UNIVERSITY OF KWAZULU-NATAL

Talent management strategies at a private Higher Education Institution: A case study of MANCOSA

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DECLARATION

I, Mahomed Yusuf Karodia, declare that

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ABSTRACT

Talent management, an integrated system of recruitment, development and retention of the required human capital at all organisational levels, is at the forefront of business agendas. Considering the skills shortage in South Africa, talent management is expected to remain a business imperative. The importance of talent management stems from its role in achieving competitive advantage in order to realise the strategy of the organisation. The same can be achieved for academic institutions that embrace the strategies of talent management in order to stem off similar challenges as the business world. The growing emerging market economies, ever changing business conditions and the complexity of global business have created increased demand for highly talented individuals.

This research project seeks to investigate talent management practices and strategies of the business world and adapt these to higher education institutions, namely the Management College of Southern Africa (MANCOSA), in order to better manage talent. The research methodology that was used for this study was qualitative in nature and consisted of a questionnaire. Personnel at MANCOSA were surveyed regarding talent management at MANCOSA. The results of the survey were analysed and recommendations were then extracted from the conclusions drawn.

The research found that the main constructs with regards to talent management at MANCOSA were positive work attributes, personal workplace opportunities, personal job experience, company retention attributes, attraction capabilities, ability to cope in the work place, requested retention activities, personal perseverance and job knowledge. The study also recommended talent management activities associated with attraction, development, retention, and engagement from the literature reviewed. Finally, the study revealed that a wide range of talent management activities can be utilised by Higher Education Institutions to better manage the process of identifying and retaining talented individuals. This study can benefit higher education institutions in identifying talent management issues, and recommends activities that can be undertaken to address the retention of talented staff.

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Background

Organisations around the world have begun to realize the importance of human capital as the driver of growth in world economies. Presently, talented, highly driven employees have become as important assets as physical assets and the demand for talent has seen high rates of mobility in the workplace. As a form of branding, businesses are positioning themselves as the employer of choice in order to attract highly talented individuals, thereby giving themselves the competitive edge in the market. The business environment has changed significantly with the recent recessionary periods and economic crises that have engulfed the world economies. New methods of employee development are being piloted in order to equip employees with the skills necessary to deal with the new challenges of the business world.

According to Ready, Hill and Conger (2008), the developing markets of India, China, Russia and Brazil have made increased demands for talented individuals and it is becoming increasingly challenging to retain key persons within the workforce. Higher education institutions face similar challenges as the business world with regards to human capital. Lavania, Sharma and Gupta (2011, p.2), states that while most educational institutions are good at developing students, they are less successful at helping their faculty improve their skills. Attracting the appropriate caliber of academic and administrative staff, selecting highly qualified and capable lecturers, developing staff so that they are able to teach using the latest methods of teaching and learning and motivating and engaging employees are some of the issues that the Management College of Southern Africa (MANCOSA) have to deal with. Lavania et al (2011, p.1) furthermore explain that the excellence of the institution depends on the kind of people it is able to attract and retain. The hiring of faculty has become a challenge for higher education institutions, as well as the difficulty of retaining high level academics, especially business studies academics that would rather be in business where the returns could be much higher than in front of a group of students.

The conventional methods of human resource management have assisted companies to manage their workforce; however it has not integrated human resources with business strategy. Talent management focuses on the individual; it identifies and develops the

organizations most talented people in order to meet business objectives. Higher education institutions have similar challenges as business and therefore talent management strategies that have been successful in business could be utilised in the higher education arena in order to attract, select, motivate, develop, retain and engage high potential individuals.

1.2 Motivation of the study

The purpose of this study is to gather and analyse talent management strategies prevalent in the business world. The information gathered will then be used to assess talent management activities at MANCOSA and recommend possible areas of improvement. The results from this study could also benefit other higher education institutions, government organisations, research bodies and higher education employees to better understand the factors that underpin talent management in the higher education arena.

1.3 Focus of the study

The study will be conducted in Durban, South Africa at the Head Office of MANCOSA. MANCOSA is a private higher education institution offering management and commerce programmes to students in the Southern African region. The study will focus on the employee perceptions of talent management activities at MANCOSA.

