) but it is plagued by workforce problems. I believe that there is potential and actual talent within government departments and more so within the KZN Department of Arts and Culture, but because of the lack of attention being given to talent management in the public sector, this goes unnoticed. As a result, high performing employees become demoralized and disengaged and their performance drops whilst still in government which results in an inefficient workforce and they leave the public sector. The general perception about public sector employees are that they are lazy and this might be attributed to the fact that they are not properly managed; this can be avoided by implementing proper talent management practices (Pietersen, 2014).

This study aims to unearth real talent within the Department, as well as the issues that should be resolved to ensure effective talent management practices within the Department.

## **1.8 PROPOSED VALUE OF THE STUDY**

The study will be of great value to the Department because no research has been conducted in talent management within the Department before. It will give a clear picture of the state of the workforce, policies and practices within the KZN Department of Arts and Culture and will be able to see in which areas of talent management it is lagging behind.

It is crucial that organisations and public sector departments adopt talent management policies because of changing demands. This study provides recommendations on how the KZN Department of Arts and Culture can implement talent management practices and strategies.

This research could also benefit other government departments because this is an issue that affects all Departments not just Arts and Culture and can provide assistance to government policy makers.

## **1.9 STUDY OUTLINE**

### **Chapter 1 – Introduction**

In this chapter the reader is introduced to the study and what the aim of the study is.

### **Chapter 2 – Literature Review – What is Talent Management and Talent Management Practices**

Chapter 2 of the study investigates what talent management is by reviewing the literature relating to the work of academics and theorists. The chapter begins by looking at the common definitions of talent management, why academics feel they properly describe talent management and what are their shortfalls.

In chapter 2 the various talent management practices are evaluated by looking at theory as well as application. The talent practices that will be discussed are: talent planning, employee engagement, career development, rewards and recognition, and performance appraisals. In this chapter, the strategic HR policies of the KZN Department will be evaluated against the mentioned talent practices to determine if they hinder or support talent management.

### **Chapter 3 – Research Methodology**

Chapter 3 looks at the research design and methodology of the study. A questionnaire was developed for the purpose of this study.

### **Chapter 4 - Data Analysis and Results**

The results received from the questionnaire were discussed in this chapter.

### **Chapter 5 – Interpretation of Data**

The analyzed data was presented in this chapter.

### **Chapter 6 – Recommendations and Conclusion**

This chapter comprises of the conclusion and recommendations as they pertain to the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter looks at the different definitions according to literature of in terms of definitions for talent management. The conflicting views expressed in the different definitions and how practical they are, when applied in real life situations are evaluated. The definitions, like most definitions, have certain limitations which will be discussed. The chapter also explores the different talent management activities and what impact they have on employees and the organisation while looking at what policies and activities Arts and Culture has that support or hinder talent management.

### **2.2 TALENT MANAGEMENT DEFINITION**

From the literature it is clear that there is no one accepted definition of what talent management is. According to Collings & Mellahi, 2009 “there is a disturbing lack of clarity regarding the definition, scope and overall goals of talent management”.

The meaning of talent has evolved through the years, where in the first dictionary it referred to “a denomination of weight, used by the Greeks, Romans, Babylonians and other ancient people” (Tansley, 2011). According to the Oxford dictionary talent is “natural aptitude or skill” (Oxford University Press, 2015). From the definition in the Oxford Dictionary it would mean that all employees have talent and it is therefore up to the human resources component to uncover what those strengths are. This is the definition favoured by most people because it does not alienate any individual or a particular group and each individual is given equal opportunity to discover their talent (Ross, 2013).

There are four different definitions of talent management:

- The first group identifies talent management as merely human resources (HR) and they focus on strategic HR practices.
- The second group is focused on the development of talent pools where the focus will be on succession and manpower planning.
- The third group is concerned with the management of those they perceive as talented employees.
- The fourth group identifies strategic positions which will contribute to the organisation's competitive advantage.

(Collings & Mellahi, 2009; Al Ariss, Cascio & Paauwe, 2014)

### **2.2.1 Talent Management as Strategic HR Practices**

Over the years labour pools have evolved with skills shortages, fierce global competition for labour and insufficient talent in developing markets (Meyers & van Woerkom, 2014). As a result Human Resources (HR) Management has had to evolve over the years to accommodate such changes where the emphasis is not on the traditional HR activities such as hiring, payroll, leave and so on. One of the problems identified with traditional HR is that there is little connection between the HR practices and the organisations strategy and measuring if these practices are actually yielding the described result, and this is why organisations are turning to talent management (Lewis & Heckman 2006). Talent management presents different strategic goals to streamline employee acquisition and leadership succession. Through talent management, HR is able to direct employees through the various stages of their career while managing employee performance.

There are some who view talent management as another HR with just a different name. The literature in this school of thought is limited beyond strategic HR literature since it merely rewording HR to "talent management" (Collings & Mellahi, 2009; Khatri, Gupta & Kapil, 2010).

Talent management is a continuation of HR with Meyers & van Woerkom, 2014 describing it as “the systematic utilization of human resource management (HRM) activities to attract, identify, develop and retain individuals who are considered to be talented”.

According to Nilsson et al., (2012), talent management incorporates new knowledge and, as compared to HR where the activities were done within the HR department, talent management differs in that there is an organisation wide commitment with the HR department as well as the involvement of management in talent management.

HR is administrative focused with activities such as the day-to-day management of employees. Talent management on the other hand is strategic and is an organisational wide long-term plan which is aligned with the organisations overall goals and strategies.

### **2.2.2 Talent Management as Developing for Talent Pools**

There is another school of thought where talent management is described as focusing on talent pools. This school of thought is a build-up from succession planning and/or manpower planning where the organisation would monitor current and future staffing needs, changes in the internal workforce and employee advancements (Nilsson et al., 2012).

The need for talent pools is particularly important because of globalization, skills shortages and fierce competition among organisations for the best talent. Organisations need talent pools of high potential or high performing individuals to fill their strategic positions. With talent management there is a shift away from the old activity of recruiting when a position is available to organisations “recruiting ahead of the curve”, meaning that high potential employees are identified for key positions that might become available in future (Collings & Mellahi, 2009). Some organisations have gone as far as recruiting top individuals then creating positions for them within the organization.

Talent pools consist of internal employees as well as external prospective employees. Talent pools can also be classified in different categories, for example you can have emerging leaders, management level roles and financial wizards. Each organisation will determine what characteristics are important for their productivity in order to group the talent pools accordingly.

According to Nilsson et al., (2012), an organisation would have to use tools such as “needs assessments as well as conducting comprehensive job and talent gap study as foundations for training and development”.

### **2.2.3 Management of Those Perceived as Talented**

Many people associate talent management as focusing on the management of talented individuals within the organisation. There are two views in this regard: In the first view talent is linked to those individuals who show great potential or who perform at a high standard. These individuals are looked for and are offered positions and receive different rewards/remuneration without considering their specific roles within the organization. In this case talent management is associated with differentiation and the success of the organisation is linked to the outstanding performance of the said individuals. The value created by these top performers is considered great as compared to ordinary employees (Nilsson et al., 2012; Lewis & Heckman, 2006).

In the second view talent is viewed as homogeneous and each employee has the potential to be a high performer with the guidance and help of HR. In this case talent management is regarded as a mind-set that assists in ensuring that all employees perform to the best of their capability (Nilsson et al., 2012; Lewis & Heckman 2006). They are those who take it a step further by saying that all roles in the organisation should be filled with top performers and the organisation should find a way of letting go of poor performers (The McKinsey Quarterly, 1998). How this model works is that employees are classified by performance levels, eg A-B (A=Top, B=Middle, C=Bottom performers), the aim of this is to “top-grade” the organisation so that it consists of only A performers, this includes all positions not just senior management (Lewis & Heckman, 2006).



In the McKinsey Report (1998), *The War for Talent*, they argue that letting go of C performers is very important because their low productivity will start affecting those individuals who are high performers. The high performers get discouraged as a result of working with the low performers and they will most likely leave the organisation (The McKinsey Quarterly, 1998). Generally, most high performers would like to work with other high performers (Lewis & Heckman, 2006).

There are various problems regarding this talent management premise, namely:

Lewis & Heckman, (2006) argue that trying to find the talent that will make an employee a high performer is not strategic. There is no indication on how much company resources and time is needed to establish this and it places all employees on an equal level in terms of value and contribution to the organization. This approach backslides taking talent management back to HR.

Another problem is that it is not practical to have high performers for each position within the organization. Some roles do not require employees to be high performers and this will therefore result in an overinvestment in positions that do not bring that much value to the organisation (Collings & Mehhahi, 2009). An organisation may choose to maximize organisational proficiencies while it down plays others. Collings & Mehhahi, (2009) call for differentiation between strategic roles and key talent.

The issue of what constitutes talent is still a topic of discussion in talent management literature. Talent can be observed with varying degrees of value. Different organisations might value different characteristics or principles. Talent can also be acquired through learning and development and someone who was rated as a bottom performer could contribute more to the organisation's competitive advantage as opposed to an individual who was considered a top performer (Nilsson et al., 2012). The way in which talent is defined does not consider things such as “environmental, organisational or group influences” on talent (Ross, 2013). Sometimes in reality the definition of talent does not apply and it also “assumes that individual success and organisational success is aligned” (Ross, 2013).

#### **2.2.4 Talent Management Through the Identification of Strategic Positions**

Some believe that that talent management is about identifying certain key positions within the organisation which need to be filled with talented people. As a result, there should be differentiation of positions within the organisation where the main focus should be on strategic positions. The belief behind this is that the talent management strategy is about the activities and processes involved in identifying key positions within the organisation that will add value to the organisation's competitive advantage and sustainable growth (Collings & Mehahi, 2009).

For this premise to work, it is reliant on some of the premises discussed above where the organisation would have to have a talent pool of high performers, or those who show potential to be high performers to fill the identified positions, and the development of a differentiated HR design to facilitate the filling of the said positions with competent individuals, and to ensure that those individuals stay committed to the organisation (Collings & Mehahi, 2009).

### **2.3 TALENT PLANNING PROCESS**

Talent planning is the first strategic step in the talent management process and it is crucial that it is executed correctly because it will affect the other steps in the process. "Organisations need to make their talent strategy part of their strategic planning process and integrate it into their daily operations" (Bergeron, 2004). Talent planning is a pre-emptive method of evaluating and aligning the organisation's workforce, capabilities and potential to most effectively meet present and future demands.

Talent planning looks at exploiting the organisation's effectiveness and workforce, it evaluates the organisation's future business needs and finds ways in which the organisation will progress in trying to fulfill its strategic goals while trying to retain, acquire and cultivate the required talent to execute those goals.

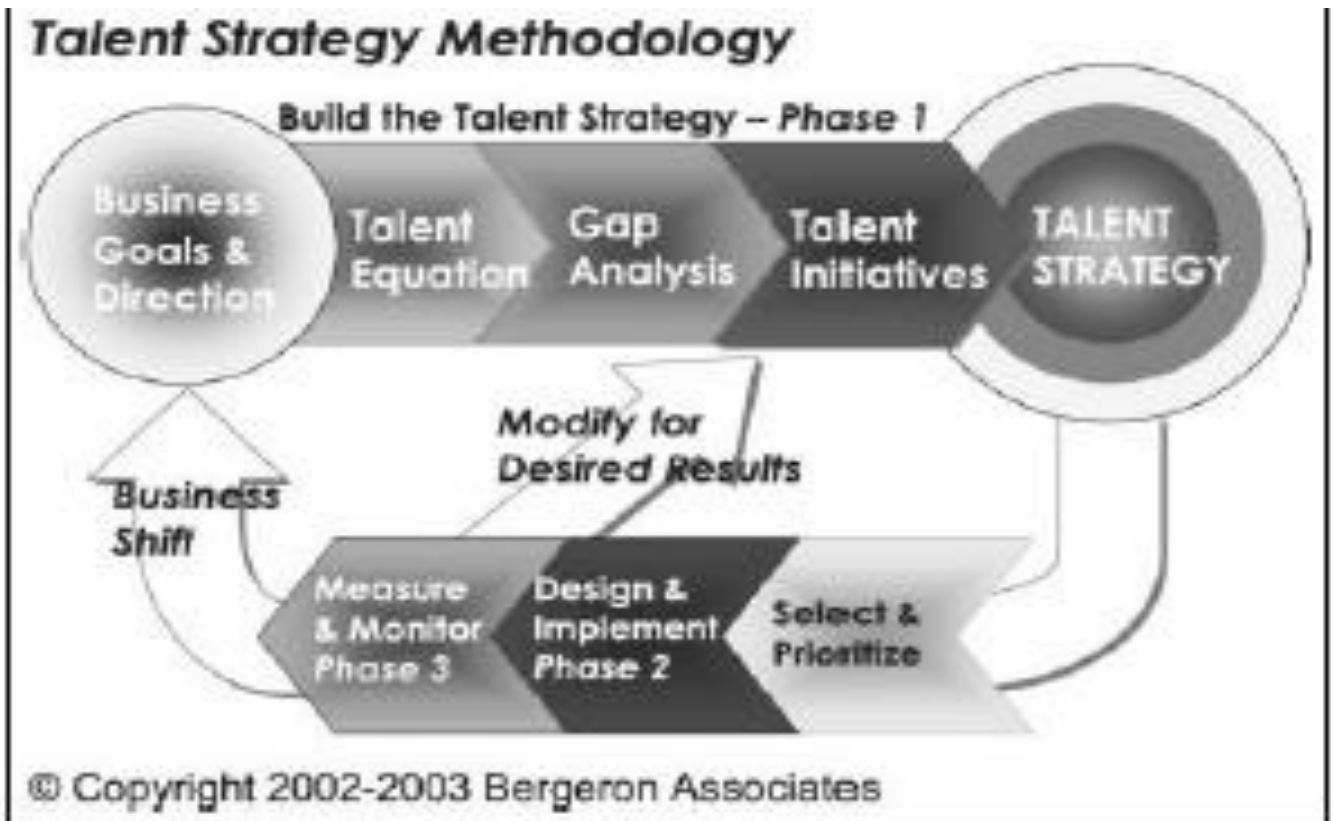


Figure 2.1 – Talent Strategy Methodology  
(Bergeron, 2004)

The Figure above depicts the typical steps involved in the talent planning process.

### 2.3.1 Understanding the Business

Before an organisation can start their talent planning process they should “acquire a deep understanding for the business and its interdependencies”, (Bergeron, 2004). Management would look at their organisational goals, their annual operating plan, short

and long term business projections and interdependencies. Once the organisation has determined what direction they are planning to take, it will be easier to determine its operational manpower needs. If management fails to properly understand the business framework then there will be a disconnected talent strategy resulting in poor usage of resources and poor performance (Bergeron, 2004).

### **2.3.2 Talent Assessment**

The organisation would need to conduct a talent assessment where the existing talent would be reviewed. Skills, knowledge and competences at work would have to be assessed. The internal assessment of employees will assist with employee development and it will give the employees a clear picture of what is required of them in relation to their jobs. From the assessment, development needs will be identified, especially those which have a large impact on the organisations success.

One of the hardest aspects of talent assessment is to clearly understand the job and the job requirements in order to formulate the job success factors. It is crucial to comprehend the tasks performed, the requirements, and the key performance indicators that are associated with effective performance.

Job requirements are classified in two categories, being: Eligibility and suitability. "Eligibility describes technical competencies and determines whether a person can do the job" (Cupit & Sukal, 2015). Factors under eligibility are: education, certification, previous work experience, capabilities, skills and references. "Suitability is a term used to describe behavioral competencies and determines whether a person will do the job" (Cupit & Sukal, 2015). Factors under suitability are: interests, work inclinations, fit in with the company culture, motivation, attitude and fit with the manager.

### **2.3.3 Categorize and Rank Workgroups**

The next step, according to Seattle University, (2012) after the talent assessment, would be for the organisation to categorize and rank short term and long term workgroup tasks based on importance. At this stage they would need to identify the talent needed to meet the demand. Once that has been done, the organisation would have to document how work is presently being done and determine how current competences align with present and future needs.

### **2.3.4 Conduct**

Once the above step has been done it is easier to conduct a gap analysis to determine where the gaps are between work demands and talent supply (Seattle University, 2012). The organisation would now have to generate options of how to address the variances by revisiting their mission, operational plan and organisational goals. The organisation would need to prioritize based on which gaps are critical and hinder progress, and based on their goals (Seattle University, 2012).

### **2.3.5 Develop Talent Plan**

The final step would be for the organisation to develop a talent plan/programme to address the talent issues identified above.

### **2.3.6 Review Talent Plan**

Once the plan/program is implemented it has to be reviewed from time to time to determine if it's fulfilling the desired objectives. Outcomes will have to be compared to set goals and previous performance to determine if there is progress. If the outcomes are not what they should be then management has to go back and modify their talent initiatives in order to obtain the desired results.

## **2.4 EMPLOYEE ENGAGEMENT**

Organisations are faced with numerous problems brought on by the economic recession, changing consumer demands, unavailability of talent, changing demands of workforces and changing expectations of organisations regarding their workforces. This is why human capital is considered one of the most, if not the most important, asset of any organisation and that is why employee engagement has become top priority for organisations. Employee engagement is described as “the level of commitment and involvement an employee has towards their organisation and its values” (Anitha, 2014). Having an engaged workforce is one of the factors that give organisations a competitive advantage because employees operate at an optimum level and where there will be an increase in productivity, innovation and organisational success.

Employee engagement is an important aspect of talent management because in order to retain top talent, as well as other employees, an organisation needs to ensure that employees are engaged and committed and working towards the organisation's goals. Anitha, (2014) claims that “Engaged employees go beyond the call of duty to perform their role in excellence”, producing high performing employees is a fundamental of talent management.

### **2.4.1 Popular Employee Engagement Theories**

There are several employee engagement theories and models available that have been used by organisations over the years.

#### ***2.4.1.1 Psychological Conditions of Personal Engagement and Disengagement***

Definitions: Personal Engagement – “the simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to others, personal presence (physical, cognitive and emotional), and active, full role performances” (Kahn, 1990).

Personal Disengagement – “the simultaneous withdrawal and defense of a persons preferred self in behaviours that promote a lack of connections, physical, cognitive and emotional absence and passive, incomplete role performances” (Kahn, 1990).

In his study, Kahn interviewed members of an architectural firm and summer camp counselors on their moments of engagement and disengagement at work. He found that three psychological conditions exist that are linked with engagement and disengagement at work, being: meaningfulness, safety and availability (Saks, 2006).

Table 2.1 – Dimensions of Psychological Conditions

Dimensions	Meaningfulness	Safety	Availability
Definition	Sense of return on investments of self in role performances.	Sense of being able to show and employ self without fear of negative consequences to self-image, status, or career.	Sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances.
Experiential components	Feel worthwhile, valued, valuable; feel able to give to and receive from work and others in course of work.	Feel situations are trustworthy, secure, predictable, and clear in terms of behavioral consequences.	Feel capable of driving physical, intellectual, and emotional energies into role performance.
Types of influence	Work elements that create incentives or disincentives for investments of self.	Elements of social systems that create situations that are more or less predictable, consistent, and nonthreatening.	Individual distractions that are more or less preoccupying in role performance situations.
Influences	<p>Tasks: Jobs involving more or less challenge, variety, creativity, autonomy, and clear delineation of procedures and goals.</p> <p>Roles: Formal positions that offer more or less attractive identities, through fit with a preferred self-image, and status and influence.</p> <p>Work interactions: Interpersonal interactions with more or less promotion of dignity, self-appreciation, sense of value, and the inclusion of personal as well as professional elements.</p>	<p>Interpersonal relationships: Ongoing relationships that offer more or less support, trust, openness, flexibility, and lack of threat.</p> <p>Group and intergroup dynamics: Informal, often unconscious roles that leave more or less room to safely express various parts of self; shaped by dynamics within and between groups in organizations.</p> <p>Management style and process: Leader behaviors that show more or less support, resilience, consistency, trust, and competence.</p> <p>Organizational norms: Shared system expectations about member behaviors and emotions that leave more or less room for investments of self during role performances.</p>	<p>Physical energies: Existing levels of physical resources available for investment into role performances.</p> <p>Emotional energies: Existing levels of emotional resources available for investment into role performances.</p> <p>Insecurity: Levels of confidence in own abilities and status, self-consciousness, and ambivalence about fit with social systems that leave more or less room for investments of self in role performances.</p> <p>Outside life: Issues in people's outside lives that leave them more or less available for investments of self during role performances.</p>

(Kahn, 1990)

The results of the Psychological Conditions of Personal Engagement and Disengagement at Work study found that meaningfulness, safety and availability were connected to engagement and employees were more engaged in working conditions that offered them more meaningfulness, safety and availability (Saks, 2006).

### 2.4.1.2 Job Burnout

The Job Burnout theory states that “job engagement is an expansion of the burnout construct noting that engagement is the opposite of burnout” and there are six areas that determine burnout, which are: workload, control, rewards and recognition, community and social support, perceived fairness and values. The bigger the mismatch between the employee and the six areas, the bigger the chance of burnout. The opposite applies where the bigger the match, the greater the chances of engagement (Saks & Gruman, 2014).

From the above theories a few assumptions can be reached regarding employee engagement, this is also shown in Figure 2.2 below.



