UNIVERSITY OF KWAZULU-NATAL

College of Law and Management Studies
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THE ASSESSMENT OF THE IMPLEMENTATION OF TALENT
MANAGEMENT AT THE UNIVERSITY OF KWAZULU-NATAL
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DECLARATION

I, Mandisa Mbatani, declare that:

(i)   The contents of this dissertation is my original work excluding where stated otherwise and included in the references.

(ii)   No submissions have been made to other universities for examination of this dissertation.

(iii)   No other person's data, information, graphs, photographs or tables is contained in this dissertation except where it is acknowledged as being extracted from other sources of information.

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ABSTRACT

The University of KwaZulu-Natal is one of the leading higher education institution with a reputation of academic and research excellence. The Human Resource division is one of the fundamental divisions in the university structure, which seeks to attract, recruit and ensure that a high calibre staff members are trained, developed and retained to enhance skills, performance, as well as job satisfaction. For the University of KwaZulu-Natal to achieve its goal of becoming the "employer of choice" for staff, talent management becomes one of the integral strategies to the university's endeavours. It is evident that there are underlying weaknesses that hinders effective implementation of the existing integrated talent management policy. This research aimed to assess the implementation of the talent management process in the University of KwaZulu-Natal. The study objectives were to: understand how talent implementation is identified at the University of KwaZulu-Natal, to understand how talent is assessed at the university, to understand how talent is developed and to understand ways in which talent is retained at the University of KwaZulu-Natal. Due to the complexity of this, a case study approach was used for this study for the researcher to arrive at an in-depth understanding of the study as a case study approach allows for various perspectives, feelings and reality of participants of the University of KwaZulu-Natal. A purposive sampling method was used to allow the Researcher to justify or generalize on the selected sample either analytically, theoretically or logically. In-depth, semi- structured interviews were carried out with 8 respondents at the University of KwaZulu-Natal, namely, the School of Accounting, Economics and Finance comprising of: 5 academics and 3 professional services staff members. The collected data was then analyzed in themes. Arears of improvement were identified for the university's integrated talent management process. The findings indicated that it is important to recognize that talent management is more than a chain of human resource processes and programmes but should be driven by business strategy and also provide necessary support to drive business results. Therefore necessary strategies should be applied to obtain feedback from employees on the implementation of the talent management system. Furthermore talent management practices should be clear for all employees and management commitment is necessary in the development and retention of talent.

Key Words: Chartered Institute for Personnel and Development Job Satisfaction, Motivation, Talent Management, Succession Planning

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CHAPTER ONE: BACKGROUND AND INTRODUCTION TO THE STUDY

1.1. INTRODUCTION

This chapter represents the background to the study on the implementation of talent management at the University of KwaZulu-Natal. Following this is the research problem, research objectives, research questions, the aim and purpose of the study. The significance of the study and limitations of the study are also presented in this chapter. The research design underpinning the study, the definition of the main terms as well as the outline of all the chapters are presented in this chapter. The chapter ends with a summary of themes discussed in this chapter.

1.2 BACKGROUND STUDY

Globally, institutions and organisations are starting to realise the significance of Human Resources as a core function of their organisations if it is to compete and become sustainable in a market that is highly unpredictable. High performing, talented employees have become huge assets, which organisations can attract, develop and retain.

According to the Chartered Institute for Personnel and Development (2007), for any talent management research, it is vital that the starting point must be an exploration of what "talent" is. There are a variety of definitions available in academia as well as in practitioner's human resource management literature. How talent is defined is to a large extent influenced by the industry in which it is based; and the type of work being performed. Tansley (2011) noted these two definitions tend to differ from one organisation to the next or in same the company as time changes.

This study discusses a more precise definition of talent management and explores its implementation at the University of KwaZulu-Natal (UKZN), for the purposes of ensuring that the intended outputs are achieved the Researcher examined four (4) issues: how talent is implemented; how talent is assessed in the University; the ways in which talent is developed; and what strategies or means are used in ensuring that talent is retained. For the purposes of this research, "implementation" is intended to attain more insight on the subject matter and to emphasise the critical role played by talent management in the University in attraction, recruitment, development and the retention of high calibre staff at the University. Without an understanding of what talent management is and the lack of clarity about how the employees and the University can benefit or contribute towards the success of the implementation of the Integrated Talent

Management Policy and Procedures, it will not yield fruitful results. This study therefore focused on the academic and professional services staff of the University, analysing the implementation of talent management for both the academic and professional services staff. The implementation of talent management, as with any other systems and processes implemented in any organisation, is dependent on the expertise and skills of staff. A holistic talent management approach should reward and recognise talent throughout the entire administrative, academic and management roles in the University.

1.3 RESEARCH PROBLEM/ STATEMENT OF THE PROBLEM

The corporate sector has fully embraced the notion of Talent Management, Talent management strategies have not been fully welcomed in most higher education institutions. The University of KwaZulu-Natal prides itself as a leading institution of higher learning on the African continent which ensures that the University is able to attract and retain employees of high quality and excellence in both academic and professional services. To be able to produce high calibre of graduates and maintain a competitive edge amongst institutions, all employees, both academic and support staff need to participate in the University's talent management processes.

The University of KwaZulu-Natal perceives identifying, attracting, nurturing, developing and retention as key strategies to achieve the objectives of talent management. Retention of talented employees, non-compliance of staff participation in the performance management system, attracting high calibre potentials are challenges that the University is currently facing given the protests it has been experiencing over the years, the higher education financial situation, as well as the bad publicity it has recently encountered. Highly talented individuals are often attracted by conducive working environments where their skills will be recognised, rewarded and consistently nurtured. Thus, this study aims to assess how the University implements talent management to ensure that the University's goals of being the leading institution of higher learning on the African continent is achieved.

1.4 MOTIVATION AND AIM OF THE STUDY

This study was developed with the aim of collecting and analysing strategies of talent management that are applied and recommended in organisations across the globe. The collected information was used to assess how talent management is implemented at the University of KwaZulu-Natal and areas of improvement where necessary to ensure

effectiveness were recommended. The outcomes of this study may also be beneficial to other higher learning institutions, corporate, government organisations, body of knowledge, and employees in general, so that the concept of talent management is understood and effectively implemented.

1.5 PURPOSE OF THE STUDY

This study explores how talent is identified, assessed, developed, and retained. The focus was to assess the implementation of talent management at the University of KwaZulu-Natal.

1.6 SIGNIFICANCE OF THE STUDY

The study seeks to benefit the higher education sector, University of KwaZulu-Natal (UKZN), employers as well as employees in understanding the significance of talent management and in finding ways for effect implementation of talent management. These involve the realisation of the underlying reasons for non-compliance in performance management, the inability to attract and retain individuals that are talented. Eventually, remedial actions are taken after some of the policies that tend to lower staff morale further are eliminated, as it can improve the company performance, which ultimately lead to improved performance in the organisation. The outcomes of the study are beneficial to employees, not just the UKZN or the higher education sector but also those in private or government sectors to enable them to understand how to better implement or manage talent for a continued competitive advantage. Lastly, this study will benefit researchers and academics who would be interested in pursuing the subject and further the research.

1.7 RESEARCH OBJECTIVES

- To understand how talent implementation is identified at the University of KwaZulu-Natal;
- To understand how talent is assessed in the University;
- To understand how talent is developed; and
- To understand ways in which talent is retained at the University of KwaZulu-Natal.

1.8 RESEARCH QUESTIONS

- How does the University of KwaZulu-Natal identify talent?
- What procedure is used to assess talent?
- How talent is developed?
- What mechanisms are used to retained talent?

1.9 RESEARCH DESIGN AND RESEARCH APPROACH

A research design is defined as a plan through which the Researcher draws up when embarking on a research project. Steps undertaken from the beginning to the end of the project are outlined on such a plan. The type of research being conducted, how the research project is formatted, tools for gathering data and the statistical analysis method to be used in the research is included in the research design (Nkatini, 2005).

A case study has been selected because of its ability to allow the Investigator to explore and to arrive at an in-depth understanding of the study that is being investigated. An Investigator will be prepared by the case study to deal with unexpected findings in the study; it will give an advantage to the Investigator in not having to make assumptions that may be incorrect in relation to relevant matters. A case study will usually provide facts that act as a guide to the assumptions. The University of KwaZulu-Natal is a case study for this research. A case study is appropriate in this study as it provides various perspectives from participants, provides a methodological way of collecting data, information analysis, use of a wide variety of collection techniques for data, e.g. interviews, direct observation, archival records, document reviews, physical artefacts and documentation (Yin, 2003).

1.10   LITERATURE REVIEW

According to Fink (2010), a literature review can be described as an explicit, systematic and reproducible way of identifying, combining and evaluating the existing recorded and completed work done by scholars, researchers and practitioners. In other words, it is a review of what already exists in the body of knowledge. The aim is to demonstrate the accurate and complete research and knowledge based on the available existing theory on this study. During the study, the Researcher used a variety of information sources such as journals, books, articles and other publications to collect relevant literature that exists in the body of knowledge.

1.11   CONCEPTUAL / THEORETICAL FRAMEWORK: THEORY/MODEL

The integrated talent management concentrates on the alignment of talent management functions to yield good results in the business; this promotes efficiency, high performing employees and more effectiveness in the organisation (Toni Hodges De Tuncq & Lynn Schmidt, 2013).

1.12   LIMITATIONS OF THE STUDY

Relating to this study the limiting factor was the limited amount of literature in connection to talent management directly in higher education.

1.13   DEFINITION OF TERMS

1. **Assessment:** It is to evaluate or estimate the ability, nature, or quality of model performance.
2. **Attraction and Recruitment of Talent:** This a process whereby talented employees are analysed, aligned and matched with relevant roles, strategies, goals or culture that the organisation has (Philips & Gully, 2014).
3. **Development of Talent:** Development of strategies to recruit talent are planned, selected, and implemented. Development of talent will enhance the employee's skills, abilities, and knowledge to demonstrate exceptional performances in their work (McCauley & McCall Jr, 2014).
4. **Implementation:** The cognisance of an application or execution of an idea, plan, model, design, specification, policy of standard (The National Implementation Research Network).
5. **Talent:** Employees who use their abilities, skills as well as their knowledge to add exceptional value to the organisation (Duttagupta, 2005).
6. **Talent Identification:** This is a process used to determine which employees are part of the talent pool (Armstrong & Taylor, 2014).
7. **Talent Management:** This is a process whereby an organisation identifies, attracts, develops, and manages its employees (Cannon & McGee, 2011)
8. **Retention:** This term can be defined as interventions deployed by organisations to keep talented employees in the company and encourage them to stay in the organisation (Naim, 2014).

1.14   STRUCTURE OF THE DISSERTATION

This study is organized into five chapters.

Chapter one: Introduction and Background Study

This chapter presents the introduction, background of the study, the problem statement, motivation, and aim of the study, purpose and significance of the study. This is followed by the research objectives as well the research questions that form basis for the present study.

Chapter Two: Literature Review

This chapter presents the historical background of how the term "talent management" was developed; the studies conducted on Talent Management and the gaps in previous research are identified and used to launch this study.

Chapter Three: Research Methodology

The research methodology and design applied when conducting the study is discussed in this chapter. The study presents the study site, target population, accessible population, sampling method, and sampling size. Data collection instruments and data analysis method are discussed, and measures used to ensure data quality control are interpreted. The ethical consideration addressed are also discussed.

Chapter Four: Data Presentation

This chapter presents the data set generated in this in this study.

Chapter Five: Discussion and conclusions

This chapter presents a discussion and analysis of the findings of the study. The aim of this study is to establish answers to the research questions that forms the basis of the study and suggest conclusions that can be reached to help with decision-making in the concerning talent management. It also presents key findings of this study supported by previous studies. The recommendations presented follow an outline for future areas of research, informed by the finding in this study.

1.15   CONCLUSION

In this chapter, the introduction and background to the study is presented, the research problem, research objectives, research questions, the aim and the purpose of the study then follows. The significance of the study and limitations of the study are also presented in this chapter. Then the chapter presents a synopsis of the research design used in the study and the definitions of the key concepts and the chapter outline.

CHAPTER TWO: **LITERATURE REVIEW**

2.1 INTRODUCTION

The uncertainty and highly competitive business environment coupled with the development of information technologies, requirements of the knowledge society and changes in the labour force structure has a direct impact causing challenges to the management and the organisation. It cannot be ignored that the quality of human resources and the actual implementation of the human resource development are the core factors of the organisations competitiveness and success. It is almost impossible for organisations to compete without high performing talented individuals or in the absence of continued investment on human resources. Having the right persons at the correct post at the right time is important in any organisation to gain competitive edge. Moreover, for any organisation to succeed, it relies mostly on the talented individuals employed (Ali Taha, V., Sirková, M., & Bednárová, L., 2014).

Perrine (2005), outlined that the concept of talent management has evolved over the years, resulting in the expansion of responsibilities and advancement of the Human Resources profession, to incorporate goals and business strategy. Emphasis on human capital being aligned with processes used to manage talent such as succession planning, retention, leadership development, and career planning. Talent management is no longer a tool for administrative processes designed for continuous business practices with a strategic focal point coercing business outcomes. The success of the organisation is linked directly to the talent available to the organisation to integrate talent management in all spheres of the organisation. Human Resources plays a critical role as change management agents incorporating a recruitment, leadership development, performance management and organisational strategy (Fegley, 2006).

McKinsey & Company (2015) for the first time declared "war for talent" in 1997. The global survey results from McKinsey displayed that companies who possesses successful attraction, maintenance and development of talented managers tend to hold more benefits. The attitude towards talented employees automatically changed in the organisation and they are regarded as a basic source for creating the competitive advantage (Guy & Doris, 2009). Talent Management as a marginal responsibility in the 1960s and 1970s was assigned to the personnel department; now it is regarded as an organisational task, and its responsibility is based in all organisational departments.

It was argued that many organisations believe having the right talent pool is all that is needed to be successful (Thorne & Pellant, 2007). Organisational success can be achieved when the hearts and minds of employees are engaged and when their goals, vision and values are aligned with those of the employer. Employees need to know they are valued in their organisation, recognised and appreciated and that the contributions they offer make a difference.