1.4 Problem Statement of the study

Talent management strategies have been successful in the business sector; however most higher education institutions have not fully embraced talent management strategies effectively in the higher education arena. MANCOSA was established nearly two decades ago as a private higher education institution offering programmes in business administration and commerce. Educational institutions rank the quality of their staff as being one of the most important factors contributing to the success of the institution. With the introduction of new teaching and learning innovations, electronic learning platforms and interactive student-teacher methodologies, all higher education employees, not only academics, need to be a part of a formalized talent management system in order to ensure that the objectives of the organisational strategy are met.

MANCOSA also views talent identification, attraction, retention, development and engagement as a vital part of its organisational strategy. The challenge that MANCOSA

faces is the ability to attract talented administrators and academics given the limited resources that educational institutions have. Talented business studies academics and process administrators are often attracted to the corporate world where the rewards are significantly higher. Thus the purpose of the study is to identify the talent management activities that are important to employees at MANCOSA and suggest the drivers of talent management perceptions in order to manage talent at MANCOSA and other higher education institutions.

1. 5 Objectives of the study:

The primary objective of this study is to measure talent management in a higher education institution. To achieve this objective, the following secondary objectives are set, namely to:

- To determine talent management strategies for higher education institutions
- To assess talent management activities and needs for MANCOSA
- To make recommendations to MANCOSA so that they may implement more effective talent management strategies.

1. 6 Research Questions to be answered in the research

1. What are appropriate talent management strategies for Higher Education Institutions?
2. What are the talent management practices and needs of MANCOSA?
3. What are the most important talent management activities for MANCOSA?
4. What are the recommendations that should be made to management to implement a more effective talent management strategy?

1.7 Limitations and Research approach

A limiting factor with regards to the study was the limited amount of information relating directly to talent management in higher education. The research methodology that was used for this study was qualitative in nature and made use of a questionnaire.

1.8 Chapter Summary

This chapter introduced the problem of talent management in higher education (namely MANCOSA) and the need to study the factors that drive talent management. The study will enable higher education institutions to better manage its talent needs and thereby be better prepared for the human capital needs of the future. The following Chapter reviews the literature on talent management and seeks to identify areas that can be utilised to survey the talent management needs of MANCOSA.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Organisations across the globe are becoming increasingly talent-driven and talent is becoming a core competitive asset in business organisations. According to Silzer and Dowell (2010, p. xxi), organisations are increasingly adopting talent management programmes and processes in an effort to attract, select, develop, deploy, engage, and retain talented individuals who can assist in achieving business goals. Silzer and Dowell also found that organisations are now starting to understand the strategic value of talent and its impact on business and financial outcomes. Pre-1990, human resource departments were focused on how to better utilise and leverage talent for business objectives. However, post-1990, businesses began to actively manage talent rather than depending on the ability of organisations to attract and maintain talented individuals as and when they were required. As a result, organisations began programmes and processes to increase the talent pool. Programmes on leadership development, potential identification, engagement and retention were instituted as part of a talent management system (Silzer and Dowell, 2010).

2.2 Strategic Talent Management

Traditional human resources are seeing a shift towards strategic talent management which is defined by Silzer and Dowell (2010, p. xxii) as:

- Driven by business strategy,
- Integrated with other processes,
- Managed as a core business practice, and
- Engrained as a talent mindset.

Examples of companies that already use talent management strategies are 3M, Microsoft, PepsiCo and GE. Companies are nowadays undertaking talent reviews, along with the other business reviews that are undertaken to ensure that the talent decisions taken are connected to their financial outcomes. Talent is fast becoming as important an asset as financial assets. Chief Human Resource Executives will be just as important as Chief Financial Officers and it will be imperative for future executives to have experience in talent management.

2.3 A leadership Imperative

Organisations are about making decisions. Talent management involves having talent in an organization to make the right decisions regarding finances, human resources, innovation, competition and other key business areas. According to Silzer and Dowell (2010, p. 3), it is the quality of talent through-out the organization that ultimately leads to the creation and effective execution of successful strategy. Gary Hamel argues that "people are all there is to an organization" (cited in Sears, 2003) while Collins (2001) suggests that having the right people comes before having the right strategies. Many CEO's agree that there is no such thing as spending too much time on developing the best people. According to an interview study by Economist Intelligence Unit and Development Dimensions International (2006), talent management takes as much as 50 percent of a senior executive's time. Silzer and Dowell (2010, p. 4), conclude that "financial resources may be the lifeblood of the company but human resources are the brains".