Figure 2.2 – A Model of the Antecedents and Consequences of Employee Engagement (Saks, 2006)

- Job Characteristics – As per Kahn’s, (1990) study, meaningfulness can be reached from task characteristics that offer stimulating work, diversity, allows different skills to be used, individual discretion and the chance to make important contributions. I



therefore conclude that job characteristics will positively influence job engagement and organisational engagement.

- Rewards and Recognition – The level of engagement of employees depends on their perception of the rewards and recognition they will receive from the role. Therefore, rewards and recognition is positively correlated to job and organisational engagement.
- Perceived organisational and supervisor support – Both Kahn, (1990) (safety) and Maslach & Leiter (Maslach, Schaufeli & Leiter, 2001; Leiter & Maslach, 1988) (community and social support) list support as an important element of employee engagement. A vital feature of safety is how much care the employees feel they receive from the organisation and their supervisors. Both perceived organisational and supervisor support is positively correlated to job and organisational engagement.
- Perception of procedural and distributive justice – “Distributive justice pertains to ones perception of the fairness of decision outcomes while procedural justice refers to the perceived fairness of the means and processes used to determine the amount and distribution of resources” (Saks, 2006). Perceptions of procedural and distributive justice is positively correlated to job and organisational engagement.

(Saks, 2006; Saks & Gruman, 2014)

Employees who are engaged will be satisfied with the jobs, they will be committed to their organisation and are unlikely to quit their jobs. These are some of the outcomes that talent management is trying to achieve, especially in the retention of skilled employees which is why employee engagement is an important element of talent management.

#### **2.4.2 Drivers of Employee Engagement**

Several studies through the years have tried to pinpoint what exactly engages employees. The 2009 MacLeod Report titled "Engaging for Success" lists the following as drivers for employee engagement:

- Leadership
- Engaging Managers
- Employee Voice
- Integrity

(MacLeod & Clarke, 2009)

#### **2.4.2.1      *Engaging Leadership***

Leaders should be at the helm of employee engagement since it is a strategic issue. They need to provide a strong strategy for the organisation which should be owned and followed by management as well as employees. The strategy should paint a clear picture of what the purpose and vision of the organisation is and how each employee contributes to the strategy, vision and organization. Leaders should be tactical, preventive, proactive and people focused. The leaders should foster a strong, transparent and clear organisational culture. If leaders are unable to guide their employees, there will be disengagement.

#### **2.4.2.2      *Engaging Managers***

“An engaging manager is at the heart of success in engaging the workforce. A study done by Accenture showed that eighty percent of the variation in engagement levels was down to the line manager” (MacLeod & Clarke 2009). This is an indication of how important employees' relationship with their direct manager is. The managers provide direction and what is expected from the employee. They coach, mentor, provide feedback, design work efficiently and effectively and ensure appreciation or disapproval. It is vital that managers treat their employees with respect, fairness and as individuals.

### **2.4.2.3      *Employee Voice***

Employees need to feel like their options matter in both operational and strategic matters within their division. They need to be able to offer their ideas and their contributions should be valued.

### **2.4.2.4      *Integrity***

An organisation should operate with integrity and live up to its values and mission and that ensure that organisational culture and norms are aligned in order to build trust and honesty.

## **2.5      TRAINING AND DEVELOPMENT**

High performing organisations realize the importance of training and development to gain a competitive advantage and that is why they invest heavily in the development of their workforce. The main purpose of training and development of employees is to improve their skills, competences and the organisational capabilities. The organisation can attain its goals through training by integrating both the employee and organisational goals (Khan, Khan, & Khan, 2011).

Training concentrates on skills and job knowledge which are to be used in the short term while development concentrates on insights and board knowledge that will be needed in the future to deal with unforeseen circumstances. Training gives employees the skills to better adapt to changing conditions, especially in the fast-paced world we live in with its technological advancements, workforce diversity, organisational restructuring and daily changes in the markets (Kulkarni, 2013).

An organisation needs to do a skills assessment to determine training needs so that the design of the training is in line with the skills requirements of the organisation. It's also crucial to choose a training model that is well suited for the organisation and that will bring

benefit and achieve the intended outcomes. Training should be done in a methodical way so as to derive anticipated outcomes (Naizi, 2011). There are typically four stages in a training and development programme as depicted in the diagram below.

### 2.5.1 Stages in Training and Development Programmes

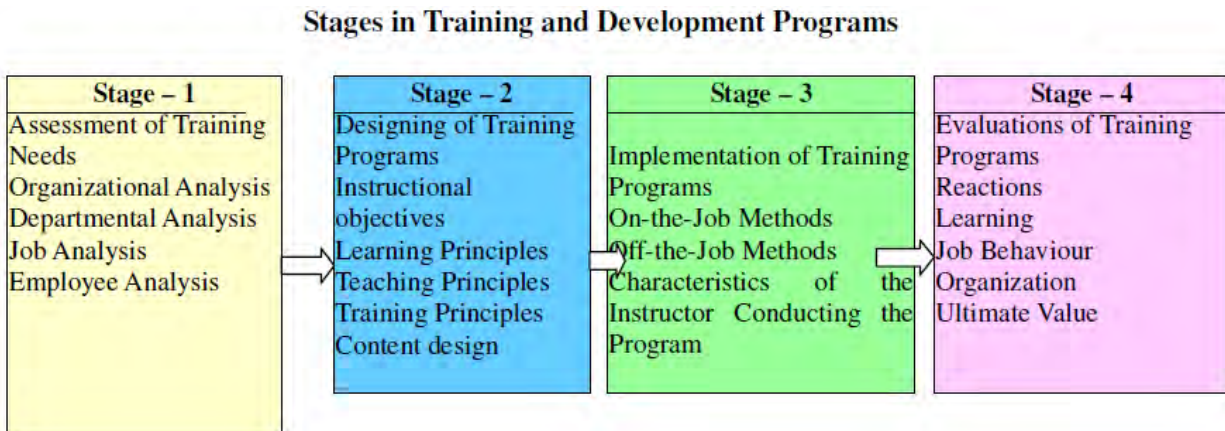


Figure 2.3 – Stages in training and Development Programmes (Kulkarni, 2013)

In Stage 1 - The organisation has to do a thorough organisational, departmental, job and employee assessment to determine what skills are needed and which employees need training.

In Stage 2 - The training programme is designed to meet the identified needs. This step entails setting the objectives for the training, identifying what are going to be the learning steps, sequencing and arranging the contents of the training programme.

In Stage 3 - The organisation would need to select the type of training programme that it will use and implement it, as well as selecting the instructor who will facilitate the programme.

Stage 4 - Is assessing the success of the program. Training assessment is “The total value of a training system or action in both social and financial terms, in order to obtain

information on the achievement of its objectives and the overall cost- benefit ratio of training, which in turn guides decision making” (Pineda, 2010). Pineda, 2010 also states that it’s crucial that training be held accountable like other investments within the organization.

(Kulkarni, 2013)

## **2.5.2 Mentoring in Training and Development**

Mentoring is a relationship where a more experienced or knowledgeable employee assists and guides a less experienced/knowledgeable colleague. Mentoring is described as “A relationship of fruitful exchange for both the less experienced employee (i.e. the protégé) and the more experienced person (the mentor)” (Grima, Paille, Mejia & Prud’homme, 2014). Mentoring has become especially popular in the 20<sup>th</sup> century where there is a shortage of skills within labour pools and the skilled and experienced baby boomers are retiring.

Mentoring works as a management and career development tool, which is why organisations invest in formal mentoring programmes. Mentoring has various benefits for the protégé, the mentor and the organization. Some of the benefits that have been identified from having a mentor are: a transfer of skills and knowledge, career advancement, an increase in pay, fulfillment in one’s career, a better engaged workforce and some organisations have used the mentoring programme as an opportunity to advance women and people of colour (Burke, McKeen & McKenna, 1994).

Grima et al., 2014 has identified various benefits for the mentor in the mentoring relationship, such as: “it’s a fulfilling experience, improved job performance, loyal base of support, enhanced managerial skills, improves his understanding of the organisation and his ability to understand others, recognition by others and generativity”.

Mentoring is especially important in talent management because this is a tool that can be used to build talent pools and for succession planning. Mentoring is also a retention

strategy because, as mentioned above, employees with mentors are more satisfied and engaged, their career advance quicker so they will generally remain within the organisation. Key talent especially is drawn to organisations offering mentoring or having formal mentoring programmes.

It's always best for an organisation to have a formal mentoring programme, as opposed to an informal one, because in an informal programme the mentor might not make enough time to teach or support the protégé, which will discourage them and will eventually make them a disengaged and dissatisfied employee.

### **2.5.3 Effect of Training and Development on Employee Retention**

Training and development have a direct impact on employee retention. As much as training is geared towards improving skills to make employees more effective and efficient, thus rendering them more productive, it is important that employees are happy with the training provided and are a benefit to them also. When an organisation invests in their employees through training, the employees see this as a sign that the organisation values them and they therefore are developing their career which is why they will stay with that organisation (Nkosi, 2015).

## **2.5.4 Policies at KZN Department of Arts and Cultures**

### **2.5.4.1 *Training and Development Policy (2000)***

The fact that the Department has a Training and Development Policy, (2000) in place is the right step towards talent management. The main objective of the policy is: “The purpose of this policy is to provide an administrative framework for Training & Development in support of the Department's Strategic Plan. Provide a clear vision and framework within which training and development can take place to ensure efficient and effective performance and to meet challenges of capacity building in the Department” (Department of Arts and Culture, 2000)

The objective of the policy is in line with the role training and development plays in talent management. Firstly, the training and development is in support of the strategic goals which and this is crucial. Training and development needs should be those that have been identified as lacking in order for employees to perform efficiently and effectively for the obtainment of the organisational goals (Department of Arts and Culture, 2000).

Point 13 of the policy refers to the different development initiatives within the Department, such as: (Department of Arts and Culture, 2000)

- Mentorships
- In-service, Internships and Learnership Programmes
- Trainings through personal development plans

As illustrated above, the Department does have a few initiatives that support talent management.

Point 15 of the policy states that monitoring and evaluation should be established to ensure that the training that is being given is of a good standard and is company-based (Department of Arts and Culture, 2000).

#### **2.5.4.2      *Bursary Management Policy (1998)***

There are a few problems with the Bursary Management Policy which are:

Preference for a bursary is given to a South African individual whose permanent residence is in KwaZulu-Natal. This clause eliminates a number of skilled, academically qualified and high performing employees within the department who might want to further their studies. There is a lot of migration within the country as well as across borders which means the South African workforce is very diverse. Initiatives such as bursary policies assist in employee motivation, retention and engagement, but if all employees are not given equal opportunity to obtain the bursary on merit then it could demotivate some (Department Arts, Culture and Tourism, 1998).

Another clause states that an employee cannot get a bursary to obtain a qualification equal in value/worth to the one that they already hold. This clause hinders talent management since the workforce is evolving and people do not want to be stuck in the same job. Initiatives such as internal mobility, cross training and alternative career paths are a common occurrence and high performing individuals might be interested in furthering their education in their new fields but the policy restricts this (Department Arts, Culture and Tourism, 1998).



### **2.5.4.3 Internship Policy (2011)**

The South African government's internship programme was introduced to address the high unemployment in the country, which is made worse by the fact that there is a serious shortage of skills. The programme is targeted to unemployed graduates under the age of 35. Internship is structured so it can give unemployed graduates workplace experience (Department of Arts and Culture, 2011).

The government internship programme is a step in the right direction for talent management as it's in line with building talent pools but there are some areas of concern (Department of Arts and Culture. 2011).

Firstly, the internship programme is only for a year which is not enough time to gain the required work experience to obtain permanent employment. Most positions or recruitment agencies require 2 – 3 years' experience for permanent jobs. In reality most of the interns employed by government end up being unemployed again after their internship year.

The government is trying to build talent pools through their internship programme – the programme ensures they will have prospective employees with some experience and skill even though it is limited. The problem, however, is that government does provide fair and equal opportunities, but when entry level positions/positions become available everyone is allowed to apply and they do not go back to their talent pools to find candidates. Most entry level positions are generally not those with scarce skills.

The employment process is time consuming and expensive, especially in the public sector. If government used their talent pools, they would save time with having to sift through tens of thousands of applications; they would have academically qualified candidates who have an understanding of how that particular department works and who possess some skills for the particular job. Part of talent management is finding employees who are the right fit for the organisation and who possess the right skills and qualifications

and the internship programme grooms students for that (Department of Arts and Culture. 2011).

## **2.6 CAREER DEVELOPMENT**

Career development is described as a life-long process of managing development in knowledge and work. Each stage of the process has a different set of developmental activities, tasks and connections (Hartzenberg, 2002). Career development is especially important in recent times, with technological advancements and employees being the main source of competitive advantage in most organisations. Employers do not want an obsolete and underperforming workforce and this is why employee skills should be continuously upgraded in order to cope with the internal and external changes.

Career development is described as “A process for achieving specific employee and organisation goals, including providing career information to employees, helping employees identify advancement opportunities, promoting job satisfaction and improving employee productivity” (Kirk et al., 2000).

### **2.6.1 The Role of the Employee and Management in Career Development**

Managing the role of an employee’s career is the responsibility of both the individual and the organisation. The employees has to take initiative by expressing their career aspirations to management, get information on career options and career development initiatives available within the organisation; the employees should ask for feedback from their peers or supervisor to determine what their strengths and weaknesses are so that they are able to address their weaknesses; the employees should become noticeable through good performance, identify what stage of career development they are on and what the development needs are and look for challenges and other work in order to gain additional skills (Hartzenberg, 2002).

One of the most important roles in career development is manager participation. Management or the supervisor is responsible for speaking to the employees and finding out what their career needs are; they clarify job requirements and the organisation's expectations; they create strategy by aligning the organisation's goals with the employees career aspirations; they provide feedback on performance; and they offer career counseling and create a career management plan (Hartzenberg, 2002).

## 2.6.2 Career Development Theory

### 2.6.2.1 Developmental Self Concept Theory

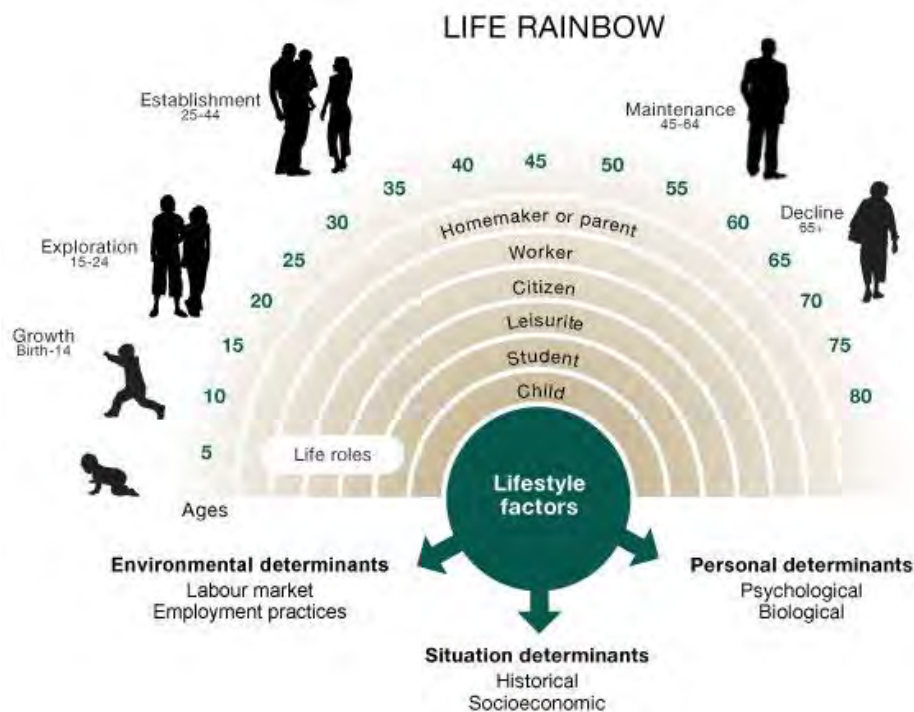


Figure 2.4 – Development Self Concept Model

(Careers N.Z, 2015)

One of the most famous career development theories is Donald Super's Developmental Self Theory (1980). Donald Super's theory centres on the premise that when planning a career, it is important to realize that you change over time, and to develop a sense of self. In his theory, Donald Super describes an individual as having five career development stages which are (Super, 1980):

- Growth
- Exploration
- Establishment
- Maintenance
- Decline

During the growth stage children become aware of their needs, attitudes and the future. They are curious of their surroundings which leads to exploration. Curiosity is described as “The desire for knowledge or for something new or unusual” (Sharf, 1997). Super states that exploration is a very important career development activity that stays with a person all through their lives. Curiosity and exploration will lead to the child acquiring information. During this stage children will find a key figure to mimic and who will assist in the development of their own self-concept. Children start to find methods to grow their skills and to achieve so that as to increase control over their life (Careers N.Z, 2015)

Exploration is described as “The act of searching or examining” (Sharf, 1997). Exploration is a behavior whereas curiosity is a need. In this stage the individual crystalizes, specifies and implements. An individual is able to identify what their interests are, their experiences and what skills they possess through participating in classes, work hobbies and developing their skills. In this stage the individual is assisting, learning and following directions. In this stage the individual will gain further knowledge through education or find a position which is of interest to them and fits their skills and capabilities. In this stage a sense of self will start to emerge (Careers N.Z, 2015).

At the establishment stage an individual would have typically selected a suitable field in which they want to work in and they are in the process of securing a long term position in the desired field or career. Young adults in this stage tend to concentrate on becoming stable, consolidating, building momentum and progressing. During this time individuals have been known to gain post-graduate qualifications, accreditations and so on (Super, 1980).

The maintenance stage is characterized by two behaviours: Holding on to accomplishments or keeping up and updating their skills. Normally, most individuals choose holding on since its safe, there is less stress and is stable. In this stage an individual can become a mentor and transfer his/her knowledge to younger inexperienced colleagues (Sharf, 1997).

When an individual is reaching the end of his career, he has reached the decline stage where they are preparing for retirement. Their work output is reduced at this stage and they are becoming disengaged.

A problem identified in Super's theory. Sharf, (1997) claims that even though the stages are age related, it is possible for an individual to experience several stages at one time.

Super's theory "Assumed a series of matches between individuals and position requirements over a linear career path that progressed in ladder fashion through the organization" (Templer and Cawsey, 1999).

### **2.6.3 Complications with Career Development**

Templer and Cawsey, (1999) claim that "Instead of contributing to the solution of organisational paradoxes, the field of career development is actually part of the problem since it is set up to address and organisational reality that no longer exists". How career development was traditionally set up and how the theories describe it, no longer matches the current working environment, especially where employees are needed to obtain an organisational competitive advantage.

Another problem identified is that the employment relationship has changed over the years. The changing market force and environmental forces are changing traditional bureaucratic relationships. The traditional contracts focused on long term engagements and were predictable and practical specialisation in the times where society was driven by manufacturing and the focus was only on products. Traditionally there were stable positions that needed extensive career development, but now other talent management practices need to be considered, such as training and development, succession planning, rewards and recognition, performance appraisals which are other factors that organisations have to consider together with career development (Templer and Cawsey, 1999).

McElroy and Weng, (2012) argue that career development should be viewed from the viewpoint of an individual's experience within the organisation and not from their whole career, which has been done by career development theorists. McElroy and Weng, (2012) argue that career development should be depicted as: "The degree in which an individual's current position is relevant to and offers opportunities for an individual to obtain their career goals, the extent to which an individual's position enables them to obtain new skills and knowledge, and individuals perception of the rate of being promoted and an individual's perception of speed, amount and likelihood of a salary increase". This view implies that career development is the responsibility of both the employee through working towards their career goals and improving their skills and the organisation through promotions and salary increases.

#### **2.6.4 Benefits of Career Development**

Career development is a talent management strategic tool because it has various benefits for attracting, developing and retaining employees. According to Walters, (2012), "Professionals attach high importance to career progression. Having something to aspire to and achieve is a major personal motivator for many".

A 2012 survey conducted by Robert Walters on Using Career Progression to Recruit the Best Professionals found that top performing individuals placed high importance on career development, explaining that career development acts as a motivator because they have something to aspire to. Those high performing individuals who were interviewed also stated that, early in the interview process, they tried to find out if the organisation had any career development initiatives and that, more than not, influenced their decision to take the position (Walters, 2012). Career development initiatives also contribute to employee retention because when employees are looking for better prospects they can firstly look internally.

Employees nowadays are looking for jobs and careers with meaning and opportunities, this is especially so with the younger generation. Career development programmes will produce a more engaged workforce because by investing in its employees the organisation is showing them that they value their contribution, believe in them and their talent and they want a long term relationship with the individual/employee. Employees are in turn more committed to the organisation (Kirk, Downey, Duckett & Woody, 2000)..

Career development will help in building skills in the organisation's talent pools and in succession planning because it will be easier for those earmarked for management positions to assume those roles because they would have been trained, coached and mentored and ensure a transfer of skills from experienced baby boomers through the various career development initiatives within the organisation (Walters, 2012).