2.2 TALENT MANAGEMENT DEFINED

The notion of "Talent Management" came about in 1997 when McKinsey & Company commissioned a study on the global "war for talent." Companies in the United States adopted the recruitment of best performing staff members in order to review company procedures (Vinod et al., 2014). It was found that companies were aggressively competing for talented employees in the climate of favourable economic conditions and leaders believing recruitment of employees of high talent will lead the organisation to a competitive edge. The challenge or problem is the effective management of that talent because of companies adopting talent management strategies. According to (Chris Ashton, Lynne Morton,2005), talent management consists of tools and human resource systems that enables companies to plan demand, develop and evaluate employees as well as matching employees to the right jobs according to their capacity.

There is no specific or consistent definition to the topic of Talent Management (Ashton & Morton, 2005). Lewis & Heckman (2006) and Collings & Mellahi (2009) have developed three (3) frameworks that define Talent Management to display connections that exist between strategy and talent. Talent Management is viewed as the architecture that is needed to develop and ensure a competitive advantage. According to these writers, Talent Management is an organisational culture that is able to identify positions that add value to the competitive advantage of the organisation. Secondly, a pool of highly talented individuals is developed to fill positions. Thirdly, a Human Resources system that will facilitate alignment between these high performing individuals, core functions and the strategy of the organisation.

A fourth stream or framework has transpired emphasising that key positions be identified which may impact differently on the company's competitive edge (Boudreau & Ramstad (2005) and Huselid et al., (2005). The most important thing is to first identify key positions that exists in the organisation and not people that are regarded as talent; this will then inform the theoretical development and orientation.

Before organisations and Talent Management Specialists can formulate and implement talent management policies, they need to identify who is the talent within an organisation (Zhang & Bright, 2012). Reaching an agreement on what should define talent will form the basis on how to manage talent (Tansley, 2011). An organisations talent is defined by what a person is able to do, abilities and skills an individual has. It also refers to people within the organisation with exceptional skills and abilities (Silzer & Dowell, 2010). Though these studies suggest that for an organisation to compete, it needs to have the correct people in the correct position, they speak nothing about the rest of the employees in the organisation. Stainton (2005) is of the view that all people in the organisation are talent and have potential, they all have an ability to add value to the organisation's success. He further argued that all employees are capable of displaying their talent and can go through a process to identify their talent. Talent management should therefore never be limited to a selected few. Since talent varies from one organisation to the next, talent should be therefore defined according to the organisational context (Armstrong, 2009).

2.3 WHO IS TALENT

The talent management experts must establish who they perceive as talented individuals or employees prior implementing talent management policies and practices (Zhang &Bright, 2012). To be able to manage talent well, it is important to reach a consensus on how talent can be defined.

Despite the various definitions of what talent is, there has not been one widely accepted definition. Thorn & Pelant (2006) suggested that talent as "an individual who is more able compare to other employees and does not need to try hard to execute these abilities. These individuals surpass others with grace and easiness. A talented individual possesses a particular ambience in his or her capacity to learn and to grow potential for further development. According to (Michaels *et al.* 2002, p.3) talent can be referred to as a person intrinsic gifts, capabilities, knowledge, skills, intelligence, experience, attitude, discernment, character and his or her drive holistically.

Relating to the work environment talent would generally be defined as an employee who remarkably contributes to the organisation's performance. According to Avedon & Scholes, 2010 talent refers to groups or individuals that are strategically imperative to the vision and goals of the company or "Specifically, talent can be defined as those groups

or employees with strategic competencies that allows the organisation to achieve its short and long-term goals". (Avedon & Scholes, 2010, p. 75)

2.4 TALENT MANAGEMENT AS A STRATEGIC TOOL IN A UNIVERSITY ENVIRONMENT

Talent management processes and plans remain ineffective if they are not aligned with what the organisation is trying to achieve. Customarily teaching and research have been the primary activities for universities. It has been argued that research activities performed by universities improves academic end-results of its undergraduates, even though there is no credible evidence to substantiate the argument (Bradley et al, (2008)). The rankings of the university contribute to its reputation, which comes with costs, as this will be a determining factor for a student's choice of study. According to Van Raan (2005), global university rankings are driven by research performance. The research quality produced by the university distinguishes it from its counter parts in terms of industry, public and philanthropic funding (Goodall, 2009). Both research and teaching activities are imperative to the long-term success and strategy of the university. The importance of research and teaching suggests that universities have a challenging role in terms of talent management of identifying the critical and value-added roles in both research and teaching. Generally, at a university level there would be a senior executive for both research and academic activities. Deans and directors for both research and teaching who will transfer this framework to the department and/or school. The focus is the academic staff as not many academics possess the skills to work in multiple disciplines (McCormack *et al*., 2014).

Yielder & Coding (2004) emphasise that it is important for talent management not to abandon other important roles that are distinctive to the departments and schools, it is vital to note that these roles may not necessarily be clear-cut leadership roles. Therefore, it is imperative for universities to identify roles that are important to the implementation of their strategic goals. There are remarkable critical activities of the university that are value-added roles. Caution needs to be taken to prevent complexity and unnecessary confusion that may be created by overlapping the core activities of research and teaching. According to Lynch (2007), data argued that universities lag in retaining and developing the existing talent. Institutions core business is developing their students and not focused on assisting their employees improve their skills. The same tools used to develop students are not easily accessible to the employees of the institution.

The Talent Management Model is one that integrates human resource strategy and business strategy, organisational culture and talent management processes, it provides an approach that is systematic and that leads to having talented individuals and leaders available to achieve the mission of the organisation. Morton (2004) cited in Corporate Leadership Council (2005) on the integration of talent management processes is correlative to other elements of human resource management or within the system of talent management itself.

2.5 TALENT MANAGEMENT FRAMEWORK

Talent management not only coincides with other organisational systems and programmes but also becomes a supportive system and coordinates with them. It must be guided by business strategic needs and in turn assist in driving business outcomes. Silzer and Dowell (2010, p.21) suggested the following model as a framework for talent management:

Figure 1: Talent Management Framework
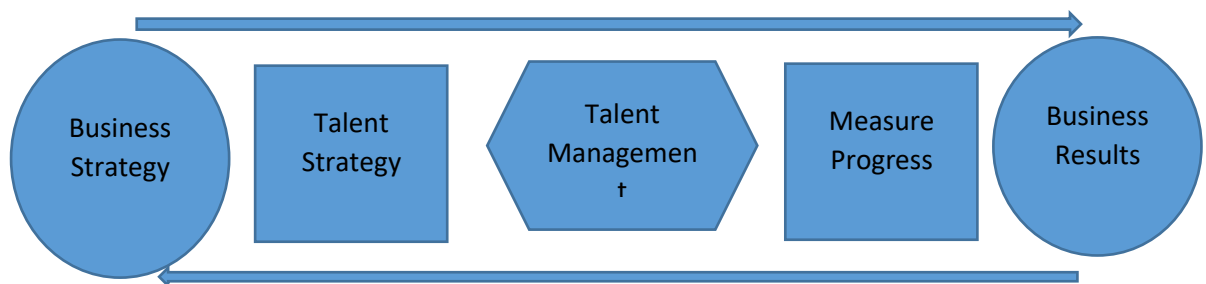
Source: Silzer and Dowell (2010, p. 21)

In Figure 1 Silzer and Dowell (2010) developed a framework which shows the relationship between business strategy, talent management, business results. Silzer and Dowell (2010) suggested that organisations use five main processes to ensure that the necessary talent is available to achieve the business strategies.

1. Attract and select talent to the organisation;
2. Assess competencies and skills in talent;
3. Review talent and plan talent actions;
4. Develop and deploy talent; and
5. Engage and retain talent.

Silzer and Dowell (2010) framework demonstrates how talent flows through the organisation. It is vital to understand that talent management goes beyond being just a chain of human resource programs and systems which (Gubman & Green, 2007) describe as a programmatic approach to managing talent in a company. It is a new and different approach about designing and implementing talent systems and processes.

Figure 2: Talent Management Model
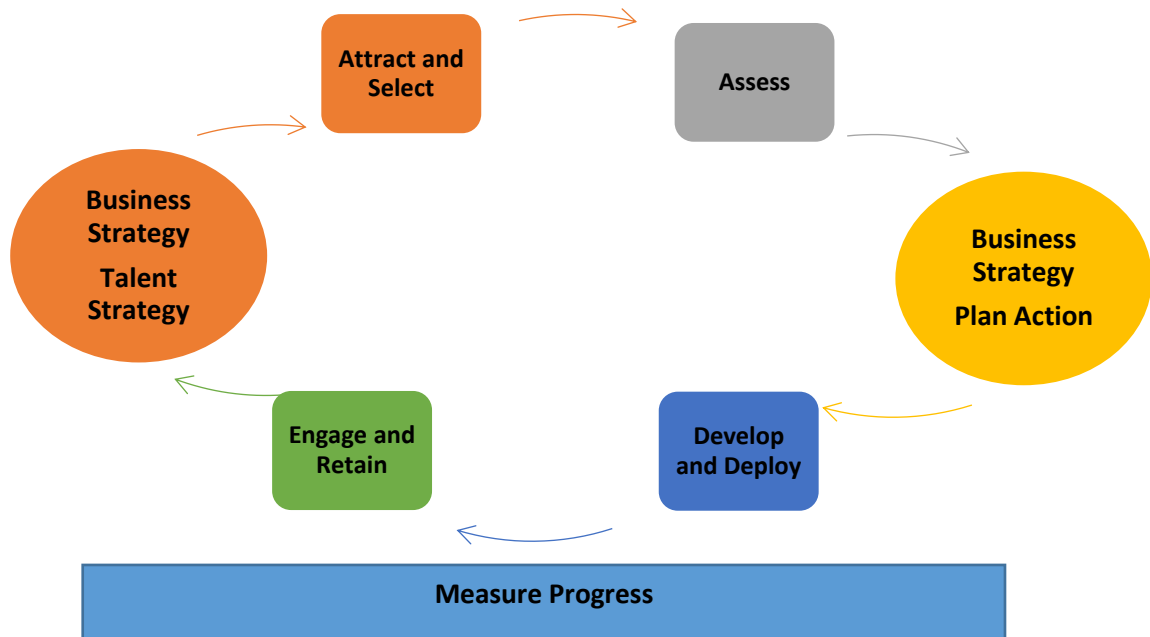
Source: Silzer and Dowell (2010, p.22)

Comparable and different design and implementation approaches of talent management framework have been suggested. Avedon & Scholes (2010) and Wellins *et al* (2006) indicated talent management models that include common elements such as business strategy, attract, select, and identify, assess, develop and deploy and retain. Wellins *et al* (2006) exclusively focused on leadership talent whereas Avedon and Scholes model is more broadly related to and deals with specific human resource programmes and processes. The American Productivity and Quality Centre (2004) reported on a benchmarking study on talent management and found that the "best practice organisations" excelled at recruiting, identifying, developing, performance management and retention. Gubman (1998, p.33) proposed a model that integrates a broad strategic approach stressing how business strategies get translated to business capabilities, employee requirements as well as workforce strategies". Gubman (1998) elaborated how

the strategic style of an organisation, its product operations and customers can determine the lead talent management practice for the organisation. Gubman (1998) identified five key talent management practices as staffing, organising, learning, performing and rewarding. Sloan, Hazucha and Van Katwyk (2003) looked at the strategic management of Global Leadership Talent, although their recommendations are equally relevant for non-global talent. Sloan *et al* proposed five steps for designing a talent management system. These are:

- Define the value proposition for employees;
- Identify talent gaps;
- Choose the source for needed talent;
- Align talent management processes and build organisational support mechanism.

Sloan *et al* also identified six core talent management processes grouped in three clusters:

- Attract and retain – drawing talent to the organisation.
- Select transition – helping people take new roles
- Mobile and develop – encouraging development and high performance.

Smilansky (2006) focused on the management of executive talent. He proposed six steps to effective talent management:

1. Focus on critical jobs;
2. Develop high performance talent pools;
3. Assess potential;
4. Develop capabilities of high potential executives;
5. Reduce the impact of organizational silos; and
6. Develop solid performers who may not be high potential.

2.6 AN INTEGRATED TALENT MANAGEMENT MODEL

The integrated talent management concentrates on the alignment of talent management functions to yield good results in the business; this promotes efficiency, high performing employees and more effectiveness in the organisation (Detuncq & Lynn Schmidt, 2013).