Talent management as a leadership imperative brings about a paradox for those managers or senior personnel who are tasked with leading and managing highly talented individuals. According to Powell and Lubitsh (2007, p. 24), these individuals are "the handful of employees whose ideas, knowledge and skills give them the potential to produce disproportionate value from the resources they have available to them. They are the creative people, the innovators and the entrepreneurs – those people that seem to have a sixth sense for spotting and exploiting an opportunity. They are the senior buyer in retailing, the on-screen talent in the media and the eminent medical researcher."

Gratton and Ghoshal (2003) have persuasively argued that companies make a serious mistake if they try to treat highly educated, professional employees as malleable resources. Instead, they should view these people as "mobile investors" in their own intellectual, social and emotional capital. In this paradigm, talented employees or mobile investors require their employers to also invest in their talents in order to help maintain and enhance their market value. Because these people know their worth to the organization and will make their own choices with regard to the direction they take in their career, they often do not respond to traditional management approaches. They are often unpredictable in their behavior and responses to leadership, they often do not recognize the traditional tools of

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management, and they can be disrespectful of hierarchy and scornful of being controlled. The individuals whose responsibility it is to "manage" this talent are in a paradoxical position. They are both "in control" and "not in control" at the same time. Specifically, with extraordinarily talented individuals – the proverbial geese that lay the golden eggs of innovation and growth – the key question emerges: How do you ensure that your approach to nurturing this talent produces an effect that is both desirable for the organization and at the same time gives the individual the appropriate level of stretch and development (Gratton and Ghoshal, 2003).

2.4 Defining Talent Management

In an organization, talent can refer to an individual's skill or ability and what the person is capable of contributing to the organization. In groups, talent can also refer to a pool of employees who are exceptional in their skills or ability.

According to Silzer and Dowell (2010, p. 14), "talent management definitions vary and talent management is often used interchangeably with Human Resource Management". Lawler (2008) defines talent management as a system that attracts the right talent and helps them understand exactly what to expect from their work experience with the company. Wellins, Smith and McGee (2006) defines talent management as the recruitment, development, promotion and retention of people, planned and executed in line with the organization's current and future business goals. Silzer and Dowell (2010) further define talent management as a range of activities that attract, develop, deploy, and retain talented employees. Oosthuizen (2008) describes talent management as an integrated system of recruitment, development and retention of the required human capital at all organizational levels.

2.5 Linking Talent Management and Financial Outcomes

Strong talent management has been associated with positive business outcomes, but is there evidence to prove that talent management and financial outcomes are linked? A Mckinsey survey conducted by Alexrod, Handfield-Jones, and Welsh (2001) of 4,500 senior managers at 56 United State's companies found that senior executives report that "A" players, (defined as the best 20 percent of managers) who are in operational roles raise productivity by 40 percent over average performers; those who are in general management

roles raise productivity by 49 percent over average performers; and those who are in sales roles raise sales revenue 67 percent more than average performers (cited in Silzer and Dowell, 2010, p. 6). Some studies connect people-oriented culture with financial gains. Collins and Porras (1994) found that visionary companies (defined as role models for management practices around the globe) construct their culture and included the following talent management practices:

- Extensive new employee orientation
- Use of selection and rewards to align employees with company values
- Formal management development programmes
- Careful succession planning and CEO selection
- Investment in human capabilities through recruiting, training, and development.

2.6 Reasons for Talent Management

The business environment as we know has changed significantly and the following are a few factors that have made talent a critical aspect of business according to Silzer and Dowell (2010):

- Increasing world demand for talented leaders with the growth in emerging market economies;
- A shrinking pool of talented leaders in America, Europe and Japan
- The complexity of global business and the ability to adapt quickly to changing business conditions; and
- The difficulty of retaining critical talent due to a shift to self managed professional careers where talented individuals aggressively pursue their careers and actively seek advancements by moving across different companies and geographic boundaries.

2.7 Talent Management in Higher Education Institutions

Human resources are considered to be the driver of most successful organisations. Whilst this is known, institutions of higher education know a lot about how to develop the skills required for students' success in the working world, but does it know how to manage its own talent (Lynch 2007). One would expect that in a knowledge economy, the producers

of knowledge (Institutions of higher education) would value "talent management" and even have a competitive edge in that realm. But according to Lynch (2007), data suggests that universities lag behind in developing and retaining their own talent. Furthermore, Lynch (2007) further comments that the American system of higher education is marked by incredible institutional diversity and one would assume that the key component of differentiation among schools would be a diversity of faculty. However the facts suggest otherwise. For instance, some 50 percent of all faculty members are adjuncts, who often teach the exact same courses at "competing" universities (Lynch 2007). Even among tenured faculty members, the average consumer of education would be hard pressed to differentiate products based on faculty. Lynch also notes that while most colleges do a good job of developing their students, they are less successful at helping their faculty and staff improve their skills.