Proficiency and capability gaps, within high-level roles, are becoming a common occurrence as the jobs are more challenging and the pressures of leadership grow more difficult. Creating a philosophy and procedure that enables internal mobility is one of the greatest ways to fill these gaps from inside the organisation. An internal mobility framework allows capable employees to find roles most suited to them, and allows the organisation to fill such positions without the large costs related to hiring, training and attaining outside hires.

## 2.6.5 Career Development Initiatives

The table below illustrates the different career development interventions that an organisation can implement. It also makes recommendations as to which group would be suitable for which programme.

Table 2.2 – Career Development Initiatives

Intervention	Description	For use with employee group
<b>Alternative career paths</b>	Examining skills and experience to transfer to a new career	Passed over workers, burned out workers, career changers, mid-life employees, plateaued workers
<b>Assessment centers</b>	Activities or exercises used to identify employee potential	Any, but specifically high potential employees, new workers, mid-life employees, possibly plateaued workers
<b>Career coaching</b>	Helping people prepare to switch careers, or helping them get ahead in their current career	Any, but specifically high potential employees, new workers, burned out workers, plateaued workers
<b>Career pathing</b>	Outlining an individual career plan	Any, but specifically high potential employees
<b>Cross-training</b>	Teaching workers several skills so that they may be assigned a variety of tasks or positions	Any, but specifically new workers, high potential employees, semi-skilled workers, technical workers
<b>Dual career tracks</b>	A career path that allows for success and rewards without necessarily being an "upward", or managerial, movement	Technical workers, creative workers, plateaued workers
<b>Flexitime</b>	Allowing employees to vary work schedules to better fit in with personal lives	Pre-retirees, re-entering workers, dual career couples, mid-life employees
<b>Job enlargement</b>	Increasing the number of tasks a worker performs	Any, but specifically high potential employees, technical workers, semi-skilled workers
<b>Job enrichment</b>	Increasing the amount of responsibility and control a worker has over his or her position	Any, but specifically high potential employees, burned out workers, technical workers, plateaued workers
<b>Job rotation</b>	Moving employees from job to job within an organization	New workers, high potential employees, transferred workers
<b>Job sharing</b>	Two employees share one full-time job, including hours, salary and benefits	Re-entering workers, dual career couples, mid-life employees, pre-retirees
<b>Phased retirement</b>	Gradual tapering of work schedules and responsibilities until full retirement is reached	Pre-retirees
<b>Sabbaticals</b>	An extended period of leave	Burned out workers, mid-life employees, pre-retirees
<b>Temporary assignments</b>	Special projects or special assignments	Student workers (interns), pre-retirees, high potential employees, temporary workers, intrapreneurs, possibly career changers

(Kirk et al., 2000)



### **2.6.5.1      *Education and Training***

The need to develop employees is crucial because it increases productivity and improves the quality of work. Developing employees through education and training “reduces staff turnover, absenteeism and improves motivation amongst the employees” (Niazi, 2011).

### **2.6.5.2      *Internal Mobility***

This applies to both horizontal and vertical movements. Sometimes employees are just happy to be moved to a different location or a new department even if it’s the same level position. By doing that the employee is gaining additional skills that might help the organisation or be put with new people who might help progress their career. (Hundson, 2014).

### **2.6.5.3      *Set Pathway to Promotion***

Ideally those employees who are regarded as top performing employees should be given a set path for promotion. Organisations such as Unilever and South African Breweries have management development programmes where the employees who are invited to be part of the programme are assured a management position at the end of the programme.

### **2.6.5.4      *Cross-Training***

Secondments allow employees to gain knowledge and experience in another position and this can be a temporary arrangement that would benefit the organisation as well as the individuals. The work experience will broaden the employee’s awareness of the organisation and how each department fits into the overall picture and they can be called upon in future when needed. This is also a tool for organisation's to balance their workload and assists when an employee is absent (Kirk et al, 2000).

### **2.6.5.5      *Alternative Career Paths***

This is described as “Incorporating the skills employees already have with what their hearts want to do” (Kirk et al., 2000). This would involve an employee changing their career to something more meaningful and fulfilling. An aspect of this form of intervention is flextime or job enrichment (Kirk et al., 2000).

## **2.7      REWARDS AND RECOGNITION**

Rewards and recognition are an important element of talent management since they play an important role in “building and sustaining the commitment among employees” (Vijayakumar & Subha, 2013). It is crucial that organisations have a formal rewards system in place so that employees can perceive the pay decisions as being fair and equitable

### **2.7.1      The Difference Between and Reward and Recognition**

Rewards and recognition are not the same thing but some organisations classify it as such.

A reward is defined as “Something given in return for good done, recompense: remuneration, compensation for services” (Hansen, Smith & Hansen, 2002).

Recognition on the other hand is defined as “Special notice or attention, formal acknowledgement or acknowledgement of something done” (Hansen et al., 2002).

The difference between a reward and recognition exists in that a reward is a means to an end because certain actions or behaviours are appreciated and encouraged and employees will receive an award for them. According to Hansen et al, “The important aspect of a reward is the instrumentality”. Recognition is about observing, honoring, supporting or encouraging an action but does not establish the instrumentality (Hansen et al., 2002).

## **2.7.2 Human Motivation Theories on Rewards and Motivation**

When explaining the link between rewards and recognition and job satisfaction, three motivation theories are discussed:

- Maslow's Need Hierarchy Theory (1943)
- Herzberg's Two Factor Theory (1959)

### **2.7.2.1 Maslow's Need Hierarchy Theory**

According to Maslow's Theory there are two types of needs which are: lower level and higher level needs. The lower level needs are satisfied externally while the higher level needs are satisfied internally (Zeb, Rehman, Saeed & Ullah, 2011) Hansen et al., (2002) describes the lower needs as coping behavior which is influenced by external determinants. The higher level is described as being expressive where individuals are driven by growth motivation (Hansen et al., 2002). Rewards need external satisfiers and they are tangible while recognition represents character expression and are intangible (Zeb et al., 2011 & Hansen et al., 2002). Needs at different level of Maslow's Hierarchy represent reward and recognition.

### **2.7.2.2 Herzberg's Two Factor Theory**

Herzberg's two factor theory claims that motivation consists of two distinctions, being motivators and hygiene. Hygiene factors are dissatisfiers and they remove job dissatisfaction. Motivators on the other hand increase job satisfaction (Zeb et al., 2011 & Hansen et al., 2002). Motivators are associated with the job and depends on each individual, so they are internal such as development and recognition. "Hygiene are motivational factors that remove dissatisfaction" such as salary and working relationships (Zeb et al., 2011).

Most organisations use hygiene motivation where certain behaviours and actions are rewarded. Recognition for achievement is a motivator that is fundamental to the job (Hansen et al., 2002).

Employee motivation differs from each individual so there is no one theory that is applicable to all but Maslow's and Herzberg's provides a general view on how motivation impacts employee commitment to the organization. This is crucial for talent management because if an organisation has a better understand of what drives employee motivation, they will be able to improve employee engagement, commitment and retention (Mosehla, 2013).

Zeb et al., 2011 claims that dissatisfaction is not contrasting to satisfaction; therefore, removing dissatisfying influences from the job will not necessarily make the job satisfying. Dissatisfiers also do not motivate employees to act a certain way if they are met. Motivators are what guide employees to be more effective and efficient and they include personal development, career growth and recognition.

### **2.7.3 Elements of a Rewards System**

The following elements are important when designing a rewards system.

#### **2.7.3.1 *Identify Organisational Goals Supported by the Rewards System:***

The organisational rewards system should work for both the employee as well as the organisation which is why rewards should be aligned with the organisation's vision, strategy and goals. The system should have goals that contribute to the bottom line, productivity, sustainability and gaining a competitive advantage (Stredwick, 2000).

### **2.7.3.2      *Identify the Desired Employee Behaviour and Performance that will work Towards Achieving the Organisational Goals***

The rewards programme should clearly establish what goals should be attained and what performance or behaviour is needed for the attainment of these goals. This step is crucial because it will guide employee behaviour and give them a clear picture of what is required of them (Stredwick, 2000).

“Target behaviours should be extrinsically motivated where compliance alone is sufficient” (Hansel et al., 2002).

### **2.7.3.3      *Determining of Important Measurements of the Performance or Behaviour and comparing them to the Group or Individuals Previous Performance***

Measuring performance will ensure that organisational goals are met. There should be a clear or quantifiable improvement before an award is given. Proof of this could be a decrease in defects, improved customer satisfaction and so on.

### **2.7.3.4      *Determining the Budget for the System and which Awards will be used***

Since the awards programme requires funds, it's important that organisations determine what percentage of their income will go towards the rewards system. It's always best to link the rewards system to company income because if the company is not making money then they will be unable to offer rewards.

### **2.7.3.5 Programme to be Clearly Communicated to all Employees**

The programme must be explained to all employees so they know what is required of them. Employees should be also reminded about the programme requirements from time to time and changes should be communicated.

“Communication and roll out should create a clear and common understanding of the reward contract such that there is no misunderstanding about what the reward is and what a person must do to get it” (Hansel et al, 2002)

Some organisations provide group awards as a team building strategy.

### **2.7.3.6 Fairness and Transparency**

In order to get employee buy-in, the steps in the structuring of the programme and awarding of the rewards should be fair and transparent. If employees perceive it otherwise it could lead to disengagement, decrease company morale and employee motivation and contribute to employee turnover (Chron, 2012).

### **2.7.3.7 Evaluation**

The rewards system should be evaluated to determine if any progress to employee out was made so that any problems with the system can be amended (Chron, 2012).

## 2.8 PERFORMANCE APPRAISALS

Performance appraisals have been described as “a formal documented system for the periodic review of an individual’s performance” (Wilson & Western 2000). The performance appraisal is between an employee and their supervisor/ manager where the employee’s job performance for the previous year would be discussed and if there are any problems identified or areas which need additional development, an action plan is compiled in order to improve performance (Wilson & Western 2000). The system is a management instrument for effecting organisational goals and driving organisational performance.

Performance appraisals are an important system in an organisation’s operations and employee development. Appraisals are a part of talent management and organisations are able to identify high performing employees who they can earmark for management or leadership positions. It’s vital that employees receive feedback on their performance so that they are able to identify areas where they need development, and it’s also important to acknowledge and reward those who are working efficiently and effectively (Gibbons & Kleiner 1994).

There are those who feel that management make light of the process and fail to use its potential or they avoid it completely (Pettijohn, Parker, Pettijohn, & Kent, 2001). There are a few problems that have been identified with the performance appraisal system such as: management bias (Gibbons & Kleiner, 1994), ill-equipped managers and uncertainties of the aspects of the evaluation process (Pettijohn et al., 2001), to name a few. Caruth et al., 2008 states that even though there are issues with performance appraisals, abandoning the system all together would “inhibit an organisations ability to use performance evaluation as a valuable strategic performance management system”.

## **2.8.1 Purpose of Performance Appraisals**

There are various reasons for organisations implementing performance appraisals which can include:

- They create better communication between employees and their supervisors/managers through feedback
- It assists in identifying skills, training and developmental gaps and a plan to address this is constructed leading to employee development
- It's a tool to identify high performing individuals for promotions, developing talent pools, succession planning and for leadership roles
- It allows the organisation to reward employees on the basis of performance; most organisations just use the performance appraisal system for rewards instead of implementing a separate rewards system
- The system is used as a tool to ensure that organisational goals are implemented (Edmonstone,1996)

## **2.8.2 Essential Elements of a Performance Appraisal System**

### **2.8.2.1 *Aims of System***

Management should firstly think carefully about what they hope to achieve through the performance appraisal system and how they will attain the desired results. All the technical aspects should be clarified. This step will determine if the system is effective or not, one of the reasons why performance management systems fail is because of poor planning prior to its inception (Caruth & Humphreys 2008).



### **2.8.2.2      *Goal Alignment***

“Establishing goal alignment in organisational management systems is critical for increasing organisational performance” (Ayers, 2015). It is vital that the performance appraisal system is linked to the organizational goals. The performance factors to be evaluated should be those that contribute to the organisational productivity, efficiency and effectiveness. Goal alignment will give the employee a better picture of how their work related activities supports the organisational strategic goals (Ayers, 2015).

### **2.8.2.3      *Formalization***

It is vital that an organisational performance appraisal system is formal. The organisation should have written instructions, procedures and policies in place on how it is to operate. Information regarding the system should be printed as a handbook for all employees, and rules and guidance should also be written down for those who will be responsible for appraising (Caruth & Humphreys 2008).

### **2.8.2.4      *Linked to Functions of the Job***

Caruth & Humphreys, (2008) state that when assigning performance factors that are to be evaluated, they should flow from the job being appraised and organisations should avoid personality characteristics as factors. One should be able to clearly distinguish if the chosen factor is either a successful or unsuccessful feature of the job (Caruth & Humphreys 2008).

“The performance appraisal factors must be susceptible to standardize definition and uniform interpretation by all appraisers” (Caruth & Humphreys 2008). Standardization helps in ensuring that the system is fair and that the same jobs are rated the same and it improves the systems reliability for control purposes.

### **2.8.2.5      *Standards and Measurements***

The system should assign minimum standards of the job that the employee has to achieve. The minimum standard would be regarded as the acceptable performance of the job. Any level under is unacceptable (Edmonstone, 1996).

The next step would be for the organisation to select a method where the actual results will be measured.

### **2.8.2.6      *Validity and Reliability of the System***

The system should be tested for validity and reliability and the measures should be controllable. When tested, the system should be able to show that it measures what it invented to measure and it is able to give consistent results (Caruth & Humphreys 2008; Oreck, Owen, Baum, 2003).

### **2.8.2.7      *Trained Appraisers***

For the performance appraisal system to be effective, appraisers should receive thorough training. The process of training supervisors as well as management in the performance appraisal system will ensure that the system is embedded within the organisation as an important strategic tool (Caruth & Humphreys 2008).

### **2.8.2.8      *Award Expectancy***

The expectancy theory states that connecting performance with awards acts as a motivational tool. "Employees should be able to see a link between their actions and activities and the result of their performance as it relate to awards. Awards should also be linked to future behavior" (Ayers, 2015). The size of the award that the employee will receive should be in proportion with to their performance and how much of a contribution they made towards the attainment of the organisational goals (Ayers, 2015).

### **2.8.2.9      *Feedback***

The most important aspect of a performance appraisal system is providing the employee with feedback regarding their performance. Some studies have shown that there is a correlation between “performance appraisals feedback and increased productivity, enhanced employee motivation and self-development” (Ayers, 2015). Performance should not be given only at the end of the financial year but on a regular basis so that if a problem has been identified, the employee can adjust their work performance in order to meet the required standards. During the feedback process the supervisor/ manager can work together with the employee to find training and development initiatives to correct unsatisfactory performance.

### **2.8.3    How Performance Appraisals Assist in Retaining Key Talent**

A performance appraisal system is very important in retaining key talent for the following reasons:

- The system will have different standards for work performance so key talent will know what is expected of them and what they are working towards and they are able to set personal goals
- The rewards that they will receive are a motivator to work hard and they also contribute to employee engagement, employee commitment and retention

## **2.8.4 KZN Department of Arts & Culture Policies**

### **2.8.4.1 *Employee Performance Management and Development System (EPMDS), (2010)***

One of the main problems identified with the EPMDS system is that there is no standardization in job description and Key Performance Indicators (KPIs) so the same job could have a different job description and requirements, this all depends on the individual. Employees should not be compiling their own job description or KPI's because one individual could set their KPI's below the requirements of the job. This will create inequalities. This also creates confusion as to what is expected from the position and the employee since each person has their own definition and interpretation of this.

The EPMDS system makes allowance for personality characteristics as part of its KPI's and according to (Caruth & Humphreys 2008) this is incorrect because there is no fair way in which this can be measured from employee to employee.

There are some who feel that this system is not properly implemented because it's largely based on the view of the supervisor or manager.

The policy itself is geared towards talent management but a few aspects of it should be amended and there should be more management buy-in to ensure that it's implemented properly and yields the desired results.

## **2.9 CONCLUSION**

From the talent management activities highlighted in this chapter, it is evident that there are various benefits for organisations that implement talent management practices and for their employees. It can be seen that most of these practices overlap. Most of the benefits that are derived from their use such as employee motivation, engagement, retention, attraction and increase performance overlap. The most important aspect in all of that is that they must be aligned with the organisational goals in order to be truly effective.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

In this Chapter the research methodology is presented. The main focus will be on the methodology used to conduct this study.

A questionnaire was developed based on the subjects covered in the literature review, such as talent planning, employee engagement, career development, rewards and recognition and performance appraisal in order to conduct an empirical investigation.

Generally, the research methodology is an outline for the collection of data or other material. The general aim of research is to determine the truth of a matter. "The aim of research is either to predict, describe or explain an experience or fact and add to the body of knowledge held concerning that fact or belief", (Chikumbi, 2011).

### **3.2 PURPOSE OF STUDY**

The purposes of the study must explain the final deductions that the study expects to reach. A research study can either be exploratory, descriptive or casual, this all depends on what information is available on the subject being studied (Kordedpsych, 2012).

### **3.2.1 Exploratory Study**

This is a study where there is not much information available about the subject being studied and there is no research previously conducted on that problem or similar problems. It is imperative to try and understand the problem or the subject matter by conducting preliminary work. An exploratory study uses secondary research as well as a qualitative method to gathering data (Walliman, 2005).

This study is exploratory in nature because it's the first talent management study done at the Department of Arts and Culture. There is not much literature available on talent management in the public sector.

### **3.2.2 Descriptive Study**

“Descriptive studies are often designed to collect data that describe the characteristics of persons, events or situations” (Sekaran & Bougie, 2014). This type of study does not offer solutions on how/when/why the characteristics occurred. This study can use either quantitative or qualitative methods for collecting data.

### **3.2.3 Casual Study**

The study examines if one variable has an effect on another variable.

### **3.3 SOURCES OF DATA**

#### **3.3.1 Primary Data**

This is data that is collected from a first-hand experience on certain variables for the study, collected by the researcher for their own purpose and does not exist independent of the research process (O'Leary, 2014). This can be done by administering questionnaires, interviews, focus groups etc.

Using primary data is a method that most researches choose since it has various benefits. A researcher can collect information that is specific to their study and from this the researcher can interpret the data the way they would like, the data will be new and current and the researcher does not have to worry about whether the data was altered to suit a specific purpose (O'Leary, 2014).

The disadvantage of using primary data is that it's expensive and time consuming. Sometimes the responses for data collection methods such as mail questionnaires are very poor with Sekaran and Bougie, (2014) being quoted as saying that a 30% rate is considered acceptable.

#### **3.3.2 Secondary Data**

Secondary data is the data that have been collected by someone else than the user.

The advantage of using secondary data is that it is cheap to acquire, the researcher has a wide variety of sources to choose from, and with the invention of the internet and other technology secondary data is more accessible and it is faster for researchers to search and obtain the data that they require. The researcher is also able to obtain up to date

information and current studies. The use of secondary data will allow the researcher to compare different ideas (Walliman, 2005).

The disadvantage of using secondary data is that it becomes difficult to find data that is appropriate because there are so many sources of data available, but most fail to answer the objectives of the study. The data can also be very old which makes it inappropriate. Another problem is that there is a lack of control over the quality of the data. Data may also be incorrect or biased (Walliman, 2005).

### **3.4 RESEARCH DESIGN**

The research design is described as being “the blueprint for the collection, measurement and analysis of data, based on the research questions of the study” (Sekaran & Bougie, 2014). The research design assists the researcher in planning and applying the study in such a way that will assist in gathering the intended results, which increases the probabilities of finding information related to the real state of affairs.

This study uses a descriptive, quantitative design to ascertain, examine and describe factors that affect talent management in the KZN Department of Arts and Culture. Data was collected through the administration of the questionnaire that was completed by the employees from KZN Department of Arts and Culture.

### **3.5 RESEARCH APPROACH/METHODOLOGY**

The research methodology centers on the research process and the type of processes and tools that was used. This was categorized by sampling and data collection which gave the study or research project a distinctive character. Selecting the correct tool to use



is very important because it determines the study's reliability and accuracy of the collected data where findings are prepared.

### **3.5.1 Types of Research Approaches**

There are four main research approaches that can be used, which are:

- Quantitative
- Qualitative
- Mixed Methods (Pragmatic)
- Advocacy/Participatory

#### **3.5.1.1 Quantitative Research**

It is a prescribed, impartial, systematic method in which numerical data is used to get information from a subgroup of a population to generalise the findings to the population that is being studied (Maree, 2010). Once the data is changed into numerical form, statistical calculations are made and from that conclusions are drawn. This type of data tests objective theories through the examining of the correlation among variables, to determine the origin and outcome interactions between variables, and to define variables (Sage Publishing, 2010; New Age Publishers, 2009).

#### **3.5.1.2 Qualitative Research**

This is mainly investigative research. It is used to get an understanding of underlying motives, perceptions, thoughts, and motivations in an attempt to approximate their construction of the problem or assists to grow ideas or hypotheses for possible quantitative research. Qualitative research is mainly used in cases where the specifics of the study have to be sought but there are no statistical/mathematical measures except

for the use of words, imageries to discover meaning (Maree, 2010; New Age Publishers, 2009).