Figure 3: An Integrated Talent Management
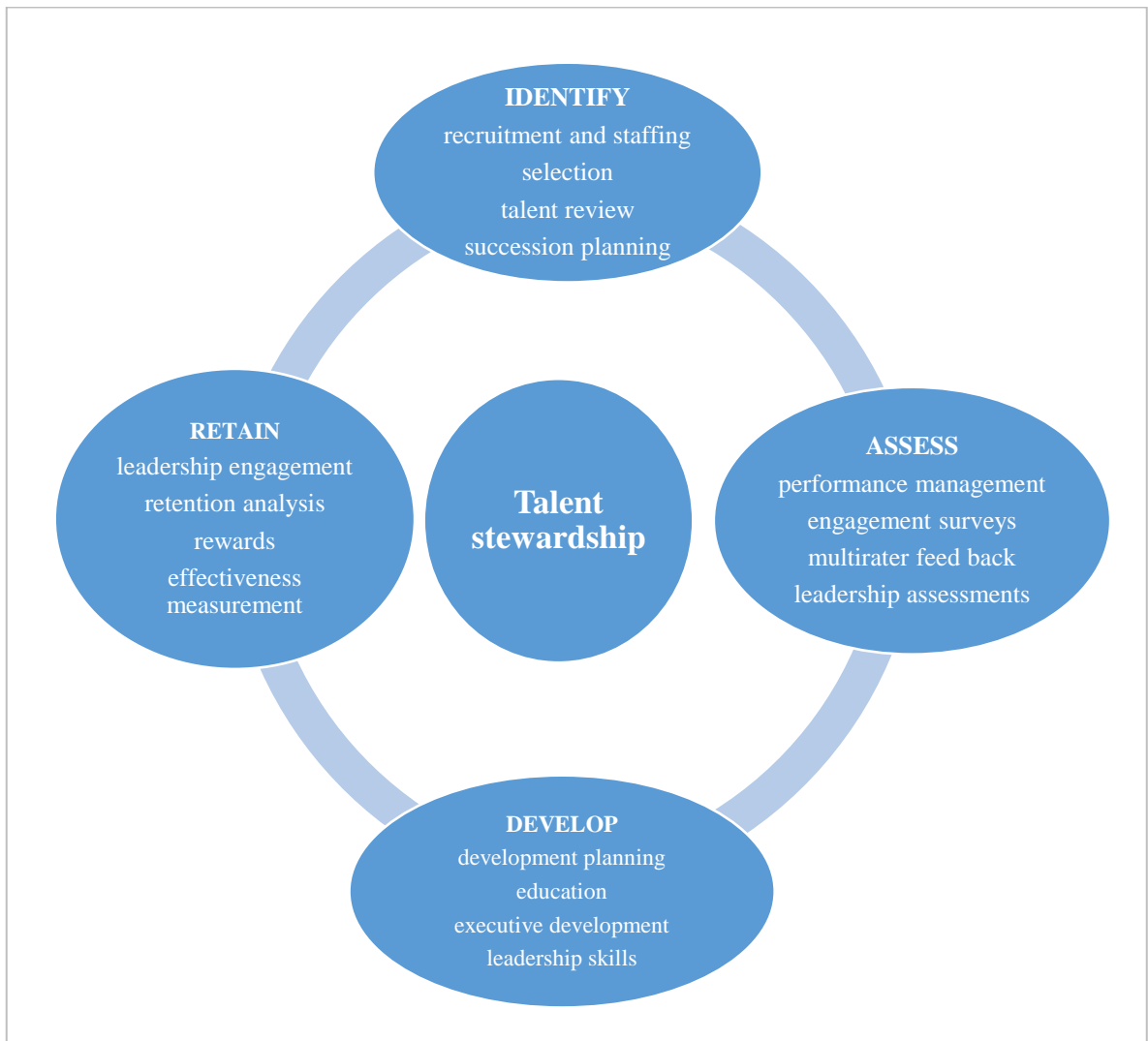
Source: Toni Hodges De Tuncq & Lynn Schmidt, 2013

2.7 IDENTIFYING TALENT

When the organisations have determined the talent requirements that form the most important part of its strategy, the next level is that of considering whether there is enough internal pool for both the long and short-term talent demands. It cannot be avoided that talent strategy requires a combination or internal promotion and external hiring. Paradoxically, companies that believe in growing their own timber and there is a degree

of talent that needs to be recruited externally to meet the strategic demands (Avedon & Scholes, 2009).

2.7.1 Recruitment and Staffing

Cited in (Human Resource Management ,p 131-132), decisions on staffing are normally portrayed as rational, utility maximising efforts through which the assessment of candidates is based on skills, relevant knowledge, traits and abilities with validated measures to ensure that the best match is selected (Heneman & Judge, 2009). However, it has been acknowledged that this model infrequently attains in academics, practice and human resource practitioners differ sharply in their hiring beliefs (Highhouse, 2008; Rynes, Colbert & Brown, 2002; Rynes, Giluk & Brown, 2007). Furthermore, very often there is an evident delay between work and social trends that involves people and germane behavioural research (Casio & Aguinis, 2008a).

2.7.2 Selection

A recruitment and selection process that is correctly done is beneficial in that it eliminates time that is invested interviewing applicants that are unsuitable and human resource practitioners receive quick accurate information on important aspects of each applicant. Therefore, the chances of hiring the right person for the position and the organisation resulting in increased organisational performance as cited in (Economic insights-trends and challenges, p 161, 2013).

2.7.3 Talent Review

Talent review that is effective is an extremely personnel process that requires high demand on leadership's time. There are no equations or formulas. The most important part is that of giving people the attention, forthright feedback and a well-deserved mentoring through an organisation wide commitment to human recourse development (Tarique, Ibraiz, Schuler & Randall, 2009)

2.7.4 Succession Planning

Haung (2001) stated that succession management or succession planning is a process whereby organisations ensure that the skills and talent are in place for current and future key positions. This is done so that employees can be managed to optimise the employee's aspirations along with the organisation's needs and this has been specifically applied to succession of leadership. Succession management encompasses competence projection of organisational needs for future purposes, the talent pool shortlisted for these positions are then assessed

and a development plan is done to determine how the competences of these individuals can accelerate strategic needs of the organisation (Huang, 2001).

According to Page Up People (2009), it has been cited that succession planning or management is when a talent pool is identified for future purposes in the organisation. It often involves preparing a development plan whereby talent pools are ready for uptake into leadership positions in the future to meet organisational demands; this is a proactive approach done by management. It has been argued that succession planning should not be limited only to leadership levels but should be further cascaded to all employees of the organisation. Providing opportunities for development to all people on each level in the organisation may lead to increased profitability that is interconnected with motivated and competent workforce.

Conger and Fulmer (2003) argued that proper succession planning should be the one that is integrated with leadership development, it is not sufficient to have a covert list of potential successors for specific positions, as individuals need to be informed of the competencies they need to possess to qualify for these positions. Furthermore, five rules for proper succession planning are presented:
1.   Identify key strategic positions;
2.   The process is made transparent;
3.   The focus is on developing employees;
4.   Regularly measurement of the process; and
5.   Keep it flexible.

According to a study conducted by Haung (2001), it was discovered that successful succession planning is those that have been carefully designed and implemented and have a senior level management that is committed. The employees perceived it as a credible and resources are sufficiently allocated to them. Moreover, it becomes imperative for line managers to be part of talent development that it is regularly evaluated ((Conger & Fulmer (2003); Huang (2001); and Cohn et al., (2005)). Uniformly, McDonnell *et al*., (2010) discovered that structured succession processes is vital for global talent management that is effective.

Research have shown that companies with development programs are of high quality and who have properly planned succession management programs receive excellent business results (Bernthal & Wellins, 2006). Busine & Watt (2005), suggested that the progressively uptight labour markets has caused succession planning to be a priority in the organisations and there is an increasing demand for the companies to accelerate and identify the development of future leaders within the organisation. For organisational success, a policy on succession management is necessary, given the pressure imposed by the labour markets, with a certain focus on the continuity of the main leaders and socialists.

People with high potential have been thought of as those who are most likely to succeed and soar up the corporate ladder faster than others in the organisation. When those who are "less able" cease to progress, it is assumed that high performers will move up the organisation. These talent potentials are normally identified in the early stages of their career, more often at graduate level. Organisations have developed succession plans for critical employees and positions of the organisation to continue to have the right people for these critical positions in the future. Customarily succession plans are based on:

- Replacements;
- Contingency;
- Succession; and
- Development.

When candidates are developed, the focus is often on an individual, pursuing individual aspirations and remedying individual's weaknesses forms part of the development (Holbeche, 2012).

2.7.5 Internal Sourcing

This is the organisation's ability to promote internally; such opportunities require strong career planning, succession planning and talent development processes. It is important that this process be administered at a specific level within the organisation by means of succession planning to develop a qualified pool of candidates in the entire organisation. Having received support from their line managers, the internal candidates are invited for interviews, matching the individual's career plan and development needs can be applied to drive the process (Avedon & Scholes, 2009).

2.7.6 External Sourcing

This type of sourcing offers the organisation a chance to integrate inclusion and diversity in the agenda of talent management through making it a priority that a company cannot afford to lose talent sources in today's competitive market. Aspects of talent management that are unique to local market, regional, global or those that are specific to organisational needs must be considered when making such decisions. The decisions to hire should be focused on the future needs of the business as well (Avedon & Scholes, 2009).

It cannot be denied that talent has become the heartbeat of most companies. This phenomenon involves a contrast of a certain ability, intense success as well as the performance of a person as compared to other employees in the organisation (Ross, 2013). Moreover, the talent pool is identified as people who possess the necessary competencies to assist the organisation to achieve a competitive edge (Silzer & Dowell, 2010). According to Silzer & Church (2009), when identifying talent pools, it is important to ensure that it is not be linked to a specific job or a particular position. An employee may be deemed as talented based on their ability to grow and develop to succeed leadership roles in the future.

Standout individuals is a criterion that Reddy *et al*., (2015) apply to identify talent. These employees tend to produce outstanding results in their occupation. Performance appraisals is also another way through which talent can be identified. The purpose of those appraisals is to rate an employee's performance and determine whether the individual meets or exceeds the expected performance standards (Makela *et al*., (2010) and Bjorkman *et al*., (2013) have cited that the appraisal approach is questionable as it is too broad to add significant value in identifying talent. This approach is queried when it comes to identifying talent because the information provided is based on past performances as opposed to set objectives.

Each organisation has its unique method for talent identification among their recruits. The different methods that are used to identify talent amidst individual's entails: knowledge assessment, psychometric tests, 360 feedbacks, professional development plans, performance appraisals as well as a performance matrix (Asset Skills, 2014). According to the findings of Makela *et al*., (2010) recent talent reviews are combined with

performance appraisals. These reviews aim to assist senior management to establish the potential of an employee, moreover, these reviews are deemed to be far above just a line manager and employee appraisal.

It is then vital to acknowledge that to identify a talent pool is an ongoing process that needs to be carefully managed as it can negatively impact those who are not regarded as talent (Ross, 2013). Silzer and Church (2009) and Theunnissen *et al*., (2015) argued that it may be viewed positively by those who are regarded as talent in the organisation and they are likely to remain within the organisation if they are aware that management see them as potential. On the same token, Theunnissen *et al*., (2015) insisted that the deployment of authentic performance management and talent processes that are valid have not been fairly studied. More emphasis is required in directing tools for effective talent identification.

Cited in The Mismanagement of Talent (2004), to base recruitment on employee's performance in the early stages of their career is unfair and inefficient. It tends to give an impression that because an individual has knowledge; skill and commitment to do a certain job may suggest that they are able to develop in ways that will allow them to occupy senior managerial positions in the near future. These ideas proposed are hard wired in a manner that change is almost impossible and therefore potential for the future can be easily predicted. Individual's performance is subject to work context, which is difficult to predict before assuming work at the workplace.

Ghoshal and Barlett (2004) indicated that the rate of failure is significantly high on managers taking up new tasks in a re-engineered or restructured organisation that outlines the significance of identifying selection criteria to assist in predicting success. They suggest that a general leadership competency profile does not sufficiently capture the range of skills, abilities, and work-styles needed on different levels of managerial functions.

2.8 TALENT ASSESSMENT

One empirical component of the talent management system is that of implementing selection processes that are based on the strategic competencies of the organisation and is used for internal and external selection. Training leaders to apply behaviour-based

interviews is an effective step towards developing the understanding of the field of talent management. If leaders are trained to assess competencies during the selection process, they will begin to apply these skills when they assess talent recruits for potential or development. As soon as people are placed, it is still necessary to do a formal assessment process to determine their future and current abilities as opposed to business performance, career potential, and strategic competence. The performance management system is good if it assesses an employee not only on what they are currently doing but also how they do it and their development needs of strategic competencies is empirical. The Performance Management (PM) process becomes effective when leaders are objective and well trained on assessment of results, competencies, and behaviours. Integration of reliable instruments for certain job families provides a supplementary objective assessment of employees for both selection and development into high potential talent recruits or into new positions (Smart, 2005). Managing this data is very important and it is important to identify which data is relevant for employees own developmental needs and which data can be applied for organisational purposes. Other organisations have created a firewall to separate between assessments used to validate potential and in learning programs or for internal selection for potentials. This allows employees to take risks and explore in the learning environment without having to worry if the information will be used in the process for selection as cited in (Building Competitiveness, 2010).

Formal leadership assessments that are conducted and designed by individuals either externally or internally to the company are critical when evaluating the abilities of strategic talent. Customarily these assessments involve career history and in-depth background, personality and cognitive tests, manager and peer interviews and they are normally very intense. They are especially useful in assessing high performers for their potential to be successful at the next level in the company. The assessment results in a three-way discussion with the manager, the employee, and the assessor, for findings to be valid and to agree on the development plan priorities. This kind of assessment may be implemented as part of selection for promotion purposes, and in this instance, the data belongs with the organisation. Another important factor is to determine whether the individual is fit for the role. Silzer (2002) commented that very often the element "fit" is ignored, resulting to mismatch between the needs of the organisation and the employees' abilities. When the question of "fit" is discarded, it may cause costly blunders that may damage the individual, the business, or organisation.

Having identified talent pool in the organisation the step that follows is that of assessing current employees on their current potential. Previously intense skills assessment on managers was not widely developed or valued. However, since talent management has formed part of the strategy of an organisation, skills assessment has gained significance. Tools and techniques for assessing talent has been available for many years but were generally used for diagnosing development needs or selection decisions. It is a norm that in multiple organisations, untrained executives and managers use informal nomination forms or ratings to make decisions pertaining to high potentials. Owing to the critical and strategic nature of talent in the organisation, it is vital for the leadership of the organisation to develop assessment skills that will accurately assess an individual's potential to occupy a senior position in the future. A combination of external and internal assessment increases more relevance and objectivity of those judgements. Building of talent in the organisation is becoming a key responsibility of managers in the organisation, they are now expected to grow their own talent and organisations are becoming more interested on how this is being implemented (Silzer & Dowel, 2009).

Talent assessment identifies individuals with potential and therefore afford the basis for career development and planning, this ensures that the talent pool has a level of experience that is complemented by learning programmes and coaching that will enable them to carry out more roles that are demanding in the future. Talent assessments are also useful in identifying a possible danger of the talent pool and the necessary action plans that needs to be taken to retain these talent people (Pellant, 2007).