2.8 Talent management frameworks and model

Talent management not only coexists with other organizational programmes and systems but also supports and coordinates with them. It must be driven by business strategy and in turn help drive business results.

Silzer and Dowell (2010: p. 21) suggest the following model as a talent management framework.

Figure 1: Talent management framework of Silzer and Dowell (2010, p.21)

The above framework devised by Silzer and Dowell (2010) shows the relationship among business strategy, talent management, and business results. They suggest organisations use five main processes to ensure that the necessary talent is available to achieve their business strategies:

1. Attract and select talent to the organization
2. Assess competencies and skills in talent.

3. Review talent and plan talent actions

4. Develop and deploy talent

5. Engage and retain talent.

From the framework above, they developed a talent management model to illustrate how talent flows through the company. It is important to note that talent management is more than just a string of human resource programmes and processes, which Gubman and Green (2007) describe as a programmatic approach to managing talent in an organization. It is a new way of thinking about designing and implementing talent processes and systems.
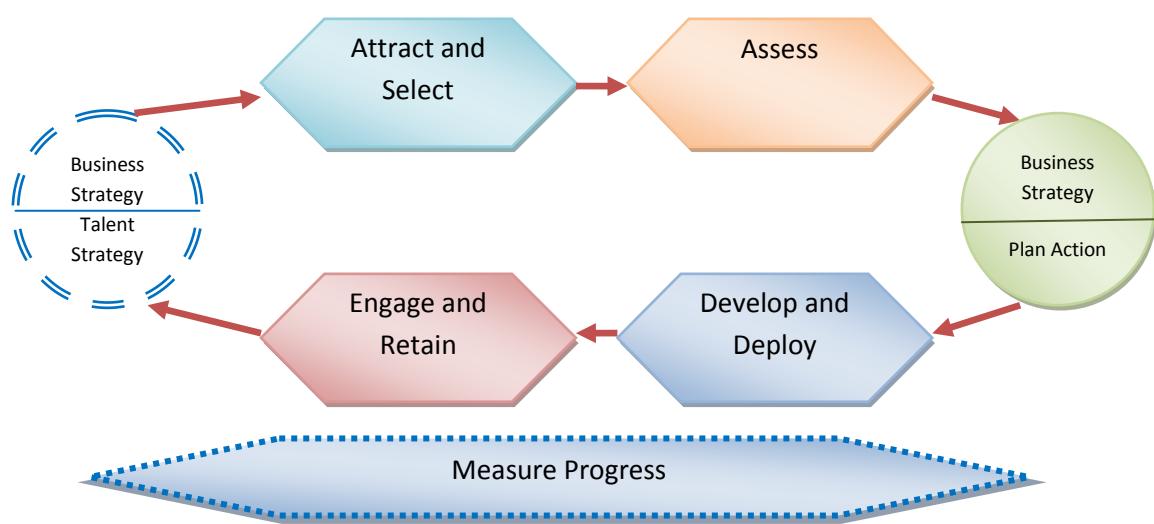
Figure 2: A Talent Management Model by Silzer and Dowell (2010, p.22)

Avedon and Scholes (2010) and Wellins et al (2006) outline talent management models similar to Silzer and Dowell and include common elements such as business strategy; attract, select, and identify, assess, develop and deploy, and retain. Wellins et al (2006) focus their model on leadership talent while the Avedon and Scholes model is more broadly applicable 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 organizations" excelled at recruiting, identifying, developing, performance management and retention. Gubman (1998, p.33) proposed a model that "incorporates a broad strategic approach emphasizing how business strategies get translated to business capabilities, people requirements and workforce strategies". Gubman (1998) discusses how the strategic style of a company, its product,

operations and customers can determine the lead talent management practice for the organization. Gubman (1998) identifies the five key talent management practices as staffing, organizing, learning, performing, and rewarding. Sloan, Hazucha and Van Katwyk (2003) look at the strategic management of Global Leadership Talent, although their recommendations are equally relevant for non global talent. Sloan et al propose 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 organizational support mechanisms.