### **3.5.1.3 Mixed Methods**

This is a combination of both qualitative and quantitative data. The reason for the use of this method is that some researchers feel that the combination of qualitative and quantitative methods will offer a more comprehensive understanding of the research problem than when either method is used alone (Alzheimer Europe, 2009).

The use of mixed methods for data collection will allow the researcher to do data triangulation. This is where data from two or more sources is authenticated through cross verification. This method also allows the researcher to capture diverse dimensions of the same event. There are various methods that one can use in triangulation, for example: data triangulation, theory triangulation, investigator triangulation, environmental triangulation and methodological triangulation where all have dissimilar uses to examine the validity and discern the various opinions about the event (Alzheimer Europe, 2009).

Denzin, (2012) lists the following as reasons for using triangulation:

- The outputs of dissimilar instruments bring value to one another by explaining different characteristics of an event
- Where one set of possibilities confirms a hypothesis generated by another set of possibilities
- Where one set of possibilities makes clear unforeseen findings resulting from another set of possibilities
- Where one set of possibilities refutes a hypothesis produced by another set of possibilities.

#### **3.5.1.4 Advocacy/Participatory**

This form of research focuses on the needs or condition of people from marginalized or susceptible groups. This type of research usually has a political agenda and it tries to bring reform which can be a positive change to the lives of the respondents/participants (Alzheimer Europe, 2009).

This study used quantitative research where data was collected by using a questionnaire which was sent electronically through the KZN Department of Arts and Culture's internal global mailing address to all prospective participants. Quantitative research was selected for the study because the respondents are geographically dispersed and there are many employees in the Arts and Culture global mailing list. A questionnaire is the most appropriate research tool chosen to collect data from the respondents. The data is analysed quantitatively. The respondents were able to complete the questionnaire at their own pace (Sekaran & Bougie, 2014).

### **3.6 RESEARCH INSTRUMENT**

The research instrument is the device that is used for measuring the data. Instruments can either be subject-completed or researcher-completed. The difference between the two is that subject-completed are completed by respondents/participants and researcher-completed are completed by the researcher.

The research instrument which was used is a structured electronic questionnaire consisting of close-ended questions which were organised into five sections. This research instrument was selected because the study uses a random sampling technique; therefore, all employees with e-mail access and who are listed on the global mailing list received the questionnaire. Although the employees are geographically dispersed, this

method can be administered with ease. The use of an electronic e-mail based questionnaire is beneficial in that it is cost effective to administer and ensures quicker response times and rates.

Electronic questionnaires improve the validity and reliability of the study because a respondent can only answer once ( this is how the questionnaire has been set up in Questionpro, the programme does not allow for more than one response) and the computer does not allow for more than one response from each respondent; it improves data quality since there are prompts alerting the respondent if they have missed a question or an answer is incomplete in most cases; there is less error in the processing of the data because human error is eliminated in data input and the researcher will be able to make changes to the questionnaire to “resolve unforeseen problems or to incorporate preliminary results or new developments” (Gelder, Bretveld & Roeleveld, 2010).

### **3.7 QUESTIONNAIRE DESIGN**

A questionnaire is an instrument used in research which consists of research questions which are used to collect data. It is crucial that questionnaires be designed properly in order to achieve their desired purpose.

The questionnaire for this study is divided in four sections, Section, A, D, C and D.

Section A seeks to gather biological information about the respondents.

Sections B and C uses the Likert scale where section B focuses on talent planning and section C is based on talent management practices. The Likert scale used is a five point

scale where the respondents can choose from either strongly disagree, disagree, don't know, strongly agree or agree.

The questions in section B is for management only because they involve talent planning which is a strategic practice involving management. It was also vital to have a line of questioning directed at management because one of the problems highlighted is the failure of management in the public sector, as there seems to be little management commitment and managers are not familiar with talent management practices. With the line of questioning one would be able to determine if this is the case in the KZN Department of Arts and Culture.

Section D is a combination of the ordinal scale and Likert scale where respondents provide an indication about how they feel in their positions.

The Likert scale in Section D consists of a four point scale where respondents can choose from either very good, good, fair or poor.

In order to access the employees, permission to conduct the study was requested from the Head of Department. A memo wasrafted, requesting permission to send out the questionnaire to the employees of the KZN Department of Arts and Culture.

### **3.7.1 The Steps That Were Followed in Creating the Questionnaire:**

- Determine the purpose of the study or what the study aims to achieve
- Determine what is being measured
- Select a data collection method
- Select a measurement scale/scoring

- Writing of the questions
- Pilot test the questions and revise them if necessary
- Administer the questionnaire (Chikumbi, 2011)

### **3.7.2 The Questionnaire Structure**

- Plain language should be used that the respondents will understand
- Questions should be kept short
- Avoid double questions
- Start questionnaire with non-threatening questions
- Questions should not be worded in a leading way
- Ensure that the questions match the measurement tool selected, and answer groups are precise
- Questions should be arranged in a logical order
- The researcher should be consistent in how they ask questions
- Instructions of the questionnaire should be clear and concise (Maree, 2010)

## **3.8 RESEARCH RELIABILITY AND VALIDITY**

### **3.8.1 Research Reliability**

Research Reliability is described as “The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under similar methodology, then the research instrument is considered reliable” (Golafshani, 2003).

The results of the study are reliable because responses were received electronically and the Questionpro programme calculated the statistics and it is not possible to alter results since they are generated by the computer. The results are a fair representation of the total population, the response rate being 57%, having received 170 responses from 300 questionnaires that were sent out.

### **3.8.2 Research Validity**

“Validity determines whether the research truly measures that which is intended to measure or how truthful the research results are” (Golafshani, 2003).

## **3.9 SAMPLING PROCEDURES**

In sampling, a unit is selected from the total population so that the researcher is able to study the particular sample. The type of methodology utilized to select the sampling technique used in the study depends on the type of analysis performed. The following sampling methods can be used: observational sampling, simple random sampling,

systematic sampling, cluster sampling, simple stratified sampling and proportional stratified sampling (Walliman, 2005).

The target population for the study were employees of the KZN Department of Arts and Culture who have e-mail access and are listed on the global e-mail list. A total of 150 responses were deemed to be sufficient for this study, since the entire "population" of officials with access to e-mail is 300. This number excludes staff members who are not on the Arts and Culture global address list, for example those employees at Library Services who use the plho.kzntl e-mail address.

The sampling technique for this population was random sampling: a subcategory of a population where each member of the subcategory has an equal chance of being selected. This sampling technique is supposed to be an unbiased representation of the population (Sekaran & Bougie, 2014).

### **3.10 ADMINISTERING THE QUESTIONNAIRE**

The questionnaire was created on questionpro and was sent to the 300 respondents from the Arts and Cultures global mailing list. The website allows the researcher to send reminders to the respondents and response data from the questionnaire is collected and stored by the website.

Not all the respondents received the questionnaire which meant that the researcher had to resend it to a few employees, but it was difficult to check as respondents were geographically dispersed.



Of all the survey invitations that were sent out, 170 employees responded and answered the questionnaire.

### **3.11 DATA CODING**

The data for this study was processed and the results were generated on SPSS (Statistical Package for Social Sciences). A Statistician from UKZN assisted with the SPSS statistical analysis of the results.

### **3.12 ETHICAL ISSUES**

Research ethics is especially interested in the study of ethical issues that come about when humans are involved as participants in research. There are three main objectives in research ethics. “The first is to protect human participants. The second objective is to ensure that research is conducted in a way that serves interests of individuals, groups and/or society as a whole. The third objective is to examine specific research activities and projects for their ethical soundness, looking at issues such as the management of risk, protection of confidentiality and the process of informed consent” (Research Ethics, 2013).

#### **3.12.1 Risk**

No respondents were harmed during the research.

#### **3.12.2 Confidentiality**

There were some respondents who were weary of filling in the questionnaire because they feared that it would affect their employment relationship. The respondents were

reassured that the survey was confidential and no names would be needed and that responses automatically go to the questionpro programme for statistical analysis.

### **3.12.3 Informed Consent**

An e-mail was circulated to the employees at Department of Arts and Culture informing them of the study and what it was about. Those who wanted to participate could do so by selecting the link that would take them to the actual questionnaire.

There was also an introduction on the actual questionnaire with additional information including the supervisor details. Since voluntary participation is very important, at the beginning of the questionnaire, the respondents had to click that they consent to answering the questionnaire before they could proceed.

### **3.13 CONCLUSION**

The research methodology that was used for this study is explained in this chapter. The biographical and educational information of the respondents was discussed. Chapter 3 focused on research design and questionnaire design.

Biographical information from Section A of the questionnaire was analyzed and shown using charts and tables.

## CHAPTER 4: ANALYSIS OF RESULTS

### 4.1. INTRODUCTION

This chapter presents the data collected from the respondents through scientific figures and tables. This is accompanied by a discussion of the research findings. The first section of the chapter gives a brief description of the respondents and their work level and academic qualifications. It then goes on to group the data as per the talent management activities as discussed in the literature review and in the questionnaire.

The questionnaire was loaded on Questionpro and the Questionpro programme did the initial analysis of the data. There were 170 respondents who answered the questionnaire from beginning to end but Questionpro also includes responses of those who started the questionnaire but did not finish and those who skipped some questions which is why on some questions are more or less than 170 respondents who answered from beginning to end.

### 4.2. DESCRIPTION OF RESPONDENTS

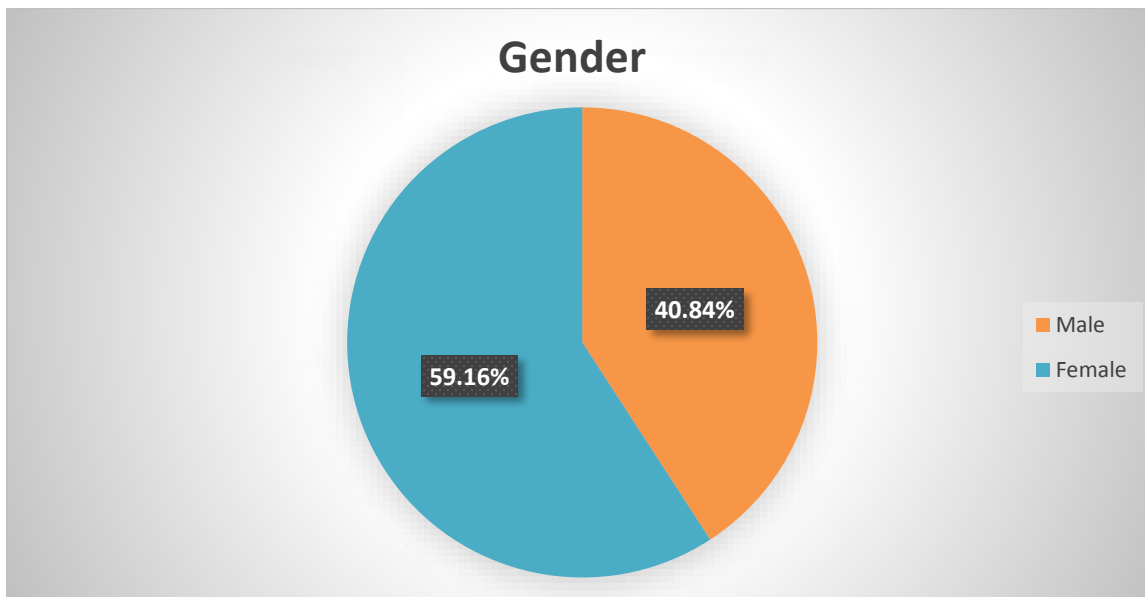


Figure 4.1 – Responses to Gender

Table 4.1 – Responses to Gender

What is your gender?	Number of responses	Percentage
Male	78	40.84%
Female	113	59.16%
Total	191	100%

There were 59.16% female and 40.84% male respondents as seen in Figure 4.1 and Table 4.1

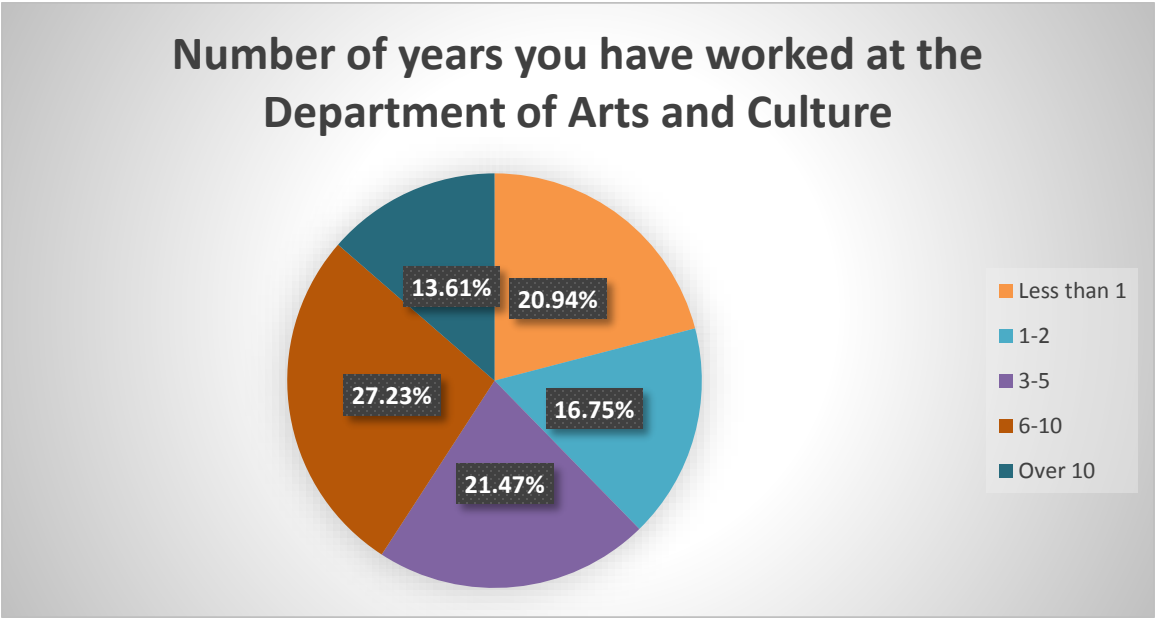


Figure 4.2 – Responses to Number of Years you have worked at the Department of Arts and Culture

Table 4.2 – Responses to Number of Years you have worked at the Department of Arts and Culture

<b>Number of years you have worked at the Department of Arts and Culture?</b>	<b>Number of responses</b>	<b>Percentage</b>
Less than 1	40	20.94
1-2	32	16.75
3-5	41	21.47
6-10	52	27.23
Over 10	25	13.61
Total	190	100

Figure 4.2 and Table 4.2 indicates the percentage of respondents according to the number of years that they have worked for the Department of Arts and Culture. The highest percentage, 27.23%, of the respondents have worked for the Department between 6-10 years. The next highest group 21.47% has worked for the Department between 3-5 years. 20.94% of the respondents have worked for less than a year at the Department, 16.75% have worked between 1-2 years and the smallest group 13.61% have worked for over 10 years at the Department.

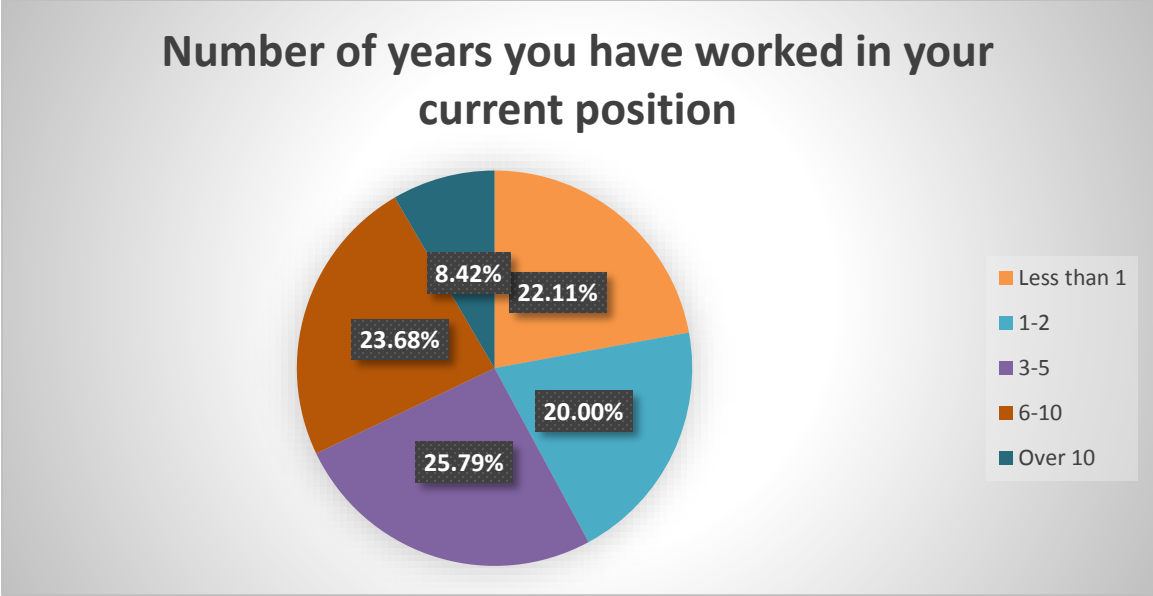


Figure 4.3 – responses to Number of Years you have worked in your Current Position

Table 4.3 – Responses to Number of Years you have worked in your Current Position

Number of years you have worked at your current position?	Number of responses	Percentage
Less than 1	42	22.11
1-2	38	20
3-5	49	25.79
6-10	45	23.68
Over 10	16	8.42
Total	190	100

Figure 4.3 and Table 4.3 indicates the percentage of respondents according to the number of years they have worked in their current position in the Department of Arts and Culture. The highest percentage rating 25.79% belonged to the group who have worked between 3-5 years, 23.68% having worked between 6-10 years, 22.11 for less than a year, 20% for between 1-2 years and 8.42% for over 10 years.

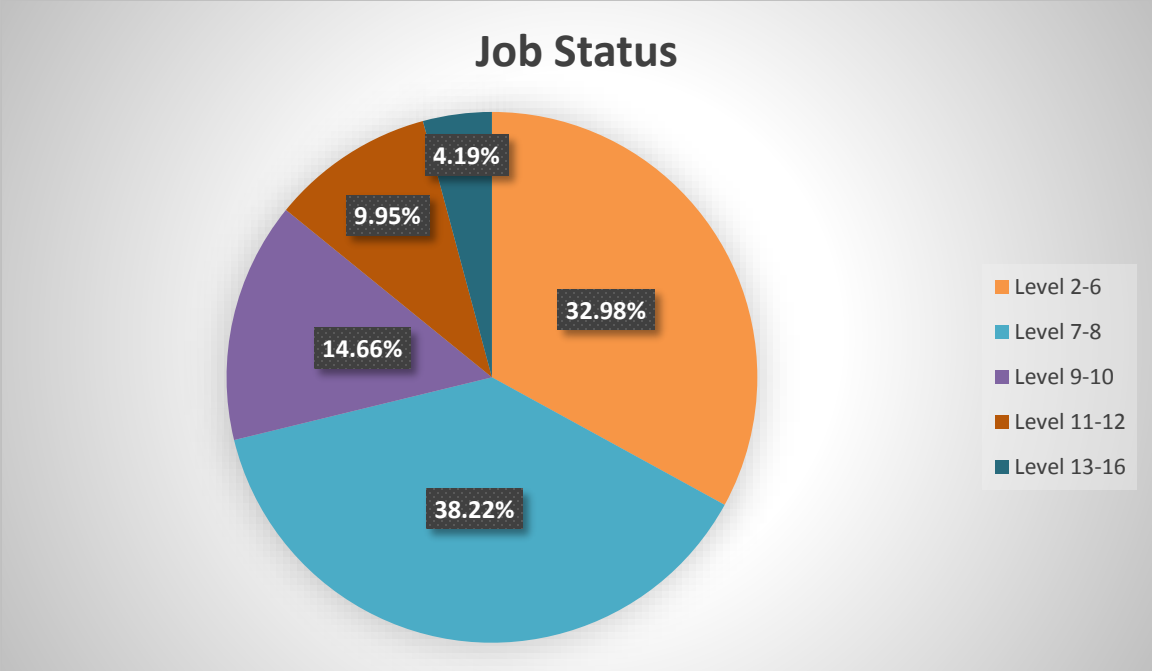


Figure 4.4 - Responses to Job Status

Table 4.4 – Responses to Job Status

Job Status	Number of responses	Percentage
Level 2-6	63	32.98%
Level 7-8	73	38.22%
Level 9-10	28	14.66%
Level 11-12	19	9.95%
Level 13-16	8	4.19%
Total	191	100

Responses from all levels were received with level 7-8 (supervisory employees) was the highest with 38.22% of the responses, followed by level 2-6 (entry level employees) 32.98, 14.66% from level 9-10 (assistant management), 9.95% level 11-12 (deputy management) and the lowest was senior management level 13-16 at 4.19% as indicated in Figure 4.4 and Table 4.4.