2.8.1 Performance Management

Performance management is an ongoing process through which individuals; teams are identified, measured, and developed for performance. In turn, that performance is aligned with the strategic goals of the business (Aguinis *et al*., 2012). It is also defined as a process of integrating individual performance and organisational performance as cited in Smart Talent Management (2008). The main purpose for performance management is instilling a culture for staff to take responsibility for their own development. It is therefore, vital that people in the organisation set their priorities and goals with the understanding of what is expected of them by the organisation. They must under what competencies are

required in order to invest in the performance management strategies to create a commitment based on the meaningful role and rewards that are directly linked to both personal and business achievement. Some of the benefits of performance management is high productivity, improved performance, business alignment, improved communication, reduced direct supervision, high level of employee satisfaction, self-management of employees is increased as well (Caldwell, 2000).

If a performance management system is well designed, it will result in a motivated workforce who perform well, and they are well informed of the results and the behaviour that are required of their positions. The strategic goals of the organisation become more apparent for both employees and managers (Aguinis *et al*., 2011).

Even though many companies still view, performance reviews as a process that is conducted on a yearly basis and one that needs to be tolerated. Many still lack the knowledge regarding the linkage between Performance Management Systems and organisational goals nor do they acknowledge the powerful management tool available to them (Nankervis *et al*., 2005).

According to Cardy & Leonard (2011), understanding the context through which the performance management process takes place will assist organisations to effectively manage the performance management process. Moreover, the process of performance management should emanate from the key values of the organisation as well as the strategic objectives of the organisation.

Performance management should not be top down process only, whereby managers inform their subordinates what they think of them. Objectives and established performance improvement plans is not a one-way process and should not be something conducted for individuals but in partnership with them emphasises Buchner (2007).

Performance management is a flexible and continuous process that involves employees and manager collaborating in a framework that indicates how they can best work together to achieve the desired results. Its foundation principle is that of management by agreement and contract rather than management by command. It relies on cooperation and consensus rather than coercion and control. The focus for performance management is future

performance planning and personal development and improvement rather than on retroactive performance appraisals according to Armstrong (2006).

2.8.2 Leadership Assessments (360-degree process) and Multirater Feedback

According to (Schoepp & Skuba, 2014) a 360-degree process is a method that is used to enhance reliability and validity of the assessment; and to help leaders learn about their leadership behaviour and identify areas of improvement. The use of multi-rater feedback is generally is viewed positively with researchers supporting the potential benefits for the improvement of performance at both organisational and individual level (as cited in the Journal of Managerial Issues, pg. 198, 2010).

2.8.3 Engagement Surveys

A method that is common for measuring engagement in an organisation is done through conducting annual employee engagement surveys. Regrettably, a critical downfall of these surveys is that organisations usually fail to act on the results. Without action, there is no improvement on the employee engagement and that may even cause a decline if employees feel that their views on the survey were not considered (cited in Performance Improvement, p17, 2010)

Change management theory assists in explaining the reasons for this disconnect between survey administration. There is an existing number of change models, generally, the purpose of these models is to raise awareness of a need for change and taking steps to effect the change which are different and separate processes (Biech, 2007; Bridges 2003 and Hiatt, 2006).

2.9 TALENT DEVELOPMENT

Those said to be the "Baby Boomers" are to retire very soon in their positions in universities. This however, does not allow enough time to develop talent pools who are capable of filling the gap says Lynch (2007) and Theron *et al*., (2014). According to Coates and Goedebuuren (2012), talent management is the process that intends to implement as well as manage the development strategies for the talent pools to ensure that the company has a pool of talented people in the future. Talent development is defined as the process in which employee learning is facilitated. Their performances, competencies through organised initiatives and management actions for improving the business' performance capacity and help to achieve a competitive advantage. Talent development aims to ensure that people with high potential are employed by the business

are given exposure in different environments and situations throughout their careers and given the opportunity to grow into more challenging opportunities in the organisation (Rothwell & Kanazas, 2003).

It is therefore evident that talent development involves grooming and training of talented individuals to ensure that knowledge and skills can be used to ensure the organisation's objectives are achieved (CIPD, 2007). With reference to the above-mentioned arguments, it cannot be denied that development of a specific timeframe is imperative. Colling and Mellahi (2009) stated that the key element to successfully manage talent is talent development.

According to the Hay Group (2005), before companies can consider developing talent, they should be allocated resources as a priority when it comes to roles and to employees who will make notable difference in the organisation. Creating a conducive environment for talent to thrive within the organisation is most vital. Especially in the process, it is highly imperative that the individual's way of learning is matched with the needs of the talent pool, as varying practices that promote professional learning should be provided for.

An important consideration for talent management is that of questioning whether the company is committed to develop talent. If it is found to be, it then must ensure a balance in the two areas which is the on the job experience and classroom education. One of the talent management advantages that seem to be obvious involves high-involvement that the organisation possesses, how it is build-oriented, is it capable of affording longer-term development of talent and experiences are utilised in a manner that will assist in developing human capital within the organisation, Hay Group (2005).

Considering available resources for all employees in the organisation is of great importance. Processes within the organisation should be aligned (Davies & Davies, 2010). Caplan (2013) stated talent management should not only revolve around harnessing the talents of employees or help them realise their outmost capabilities it should be way above possessing the right skill to be ready to take up vacant key roles in the organisation. It is rather a manner of doing things and thinking that drives relationships in the organisation. This consists of employees in the direction and vision

of the business in order to impart knowledge and ideas, to seek with enthusiasm, create opportunities, and realise those opportunities. It consists of senior management who drive the decision-making processes the impact they have on those decisions in order for management and leadership to hold a degree of control over their destinies. It relates to how jointly the management, Human Resources, and the rest of the staff cooperate to create a creative, innovative, adaptable, and skilled workforce that is yearning to learn.

2.10   TALENT RETENTION

Few years ago, the retention strategy has transformed from focusing on measuring overall turnover, to measuring involuntary versus voluntary turnover to understanding reasons for staff leaving the organisation. Recently, organisations have segregated this further by identifying the turnover of high potential or high performing talent to address the specific issues for these critical individuals. Retention efforts that are effective regularly examine all strategic talent recruits to identify individuals that are at risk and why they are at risk to make individualised retention plans. This may include expediting career moves or introducing talented individuals to senior executives in other parts of the organisation. Another way to retain talent is by giving them more responsibilities or allowing them to participate in meaningful programs. Ultimately, the retention strategy goes beyond compensation and be customised to what is likely to engage or motivate the groups or individual of key talent. Benefits and compensation should be monitored for external competitiveness and internal equity, issues of retention cannot be resolved by benefits and compensation alone. Targeted retention bonuses can be effective, but they are not sustainable for long-term retention (Avedon & Scholes, 2009). Capelli (2000) recommended that above compensation, organisations should consider how social ties, job design, location, and hiring could be used in designing effective retention strategies. Developmental of special projects or assignments are usually offered to high performers or high potential talent recruits as part of retention strategy. Even though this may normally be a good practice, it also displays a need for managers to deeply understand what is significant for an individual employee and accordingly customise the approach. The assignment may be viewed as just additional work or highly valuable to meet employee's career goals. If travelling is involved, the employee may either view it as a personal sacrifice or an exciting experience. It is equally imperative for leaders to recognise when adding developmental projects or special assignments if they will be counter-productive.

According to Harathova (2009), the intention of talent retention is that of trying to ensure that the people that are already committed, worthy and talented contribute to achieve future and current needs of the company and this process is none other than the talent pool. Organisations continue to battle to keep up with the constantly changing trends in the market, the ever-increasing need for technological changes at the same time, they need to thrive and ensure that trends relating to service, and information age society are implemented (Kane, 2000). As a result of the complexity in the business environment, many organisations are challenged by one critical factor and that is managing talent and critical employees. It has been noted that the primary factors that play a significant role to achieve improvement in organisational performance is the way in which people are managed (Matchington & Wilkison, 1997). According to Accenture (2001), employees are the organisation's most important asset.

A study conducted by Accenture (2001) proved that up to 80% in the global business believed that "employee relations" are more vital nowadays as compared to three years ago and up to 68% are of the opinion that talent retention is far better than "acquiring new blood." The effort and recognition that is being put by organisations in talent attraction and retention displays a remarkable shift in the balance of power in the employment relationship. Importantly, companies are beginning to realise that talent management represents a competitive edge needed by organisation as well as a strategy to address such issues. The need to carefully manage a highly talented pool is now acknowledged by organisations; hence, others are striving to become the employer of choice. The primary aim of these organisations is to obtain a prime-over that will exceed the performance of their counterparts in their area of attraction, development and retention of talent recruits who possess the right aptitude for the business, these are gained through proper planned and executed HR programmes in the organisation (Clarke, 2001).

Hay Group (2002) stated that talent pools in most cases would consider seeking other opportunities when they feel that the current employer is failing to identify and develop the talent they possess or when the leadership of the organisation fails to recognize the need for career development. Staff turnover reasons comprised of lack of clear vision, mission, and goals within the organisation or dissatisfaction with their own line managers.

Therefore, when there seemed to be an improvement in the job market talented employees are likely to explore those horizons (Bryant & Allen, 2013).

A study conducted by Stahl *et al*., (2012) has indicated that there are currently no instant or guaranteed recipes for talent retention in a company; it is then advised that companies should put more effort in focusing on reasons why talent recruits leave an organisation. According to Theron *et al*., (2014), talented staff in academia employed by South African universities reported that recognition and support as well as compensation would be the main factors that can cause them to be more inclined to remain within the university. Flexible working hours, compensation and benefits as well as learning is what employees are seeking the most in the organisations.

2.11   TALENT ACQUISITION

According to Deb (2005), talent acquisition can be achieved by means of identification, resourcing and nurturing high performers that are suitable both inside and outside of the organisation and therefore place them in meaningful roles for better organisational performance. Under the circumstances of changing competitive market, environment and economy, to find, develop and keep talent is becoming a challenge and the most vital part for the success of every company. Becoming innovative and strategic is key if they want to remain the talent magnets (Deb, 2005).

When decisions regarding acquisitions are poorly done they can result in an increase in the cost of recruitment, orientation and training, lost opportunities, burnout, decrease in profit, tarnished image as well as reputation, competitive advantage loss. Innovation is empirical when the recruitment strategy is developed, the use of old methods, for example, newspaper adverts when recruiting should be avoided especially when the aim is attraction Generation Y candidates. Referral programs, graduate programmes, internships, networking sites and online job boards are recommended strategies for this calibre (Nankervis *et al*., 2005).

2.12   WORKFORCE PLANNING

According to the Hay Group (2005), the environments in which the organisations are operating is very dynamic. For organisations to be successful, it is necessary that they stay a step ahead of the game. Therefore, workforce planning refers to the prediction of

who in the organisation is likely to drive the company further in the future for organisational success. Forecasting in the business does not work essentially. What consumers are purchasing today is used in predicting what they will be buying next week. To be confident in successful workforce planning is to understand that the future is unpredictable and assessing what influences the uncertainty might have on the organisation and its plans (Shukla, 2009).

2.13   CHALLENGES AND TRENDS OF TALENT MANAGEMENT

Talent management comes with a new approach that addresses a variety of Human Resources issues. Without a doubt numerous strategy-driven TM needs to be taken into consideration (Guthridge *et al*., 2008; Lewis & Heckman, 2006; and Wellins *et al*., 2006). Meanwhile, other issues may be directly addressed through a concerted long-term effort. Challenges are mainly on individual issues, whereas, others are related to organisational issues.

2.13.1 Talent Management Challenges at Organisational Level

2.13.1.1   Talent Management Programs that are Poorly Aligned with Organisational Strategy

Senior leadership of an organisation often did not align the effort of talent with organisational strategy in the past. Talent processes and strategies were never taken seriously, those programs were rather a nice to have in the organisation, and there was not connection with the organisational strategy. However, there has been significant changes in the organisation. The Executive Human Resources Director has taken the responsibility of getting a buy in from the leadership of the organisation in order for them to understand the relationship between the two. In most cases, this is achieved through an intense convincing outcome data that will display the relationship between the two. In other organisations, it was fully adopted after the business strategy has failed because it was lacking alignment. Since the corporate market is evolving or if mergers and acquisitions have taken place, the organisation would normally make significant changes in their strategies and this may mean a shift in the Talent Strategy (Silzer & Dowell, 2009).

Cited in Building Sustainable Talent through Talent Management (2009), talent management that is solid provides tools to quickly focus on the new needs of the

business and the development of the appropriate talent processes and strategies. Leaders with the mind-set of Talent Management are able to apply their expertise and knowledge to move on to the new strategies. These transitions often come with uneasiness in the organisation as they may mean downsizing and other functions are outsourced.

2.13.1.2   Change of CEO

Executives and CEO develop their own framework for talent and their own personal approach over time. When they assume their position in the company, they usually want to implement their own talent approaches and values in the organisation. Executives that are deemed the most effective are those that start by learning that existing culture and talent approach in the organisation and thereafter, make significant changes in the organisation. Talent and HR experts often hold no power in preventing radical changes that come with the new CEO in the organisation. When the talent management system or approach is well designed, it should be able to give confidence to the new CEO that the existing approach is fitting to the strategic direction of the organisation. A well experienced Executive Director in Human Resources should be open minded about new sound ideas that the incumbent CEO has and also capable of capitalising on the opportunity to actively address issues concerning the existing talent management processes that are brought forward by the CEO (Silzer & Dowell, 2009).

2.13.1.3   Talent Decision Making that is Subjective

Where talent management efforts are concerned, it can be risky to rely on insights and views of a single person, even if it is the CEO. Decisions are best made after discussions based on data from various situations across time. Decisions should stem from dispassionate reviews of results as well the behaviour that will lead to those results. There has been a shift to group decision making and discussion when dealing with talented individuals and talent strategies, this is done to prevent poor decision-making.

2.13.1.4   A Shift in the Economy or Business Markets

Social, political, and economic events may have a serious impact on the organisation. The seriousness or specifics of the situation may determine the best approach of dealing with talent management resulting in a program or a systems review. While other programs may be temporary stopped, pulled back to a minimal level and keep operating or sometimes eliminated. The most important factor is not losing the talent management approach and mind-set.