They also identify six core talent management processes grouped in three clusters:
- Attract and retain – drawing people to the organization
- Select and transition – helping people take new roles
- Mobilize and develop – encouraging development and high performance

Smilansky (2006) focuses on the management of executive talent. His six key steps to effective talent management are:
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.

2.9 An integrated Talent Management Model

From the literature, six components constantly arise as the common components of an integrated talent management model. These are business strategy, identification, assessment, development, retention, and talent stewardship.

2.9.1 Business Strategy

Talent management systems are underpinned by a strong business strategy to ensure short and long term value. Strategic planning must take into account the talent needs of the organization and its impact on business objects. When planning, senior management usually think in terms of whether they have the financial and infrastructural resources to implement strategy, but rarely assess their leadership capabilities. Avedon and Scholes (2010) believe that a review of organizational and talent capability during the discussion of long term strategy provides an important opportunity to assess the feasibility of strategy implementation.

2.9.2 Talent Identification

Internal pipeline talent is critical to the short, medium and long term talent needs of the organization. Internal promotion and external sourcing/hiring can be used to facilitate this need. Some companies have a policy of promoting existing employees from within the organization. However there is still a need to bring in some outside talent to meet the businesses' strategic needs and to be current and up-to-date with latest trends. The hire vs promote decision is dependent on the talent pool (Avedon and Scholes, 2010).

Internal sourcing

According to Avedon and Scholes (2010), being in a position to promote from within requires strong succession planning, career planning and talent management processes. Overcoming barriers to moving talent across organizational boundaries, such as business sectors or functions, can be difficult, but with the right level of leadership commitment will reap benefits. This will require a culture of encouraging employees to apply for positions outside their current organisational fit to another part of the enterprise being viewed positively rather than as a lack of loyalty to their current position. For this to occur, all components of the talent management system need to be working together to create a pipeline of available internal talent for critical positions.

External sourcing

Avedon and Scholes (2010) point out that the external sourcing and recruitment strategy may need to be utilised in instances where the appropriate expertise is not internally available. They also suggest hiring for the future, not just for the present job requirements. Graduate rotational programmes are also used by some companies to build their leadership pipeline.

2.9.3 Talent Assessment/Selection

Selection of talent from either internal or external sources requires managers to have the ability to assess potential candidates. Behaviour based interviews are often used to assess competencies during selection of new employees, and in work situations of existing employees for development and potential.

Formal leadership assessments that are designed and conducted by qualified individuals either internal or external of the organisation are invaluable when evaluating the capabilities of strategic talent. A critical element that can be captured by this approach is in the "fit" of the individual with the role the person is being considered for. Silzer (2002) notes that the question of fit is too often ignored, leading to a mismatch between the capabilities of the individual and the needs of the environment. Ignoring the question of fit can lead to costly mistakes that damage the individual, the organisation and the business.

2.9.4 Talent Development

According to Avedon and Scholes (2010), development planning for both current and future roles is one of the most important activities that managers can do to accelerate growth capabilities in their organisations. The Corporate Leadership Council (2004) found that development planning was one of the strongest drivers of employee engagement. Leaders need to engage all employees in development but need to be especially focused on targeted development for strategic talent.

Kaye (2002) suggests that to be effective, development requires a three way partnership focused on creating development actions that are tied to business needs and competency requirements. As the following figure shows, the individual, the manager and the