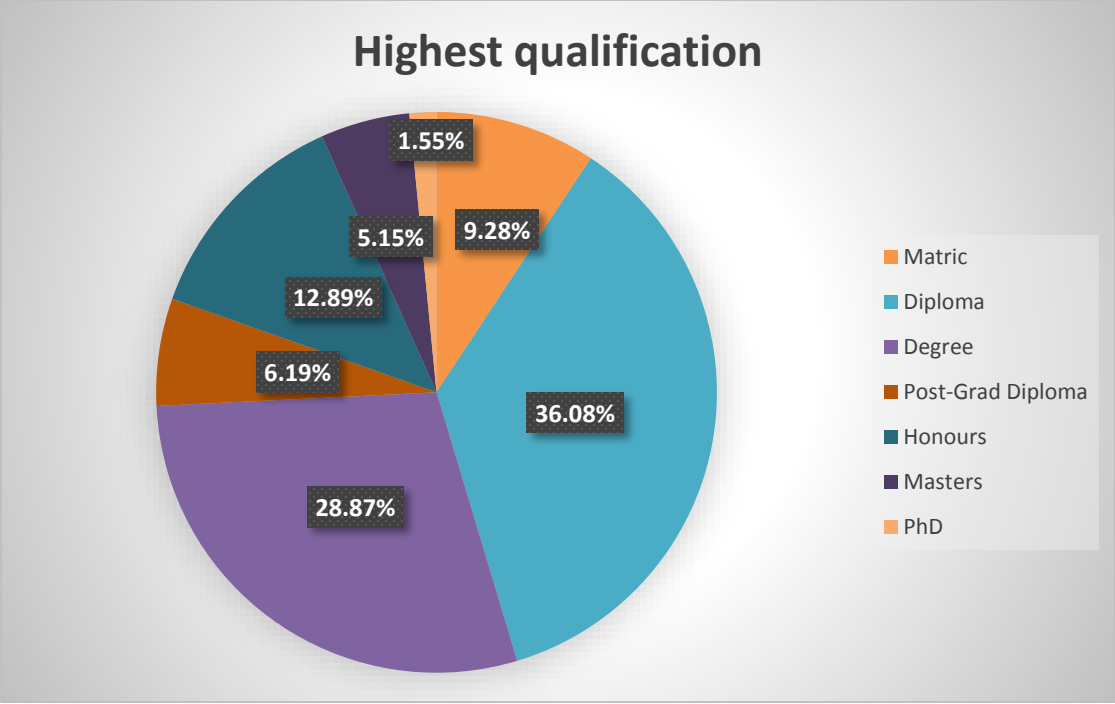


Figure 4.5 – Responses to Highest Qualification

Table 4.5 – Responses to Highest Qualification

Highest Qualification	Number of responses	Percentage
Matric	18	9.28%
Diploma	70	36.08%
Degree	56	28.87%
Post-Grad Diploma	12	6.19%
Honours	25	12.89%
Masters	10	5.15%
PhD	3	1.55%
Total	194	100



Most respondents of the study had some form of tertiary education with 36.08% possession a diploma followed by 28.87% with a degree, 12.89 with honours, 6.19 with a post grad diploma and 5.15 with masters degrees. Only 9.28% of the respondents did not have a tertiary qualification and possessed a matric certificated as can be seen in Figure 4.5 and Table 4.5.

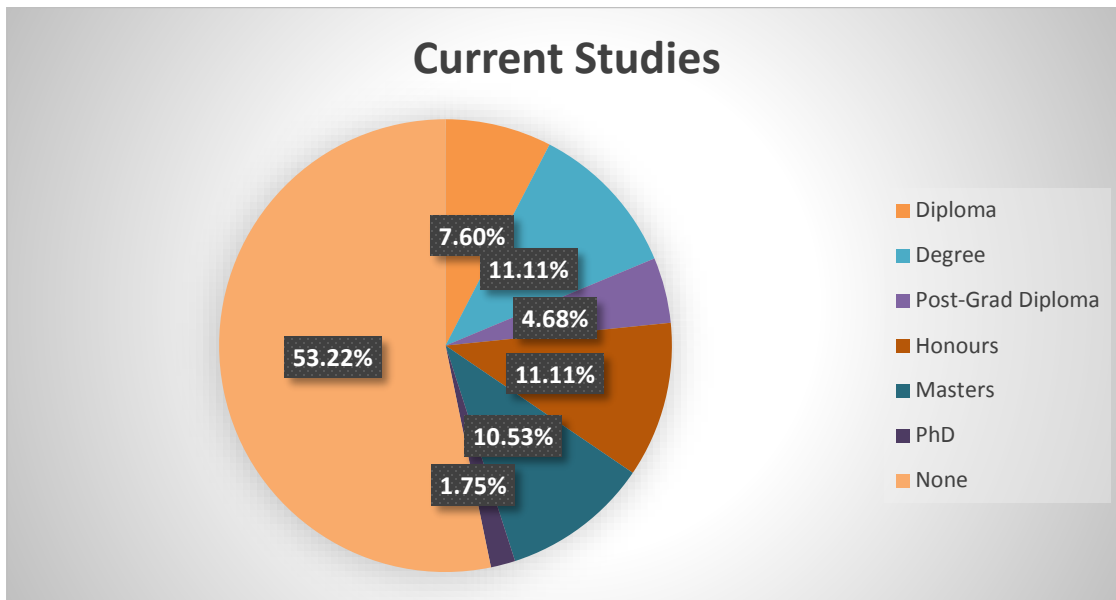


Figure 4.6 – Responses to Current Studies

Table 4.6 – Responses to Current Studies

Current Studies	Number of responses	Percentage
Diploma	13	7.6%
Degree	19	11.11%
Post-Grad Diploma	8	4.68%
Honours	19	11.11%
Masters	18	10.53%
PhD	3	1.75%
None	91	53.22%
Total	171	100

Figure 4.6 and Table 4.6 depicts that just over half of the respondents are currently not studying 53.22%, while 11.11% are studying a degree, 11.11% honours, 10.53% masters, 7.6% a diploma, 4.68% a post grad diploma and 1.75 a PhD.

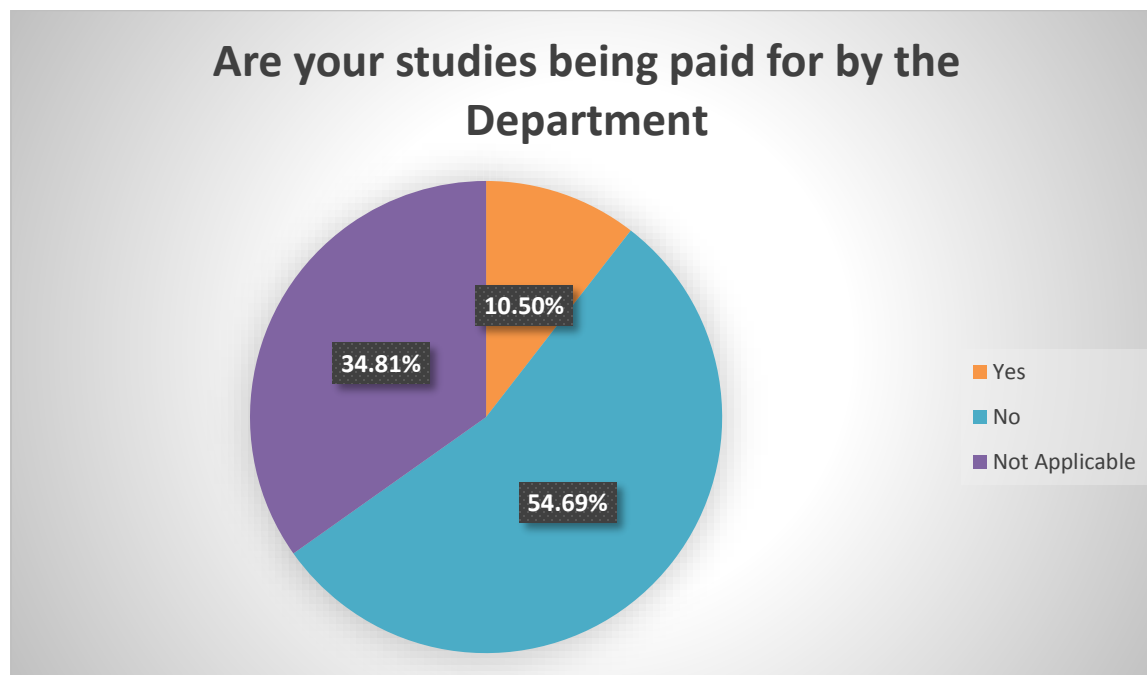


Figure 4.7- Responses to Are your Studies Being Paid for by the Department

Table 4.7 – Responses to Are your Studies Being Paid for by the Department

Are your studies being paid for by the Department?	Number of responses	Percentage
Yes	19	10.5%
No	99	54.7%
Not Applicable	63	34.80%
Total	181	100

When asked if the Department pays for your studies, only 10.5% replied yes, 54.7% replied no while 34.80 felt that the question was not applicable to them as seen in Figure 4.7 and Table 4.7.

### 4.3. TALENT PLANNING STATISTICAL RESULTS

In order to ascertain as to whether Talent Planning was appropriated effectively in the Department of Arts and Culture, Senior Managers whom by nature are responsible for identifying talent, were asked to assess the Department's ability in achieving their talent planning objectives. A rating scale ranging from 1 to 5 was used to assess senior management on 10 aspects of talent planning, totalling to a score of 50. The Descriptive Table below illustrates that the 6 Senior Management employees sampled gave the Department a mean score 25, 6 out of 50. This can be translated to a rating of 51%. Considering the significance talent or skill maintenance holds in the efficacy and functioning of an organization, this score is extremely low.

Table 4.8 – Talent Planning Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Talent planning	6	18.00	36.00	25.6667	6.77249
Valid N (listwise)	6				

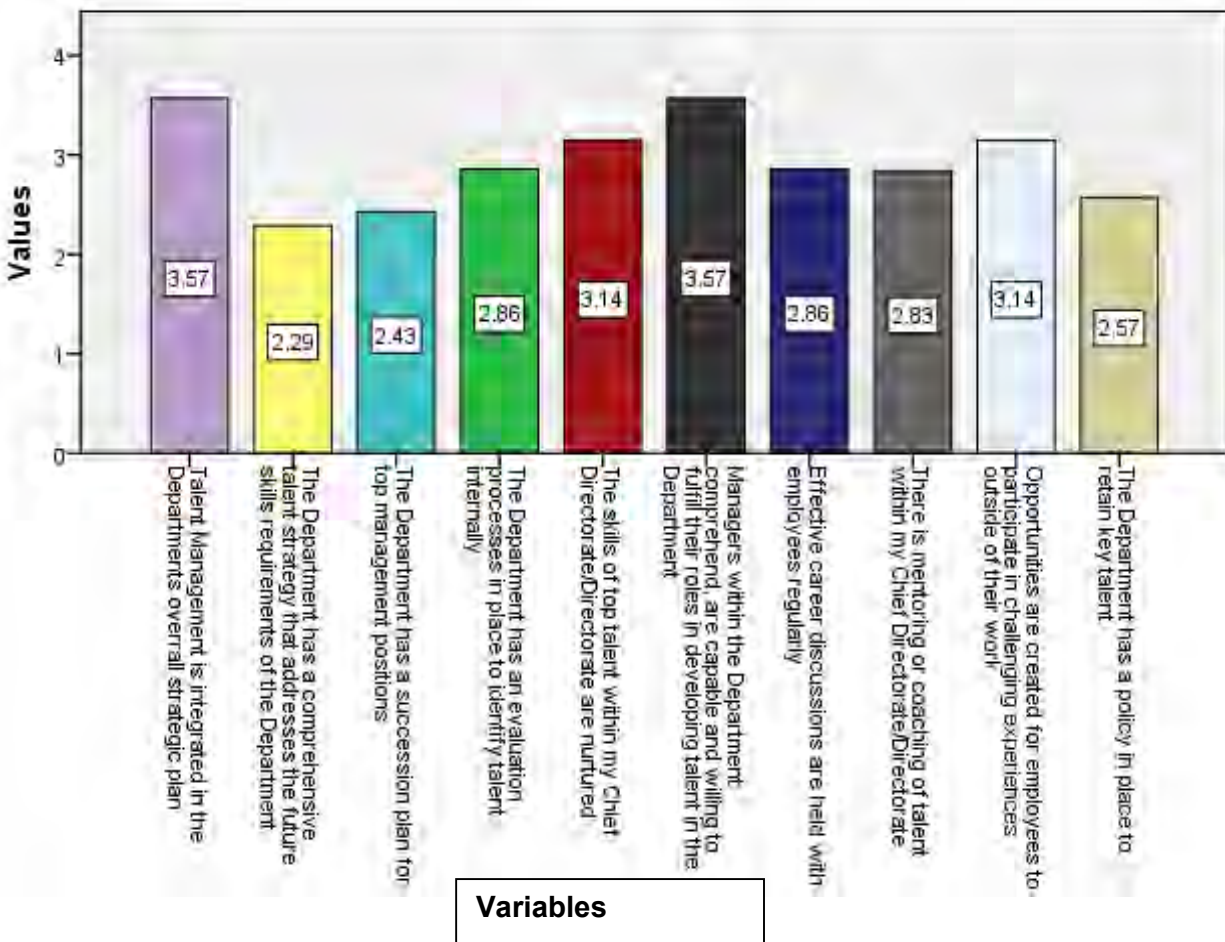


Figure 4.8 – Mean Scores for Senior Management with Regard to the Departments Talent Planning

Graph 8 above shows mean scores of managers (out of 5) with regards to aspects of Talent Planning. Emerging of critical concern are the two lowest rated items on the scale. Firstly the mean score of 2.29 (translating to a rating of 45%) for the item ‘The Department has a comprehensive talent strategy that addresses the future skills requirement in the Department’ and the mean score (translating to a rating of 50%) for the item ‘The Department has a policy in place to retain key talent. The graph also illustrate that Senior Managers feel that not enough effective career discussions are held with employees (score of 2.86 and rating of 57%) and that there is a lack of mentoring (mean of 2.83 and rating of 56%). Further an issue and which will possibly result to dire consequences for

the Department is that Senior Managers feel that Department's evaluation systems and processes to identify talent internally is weak giving that component a mean score of 2.86 (translating to a rating of 57%). Therefore if the Department is to best improve its Talent Planning, Talent Identification and Skills Maintenance it is important according to Senior Managers to improve on the highlighted components.

#### **4.4. TALENT MANAGEMENT PRACTICES STATISTICAL RESULTS**

In order to measure Talent Management within the Department, Talent Management was broken down various components consistent with definitions of Talent Management. These constituted of Employee Engagement, Training and Development, Rewards and Recognition, Performance Appraisal and Career Growth and Development. Scales of various totals were developed to measure each and means (and score ratings were developed).

##### **4.4.1. Employee Engagement**

In order to measure satisfaction levels with regards to employee engagement, a scale constituting of 6 items (with a maximum score of 5) was developed. The overall total of the scale was 30. The below table shows how respondents rated the Department of Arts and Culture with respects to this component. The table shows that the 164 respondents sampled gave the Department a mean rating of 13.05 (translating to a rating of 43%). This suggests that employees at the KZN Department of Arts and Culture are not satisfied with employee engagement, a potential hindrance to Talent Management within the Department.

Table 4.9 – Descriptive Statistics Employee Engagement

	N	Minimum	Maximum	Mean	Std. Deviation
Employee Engagement	164	6.00	23.00	13.0305	3.22837
Valid N (listwise)	164				

To probe further a One Way Anova test performed was between Job Status Level against Employee Management. The following output was obtained:

Table 4.10 – TEST of Homogeneity of Variances Employee Engagement

Levene Statistic	df1	df2	Sig.
.725	4	158	.576

Levene's test of homogeneity reported a sig value of 0.576 which is more than the alpha level of 0.05 indicating that the assumption of homogeneity of variances was not violated for this test.

Table 4.11 – ANOVA Test Results Employee Engagement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.259	4	23.565	2.344	.057
Within Groups	1588.735	158	10.055		
Total	1682.994	162			

Sig= 0,057 which is greater than our alpha level of 0.05. This indicates that there were no significant differences in the rating of employee engagements between respondents of different of job status. . The Means plot below supports this conclusion as it shows minimal variation in mean scores between the different employees. The range of mean is between 11 to 13.5.

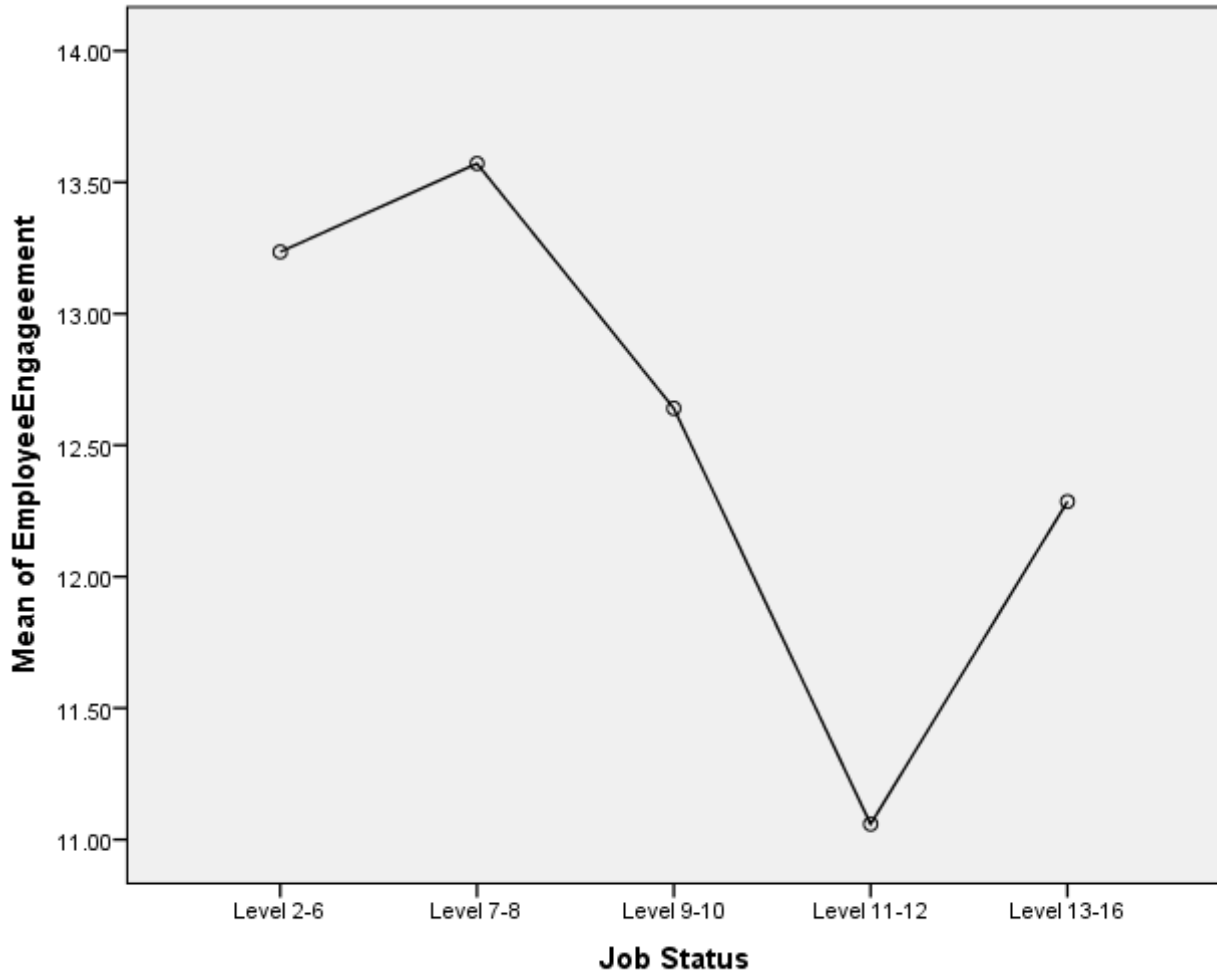


Figure 4.9 – Mean of Employee Engagement

#### 4.4.2. Training and Development

In order to measure the efficacy of the Department with regards to Training and Development as a component of Talent Management, a scale constituting of 3 items (with a maximum score of 5) was developed. The overall total of the scale was 15. The below table shows how respondents rated the Department of Arts and Culture with respects to this component. The table shows that the 164 respondents sampled gave the Department a mean rating of 8.17 (translating to a rating of 54%). This suggests that according to employees at the Department of Arts and Culture, Training and Development as a component of Talent Management could be better improved.

Table 4.12 – Descriptive Statistics Training & Development

	N	Minimum	Maximum	Mean	Std. Deviation
Training & Development	162	3.00	15.00	8.1728	2.16861
Valid N (listwise)	162				

A deeper probe using One way Anova was done to asses as whether any differences occurred between respondents of different hierarchies in the Department. The below output was obtained:

Table 4.13 – Test of Homogeneity of Variances Training and Development

Levene Statistic	df1	df2	Sig.
.414	4	156	.798

Levene’s test of homogeneity reported a sig value of 0.798 which is more than our alpha level of 0.05 indicating that the assumption of homogeneity of variances was not violated for this test.

Table 4.14 – ANOVA Test Training and Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.574	4	5.143	1.163	.329
Within Groups	689.687	156	4.421		
Total	710.261	160			

Sig= 0,329 which is greater than our alpha level of 0.05. When comparing answers according to and individuals job status and salary level, there was no significant differences. There was no evident relationship between the answers and the job status or salary levels. The Means plot overleaf supports this conclusion as it shows minimal variation in mean scores between the different employees. The range of mean is between 7.1 and 8.6.