2.13.1.5   Undersupply or Oversupply of Talent

When talent strategy is executed, it may yield different outcomes, be it an effective supply of talent, oversupply of talent or even undersupply of talent. Undersupply of labour is one that is deemed problematic because it tends to interfere with the achievement of the strategy. Changes in processes and programs becomes necessary to change the business strategy or the talent strategy. There is uneasiness around the oversupply of talent because to build this talent base will mean additional costs to the organisation. The cost associated with talent retention can be troublesome especially if career opportunities are not sufficient for the members of this talent pool. Objective and accurate outcome data should provide both suggestions on how the processes and programs can be modified to be more effective and metrics that are ongoing for the effectiveness of talent strategy (Cappelli, 2008).

2.13.1.6   A Need for Breadth of Talent Management Proficiency

Well implemented and well-developed talent processes need talent Practitioners to have a breadth of skills and expertise. Starting from talent recruitment to the point of retaining these talent pools; as well as outcome metrics. Talent professionals must be able to manage, understand, and evaluate a wide range of systems and programs. These systems and programs include recruiting, talent brands selection, assessment, assimilation, selection tool validation, coaching, engagement, development, retention, and many others. In most cases, it has the tendency of including benefits and compensation. The talent experts should be capable of using all techniques, tools, as well as programs that are required to achieve talent strategies. One may be a specialist in one section, they should ultimately be able to able to work with a full range of techniques and tools that

can be implemented to achieve talent strategy using their own discretion. They should be able to use and blend coherently (Silzer & Dowel, 2009).

2.13.2 Talent Management Challenges at Employee-Level

2.13.2.1   Leader or Manager Resistance

Leaders and managers in the entire organisation are required to adopt the new talent management programs and processes, to accept the responsibility to build talent for their own departments and for the entire organisation, and making decisions for talent that are aligned with the organisational norms and values. Because of the pressure, they have a bigger role in ensuring effective alignment of talent management with the business strategy and this automatically requires a significant change in the mind-set and behaviour of leaders and managers (McKinsey Quarterly, 2009).

2.13.2.2   Individual Resistance

Employees as individuals have their own career plans and their own beliefs and values about their work. At times, there is a lack of willingness to make commitments to the organisation or put in the effort that is needed to advance their careers within the company. The problem is when the individual sees no need in developing their career further, when they are unwilling to take personal responsibility to empower, develop themselves, and see this as the company's responsibility only. This is inconsistent with the company norm in many other organisations (McKinsey Quarterly, 2009).

2.13.2.3   No Support from Senior Leaders

Some leaders lack interest when it comes to talent issues. This is sometimes caused by seeing little or no value on talent or that their focus is more towards business start-ups or financial management. Some leaders are narrow minded, believing that people are naturally talented and investing on talent management is a waste of resources. It is very common for some leaders who believe they are an exceptionally natural talent and they have built their careers through it, they see no importance in developing their careers further and therefore see no significance in developing others as well. Some executives make no effort on talent issues, some will either give them superficial attention, some ignore it, and others will

tend to delegate it to others. Sometimes there is no support because of lack of knowledge, focus is glued on other short-term strategies, or there is no interest at all. However, it becomes the responsibility of Executive Director for Human Resources to ensure that these issues are addressed by demonstrating the significance of talent management.

The increasing need and importance of valuable talents are very rare to find. Factors like exit and retirement of the talent pool from an organisation; recruitment of new talent with necessary skills to reach future business goals, the ever-evolving lifestyles of people also affix more importance (Serrat, 2010). The expectations of employees rapidly change over time and adapting is necessary. Above everything else, leadership and management methods for personnel are the most important in all organisations. They are more prone to display loyalty, give exceptional performance to the organisation, emphasise the importance of work-life balance, minimal forbearance towards structures, they are ready to support private entrepreneurship and to turnaround the demographic situation of workforce. Besides those that are reaching retirement age, the younger talent recruits may have not reached optimum capacity to uphold the positions that were previously held by the retirees.

Negative attitude and perspective towards talent management amid the organisation's staff and management hinder the achievement of goals. To perceive talent management as an isolated process from Human Resources development is one of the problems and very often assumed to be related only to key people in the organisation. Every employee in the organisation has talent, though some have less and some more. Talent management should then not only be restricted to a selected few individuals and executive roles. Emigration, as well as exit of employees is amongst the talent Management challenges at national level (Armstrong, 2006). Cited in McKinsey and Company, (2007) a decline in the supply of talent in the next fifteen years, specifically in key roles or leadership positions in the organisations. As more young blood enters the labour market, more challenges come about as their mind-set tends to be channelled by the internet and information overload. The demands of this generation on companies are often very high and unreasonable considering the economic conditions of South Africa (Guthridge *et al*., 2008).

According to Schiemann (2011), not many organisations are resolute which roles are regarded as strategically important and prepared for the identification of talent gaps that have been forecasted. The overflow of talent transformation that are ahead of them, measures, have proper plans, or processes in place to uptake higher positions in the organisation when need arise. Elegbe (2010) emphasised that the above-mentioned factors suggest a high demand for talent in African countries, there is a need for companies to conduct rigorous research that will enable them to realise the talent needed by the organisation and a proper way of implementing such.

2.14   ASPECTS THAT IMPACT TALENT MANAGEMENT PRACTICES

2.14.1 Salary and Benefit
There is a direct link between benefits and rewards and talent retention being one of the reasons why employees want to remain in the organisation. Mwangi (2009) noted that remuneration and rewards that are fair towards employees have resulted in a significant negative impact on the intention to leave the organisation. Poor salary and benefits do contribute to loss of talent.

2.14.2 Job Satisfaction
In a highly competitive global economy that is becoming more complex, job satisfaction remains the most challenging aspect faced by managers in organisations. An appropriate and positive attitude towards ones work is an indication of job satisfaction. Research on business success and employee engagement found staff who were more satisfied were four times more so than those who were not satisfied (Lockwood, 2006). According to Judge, *et al*., (2000), job fit occurs when a person selects an organisation that suits their own personality and a company selects persons whose personalities fit the organisations.

2.14.3 Training and Development
The core retention factor to retaining talent is training at any stage. Eisen (2005) stated that research affirms the available training programs to employees corresponds with a 70% increase in employee retention rate when considering that career development is the cultivation and build-up of skills and knowledge for a person to progress in the field of their choice. A competitive salary is not the only component that motivates talented employees in an organisation but career development, career paths, as well as open communication are some of the important components that encourages talented employees to remain in the organisation. When people feel that they are growing and learning they are less prompted to leave the organisation. On the opposite end, the

moment individuals feel there is no growth or progress they start searching for better opportunities (Rodriguez, 2008). Coaching is another factor that contributes to career development encouraging employees that are talented being less inclined to leave and leadership becoming motivated and engaged towards the employees (Whitworth, Kimsey-house, and Sandahl, 1998).

2.14.4 Succession Planning

There are various perspectives in relation to the subject of "succession planning" but most of them share a common basis. Succession planning is perceived as a pre-planning process for succession of selecting the team that will succeed the existing leadership. In addition, others see it as a suitable pool of high talents for in-house recruiting. Scholars view it as a strategy for future proofing that will capacitate the company to grow and ensure that it continues to perform in the future successfully (Hills, 2009). The common denominator for the abovementioned definitions is to "find suitably qualified individuals, for the correct positions and at the right time (Hills, 2009). According to Lockwood *et al*., (2006), a careful and thorough planning is required when investing in human capital. Within talent management, succession planning is an imperative business strategy to retain and to develop talent.

2.14.5 Organisational Culture

Organisational culture has a remarkable influence on whether talent management processes will become a success or not and contribute to better outcomes. It is within the company to manage effectively its knowledge (Davenport *et al*., and Klahr (1998) and (Delong (1997)). According to Leonard (1995); Von (1998) and; Leonard and Sensiper (1998), organisational culture is composed of vision, trust, social networks, the level of motivation, and the commitment of individuals within the organisation.

2.14.6 Provides Meaningful and Challenging Work

Most leaders believe that employees leave or stay within the organisation because of money, which is not entirely true. Benefits and a competitive salary matters. Employees want meaningful and challenging work, good leadership, development, and learning opportunities. Meaningful and challenging work in any business requires implementation of self-control, different skills, and participation on the critical issues of the business. Employees are able to identify the connection between their roles and the bigger strategy of the organisation or divisional strategic direction. Leadership needs to be actively involved in creating opportunities in the organisation for employees so that they can be more engaged in roles that are challenging (Oehley, 2007). A study conducted by

Sutherland & Jordan (2006) suggested that captivating employee recommendations indicate their availability for work that is challenging and this needs to be developed and communicated by organisation.

2.14.7 Seniority, Age and Level of Education

If talented individuals intend to stay or leave the organisation, it has been discovered that there is a direct link between retention and age. As employees get older they are more inclined to remain in the company or organisation (Govaerts *et al*., 2011 and Ito *et al*., 2001). Staff over twenty years and have less than twenty years of seniority are likely to stay. One of the reasons could be that they might find it hard securing another job as compared to someone who has just began their career (Stark, 2009). There has been no significance found on the level of education where employee retention is concerned.

2.14.8 Leadership

It becomes the leadership's responsibility to communicate the philosophy of talent management within the organisation, and are well informed with the current competition in the industry that they operate. If active leadership is encouraged, management in companies will be much more successful in their talent management. There is a direct link in the morale of staff as well the leadership style (Mwangi, 2009).

2.14.9 Organisational Commitment

The staff's organisational commitment is interrelated to his or her own psychological loyalty towards the organisation. A study reveals that highly committed staff members tend to perform 20% higher and chances of them resigning is 87% less (Lockwood, 2008). According to Steers (1977), if an employee is more committed to the organisation, their desire to leave the organisation is far less, their interest in doing their work is much higher and their attitude towards their work is mostly positive. When more emphasis is put on commitment the chances of employees, seeking alternative employment is then slim (Arthur, 1997).

2.14.10 Workplace Environment

Another challenge that organisations face is that of retaining their staff. Overcoming this challenge involves creating and daily maintaining of the environment in the workplace so that the talented employees can work productively and take pleasure in their own individual benefits and contributions collectively. Executives coming from the younger generation are more interested in assignments that are more challenging with good pay incentives for professional satisfaction although strategy for effective balanced work-life isn't only about fulfilling the law (Mwangi, 2009).

2.14.11 Motivation

According to Thomas (2000) because of opportunity and wealth that individuals have enjoyed, the issues of motivation have become more complex. Overtime, employees do need rewards that are intrinsic to keep them working at their optimum levels. Employees have been compelled to be more responsible especially towards their own careers, to go to places where they can receive rewarding work and where their skills can be developed and knowing that those skills will guarantee their chances of employability in any organisation (Hall *et el*., 1996). Since talented individuals now have more options than ever before, when they are not content or happy with their current employer, they are more inclined to leave the organisation.

2.14.12 Manager and Employee Relationship

The programs aimed at developing employees cannot exist in the absence of a supporting structure. For any program to have an impact there needs a strong support from the leadership and senior managers should act as role models to the employees reporting to them (Zenger *et al*., 2000). When it comes to employee development, the senior and lower managers should uptake a new role. According Clarke (2001), employees are most likely to remain longer in the organisation when there is a good working relationship.

According to Gubman and Green (2007), talent management will really succeed only through support and being involved in the strategic plan of the organisation, and essentially being part of the organisational culture and mind-set.

Figure 4: Stages of Talent Management
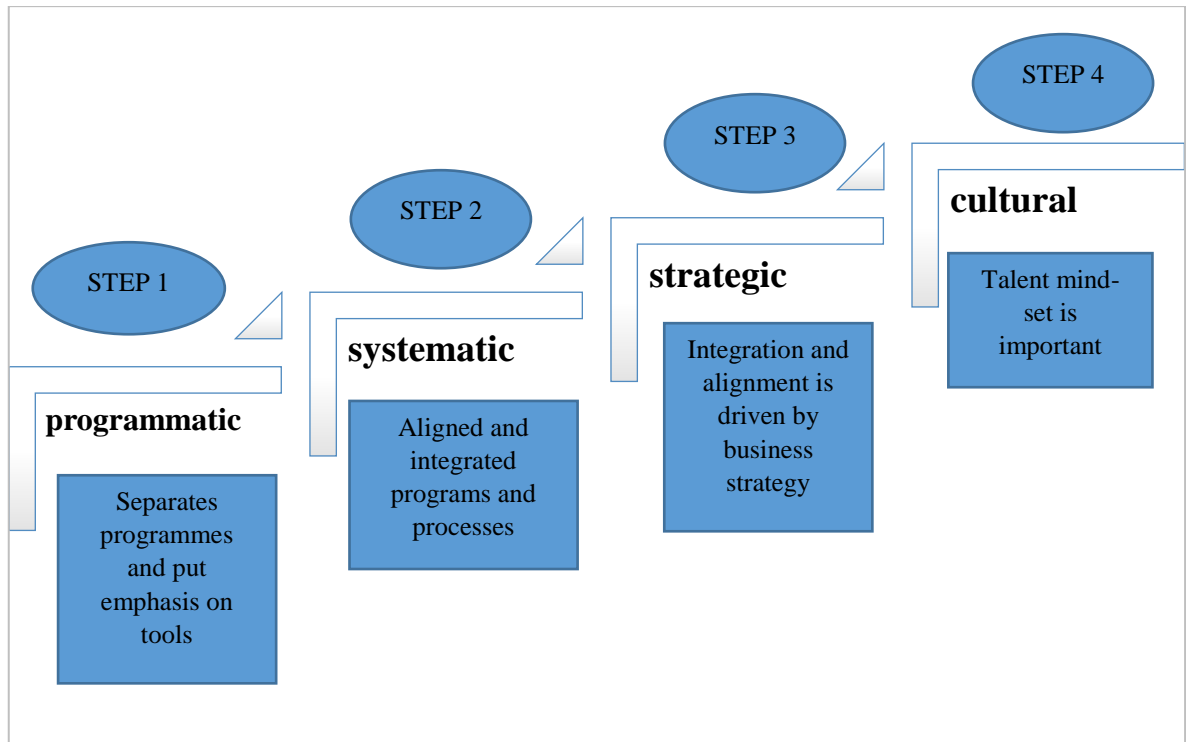
Source: Gubman & Green (2007)

Figure 4, by Gubman and Green (2007), displays the evolution of talent management where it moves from a programmatic approach where by everything is centred around alignment of activities and initiatives to a culture where talent management is not questioned and is the number one priority, and eventually, becoming second nature to managers and executives.

2.15   TALENT MANAGEMENT PROCESS

According to Laff (2006), talent management does not only define a new ideology for developing and sourcing people. Integration that is dynamic between many processes is necessary (Cunningham, 2007). One of the key factors to successfully implementing talent management within the company argued by Laff (2006) and Uren (2007) is the full commitment in the entire organisation. This commitment cannot be done and implemented by the Human Resources department only as it will cause the organisation to be unable to react to the necessary demands for change in the organisation.

Recruitment processes are costly, and it is of importance that the newly hired individuals stay for the longest possible time (Branham, 2000). Dalziel (2004) is of the view that failure in recruitment is mostly due to incorrect recruitment practices that are based on

credentials, which are considered poor predictors for performance. The recipe for recruitment that is regarded as successful is that of employing for competencies, this is viewed as the main building block that talent management depends on.

According to Heinen & O'Neill (2004), to achieve a long lasting competitive advantage talent management is one of the effective ways. Often a question comes up on the duration that an organisation can remain competitive and ensure that the knowledge base remains isolated from its competitors. Embedding the knowledge base to the firm and not specific individuals is one the best examples on how to isolate knowledge base of the organisation.

Yarnall (2011) stated that talent management processes are challenging, as it demands simultaneous selection of the right skills, talent, and period to ensure that the employee's level of engagement remains high.

Figure 5: Talent Management Process

STRATEGY
This is the intended plan to achieve a specific purpose . Strategy (2015, B)

POLICY
these are set of ideas or a detailed plan of how to respond in a particular situation that has been agreed officially by a group of people, be it in business, politics or organisations. Policy(2015,b)

PROCEDURE
this is a way of doing something , especially if its a norm or a correct way of doing it. it is an accepted way of doing something . Porcedure (2015,b)

Source: Armstrong and Taylor (2014)

Figure 5 is explained by Armstrong & Taylor (2014), citing that strategy, policies and procedures are parameters that talent management operates. The clarity of the terms of the policies, strategies and procedures above demonstrate that all can be utilised as a plan of action and can be executed in that manner by those stakeholders whom the document

is applicable to. According to Armstrong & Taylor (2014), talent planning is the beginning of talent management, a sequence of activities of talent development and resourcing for the organisation to create a talent pool.

2.16 THE VALUE OR BENEFITS OF HAVING TALENT MANAGEMENT IN THE WORKPLACE

Why do organisations fail or succeed? It essentially comes down to talent. What becomes questionable is, did the company or business have the right talent to make the right decisions regarding where financial and human resources should be invested? For right and wrong reasons, people make decisions and take actions that lead to failure or success of their organisation. In most instances, a CEO receives praise or blame but in all honesty, the calibre of talent the organisation has that consequent results to the formation and implementation of a successful organisational strategy (Silzer & Dowell, 2009). Employees are all there is to a company, argues Gary Hamel as cited in Sears (2003). According to Collins J (2001), before an organisation can have the right strategies, it needs to have the right people.

Pfeffer J, 2006 ,as cited in Strategic Talent Matter (2009) identified that organisations that have highest overall return to shareholders and found that the only thing that makes them unique compared to other organisations is how their employees are managed, taking into account their training, selection, staffing and labour relations. According to Tafti and Uddin (2008), talent management does not guarantee that competent employees with the required skills are assigned in suitable roles and in relevant activities that have been associated with the role itself. Moreover, their career acts as a stimulating factor to create conducive environment in the organisation and out of it. Talent Management consists of necessary tools and processes to empower and support the managers. Therefore, it comes as an expectation that employees improve their working relationships. Companies' who invests on talent management receive exceeding rates on their return on investment (ROI) and therefore there are different types of talents within the organisation. Under the current circumstances, organisations would gain a motivated and a healthy workforce that helps to determine organisational productivity. Another benefit is that of motivation and self-esteem for improving higher performance results from applying talent management strategy in organisations (Bethkelangenegger *et al*., 2011).

According to Chowdhury (2002), talent can transform an organisation quickly into a world-class leader; it is designed so that risk can be minimised. Talent, by definition, refers to a selected few that performs above the norm and therefore the population is relatively small. It is defined by the level of contribution as opposed to the contrition made by the rest of the staff in the organisation, if the overall capacity increases amongst staff members, the status bar for talent also rises. Talent management becomes a strong magnet for keeping and for attracting talent.

According to Silzer & Dowell (2009), the benefits of talent management are identified through programs, approaches, and processes. They have been summarised in this manner:

- Supports directly the success of organisational strategies;
- Facilitates the strategic agility and the capacity to quickly adapt to strategy changes;
- Pursues and supports the efficient use of resources through selection of focused programs, investment, as well as coordinated efforts;
- Connects and integrated various programs and efforts to enable easy alignment and uncomplicated transition from one process to the next;
- Cause everyone to focus on shared organisational goals and objectives and encourages teamwork and collaboration;
- It entails planning and the attention in focused on the future strategic needs;
- Become the core of the organisational practices provides extraordinary talent brand for retention and recruiting;
- It becomes the driver of management decisions and holds leaders and managers accountable for the resources of talent;
- Provides a sustainable competitive edge in the labour market;
- Ensure strong relationships exits between organisational decisions and talent decisions;
- Communication on organisational strategies and company focus is reinforced;
- Talent that is of high potential and fits strategic needs of the organisation is identified and retained;
- Builds values revolving around talent and builds business culture; and

- The impact on strategy success and talent results measurement is required and encouraged.

2.17   THE UNIVERSITY OF KWAZULU-NATAL INTEGRATED TALENT MANAGEMENT POLICY (CO/04/0512/11)

The University of KwaZulu-Natal (UKZN) talent management process outlines platforms for the retrospective analysis relative to futuristic expected results and determines the type of talent and competencies required relative to challenges posed by the strategic objectives. The purpose is to determine the talent strength of the institution and propose plans to ensure that the University retains talent competitiveness. The talent identification process is supported by outcomes from performance management ratings, 360-degree leadership assessment, personality profile results and the levels of work assessment. For talent development, all employees should be provided equal opportunities with regards to development, however, it is the responsibility of the line manager to provide necessary guidance and support to ensure development takes place. Individual's talent is assessed by means of performance management system, the potential an employee has to handle future assignments and the level of work the incumbent occupies. The integrated talent management policy does state or outline steps, systems or processes that are applied to ensure talent retention.

2.18   SUMMARY OF THE LITERATURE REVIEW

In the literature it is has been argued that talent consists of individuals possessing high skills and displays potential for future leadership positions, the emphasis is directed towards the key roles in the organisation. The talent concept, it is argued, that all employees are talent and isn't an isolated process. Specific individuals and certain roles in the organisation, the process for talent management should rather be transparent for all employees and all should be well informed of the criteria and what necessary skills are required to be considered for those positions should they become available. Even though there is a discourse around the purpose as well as the definition of talent management, for various reasons, talent management is needed. The younger generation entering the workforce, advent of the knowledge economy, companies needing new ways to manage their human resources and the paradigm shift in the role of a Human Resource manager, and now line managers becoming more responsible for the personnel.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the, research design, research methods, characteristics of qualitative approach, study site and population, sampling methods, study sample and size, data collection methods, data collection process, data analysis, ethical considerations, measuring instruments and mechanisms of research methodology that shall be used in this current study. This case study entails obtaining qualitative data, which involved conducting interviews, with staff at the University of KwaZulu-Natal to establish how talent is managed at the Institution. The methods are described with respect to the four study objectives, as indicated in Table 1:

Table 1: Study Objectives and Methods

1	To understand how talent is identified
2	To understand how talent is assessed
3	To understand how talent is developed
4	To understand ways in which talent is retained

3.2 RESEARCH DESIGN

According to Nkatini (2005), a research design is defined as the design set by a Researcher before embarking on a project that outlines the process that will be followed when conducting the research. The type of research is included in the design, such as the tools for data collection, the project format and method for statistical analysis. Maree (2007) defined research design as the system that is used by the Researcher to obtain participants and for collecting information from them about which conclusions about the research problem can be drawn. Researchers tend to choose a design that provides pertinent information on the research question and that allows the project to be efficiently done.

A case study is defined as an enquiry that is used to investigate a phenomenon in a context that is real-life, specifically, when there is no clear differentiation between the context and the phenomenon. This approach is of use where the Researcher has no control in the unfolding of the events, or if the situation is critical on contextual conditions (Yin, 2003). A case study was selected due to its ability to allow the Researcher to investigate and arrive at a comprehensive understanding of the problem being investigated. The Investigator is also prepared by the case study to deal with unexpected findings in the study, which will be an advantage in that it will assist in not having to make assumptions that may be incorrect. A case study usually provides facts that act as a guide to the assumptions. The University of KwaZulu-Natal is a case study for this research, as it provides various perspectives for participants, a methodological way of collecting and analysing data, and includes a wide variety of data collection techniques, for example, interviews, direct observation, archival records, document reviews, physical artefacts and documentation (Yin, 2003).

3.2.1   Research Methods

A research approach or methodology is defined as an orderly way to arrive at solutions to a problem, it is the detailed approach about how the research will be carried out, which allows the Researcher to explain, describe, and predict the situation. It is also described as ways in which knowledge is gained, its intention being to furnish the Researcher with the work plan. It is important for the Researcher to be knowledgeable, and to understand that not only must the research techniques be relevant for the study phenomenon but also the methodologies (Rajesekar *et al*. 2006).

The study proposed uses a qualitative methodology approach described by Burns and Grove (2003:19), as a systematic and subjective approach that is utilised in describing situations and life experiences so that they can be meaningful. Holloway and Wheeler (2002) described qualitative research as a form of social enquiry that is focused on how people interpret and thereby making sense of their own experiences in their environment.

3.2.2   Characteristics of a Qualitative Approach

According to Johnson and Ajonwuegbuzie (2014), characteristics of a qualitative approach are:

- Purpose is understanding;

- Oriented towards discovery;

- Uses subjective data;

- Interprets results in context;

- Focus is holistic;

- In-depth examination of the phenomena;

- Uses subjective information;

- Not limited to rigidly definable variables;

- Examine complex questions that can be impossible with quantitative methods;

- Deal with value-laden questions;

- Explore new areas of research; and

- Build new theories.

This method is useful in exploring behaviour, perspectives, feeling and experiences of people, with an understanding of these elements being emphasised. As the study explores how talent is implemented at the University of KwaZulu-Natal, a qualitative method is necessary and relevant is collecting sound and meaningful information.

3.2.3 Study Site and Population
This study was conducted at the University of KwaZulu-Natal in the city of Durban, in KwaZulu-Natal Province, South Africa. The study was conducted in the School of Accounting, Economics and Finance, which is located within the College of Law and Management Studies, this being one of the Institutions five Colleges in the University.

The population is defined by the group of individuals or objects that the Researcher is interested in making conclusions about; how talent management is implemented in the University; and the target population will normally differ in characteristics and is also known to be the theoretical population. The target population was both the academic and professional services staff in the School of Accounting, Economics and Finance. The School provides both undergraduate and postgraduate instruction, and consists of 80 academic and support staff.

3.2.4 Sampling Methods
According to Bless *et al*. (2006, page 97-100), a sample is that small part of the entire population that is investigated by the Researcher, and is characterised by a generalisation

of the whole population. However, it may be a disadvantage to generalise people's views and perceptions or characteristics. The sampling method provides the Researcher with the ability to obtain data from a relatively small group of the whole population being studied, which reduces the quantity of data acquired.

There are two categories of sampling techniques: non-probability and probability sampling. Non-probability sampling refers to a pool of sampling techniques that assists Researchers when selecting units from a population that they have an interest in studying. These units collectively form a sample that the Researcher is studying. A non-probability sampling method was chosen for this study as it allows the Researcher to use her own subjective judgement, using theory and practice, given that the research is exploratory the procedures used to select units for inclusion in a sample are relatively quick, easy and cheap compared to probability sampling.

Within the context of non-probability sampling, purposive sampling refers to a pool of sampling techniques that rely on the Researcher's judgement in selecting the units to be studied. They include homogenous, typical case, variation sampling, case, total population and expert sampling. The Researcher chose purposive sampling, as it consists of a wide variety of techniques and it will allow the Researcher to justify or generalise on the selected sample either analytically, theoretically or logically.

3.2.5   Study Sample and Size

A sample is defined as the portion of the whole population that has been chosen to partake in the study and it provides information or data needed to understand the research problem (Sekaran & Bougie, 2010). The sample for this study was selected from academics and professional services staff in the School of Accounting, Economics and Finance in the University of KwaZulu-Natal. A sample size refers to a total number of people or units selected in the study (Mutinta, 2013). The School of Accounting, Economics and Finance at the University of KwaZulu-Natal comprises of eighty staff members and the Researcher will only use eight participants, these being five academics and three professional staff members. The low of willingness to participate has been a limitation into having a bigger sample. Moreover, for qualitative studies, sample size recommendations range from 6 (Morse, 1994) to 10 (Creswell, 1998)." A total of eight participants were interviewed and were recorded using a voice recorder.

Table 1. Population sample and size

LEVEL	POPULATION	SAMPLE
ACADEMCS	63	5
PROFESSIONAL SERVICES	17	3
TOTAL	**80**	**8**

Two line managers were selected to partake in the study as the role they play in the implementation of talent management in the School and University is important. Three staff members have over ten years of experience within the University and therefore have a rich and extensive experience in the University and are part of its talent; and the last three are employees with less than five years of experience working for the University which are also useful in providing their experience particularly on the issue of talent management in the University.