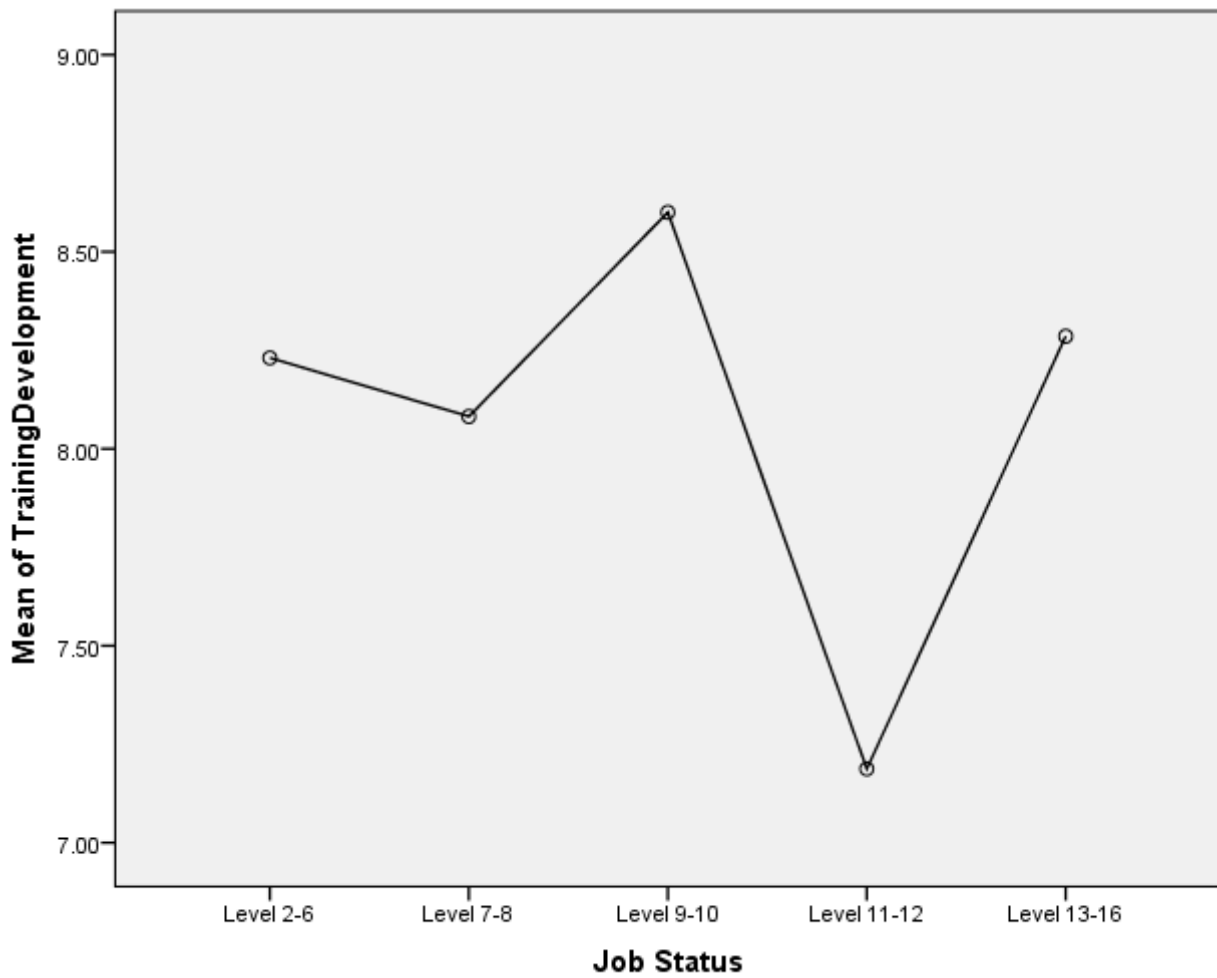


Figure 4.10 – Mean of Training and Development

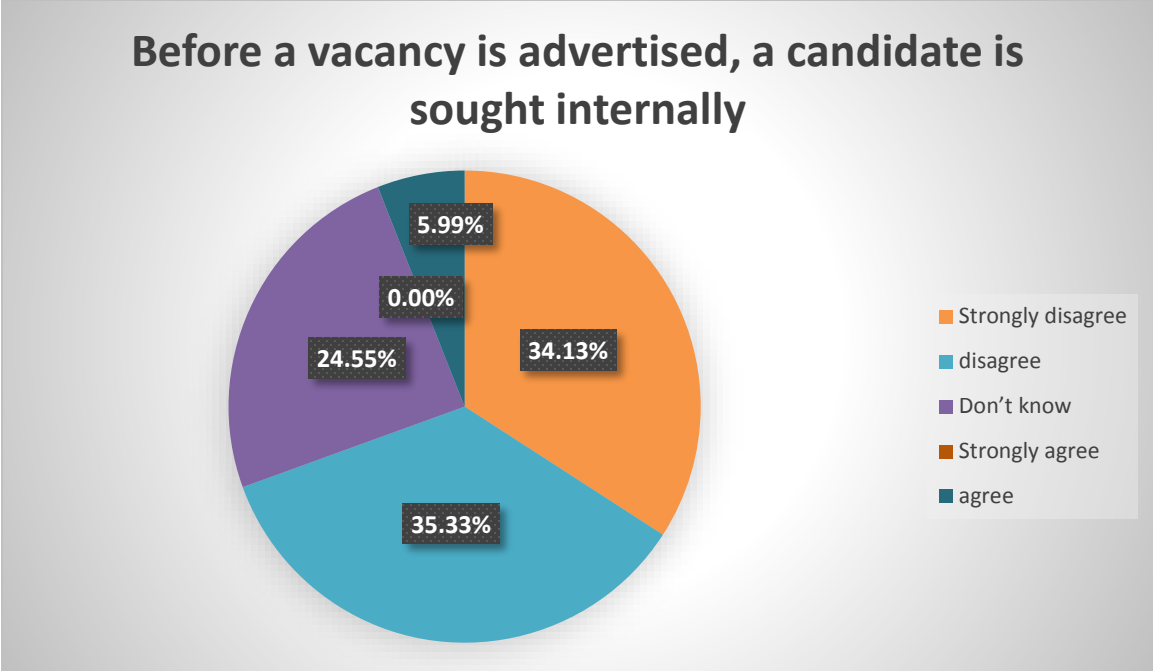


Figure 4.11 – Responses to Before a Vacancy is Advertised, a Candidate is Sought Internally

Table 4.15 - Responses to Before a Vacancy is Advertised, a Candidate is Sought Internally

Before a vacancy is advertised, a candidate is sought internally	Number of responses	Percentage
Strongly Disagree	57	34.13%
Disagree	59	35.33%
Don't know	41	24.55%
Strongly Agree	0	0%
Agree	10	5.99%
Total	67	100

34.13% of respondents disagreed to that a candidate is sought internally before a vacancy is advertised, while 34.13% strongly disagreed, 24.55% did not know and a very low 5.99% agreed to this statement.

#### 4.4.3. Rewards and Recognition

In order to measure the efficacy of the Department with regards to Rewards and Recognition, a scale constituting of 3 items (with a maximum score of 5) was developed. The overall total of the scale was 15. The below table shows how respondents rated the Department of Arts and Culture with respects to this component. The table shows that the 165 respondents sampled gave the Department a mean rating of 8.86 (translating to a rating of 59%). This suggests that according to employees at the Department of Arts and Culture, Rewards and Recognition as a component of Talent Management could be better improved. This also crucial if the Department aims to retain their skilled employees and keeping them satisfied.

Table 4.16 – Descriptive Statistics Rewards and Recognition

	N	Minimum	Maximum	Mean	Std. Deviation
Rewards & Recognition	165	3.00	15.00	8.8667	2.79270
Valid N (listwise)	165				

For this Talent Management component, a One Way Anova to test as to whether significant differences between level of qualification and rewards and recognition existed. The following output was obtained:

Table 4.17 – Test of Homogeneity of Variances Rewards & Recognition

Levene Statistic	df1	df2	Sig.
.825	6	158	.552

Levene's test of homogeneity reported a sig value of 0.552 which is more than our alpha level of 0.05 indicating that the assumption of homogeneity of variances was not violated for this test.

Table 4.18 – ANOVA Test Results Rewards & Recognition

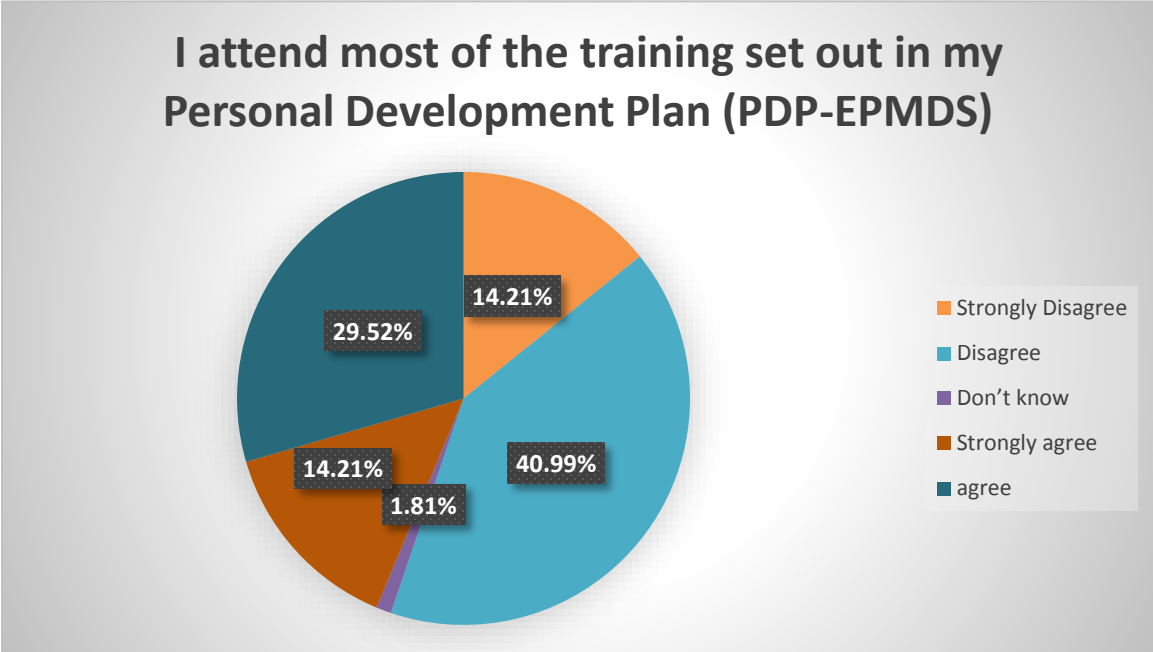
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.255	6	9.709	1.257	.281
Within Groups	1220.812	158	7.727		
Total	1279.067	164			

Sig= 0,281 which is greater than our alpha level of 0.05. This indicates that there were no significant differences of the scoring between respondents with respects to their qualifications in terms of their assessment of the Department in its ability to foster rewards and recognition. From Talent Management this means that for the Department to improve in this component, it needs to uniformly and consistently focus on improving the dispensation of rewards and recognition across all employees.

Table 4.19 – Descriptives Rewards & Recognition

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Matric	17	10.0000	2.31840	.56230	8.8080	11.1920	6.00	15.00
Diploma	59	8.9661	2.93002	.38146	8.2025	9.7297	4.00	15.00
Degree	46	8.7826	2.95833	.43618	7.9041	9.6611	3.00	15.00
Post Grad Diploma	10	9.0000	1.82574	.57735	7.6939	10.3061	7.00	12.00
Honors	24	8.6250	2.65088	.54111	7.5056	9.7444	4.00	15.00
Masters	7	7.2857	2.87021	1.08484	4.6312	9.9402	3.00	11.00
PHD	2	6.0000	1.41421	1.00000	-6.7062	18.7062	5.00	7.00
Total	165	8.8667	2.79270	.21741	8.4374	9.2960	3.00	15.00

It is however important to note though that although the differences were not recorded to be statistically significant, the lowest score ratings came from the 2 highest qualified respondents (a mean of 6 and a rating of 40%). This should serve a dire warning for the Department.



Figures 4.10 – Responses to I attend most of the Training Set Out in my Personal Development Plan (PDP – EPMDS)

Table 4.20 – Responses to I Attend Most of the Training Set out in My Personal Development Plan (PDP – EPMDS)

I attend most of the training set out in my Personal Development Plan (PDP-EPMDS)	Number of responses	Percentage
Strongly Disagree	26	15.66%
Disagree	74	45.18%
Don't know	3	1.81%
Strongly Agree	8	4.82%
Agree	54	32.53%
Total	165	100

Training and development is essential in talent management. The Departments Training and Development policy is lined with the performance appraisal policy EPMDS and it's essential that gaps identified in the EPMDS are addressed. Its worrying to see that 45.18% of the respondents disagreed that they attend training identified in the EPMDS, 32.53% agreed that they attended most of the training, 15.66% strongly disagreed, while 4.82% strongly agree and 1.8% don't know.

**4.4.4. Performance Appraisal**

In order to measure the efficacy of the Department with regards to Performance and Appraisal, a scale constituting of 4 items (with the maximum score of 5) was developed. The overall total of the scale was 20. The below table shows how respondents rated the Department of Arts and Culture with respects to this component. The table shows that the 166 respondents who answered the question, respondents gave the Department a mean rating of 10.37 (translating to a rating of 52%). Once again, this suggests that according to employees at the Department of Arts and Culture, Performance and Appraisal as a component of Talent Management could be better improved. This also crucial if the Department aims to retain their skilled employees and keeping them satisfied.

Table 4.21 – Descriptive Statistics Performance Appraisal

	N	Minimum	Maximum	Mean	Std. Deviation
Performance Appraisal	166	4.00	20.00	10.3735	3.18790
Valid N (listwise)	166				

One way Anova was used to asses to whether significant differences occurred between employees of different hierarchal levels with regards to performance appraisal. The following output was obtained:

Table 4.22 – Test of Homogeneity of Variances Performance Appraisal

Levene Statistic	df1	df2	Sig.
2.063	4	159	.088

Levene’s test of homogeneity reported a sig value of 0.88 which is more than our alpha level of 0.05 indicating that the assumption of homogeneity of variances was not violated for this test.

Table 4.23 – ANOVA Test Performance Appraisal

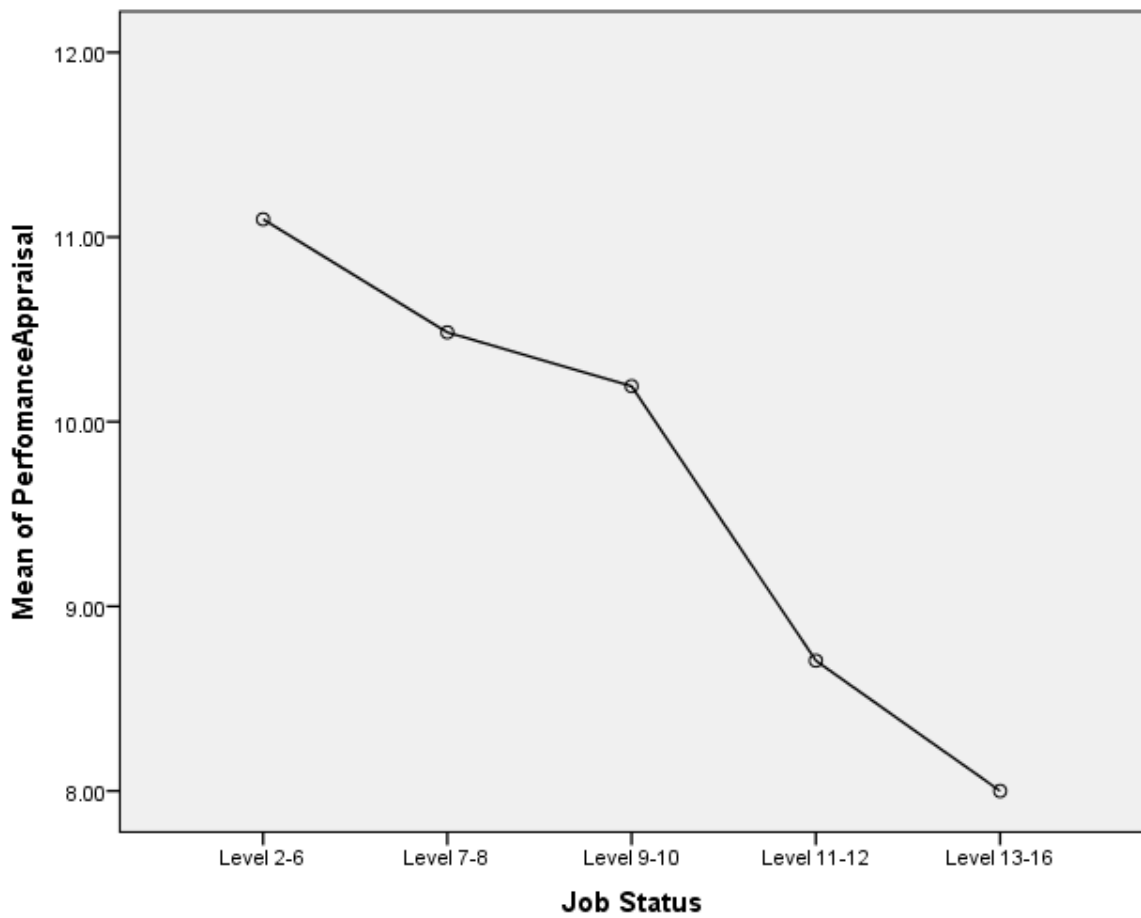
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	115.307	4	28.827	2.966	.021
Within Groups	1545.571	159	9.721		
Total	1660.878	163			

The Anova output above reported, Sig= 0,021 which is lower than the alpha level of 0.05. This indicates that there were significant differences of the scoring between respondents with respects to their job status levels in terms of their assessment of the Department in its ability to foster an effective Performance Appraisal system. The Descriptive Table and the Means Plot below supports the conclusion. It shows a mean score of 8,0 (translating to a rating of 40% ) for Level of 13-16 employees, in contrast with level 2-6 employees who scored a mean rating of 11.09 (translating to a rating of 55%). Although there is a discrepancy or skewness in numbers between Level 13-16 and the rest of the employees, Level 13-16 ratings should not be at all taken lightly and should serve as warning that not improving Performance Appraisal could result to the ‘abandonment of the ship’ by the Departments senior management.

Table 4.24 – Descriptives Performance Appraisal

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Level 2-6	52	11.0962	3.73778	.51834	10.0556	12.1368	5.00	20.00
Level 7-8	62	10.4839	2.65961	.33777	9.8085	11.1593	4.00	17.00
Level 9-10	26	10.1923	3.42951	.67258	8.8071	11.5775	6.00	20.00
Level 11-12	17	8.7059	1.79460	.43525	7.7832	9.6286	6.00	11.00
Level 13-16	7	8.0000	3.05505	1.15470	5.1745	10.8255	5.00	13.00
Total	164	10.3415	3.19209	.24926	9.8493	10.8337	4.00	20.00

Figure 4.13 – Mean of Performance Appraisal





#### 4.4.5. Career Development

In order to measure the efficacy of the Department with regards to Career Growth and Development, a scale constituting of 6 items (with the maximum score of 5) was developed. The overall total of the scale was 30. The below table shows how respondents rated the Department of Arts and Culture with respects to this component. The table shows that the respondents who answered the question, respondents gave the Department a mean rating of 16.6 (translating to a rating of 55%). Once again, this suggests that according to employees at the Department of Arts and Culture, Career Growth and Development as a component of Talent Management could be better improved. This also crucial if the Department aims to retain their suitably qualified employees.

Table 4.25 – Descriptive Statistics Career Growth & Development

	N	Minimum	Maximum	Mean	Std. Deviation
Career Growth & Development	161	9.00	30.00	16.6646	3.52658
Valid N (listwise)	161				

To probe as to whether differences in ratings occurred between employees of different qualification levels, a One way Anova Test was run. The following results were obtained.

Table 4.26 – Test of Homogeneity of Variances Career Growth and Development

Levene Statistic	df1	df2	Sig.
1.106	6	154	.361

Levene's test of homogeneity reported a sig value of 0.361 which is more than our alpha level of 0.05 indicating that the assumption of homogeneity of variances was not violated for this test.

Table 4.27 – ANOVA Test Career Growth & Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.302	6	23.050	1.917	.081
Within Groups	1851.587	154	12.023		
Total	1989.888	160			

The Anova output above reported a sig value of 0.081. This suggests that there were no significant differences between employees of different of qualification levels in terms of their assessment as to whether the Department facilitated career growth and development. Descriptive scores reported in the table below supports this thesis of a minimal difference. As proposed with other components of Talent Management, mean score highlighted in the data suggests that the Department needs to improve on this aspect.