3.3 DATA COLLECTION METHODS

Data Researchers apply different methods of data collection tools when conducting qualitative research including in-depth interviews, observations and focus group discussions (Neuman, 2011). One semi-structured interview and an interview guide were developed by the Interviewer, the topics, as well as the questions that where covered were orderly structured. It is characterised by engagement in a formal interview by the Respondent and the Interviewer (Wood, 2008). Semi-structured in-depth interviews allowed the Researcher to furnish comparable and reliable data.

3.3.1   Semi- Structured In-depth Interviews

According to Neuman (2011), an in-depth interview can be classified as semi-structured and structured. Semi-structured interviews are partially structured one-on-one interviews through which other questions will be prompted by what the participant is saying. Semi-structured in-depth interviews allow participants to freely share their views, clarify and elaborate certain issues enabling the Researchers to collect substantive data as cited by Creswell (2013). Semi-structured in-depth interviews also enable Researchers to conduct formal interviews using an interview guide. During the interview, the Researcher follows

the interview guides, but can probe further by asking questions that are not included on their interview guides to gather additional information relating to the study (Laforest, Belley, Lavertue, Maurice and Rainville *et al*., 2009). The semi-structured in-depth interviews enabled the Researcher to obtain access to participants' perception into the research problem of this present study from the interviewees' point of view. Eight semi-structured in-depth interviews were conducted and recorded with the use of a voice recorder. Semi-structured in-depth interviews lasted between thirty-five to forty minutes.

3.4 DATA COLLECTION PROCESS

After permission to conduct the study had been obtained from the UKZNs Ethical Clearance Committee and the Dean of the School of Accounting, Economics and Finance, the Researcher approached five academic members of staff and three members of the professional services staff to participate. These staff members were approached at their offices with the request for a meeting to explain the study.

A semi-structured in-depth interview was recorded for later analysis. The duration of the interview was between thirty-five to forty minutes. The data from each interview was transcribed verbatim and checked for correctness before the analysis occurred.

3.5 DATA ANALYSIS

According to Sekaran and Bougie (2010), data analysis is whereby data is organised and interpreted to understand the research problem. By the qualitative nature of the data collected for this study, thematic analysis was a suitable method to capture the complexities of meaning that within the data (Guest & Greg, 2012). "It goes far beyond counting words or phrases in a text, it then moves to identify explicit and implicit ideas that are in the data" Guest, *et al*., 2012). Thematic analysis allowed the Researcher to examine themes that were in the data, and allowed for flexibility of analysing.

Thematic analysis is a process by which data is reviewed, sorting into categories and notes made to enable the Researcher to move from handling crude data into discovering patterns and developing themes. The following six thematic analysis phases (Braun & Clarke, 2006) were followed in the present study:

Phase one: Familiarisation with the Data

This was the inceptive phase the Researcher used to become accustomed with the data through creating potential codes (Braun & Clarke, 2006 pg16).

Phase two: Generating Initial Code

The first list is generated at this stage of the items from the data set that seem to have a recurring pattern. This coding was illuminated by the research question (Braun & Clark, 2006; pg18)

Phase Three: Searching for Themes

The Researcher searched for themes and confirmed themes that work and themes that do not work. Codes were analysed and combined to form the main themes in the data. This allowed the Researcher to have a list of themes (Braun & Clarke, 2006; pg19).

Phase Four: Reviewing Themes

At this stage the Researcher extended and reviewed the main themes as they emerged. This enabled the Researcher to have probable themes with some of the themes with some themes subsiding into each other, and others were compressed into smaller units (Braun& Clarke, 2006; pg. 20).

Phase Five: Defining and Naming Themes

The Researcher identified themes at this stage, how each theme has affected and impacted on the entire picture of the data is demonstrated here (Braun & Clark, 2006; pg.22).

Phase Six: Writing the Final Report

The Researcher writes the final report at this stage, after confirming the main themes as well as the sub themes. The themes to report on were at the Researcher's discretion, especially those that were addressing research questions underpinning the study (Braun & Clarke, 2006; pg.23)

3.6 DATA QUALITY CONTROL

Lincoln and Guba (2005) suggested that the "trustworthiness of a research study is important to evaluating its worth". Trustworthiness involves establishing: transferability, credibility, dependability and conformity. Any qualitative research study should adhere to these four principles and procedures. Data collection methods used must allow the Researcher to address the phenomenon under study.

a) Credibility

According to Merriam (1998), credibility deals with the question, how congruent are the findings with the reality. Guba, E. G. & Lincoln, Y. S. 2005 argued that ensuring credibility is one of the most important factors in establishing trustworthiness. Credibility requires demonstrating, in one or more ways, that the research was designed to maximise the accuracy of identifying and describing whatever is being studied, especially as judged by the groups of people being studied. Credibility can be enhanced by using one or more of the following strategies: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, and/or member checking (Denzin, 1994).

Where possible, supporting data may be acquired from documents to give a background to, and to assist in explaining the perspective and behaviour of those in the group under study, as well as to substantiate particular details those respondents have presented. The Researcher will ensure credibility by giving respondents an opportunity not to participate in a study when they are not eager, and collect data from the respondents who are sincerely prepared to take part, and will therefore provide truthful information.

b) Transferability

Transferability entails displaying how the results of the study apply in one context to other contexts. Transferability can be enriched by providing what is often referred to as thick description (i.e. giving sufficient detail so the readers can decide for themselves if the results are transferable to their own contexts). Thick description also includes an emic perspective, which demands description that involves the actors' interpretations and other social and/or cultural information (Davis, 1995, pg., 87)

c) Dependability

According to Guba (1989), dependability is concerned with the unexpected changes that might occur while a phenomenon under study is being investigated. Therefore, to assess the degree of dependability, the Researcher described and documented any unexpected occurrences that transpired during the study and how these influenced the Researcher's method to address the phenomena.

d) Conformability

The concept of conformability is the qualitative Investigator's comparable concern to objectivity. The role of triangulation in promoting such conformability is emphasized to minimize the effect of Investigator bias. The Researcher is to take step to ensure as far as possible the work conclusions are the outcomes of the experiences and the ideas of the Respondents, rather than the characteristics and the preferences of the Researcher (Guba, 1989, pg 50).

3.7 ETHICAL CONSIDERATIONS

The following ethical considerations were accounted for:

- Ensuring ethical consideration are adhered to, the ethical approval of the study was received from the University of KwaZulu-Natal (UKZN) Research and Ethics Committee.

- A letter from the University of KwaZulu-Natal Registrar's Office to obtain Gatekeeper approval to conduct interviews with relevant staff of the School of Accounting, Economics and Finance.

- Signing a consent form after having read the information letter was a prerequisite for all participants.

- The human dignity of the study participants was addressed, such as privacy and anonymity, confidentiality and informed consent.

3.8 CONCLUSION

To address the study objectives, in-depth semi-structured interviews were held with eight staff members from the School of Accounting, Economics and Finance. As part of the exploratory study design, thematic analysis was conducted on the qualitative data to enable themes to emerge for each of the objectives.

CHAPTER 4: DATA PRESENTATION

4.1 INTRODUCTION

The study findings are presented in this chapter with respect to the four objectives. The data was thematically analysed to enable themes to emerge within all the data collected.

4.2 OBJECTIVE 1: To understand how talent is identified

Three themes emerged regarding how the staff perceived talent to be identified: a) Recruitment; b) Performance Management System; and c) Employee Potential

a) Recruitment

Participants agreed the common way used by the University to identify talent is through recruitment:

Those that are outside the university, we always try to do the head hunting, advertising, recruitment and selection" (Interviewee 2)

Interviewee 4 commented to say, "*Because of the scarce skills we always have to re-advertise and look for people outside the University"*

b) Performance Management System

Participants noted the use of performance management as a way of identifying talent:

*"I am not too sure of the systems that are used; I know that there is a **performance management system** to do that. If you see people who are always excelling consistently, they are seen as deserving more responsibility or promotion or some reward,* (Interviewee 2, 2016).

Another participant responded to say:

*I have always seen line managers sending us to workshops, training, but how the managers identifies those attendees, I don't know. Hopefully, it is based on the **performance** or the **potential** that they see in the candidates or the people that are sent* (Interviewee 2)

The responses above tallies with the participant who said:

*It differs if you are in academia or support, with academia the staff is **groomed** for much senior positions but with support, there is **nothing** that is happening there* (Interviewee 4, 2016)

Another participant said that:

*I think one way that is used is through the **performance management system** and another way is through recommendation by the incumbent leaving a position, sometimes when a person is leaving they are approached to suggest or recommend a few people who might fit into the position. With academics, a lot of attention is given on measurable aspects of performance, whereas when it comes to professional staff I have an impression that a lot of emphasis is placed on qualification and specific types of training* (Interviewee, 6).

Data on how the University of KwaZulu-Natal identifies talent is further supported by this participant's comments reflecting the views of other participants:

*Talent is identified using firstly the **Performance Management System**. The PM system alerts managers to the potential of employee. Therefore, it is important for the PM ratings to show a true reflection of the employee's potential. The PDP (personal development program) also ensures that this talent is further developed by means of training needs analysis. However, even though additional training is identified, there seldom is any budget to fulfil these objectives. Potential is also measured by turn, growth, and mastery. This also allows for identification of talent within UKZN* (Interviewee 5)

In agreement, another participant said:

The incumbent leaving the position usually identifies potentials and also line managers (Interviewee 6).

c) **Employee Potential**

Data shows that there is a great emphasis on employees working hard to show themselves as potentials or talent.

The above report is reinforced by what the participant said:

To identify talent the management look into your work, attendance, the research output and employees' participation within the School; conferences the employee attended and present and how you assist students (Interviewee 1).

When asked who identifies talent most of them were of the same understanding with the other participant saying:

*I think your line manager actually identifies talent by the **interaction** you have firstly with your line manager and with your peers and the individual is able to set themselves up as potential through various ways of training* (Interviewee 3)

4.3 OBJECTIVE 2: To understand how talent is assessed

Data shows that most participants have different opinions on how talent is being assessed at the University. Two themes emerged concerning how the staff perceived talent to be identified, these being: a) Performance Management Reviews; and b) Research Productivity.

a) <u>Performance Management Reviews</u>

This is reflected when other participants responded by saying:

I don't think talent is assessed, besides the conversations, we have during performance management reviews but if your line manager and staff are at different wavelengths, it doesn't happen. As far as I'm concerned it is not assessed, there should be another way to assess talent (Interviewee 3).

Another participant resonated with the above:

The University uses the Performance Management Reviews as a tool to assess, which I think is a good tool. However, the problem is that the deliverables are not addressed up front, the deliverables are not set on time and at the end of the process you are told you were supposed to perform in a certain way. It is effective when it is done properly (Interviewee 2)

Interviewee 4 concurred by saying:

Performance management system is another tool to assess if someone is really performing and therefore regarded as talent.

Another participant agrees to say:

Once the talent is identified using the talent management system, talent is then mapped, the assessment of talent is measured by performance ratings in the performance management processes. The talent is also assessed by means of which three categories the staff is classified into i.e. turn, growth or mastery (Interviewee 5).

b) <u>Research Productivity</u>

Data reveals that the University not only assesses talent by means of the Performance Management System but also through Research Productivity Units that includes publications, supervision, interviews, community engagement, conferences and teaching files.

In relation to the above response, another participant said:

Potential talent will be assessed based on CVs and interviews, PowerPoint presentations. The panel check how many publications the individual has published. If it is an academic position (Interviewee 6).

In agreement, another participant responded to say that:

To assess whether someone is talent or not it would be the time it takes to complete tasks, the quality of work you produce as well. There is also share point, which will indicate certain period (Interviewee, 4).

In the same thought, another participant said that:

To assess talent, I only know of performance management system, you will need to have published a certain number of papers, supervision, community engagement, conferences, teaching file if you are academic staff. (Interviewee 1).

4.4 OBJECTIVE 3: To understand how talent is developed

Data below discusses the ways in which the University of KwaZulu-Natal develops talent and two themes emerged how employees perceived talent is being developed: a) training provided by the employer; and b) personal development.

a) Training Provided by The Employer

The study found that employees do share the same sentiments when it comes to development agreeing that there is not much that is done to develop staff. A participant responded to stating:

Isn't that part of the performance management system where you develop a plan, set your needs to say if I am to perform better I need this, although we have always listed those things, whether it is being taken seriously or not, we don't know but we have always been asked to complete that, so whether the talent development plan is taken seriously or not I see it as a good opportunity. I also do not know whether these are based on the needs of the University or whether you want to train them on a certain aspect or skill. I am not sure. Some are to do with work and some are to do with personal life (Interviewee 2).

In agreement, another Participant responded saying:

We are often taken to training, UEIP modules, teaching, we have Academic Leaders/ managers in the Schools who are always there when you need advice. However, when you want to go for trainings for your own personal development I believe you would have to apply and get approval from the line manager, but I doubt that is provided for (Interviewee 1).

Another participant with the same line of thought said:

We were recently sent for training that was to enable us to be able to write and communicate in a professional environment, other than that I do not know of any other trainings. Other than that, it is based on one on one type of training where colleagues provides informal training, nothing organised by line managers. You have to be someone who is willing to learn, communicate with other staff members to get information. To further develop yourself would be able to study within the University and that is one thing nice about working in the University (Interviewee 4).

Another participant reflecting the view of the others interviewed said:

Talent is developed by means of identification of the potential of the employee by the PM and talent management systems. The staff is then assessed for what development

is deemed necessary. This is achieved by employee attending teaching and learning workshops, research workshops, UEIP, etc. (Interviewee 5)

In support of the finding above, another participant responded saying:

I think there are two things, which are experience and training. You see how people perform when they are put in a certain position and then you decide if they should continue into that position or showing aptitude that they maybe again considered for better positions. Another aspect is trainings and workshops and they do not necessarily provide information and skills of what is needed. I think there should be more emphasis on experience and adaptation and less emphasis on training (Interviewee 6).

b) Personal Development

When asked if the University allowed opportunities for staff wanting to do more for their personal development other than training which is standard and provided for, most participants agreed that the University of KwaZulu-Natal enables them to develop themselves further, this is supported by another Interviewee saying that:

For personal development, it would have to study, it is up to an individual to want to pursue something elsewhere and you want to grow because everyone is given that opportunity to study (Interviewee 4).

With the same view, another participant agreed and said:

There are some developments that are to do with work, and some that are to do with personal life, I think it integrates both, for example one time our line manager wanted to send people for emotional intelligence training, which is something that affects both work and social life. Here and there, you are given some assignment that are of higher responsibility than what you usually do (Interviewee 2).

In agreement to with the findings on the study, the other participants said:

If there is something you need you are able to ask Academic Leaders for advice and also you can always check on the available training programmes and apply for funding and attend those training courses (Interviewee 1).

In support to study further, another participant said:

Yes, I think so. You see in the academic sector skills acquisition is self-taught or taught in informal ways. So, if for instance there is some research technique, which an individual judges he/ she needs to have and the most common way go about it is to learn about it, to study the research technique and try it out, to consult on an informal basis with people who have applied that technique in the past. Therefore, this is how it is done in the academic sector. In the support sector, there is less of opportunities for that, maybe there is some of that in technical things like IT, simple things like ability to work with spreadsheet, ask colleagues to do certain things. These skills can be acquired without formal training (Interviewee 6)

4.5 OBJECTIVE 4: To understand ways in which talent is retained

Data collected shows that the University does not measure or put in any effort to ensure that talent is retained, in support of this finding, a participant said that:

I think that is where the big issues is, as much as the expectation is there when people perform. I don't think that with talent retention the University is doing well because, if I excel, I reckon that I should have a say how I should be rewarded. I have excelled the PM system, say 3.5, you cannot just prescribe that I need a 13th or a 14th cheque. What if I just want a public recognition on the University system? It's not about this monetary recognition only. I think in terms of the rewards the University is narrow. Has the University really taken time find out how people want to be rewarded? I just think it's one dimensional. The current system looks like it is about money, though there is not even much of it but it is limited. Maybe at the basic level I might need money, at the progression level I might need something else. At one stage money might make sense to me, so people end up going to where they are recognised. It looks like a top down thing, "we know you need money, so we are going to give you money". I think there is need to look at the retention strategy (Interviewee 2)

Another participant in support that the University does not put measure or effort to ensure that talent is retained said that:

No, there is no strategy in any way, I think it is very disappointing to think that you are adding value and you still have a lot to offer to the University, but when you say you want to leave you are told "do what you have to do" (Interviewee 3).

In agreement, another participant said:

This has been a very active issue and, so I do not think it is being addressed sufficiently. The basis for that statement is a lot of turnover, there is much emphasis on the recruitment and not much emphasis on retention strategy I can think of colleagues who have come and gone in the last three to five years. Therefore, I think that the University set out high performance standards, people struggle to keep those standards, and therefore classed as under performers and people do not like being classed as under performers and therefore those people are likely to move. One validation that you can use for someone who is high performing is to promote him or her and pay more, another would be to encourage them and give mentorship (Interviewee 6).

In support of the findings above, another participant said:

I for one do not think there has been any efforts to retain talent or staff members in the University, there's only thing that can be a tool are the team building and try to create a cohesive working environment (Interviewee 4).

Data suggests that the focus is on monetary rewards when it comes to retention, in support of this finding the other participant said:

One thing I know is that they increase your salary and provide a competitive package (Interviewee 1)

In agreement, another participant said:

Talent is retained by the conditions of service. Staff performing well are rewarded with bonuses and salary increases. Researching staff are awarded with research grants and a research fund account, they also have access to free services such as research workshops, editors, etc. (Interviewee 5).

4.6 CONCLUSION

In the chapter above, the study presented the research methodology used to justify this study. Presented in this chapter is the data that was gathered in this study. The presentation is made up of four sections: talent identification, talent assessment, talent development, and talent retention in the University of KwaZulu-Natal. This chapter ends with a

conclusion on the assessment of the implementation of talent management in the University of KwaZulu-Natal.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter contains comprehensive discussion, conclusions and recommendations of the study. Furthermore, the limitations of the research and recommendations in relation to future research are posed. This study was largely focused on the implementation of talent management strategies in the University's ability to attract, develop, motivate, engage and retain highly talented individuals as well as other factors related to talent management. To assess the implementation of talent management in the University numerous factors have been examined during this study. Lastly, the study proposed recommendations on how to address the issues around implementation of talent management and suggest tested talent management interventions that can be utilized in other higher education institutions. The conclusion is based on the findings on talent identification, talent assessment, talent development, and talent retention at the University of KwaZulu-Natal. The recommendations are informed by the main findings of the study.

With regards to the primary goal of the study, namely to assess the implementation of talent management at the University of KwaZulu-Natal the research objectives of the review were to:

- Understand how the University of KwaZulu-Natal identifies talent.
- Understand how the University of KwaZulu-Natal assesses talent.
- To understand how the University of KwaZulu-Natal develops talent; and
- To determine ways in which talent is retained at the University of KwaZulu-Natal.

These objectives were addressed by using a comprehensive review of literature that is available in the body of knowledge and conducting semi-structured interviews resulting in highlighting fundamental areas as relevant factors with regards to talent management in the University.

5.2 DISCUSSION AND ANALYSIS

5.2.1   Objective 1. To understand how talent is identified

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Research showed the University of KwaZulu-Natal (UKZN) uses different methods to identify talent within and outside of the University. The tools or processes utilised are advertising, headhunting, recruitment, selection interviews, presentations, peer recommendation, line manager recommendations as well as the performance management system implemented to identify talent. Depending on the University's needs, this is in line with their strategy, for short-term roles like academic leadership, line management or peer recommendation based on the potential talent's involvement in the University activities; their relationship with colleagues and performance. For longer-term roles, a formal recruitment process is done, and for succession and promotion, productivity units, and the use of the performance management system becomes important.

These findings are in agreement with Avedon and Scholes (2009) when the organisations determine the talent requirements that form the most important part of its strategy. The next level is that of considering whether there is enough of an internal pool for both the long and short-term talent demands. It cannot be avoided that talent strategy requires a combination of internal promotion and external hiring. Paradoxically, companies that believe in growing their own timber there is a degree of talent that needs to be recruited externally to meet the strategic demands.

The data collected suggested that the employees have no clear understanding on how the University identifies talent as the majority have different views on how talent identification process takes place. An approach which is inclusive by Stainton (2005) is in view that all people in the organisation are talent and have potential, they all have an ability to contribute and participate to the success of the organisation. He argued that all employees are capable of displaying their talent and can go through a process to identify talent. Every employee is talent. Talent management should therefore never be limited to a selected few. Since talent varies from one organisation to the next, talent should therefore be defined according to the organisational context (Armstrong, 2006).

5.2.2 Objective 2: Understand how the University of KwaZulu-Natal assesses talent.

This section discusses and interprets the data on how talent is assessed at the University. The findings show that the University assesses its talent pool by means of a Performance Management System, the Research Productivity Units, and publications as described in the University's Integrated Talent Management Policy (2011). Talent is then mapped in order to measure progress using the Performance Management System as described by Avedon and Scholes (2009). Once people have been placed, it is still necessary to have a formal assessment process to indicate their future and current capabilities against organisational performance, career potential, or strategic competence. An effective Performance Management System is able to assess a person is not only focussed on what they do but also the quality of what they do by developing competencies.

5.2.3 Objective 3: To understand how the University develops talent

The findings suggest that there are more training activities and courses, workshops, seminars aimed at developing the academic staff; where as in for the professional services there is not much attention that is given to the staff at the UKZN, formal training is very limited. The study also found that to a large extent development takes place informally at the University. This is done through informal mentorship where employees rely on senior colleagues for guidance and advice, peer learning when employees are teaching each other on the job and self-skilling employees through research by finding different ways to work and achieve a set goal through experience. Kaye, B. & Jordan-Evans, S. (2002)) advised, "It is the role of an organisation to provide processes, investment and tools and also encourages a continuous development culture. Secondly, leaders need to be equipped in order to identify development areas, assist in finding appropriate opportunities and resources and provide feedback and coaching continuously. Lastly, employees need to own up to their responsibility to develop, through suggested development techniques and commitment to acquire new competences and improving skills". Furthermore, development plans and actions should be tied to organisational needs and opportunities in the organisational strategy.

5.2.4 Objective 4: To understand ways in which talent is retained

Findings in the study suggest that the University is not paying much attention to the retention of staff as opposed to its recruitment activities. The study also found that as a retention strategy, more emphasis is put on monetary rewards, which, comes in a form of

performance bonuses, pay increases, and minimal attention is paid to other forms of rewards or retention strategies. Avedon and Scholes (2009) advised that retention efforts that are effective regularly examine its all strategic talent recruits to identify individuals that are at risk and why they are at risk to make individualised retention plans. This may include expediting a career move or introducing talented individuals to senior executives in other parts of the organisation. Another way to retain talent is by giving them more responsibilities or allowing them to participate in meaningful programs. The retention strategy goes beyond compensation and should be customised to what is likely to engage or motivate the groups or individuals of key talent. Benefits and compensation should be monitored for external competitiveness and internal equity, issues of retention cannot be resolved by benefits and compensation alone. Targeted retention bonuses can be effective, but they are not sustainable for long-term retention.

5.3 CONCLUSION

This Chapter presented the findings of this study. The study found that the University uses different methods to identify talent within and outside of the University, tools or processes such as advertising, headhunting, recruitment, selection interviews, presentations, peer recommendation, line manager recommendation as well as the performance management system are implemented to identify talent. The University assesses its talent pool by means of a Performance Management System, the Research Productivity Units and publications as described in the University's Integrated Talent Management Policy (2011). Talent is then mapped in order to measure progress using the Performance Management System. The study found that the University of KwaZulu-Natal uses both formal and informal ways of developing individuals, for instance on a formal route there are training courses and training workshops and conferences that are afforded by the University so that employees are developed. On the informal side there is informal mentorship, self-skilling, on the job and by experience. The study found that the University is not paying much attention to the retention of staff as opposed to its recruitment activities. The study also found that as a retention strategy, more emphasis is put on monetary rewards, which comes in a form of performance bonuses, pay increases, and minimal attention is given to other forms of rewards or retention strategies

5.4 FINDINGS

5.4.1   Talent Identification

The study showed that even though performance management is perceived by majority of participants to be the tool mostly used by the University to identify talent. There is a vast need to ensure that means and processes applied when talent is identified is transparent and achievable to the majority of staff members in the University. The results of the study pointed out that the method used to identify talent in the University is not transparent, hence the different perceptions they have on how it is applied throughout the University. Emphasis is made on the Performance Management System as a tool to identify who is talent and who is not talent.

5.4.2   Talent Assessment

The study shows that assessment is done using publications and performance management, which is mostly the tool for existing staff. Potential employees are assessed with the aid of recruitment process. Majority of participants are of the view that this is not correctly implemented as the expectation is seldom discussed at the beginning but when the employee wants to progress or move to an upward level they are required to meet certain standards that have not be made known to the employee. This is another area of concern as this makes it difficult to grow the existing talent. Based on the results it is evident the way talent is being assessed is not uniform throughout the Institution as there is much reliance on the Performance Management System. Results showed employees are self-skilling or focusing on self-development hence informal trainings, own research, learning from peers and through experience as opposed to workshops, training courses and conferences that are provided by the University.

5.4.3   Talent Development

Based on the results it is evident that the way talent is being developed is not uniform throughout the Institution. It further shows that much reliance is on the Performance Management System. Results shows that there is much reliance on self-skilling or self-development by the employees hence informal trainings, own research, learning from peers and through experience as opposed to workshops, training courses and conferences that are provided by the University.

5.4.4   Talent Retention

The study showed that talent retention practices are moderately implemented by the University. Commitment of management is concerning as they all effectively participate in the success and failure of the University.

Results also showed that employees believe that much attention should be given to talent management practices in the University. Identification strategies are not as transparent, assessment, and retention are perceived to be of high importance. Furthermore, findings pointed out that there is a huge gap that exists between the current implementation of talent management practices within the University as compared to the people's perception on the importance of the talent management process. Bigger gaps were found between talent assessment, talent development, and retention strategies.

5.5 LIMITATIONS

Relating to this study the limiting factor was the limited amount of literature in connection to talent management directly in higher education.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

The study was only limited to the University of KwaZulu-Natal (UKZN). The similar study can be further be extended to other Colleges within the UKZN and Universities, for both academic and professional services staff. The study can be extended to various organisation in the country, South Africa, including the private and public sector. It will play a greater role in identification, assessing, developing, and retention of talent and eventually lead to effective implementation of talent management. Furthermore, it will help managers to fully engage on talent management practices. Be useful that both the Human Resource Division and management be provided with training on issues of attraction, assessment, development, and retention to ensure effective implementation of the talent management process. Silzer and Dowel (2010, p.21) further explained it is imperative to observe that talent management is more than a chain of human resources processes and programmes but should be driven by business strategy and also provide necessary support to drive business results. The necessary strategies should be applied to obtain feedback from employees on the implementation of the talent management system. Management should liaise with staff throughout the University to find ways that may help to improve the way talent management practices that are being implemented.

5.7 SUMMARY

The objective of this study was to assess the implementation of talent management in the University of KwaZulu-Natal (UKZN), the level of implementation was moderate but fairly below the expected level perceived by staff members. The results demonstrated that the talent management practices should be made clear for all employees and management commitment is necessary in the development and retention of talent.

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APPENDICES

- Gatekeeper letter
- Ethical clearance letter
- Informed Consent form
- Interview guide
- 1st page of turnitin report which shows similarity index

22 September 2017

Ms Mandisa Mbatani (208501801)
School of Management, IT & Governance
Westville Campus

Dear Ms Mbatani

Protocol reference number: HSS/2063/016M
Project title: The assessment of the implementation of Talent Management in the University of KwaZulu-Natal

Approval notification – Amendment Application

This letter serves to notify you that your application for an amendment dated 22 September 2017 has now been granted **Full Approval**.

- *Change in Supervisor from Dr B Dlamini to Dr T Ramluckan*

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through an 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.

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr T Ramluckan
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

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