Table 4.28 – Descriptives Career Growth & Development

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Matric	17		
Diploma	55	16.2545	3.37868	.45558	15.3412	17.1679	9.00	22.00
Degree	46	16.1522	3.41869	.50406	15.1369	17.1674	11.00	30.00
Post Grad Diploma	11	17.3636	2.57964	.77779	15.6306	19.0967	13.00	23.00
Honors	23	17.2609	3.62087	.75500	15.6951	18.8266	11.00	24.00
Masters	7	17.0000	2.94392	1.11270	14.2773	19.7227	12.00	20.00
PHD	2	12.0000	.00000	.00000	12.0000	12.0000	12.00	12.00
Total	161	16.6646	3.52658	.27793	16.1157	17.2135	9.00	30.00

#### 4.5. FACTORS RELATING WORK ENVIRONMENT STATISTICAL RESULTS

Factors relating to work environment are critical when it comes to Talent Management. In order to measure the Department's efficacy in creating an environment that creates stimulating work, opportunities for progression and rewarding pay and benefits, a scale constituting of items was developed (with a maximum attainable score being 4). The following Descriptive Table and Figure reports the findings:

Table 4.29 – Descriptive Statistics Factors Relating to Work Environment

	N	Minimum	Maximum	Mean	Std. Deviation
Pay and Benefits	169	1.00	4.00	2.2012	.79117
Stimulating Work	165	1.00	4.00	2.2970	.79037
Feeling of accomplishment	166	1.00	4.00	2.3675	.84776
Opportunities for Progression	168	1.00	4.00	1.9226	.96649
Manageable Workload	165	1.00	4.00	2.3515	.86818
Effective Managent	166	1.00	4.00	2.2530	.84342
Finance Assistance in furthering studies	163	1.00	4.00	1.9202	.88179
Valid N (listwise)	157				

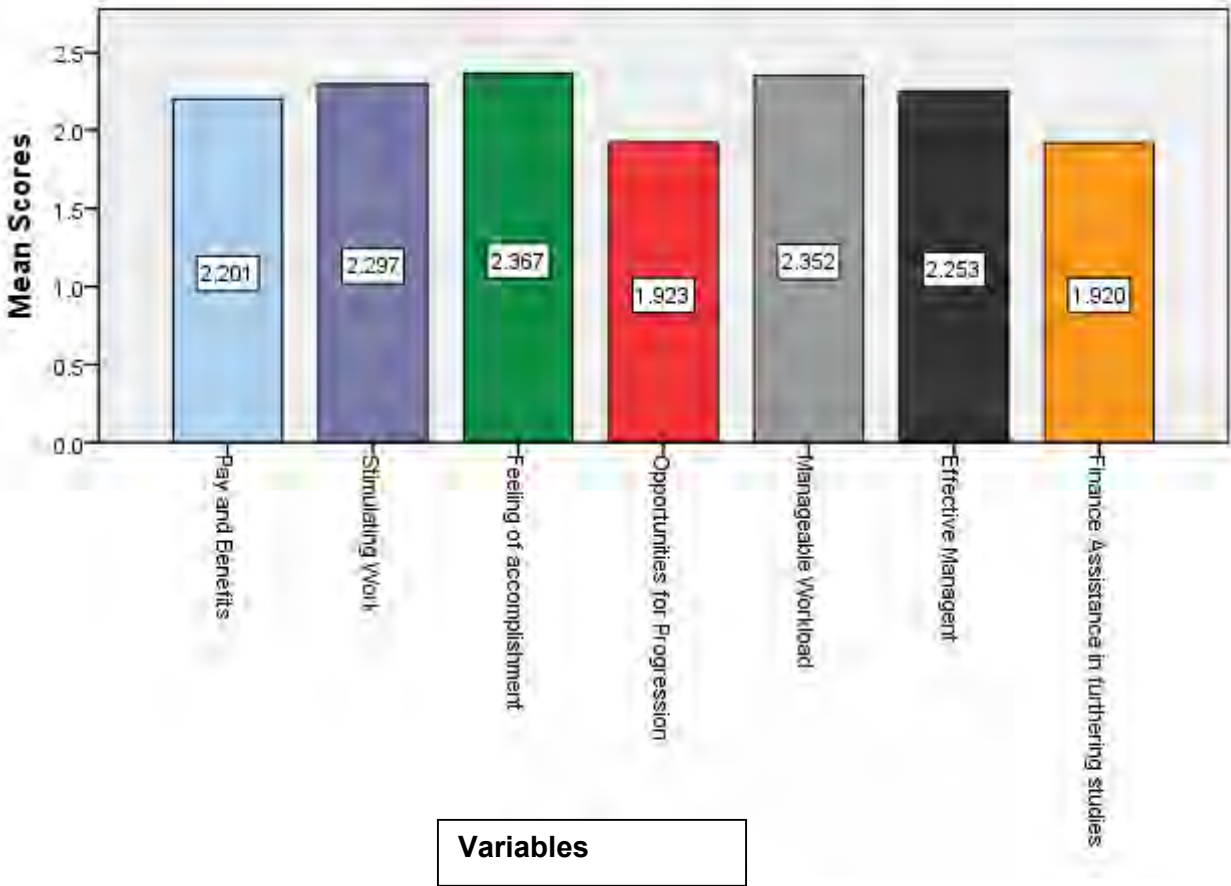


Figure 4.14 - Mean Scores for Factors Relating to Work Environment

Mean rating of Factors above illustrates that respondents in terms of the satisfaction levels with current position in the Department are generally fair and that the Department could further improve on these components to better enhance Talent Management. Lowest rated are opportunities for Progression (mean score of 1.920 and a rating of 47%) and Finance Assistance in furthering studies (mean score of 1.920 and a rating of 47%). This suggests that within Department organisational culture, respondents feel that the Department does not do enough to enhance or further career progression and does not provide benefits or invests adequately in further capacitating the skill base of its employees. This therefore becomes a good recipe for a 'Brain Drain or Exodus' between government employees whom most likely seek integration into structures that will further their career progression and growth.

#### 4.6. EMPLOYEES PERCEPTIONS ON CURRENT POSITIONS STATISTICAL RESULTS

Table 4.30 – Alignment of Position to Qualification and Experience

Thinking of your current job, which of the statements below applies to you?	Number of responses	Percentage
My current position is aligned to my academic qualifications	28	16.87%
My current position is aligned to my work experience	29	17.47%
My current position is aligned to both my qualification and work experience	76	45.78%
None of the above	33	19.88%
Total	166	100

The highest percentage 45.78%, stated that their current position is aligned to both their qualification and work experience as shown in Table 4.30. 19.88% of the respondents felt that their current position was neither aligned to their academic qualification or work experience, while 17.47% is aligned to just their work experience and 16.87% to just the academic qualification.

#### 4.31 – Description of Current work Commitment

<b>Which of the statements below describes your current work situation?</b>	<b>Number of responses</b>	<b>Percentage</b>
I plan on staying in my current job for the long term	19	11.38%
I am planning to stay in my current job for the short term	24	14.37%
I am thinking about moving jobs	32	19.16%
I am actively applying for jobs	74	44.31%
None of the above	18	10.78%
Total	167	100

In total 44.31%, of respondents are actively looking for other employment followed by 19.16% who are thinking about moving jobs. Some 14.37% of the respondents plan on staying in their current positions in the short term while 11.38% plan on staying in the long term. Some respondents, 10.78%, feel none of the statements describe their current work situation.

## **CHAPTER 5: INTERPRETATION OF DATA**

### **5.1 INTRODUCTION**

Chapter 5 presents, interpret and summarizes the findings from the study as discussed in Chapter 4. The data will be interpreted in relation to the research problem /questions that were discussed in Chapter 1 with the aim to answer the research problem/questions.

According to Chikumbi, 2011 when interpreting data, a mean score under 3.0 on a five point scale is regarded as a low score.

### **5.2 LIMITATIONS AND PROBLEMS ENCOUNTERED**

The responses for the study were low initially and the questionnaire was initially going to be up for a week but because of the slow responses, the time was extended to two weeks.

There are 32 employees in Senior Management positions at the Department of Arts and Culture KZN but only 6 were able to start and complete the questionnaire which is very disappointing because in order for talent management to be successfully implemented it needs the buy-in of senior management. Talent management is a strategic tool which has be aligned to the Departments goals and strategies set by top management. The researcher would have liked to have more senior management input for this study.

### **5.3 MAIN RESEARCH QUESTION**

The main research question for the study is:

**What policies and activities are in place at KZN Department of Arts and Culture to foster and support talent management?**

### **5.4 RESEARCH OBJECTIVES**

#### **5.4.1 Research Objective 1**

**Determine what policies or practices at KZN Arts and Culture are in place that foster/hinder talent management**

From the paper written by Barkhuizen, (2014) it can be seen that there is still much to be done by the South African public sector when it comes to talent management. The public sector is plagued by workforce and operational problems that cannot be solved by traditional HR policies and activities.

The item on retention policy scored low in the talent planning section for senior management with a mean of 2.57. The Department does have a retention policy which outlines possible strategies that the Department can use to retain employees. The policy is very bare and the strategies that the Department is currently implementing are weak which consist of: Effective recruitment, EPMDS, granting of bursaries, Employment Equity, exit interviews and employee wellness initiatives. The Department does not offer financial incentives, flexi-time, job rotation, promotions but to name a few which are more innovative solutions to employee retention. This policy doesn't foster or hinder talent management but if it had been structured correctly and had been more innovative in its



approach it would have fostered talent management. A retention policy is very important in markets where the workforce is constantly changing jobs.

One of the lowest scored items in the study with a mean of 1.92 was financial assistance in furthering studies. The majority of respondents felt that the Department was not doing enough in this item. There are currently 80 or 46.78% respondents who are studying but the Department only sponsors 19 or 10.5% as seen in Figure 4.7 and Table 4.7. The Department has a Bursary Management Policy and the mere fact that the Department does offer some form of financial assistance in furthering studies is a benefit to employees. The problem that exists is that there are not enough funds assigned to bursaries because if you look at Figure 4.7 and Table 4.7 the percentage of students whose studies are being paid for by the Department is low and quite disappointing especially since government is knowledge and labour intensive. Clause 9.4(e) of the Policy states that “Preference must be given to employees pursuing first degrees or diplomas or a base qualification relating to their work. The order of priority is the National Senior Certificate, First Diploma or Degree, Post Graduate certificate/diploma or honours or B-Tech, Masters and Doctoral Degrees”. This clause is a hindrance to talent management because top performing individuals in possession of a tertiary qualification might be reluctant to join the Department knowing that the awarding of bursaries is not done in an equitable manner and because of budget constraints a person might wait years to get a bursary. Employees within the Department might get poached by organisations offering bursaries in an equitable manner based on merit. Learning and development are motivators for employee retention.

The Training and Development Policy aligned with the Departments EPMDS (2010) policy. The gaps and needs identified in the performance appraisals (EPMDS) will be filled through training and development as outlined in the Training and Development Policy. This policy fosters talent management. A problem identified is that respondents feel that they do not attend most of the training outlined in their Personal Development Plan (PDP) as part of the EPMDS.

The highest percentage of respondents fall within the strongly disagree and disagree band with 15.66% strongly disagreeing and followed by 45.18% disagreeing as seen in Figure 4.10 and Table 4.20.

KZN Arts and Culture Recruitment and Selection Policy (1999) – This policy as it stands is not strategic in nature and generally deals with HR recruitment and selection. It sets out the different steps in the recruitment and selection process. A very important aspect of career development is recruiting internally before a vacancy is advertised. Most of the respondents as per Figure 4.11 and Table 4.15 attest to the fact that candidates are not sought internally before the vacancy is advertised. Opportunity for progression was rated very low with a mean of 1.923 as per Figure 4.14. This is one of the main reasons for employee turnaround. It hinders career development and is demoralizing especially in cases where a person is acting in the position for months and then an external recruit is appointed. This policy is a hindrance to talent management because it has the potential to do so much more.

KZN Arts and Culture Employment Equity Policy (2002) – The Employment Equity policy is a hindrance to talent management because positions are filled according to factors such as race, gender or disability instead of merit. In some cases positions are left vacant because there are no candidates who are eligible for the posts as per the employment equity requirements. In other cases positions would be filled with unsuitable candidates in order to meet the prescribed quotas which is detrimental to service delivery.

## 5.4.2 Research Objective 2

### **Determine the role that management is playing to ensure that talent management practices are adopted**

Barkhuizen, (2014) states that there is also a lack of management commitment to talent management in the public sector. Talent management is crucial if an organisation is to remain competitive and attract, retain and develop high performing employees. Talent management will not succeed with the buy-in to top management.

The lowest scores in talent planning and which should be a cause for concern, were talent strategy (2.29 mean), succession planning (2.43 mean) and retention policy (2.57 mean). Senior management felt that Department did not have any policies or strategies in place to address the said items as seen in Figure 4.8.

Items such as mentoring and coaching of employees, effective career discussions, the Departments internal talent evaluation process scored under a 3.0 mean which means that they received low ratings.

From the above results it is clear that the Department has not done much in terms of talent management. The results show that the respondents feel that there are no policies or strategies in place dealing with talent management. Although there are no strategic and policy interventions, the respondents of the study were implementing a few talent management practices within their Chief Directorate/ Directorate by creating opportunities for their employees to participate in challenging experiences outside their work, they were nurturing the skills of top talent within their respective Chief Directorate/Directorate and they felt that talent management was incorporated in the Departments strategic plans. The above items scored above a mean of 3.0 and the responses for them are positive and fostering talent management as seen in Figure 4.8.

### **5.4.3 Research Objective 3**

**Employee perception of talent management practices like employee engagement & satisfaction, training & development, mentoring and succession planning, rewards and recognition, room for advancement if any within Arts and Culture**

The employees perceptions of talent management components had low score ratings with employee engagement scoring 45%, training and development scoring 54%, rewards and recognition scoring 59%, performance appraisals scoring 52% and career growth and development scoring 55%. The percentage scores indicate that the employees at Arts and Culture KZN are not happy with the current state of things. This can also be seen in Table 33 where the majority of the respondents 44.31% state that they are actively looking for other employment while 19.16 are thinking about moving jobs and only 11.38% of the respondents are committed to staying with the Department for the long term while 14.37% intend on staying for a short term. More should be done to improve all the areas highlighted above.

### **5.4.4 Determine if officials are the right fit for their positions**

When the respondents were asked if their current position was aligned to their academic qualification and their work experience, 45.78% agreed to this while 17.47% said that it was aligned to their work experience and 16.87% said to their academic qualification and 19.88% said none of the above as seen in Table 4.30 These statistics seem very good at first glance.

Upon further investigation of the entry level positions and by cross tabulating the information on Questionpro from the questionnaires using the response on job status in Figure 4.4 and Table 4.4 and Figure 4.5 and Table 4.5 on highest qualification by comparing the respondent's actual qualifications and the academic requirement for their positions, it was discovered that there are:

- 10 level 7-8, 1 level 9-10 employees with Post Graduate Diplomas
- 7 level 7-8, 10 level 9-10 employees with honours degrees
- 2 level 7-8, 1 level 9-10 employees with masters degrees

The employees mentioned above are considered to be over an employee who can perform duties above their current position because of their educational qualification. The academic requirement for salary level 7-8 is normally a diploma and a few years' experience. This is the supervisory level. Employees at level 9 - 10 are assistant manager and their minimum academic requirement for their position is a diploma and a few years' experience, this group is also considered able to perform duties above their current position because of their qualifications. An important aspect of talent management is identifying talented people and each organisation has its own criteria for this. An academic qualification is a good barometer of separating B & C performers from A performers. The focus of the study was identifying entry level employees who can be considered to be talented.

Furthermore by cross tabulating the information in Figure 4.6 and Table 4.6 on Questionpro on current studies, the following employees are in the entry level positions but are pursuing qualifications above the requirements of their position:

- 2 employees at salary level 2-6 pursuing a post grad diploma
- 2 employees at salary level 7-8 persuading their post graduate diploma
- 6 employees at salary level 2-6 pursuing a honours degree
- 7 employees at salary level 7-8 pursuing their honours degree
- 9 employees at salary level 7-8 pursuing their masters degrees

- 2 employees at salary level 7-8 pursuing their PhD's

## **5.5 CONCLUSION**

From the data analysis in chapter 4, one can see that various problems exist at the Department of Arts and Culture KZN with the existing HR policies and employee perceptions about the state of things, talent planning and management involvement in career development. At face value it seems that most people are the right fit for their positions but upon further investigation, it doesn't seem right that an entry level employee is sitting with a masters degree, there is a miss match of some sort.

Senior management have shown an interest in talent management by obtaining the highest mean in talent planning by indicating that they understand, are capable and willing to fulfill their roles in developing talent within the Department. Management buy in is crucial for the successful implementation of talent management within an organization.

A general problem that exists in all public offices is that policies such as the Employment Equity Policy means that certain positions are appointed in terms of race, gender or disability lines. This results in positions, especially top positions being left unfilled due to the lack of qualified candidates for these positions or they are filled with unsuitable candidates which is a hindrance to service delivery.

## CHAPTER 6: SUMMARY CONCLUSION & RECOMMENDATIONS

It is well document in literature that talent management practices in the South African public sector are not receiving the required attention and are poorly applied. A study conducted by Barkhuizen, (2014) found that “poor workforce planning and talent retention strategies” were the most problematic. Arts and Culture KZN like most public sector offices is facing similar problems.

Khan et al., (2009) highlighted the following drivers which create a need for talent management:

- The need for better talent and improved business performance
- Talent management is a source of value creation
- The business environment is more multifaceted, demanding and dynamic. The public sector in particular is facing service delivery problems, operational problems (over expenditure, fruitless expenditure), workforce problems and so much more
- The public are demanding more from government departments who have to operate in a struggling economy with a limited budget
- Workforce dynamics have changed in the last couple of years and there has been a shift where employees now have more choices and power in dictating the employment relationship. They are interested in things such as work-life balance, meaningful and challenging work, are more loyal to their career than they are to their organisations and so on

There are a few talent management strategies or practices that the Department of Arts and Culture can implement that will assist the Department in: improving efficiency, lowering risk, decreasing employment costs, better develop and engage employees and plan more strategically for leadership positions.

For this research the following are recommended:

## **6.1 TALENT STRATEGY**

The first step that the Department should take is to draw up a talent management strategy which should be aligned to the organisations goals and strategies and their daily operational activities. The Department should follow the steps as depicted in Figure 1 – Talent Strategy Methodology in the literature review.

The talent management strategy should be documented, clearly showing how the Department intends on integrating talent management into the Departments strategy and goals. The strategy should cover essential talent management practices such as talent planning, succession planning, training and development, career development, performance appraisals, employee engagement and rewards and recognition.

The strategy and plan should be communicated to all employees of Arts and Culture so that they are aware of the direction the Department is taking and they will be able to understand better how their work fits into the overall strategy and what is required of them.

The medium term goal would be for the Department to have a talent management policy.



## 6.2 RECOMMENDATIONS

A few of the policies at Arts and Culture should be amended so that they foster talent management.

The Department of Public Service and Administration (DPSA) sets out norms and standards that government departments should adhere to and is governed by the Public Administration Management Act No 11 2014. Part of this is drawing up policies in labour relations, human resources, ethics, transformation and so on. Most government departments draw up and structure their policies in line with those of the DPSA. All government policies must not contravene that of the DPSA. The DPSA has revolutionized traditional HR in the public sector. They have various policies that support talent management such as:

- Employee Performance Management and Development System
- Implementing Strategic Human Resource Management in the Public Services – A Manual for Use by Departments
- Human Resource Development Strategy for South Africa (HRD-SA) 2010-2030
- White Paper on Human Resource Management in the Public Service
- Managing Staff Retention
- Guide on the Practice of Career Management in the Public Service

The policies above tackle the various talent management activities in detail. Most government Departments use the DPSA policies and amended them to suit their environment. The DPSA does not have a policy dedicated to talent management as yet but the policies listed above cover workforce planning, employee engagement, Training and Development, Rewards and recognition, Performance appraisals and Career growth and development which are activities of talent development.

The Department should:

- Amend the Recruitment and Selection policy and allow for candidates to be first sought internally for positions before they are advertised. This is something that is common amongst government departments such as: Office of the Premier, Treasury, and Department of Health etc. If this is a norm and is something that will benefit the employees at Arts and Culture KZN, then why is it not adopted? The recruitment and selection policies at DPSA makes allowance for this.

Internal recruitment will benefit both employees and the Department. The DPSA released a Circular on 8 June 2015 (DPSA, 2015) titled Reducing the Recruitment Period and the Vacancy Rate in the Public Service which states that as part of Outcome 12 of governments Medium Term Strategic Framework of Government 2014-2019, the public service should reduce:

- The average vacancy rate in respect of funded posts to at most 10% and
- The median period it takes to fill a funded vacancy to 6 months

Internal recruitment will assist the Department is achieving the above requirements of the DPSA.

The benefits of internal recruitment are:

- Shorter turnaround times and positions will be filled faster
- It is cost effective and saves time. The whole recruitment process is time consuming and expensive especially in the public sector where there are thousands of applications

- Internal employees are already familiar with the Department and know how it works and the Department would have already invested in training of the internal candidate so there will be less training required. There will also be a better organisational fit with internal candidates
  - Internal recruitment will improve the Departments image of offering long term employment security which will increase employee retention and attract those candidates wanting a job with security
  - This will be a motivator for employees to work harder because it gives them a possibility of being promoted to a better position
  - This will improve career development for employees and will contribute to employee engagement and employee retention.
  - The assessment methods for internal candidates are more accurate since there will be prior work information and reliable internal references
  
- Arts and Culture should develop a policy that covers horizontal movements due to academic or experience purposes. This policy is also very common in government departments and the bigger departments such as Treasury, Health etc have successfully implemented it. Arts and Culture should also follow in suite because this will benefit employees. As shown in the analysis of results there are many employees who are perusing tertiary qualifications and most of them have to pay for themselves. The said employees are not given the chance to move to a Chief Directorate/Directorate that is more aligned with their academic qualification. Sometimes an employees is qualified in more than one field. An employee end up frustrated and disengaged in a position that they cannot use their skills and knowledge. There are sometimes various posts that can't be filled because the Department struggles to find someone with the right requirements but someone could be inside the Department who is willing to take the opportunity if offered. Horizontal movement was a major concern amongst respondents and most indicated that they would accept the opportunity if given.

- More innovative strategies should be added to the Retention Policy because as it is silent and ineffective. There are various methods that can be implemented that can attract employees to stay within the department as discussed in the literature review. Promotion and cash incentives are very important when trying to retain employees but this is not even included as options in the current Retention Policy.

While a talent management policy is being developed each manager should have activities running within their Chief Directorate/ Directorate to encourage talent management like:

- Job rotation
- Mentoring system so that knowledgeable employees will be able to transfer skills and knowledge to lower level employees
- Managers should be having regular career discussions with their employee in order to determine what their career development needs and how they can both draw up a career path with steps to get to the employees career goals (Hartzenberg, 2002). Career development is the responsibility of both the employee and their responsible manager
- Cross training – allowing an employees to get training on a different position to that they were hired for. This will be beneficial to both the employee and the Department.
- Managers should identify top performing employees and ensure that they are stimulated and challenged
- A very good programme that is used by most top companies in the public sector is a Management Trainee Programme where top performing employees would be identified and earmarked from management positions. The said employees would be put in a programme lasting between 2 – 3 years where they will be mentored and groomed. Management skills were one of the skills identified as lacking in the South African labour force in the Adcop 2013 study especially amongst women.

The above activities do not have to involve all employees at once, it can be done in phases with a few employees as pilot projects.

### **6.3 LIMITATIONS**

Although the research has reached its aims, there were a few unavoidable limitations.

There was a very poor response from Senior Management and therefore the results of talent planning section are not as strong since the respondents only represented a very small percentage of the Senior Management population. The results are still a reflection of what the few that answered thought.

Talent management in the public sector is a new phenomenon and there is little literature available on the topic. More research needs to be done on this topic in order to develop HR and management theories to better understand talent management within the public sector context.

### **6.4 RECOMMENDATIONS TO OVERCOME LIMITATIONS**

In terms of poor management response. It would have been better to request assistance from the HOD's office by asking for a slot in the agenda for the Senior Management before their management meetings. The questionnaire would be circulated and management would be able to fill it in and it would be better this way since they would all be in one room.

The unavailability of literature is a difficult problem to find a solution to because until government policy makers start paying more attention to talent management and constructing policies regarding the subject not much can be written about it. Once policies are drafted, there will be activities and things will start to happen. Until then, not much can be written.

## **6.5 TOPICS FOR FURTHER RESEARCH**

- An assessment organisational development of talent pools and talent inventories for selection and succession processes
- An examination of the importance of public sector management participation in talent management for successful implementation

## **6.6 CONCLUDING REMARKS**

Implementing a talent management strategy and practices would bring great benefit to the Department and its employees. The Department is operating in a fast paced world which is constantly changing and changing the way in which organisations operate. The South African government faces problems which are unique to this country such as labour unrest and the falling Rand. Government jobs are knowledge based which is why it is crucial that human capital is handled efficiently and effectively. Arts and Culture has to move away from traditional HR practices in order to be more competitive, manage their workforce better and to save costs.

The Department of Arts and Culture has an educated and ambitious workforce who when managed correctly could bring many benefits to the Department. At the present moment not enough is being done to challenge them and make use of their skills because the HR policies that are in operation are hindering this.

Talent management is something new to the public sector but is something that will assist the Department in achieving the goals of their mandate and improving service delivery through the proper management of its workforce since they are the most important asset.

Talent management is the responsibility of senior management as well as the HR Department. Khan et al, (2009) advises that senior management and HR should “Move away from a seat at the table to setting the table” meaning this group should be laying down the ground work for talent management through talent planning and strategic alignment and finding ways in which they can bring about positive change to the lives of the employees at Arts and Culture. The senior management respondents of the study have indicated that they are willing and capable of guiding, training and developing employees. The Department has so much potential and it can become a leader in talent management in the public sector and an employer of choice amongst top performing candidates.

## REFERENCES

- Adcorp, 2013. SA's Economy Desperately Needs High Skilled Workers. [Online] Available at: <http://www.adcorp.co.za/NEws/Pages/SA%E2%80%99seconomydesperatelyneedshigh-skilledworkers.aspx> [Accessed 09 June 2015].
- Al Ariss, Cascio, W. F & Paauwe, J. (2014). Talent Management: Current Theories and Future Research Directions. *Journal of World Business*, Vol 49, pp 173-179.
- Alzheimer Europe, 2009. The Four Main Approaches. [Online] Available at: <http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches> [Accessed 16 August 2015].
- Anitha, J. (2014). Determinants of Employee Engagement and their Impact on Employee Performance. *International Journal of Productivity and Performance Management*. Vol 63(3), pp 308-323.
- Ayers, R. S. (2015). Aligning Individual and Organizational Performance: Goal Alignment in Federal Government Agency Performance Appraisal Programs. *Public Personnel Management*. Vol 44(2), pp 169-191.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*. Vol 52, pp 1-26.
- Barkhuizen, N. (2014). How Relevant is Talent Management in South Africa Local Government Institutions? *Mediterranean Journal of Social Sciences*, Vol 5(20), pp 2223-2230.
- Bergeron, C. (2004). Build a Talent Strategy to Achieve your Desired Business Results. *Handbook of Business Strategy*. Vol 5(1), pp 133-140.
- Business Day Live, 2013. An Orgy of Jobs for Bureaucratic Pals. [Online] Available at: <http://www.bdlive.co.za/opinion/columnists/2013/09/08/this-is-the-business-an-orgy-of-jobs-for-bureaucratic-pals> [Accessed 30 January 2016].
- Burke R. J., McKeen C. A & McKenna C (1994). Benefits of Mentoring in Organizations. *Journal of Managerial Psychology*, Vol. 9(3), pp 23 – 32.



- Careers, N. Z, 2015. Supers Theory. [Online] Available at: <http://www.careers.govt.nz/practitioners/career-practice/career-theory-models/supers-theory/> [Accessed 21 April 2015].
- Caruth, D. L., & Humphreys, J. H. (2008). Performance Appraisal: Essential Characteristics for Strategic Control. *Measuring Business Excellence*. Vol 12(3), pp 24-32.
- Chikumbi, C. N. L. 2011. An Investigation of Talent Management and Staff Retention at the Bank of Zambia. MBA Thesis, Nelson Mandela Metropolitan University Business School
- Chron, 2012. What are the Essential Elements of Merit and Incentive Reward System. [Online] Available at: <http://smallbusiness.chron.com/essential-elements-merit-incentive-reward-systems-19369.html> > 16 September 2015
- Collings, D. G & Mehhahi, K. (2009). Strategic Talent Management: A Review and Research Agenda. *Human Resource Management Review*, Vol 19, pp 304-313.
- Cupit, T., & Sukal, M. F. (2015). Does Personality Matter in Nursing? *Assessing Suitability as Well as Eligibility When Hiring*. *Science Direct*, Vol 13, pp 44-47.
- Denzin N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*. Vol 6, pp 80-88.
- Department of Arts and Culture. 2000. Policy Training and Development. Pietermaritzburg: KwaZulu-Natal Department of Arts and Culture
- Department Arts, Culture and Tourism.1998. Bursary Management Framework. Pietermaritzburg: KwaZulu-Natal Department of Arts and Culture. 2010.
- Department of Arts and Culture. 2011. Internship Policy. Pietermaritzburg: KwaZulu-Natal Department of Arts and Culture
- Department of Arts and Culture. 2010. Employee Performance Management Development System (EPMDS). Pietermaritzburg: KwaZulu-Natal Department of Arts and Culture
- DPSA, 2015. Reducing the Recruitment Period and the Vacancy Rate in the Public Service [Pdf] Available at: [http://www.dpsa.gov.za/dpsa2g/documents/ep/2015/14\\_1\\_1\\_p\\_08\\_06\\_2015.pdf](http://www.dpsa.gov.za/dpsa2g/documents/ep/2015/14_1_1_p_08_06_2015.pdf) > [Accessed 18 August 2015].

- Edmonstone, J. (1996). Appraising the State of Performance Appraisal. *Health Manpower Management*. Vol 22(6), pp 9-13.
- Gelder, M. M. H., Bretveld, R. W., & Roeleveld, N. (2010). Web-based Questionnaires: The Future in Epidemiology. *American Journal of Epidemiology*. Vol 172(1), pp 1292-1298.
- Gibbons, F. X., & Kleiner, B. H. (1994). Factors that Bias Employee Performance Appraisals. *Work Study*. Vol 43(3), pp 10-13.
- Golafishani, N. (2003) Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*. Vol 8(4), pp 597-607
- Grima, F, Paille, P, Mejia J. H & Prud'homme, L (2014). Exploring the Benefits of Mentoring Activities for the Mentor. *Career Development International*. Vol 19(4), pp 469 – 490.
- Hamlin R, G & Sage, L (2011). Behavioural Criteria of Perceived Mentoring Effectiveness. *Journal of European Industrial Training*. Vol 35(8), pp 752 – 778.
- Hansen, F, Smith R & Hansen, R. B. (2002) Rewards and Recognition in Employee Motivation. *Compensation Benefits Review*. Vol 34(5), pp 64-72
- Harrison Assessments. (2008). Best Practices in Talent Assessment. [Pdf] Available at: <[http://www.eskillsprogress.net/Intranet/images\\_load/Best-Practices-in-Talent-Assessment.pdf](http://www.eskillsprogress.net/Intranet/images_load/Best-Practices-in-Talent-Assessment.pdf)> [Accessed 21 April 2015].
- Hartzenberg, J. S. 2002. The Implementation of Career Management Practices in the South African Public Service. M.A HRM Thesis, University of Pretoria.
- Hatum, A. (2010). Next Generation Talent Management. Hampshire: Palgrave Macmillan.
- Harvard Business Review (2008). Harvard Business Review on Talent Management. Boston: Harvard Business School Publishing.
- Hudson (2014) Internal Mobility Benefits Employees and the Business. [Online] Available at: <<http://hudsonrpo.com/rpo-intelligence/postid/683/internal-mobility-benefits-employees-and-the-business>> [Accessed 21 July 2015].
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*. Vol 33(4), pp 692-724

- Khan, M. Z. A, Ayub, A & Balock, Q. B. (2009) Importance of Talent Management in Business Strategy: A Critical Literature Review. *Abasyn Journal of Social Sciences*. Vol 6(1), pp 28-40
- Khan, R. A. G, Khan, F. A & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*. Vol 11(7), pp 1-7.
- Khatri, P. Gupta, S & Kapil, G. (2010). Talent Management in HR. *Journal of Management and Strategy*. Vol 1(1), pp 39-46.
- Kirk, J. J., Downey, B., Duckett, S., & Woody, C. (2000). Name your Career Development Intervention. *Journal of Workplace Learning*. Vol 12(5), pp 205-216.
- Korbedpsych, 2012. Conducting Educational Research. [Online] Available at: <<http://korbedpsych.com/R03Purpose.html>> [Accessed 18 August 2015].
- Kulkarni, P. P. (2013). A Literature Review on Training & Development and Quality of Work Life. *Journal of Arts, Science & Commerce*. Vol 4(2), pp 1-8.
- Leiter, M. P & Maslach, C. (1988). The Impact of Interpersonal Environment on Burnout and Organizational Commitment. *Journal of Organizational Behaviour*. Vol 9, pp 297-308
- Letsoalo, M. B. 2007. An Evaluation of Performance in the Public Service. M.A HRTD Thesis, University of Johannesburg.
- Lewis, R. E & Heckman, R. J. (2006). Talent Management: A Critical Review. *Human Resource Management Review*. Vol 16, pp 139-154.
- MacLeod, D & Clarke, N. (2009). Engaging for Success. [Pdf] Available at: <<http://dera.ioe.ac.uk/1810/1/file52215.pdf>> [Accessed 21 April 2015].
- Maree, K. 2010. First Steps in Research. Pietermaritzburg: Interpak Books
- Maslach, C, Schaufeli, W. B & Leiter, M. P (2001). Job Burnout. *Annual Review Psychology*. Vol 52, pp 397-422
- Meyers, M. C & van Woerkom, M. (2014). The Influence of Underlying Philosophies on Talent Management: Theory, Implication for Practice and Research Agenda. *Journal of World Business*, Vol 49, pp 192-203.

- New Age Publishers, 2009. Research Methodology: An Introduction. [Online] Available at: <http://www.newagepublishers.com/samplechapter/000896.pdf> [Accessed 12 August 2015]
- Mosehla, R. S. 2013. Recruitment and Retention of Employees at the Gauteng Department of Education: Head Office from 2005-2009. M.A Public Management and Governance, University of Johannesburg
- Niazi, A. S. (2011). Training and Development Strategy and Its Role in Organizational Performance. *Journal of Public Administration and Governance*. Vol 1(2), pp 42-57
- Nilsson, S. Vinn, H & Ellström, P. (2012). Employability and Talent Management: Challenges for HRD Practices. *European Journal of Training and Development*, Vol 39(1), pp 26-45.
- Nkosi, S. M. (2015). Effects of Training on Employee Commitment, Retention and Performance: A case study of a Local Municipality in South Africa. *European Journal of Business and Management*. Vol 7(15), pp 104-105.
- O' Leary, Z. (2014). Doing Your Research Project. 2<sup>nd</sup> Edition. Dorchester: Dorset Press
- Oehley, A. 2007. The Development and Evaluation of a Partial Talent Management Competency Model. M.A thesis, Stellenbosch University.
- Oreck, B. A., Owen, S. V & Baum, S. M. (2003). Validity, Reliability, and Equity Issues in an Observational Talent Assessment Process in the Performing Arts. *Journal for the Education of the Gifted*. Vol 27(1), pp 62-94.
- Oxford University Press, 2015. Talent. [Online] Available at: < <http://www.oxforddictionaries.com/definition/english/talent> > [Accessed 09 June 2015].
- Pettijohn, L. S., Parker, R. S., Pettijohn, C. E., & Kent, J. L. (2001). Performance Appraisals: Usage, Criteria and Observations. *Journal of Management Development*. Vol 20(9), pp 754-771.
- Pietersen, C. (2014). Employee Turnover in a Local Government. *Mediterranean Journal of Social Sciences*, Vol 5(2), pp 141-153.

- Pineda, P. (2010). Evaluation of Training in Organisations: A Proposal for an Integrated Model. *Journal of European Industrial Training*. Vol 34(7), pp 673-693.
- Piti, M. 2010. The Influence of Talent Management on Strategy. MBA Thesis, Nelson Mandela Metropolitan University
- Rasool, F., & Botha, C. J. (2011). The Nature, Extent and Effect of Skills Shortages on Skills Migration in South Africa. *SA Journal of Human Resource Management*, Vol 9(1), pp 287-298.
- Research Ethics.ca, 2013. What is Research Ethics? [Online] Available at: <https://researchethics.ca/what-is-research-ethics/> [Accessed 12 September 2015]
- Ross, S. (2013). How Definitions of Talent Suppress Talent Management. *Industrial and Commercial Training*. Vol 45(3), pp 166-170
- Sage Publishing, 2010. Introduction to Quantitative Research. [Online] Available at: [http://www.sagepub.com/sites/default/files/upm-binaries/36869\\_muijs.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/36869_muijs.pdf) [Accessed 12 August 2015]
- Saks, A. M. (2006). Antecedents and Consequences of Employee Engagement. *Journal of Managerial Psychology*. Vol 21(7), pp 600-619.
- Saks, A. M & Gruman, J. A. (2014). What Do We Really Know About Employee Engagement? *Human Resource Development Quarterly*. Vol 25(2), pp 155-182.
- Seattle University. (2012). 6-Step Planning Process. [Online] Available at: <https://www.google.co.za/url?url=https://www.seattleu.edu/uploadedFiles/HumanResources/Content/EmployeeResources/Talent%2520Planning%2520Guide%2520for%2520website.doc&rct=j&frm=1&q=&esrc=s&sa=U&ved=0CCsQFjABahUKEwjmiejZ3eDIAhWETHQKHVhWDeM&sig2=TIDawsSxRSN6X571UoiEXQ&u sg=AFQjCNFYsmqm7rWRNoj8lqg7zNaWKIAqkw> > [Accessed 21 April 2015].
- Sekaran, U., & Bougie, R. (2014). *Research Methods for Business*. Chennai: MPS Limited.
- Sekaran, U & Bougie, R. (2014). *Research Methods for Business*. 6<sup>th</sup> Ed. West Sussex: John Wiley & Sons Ltd.
- Sharf, R. S. (1997). *Applying Career Development Theory to Counselling*. 2<sup>nd</sup> Ed. Pacific Grove: Brooks/Cole Publishing.

- Stredwick, J. 2000. Aligning Rewards to Organisational Goals – A Multinational's Experience. *European Business Review*. Vol 12(1), pp 9-19
- Super, D. E. (1980). A Life-span Approach to Career Development. *Journal of Vocational Behaviour*. Vol 16(3), pp 282-298.
- Tansley, C. (2011). What do we Mean by the Term "Talent" in Talent Management? *Industrial and Commercial Training*. Vol 43(5), pp 266-274
- Templer, A. J & Cawsey, T. F. (1999) Rethinking Career Development in an Era of Portfolio Career. *Career Development International*. Vol 4(2), pp 70-76
- The McKinsey Quarterly, 1998. The War for Talent. [Online] Available at: [http://www.executivesondemand.net/managementsourcing/images/stories/artigos\\_pdf/gestao/The\\_war\\_for\\_talent.pdf](http://www.executivesondemand.net/managementsourcing/images/stories/artigos_pdf/gestao/The_war_for_talent.pdf) [Accessed 18 August 2015].
- Tladi, T. M. 2001. Affirmative Action and the Employment Equity Act of South Africa, M.A Arts Mini-dissertation, Rand Afrikaans University
- Youngcourt, S. S., Leiva, P. I., & Jones, R. G. (2007). Perceived Purposes of Performance Appraisal: Correlates of Individual and Position Focused Purposes on Attitudinal Outcomes. *Human Resource Development Quarterly*. Vol 18(3), pp 315-343.
- Vijayakumar, V. T. R & Subha, B. 2013. Impact of Rewards and Recognition on Employee Job Satisfaction and Motivation in Private Banks of Tirunelveli City. *International Research Journal of Business Management*. Vol V, pp 64-73
- Walliman, N. (2005). *Your Research Project*. Oxford: The Alden Press
- Walters, R. (2012). Using Career Progression to Recruit the Best Professionals [Pdf] Available at: <https://www.robertwalters.com.sg/content/dam/robert-walters/country/singapore/files/whitepapers/robert-walters-focus-asia-whitepaper-career-progression.pdf> [Accessed 21 April 2015].
- Weng, Q & McElroy, J. C 2012. Orgazational Career Growth, Affective Occupational Commitment and Turnover Intentions. *Journal of Vocational Behavious*. Vol 80, pp 256-265
- Wilson, J. P., & Western, S. (2000). Performance Appraisal: An Obstacle to Training and Development? *Career Development International*. Vol 6(2), pp 93-99.

- Zeb, A, Rehman, S, Saeed, G & Ullah, H. 2011. A Study of the Relationship between Rewards and Recognition and Employee Job Satisfaction: A Literature Review. *Abasyn Journal of Social Sciences*. Vol 7(2), pp 278-291



## APPENDIX 1 – ETHICAL CLEARANCE



21 October 2015

Ms Phumelele Nomkhosi Mshengu (204515950)  
Graduate School of Business & Leadership  
Westville Campus

Dear Ms Mshengu,

Protocol reference number: HSS/1406/015M  
Project title: An evaluation of talent management with the Department of Arts and Culture in KZN

### Full Approval – Expedited Application

In response to your application received on 02 October 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Sharyka Singh (Chair)

/ms

Supervisor: Dr Abdul Kader  
Academic Leader Research: Dr Muhammad Hussayn  
School Administrator: Ms Zariqa Ulllyia

### Humanities & Social Sciences Research Ethics Committee

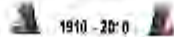
Dr Sharyka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 904001 Durban 4001

Telephone: +27 (0) 31 260 2537/0360/0607 Facsimile: +27 (0) 31 260 4308 Email: [ethics@uqn.ac.za](mailto:ethics@uqn.ac.za) / [ethics@ukzn.ac.za](mailto:ethics@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



100 YEARS OF ACADEMIC EXCELLENCE

Pinning Campus   ● Edgewood   ● Howard College   ● Medical School   ● Pietermaritzburg   ● Westville