organisation each have specific accountabilities to make development successful. Figure Source: Adapted from Kaye (2002).
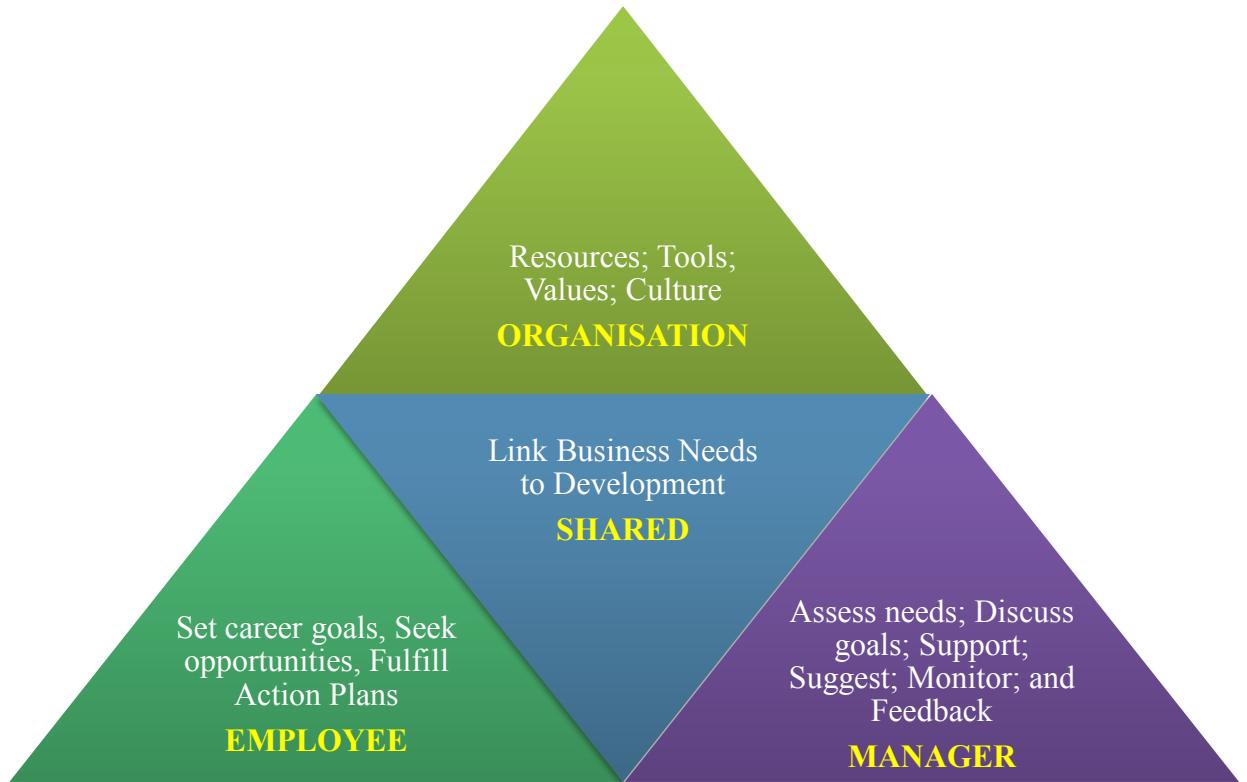
Figure 3: Kayes Model of Accountability

Kaye (2002) identified the organisations role as providing processes, tools, and investment while encouraging a culture of continuous development. Next, managers are required to be skilled in identifying areas for development, helping to find the appropriate resources and opportunities and providing coaching and feedback on an ongoing basis. Third, individuals must take responsibility for their own development by following through on development suggestions and committing to improving their skills and developing new competencies. Finally, the development actions and plans must be linked to the needs of the organisation. Avedon and Scholes (2010; p. 105 – 107) cited a survey generated by the Centre for Creative Leadership (McCall, Lombardo and Morrison, 1988) which asked executives, "What has had the greatest impact on your development in your career?" The results were that 70 percent of their responses described experiences, 20 percent described relationships, and 10 percent described formal training. Many practitioners have used this

research to suggest that development plans should include activities from all three areas, with roughly 70 percent of the development plan geared towards experience (projects and assignments), 20 percent to relationships (learning from mangers and peers) and 10 percent to formal training programmes.

Development through experience: Broad functional and business experiences are essential in today's business world. Companies require leaders that can make business decisions in an ever changing environment, and so experience is essential in order to manage the complex challenges of business. Herb Henkel, Chairman and Chief Executive Officer of Ingersoll Rand Company, commented that general managers and functional leaders who have experienced varied challenges will be prepared to lead complex, multinational organisations to sustainable success over the long term. This is in keeping with findings of McCall et al (1988) on the importance of varied challenges and development experiences (Avedon and Scholes, 2010, p. 105).

Development through relationships: Avedon and Scholes (2010, p. 106) also noted role models, be they direct managers or peers as having a significant impact on development. Research has shown that we learn by observing the behaviour of others who are successful, thus having effective leaders to emulate is critically important. Coaching, mentoring, peer networks and experiential learning have become vital for employee development in the workplace today.

Development through formal learning: According to Avedon and Scholes (2010: p. 107), formal training has a relatively small impact on development. However this can be increased by (1) focused training and development on strategic competencies, (2) having a widespread rollout of specific strategic programmes, and (3) getting leadership participation. According to Meister (1998) developing programmes that address the competency gaps that have been identified as being critical to the organization can be highly effective.

2.10 Challenges in talent management

Natural or developed talent - the ongoing debate about whether talent can be developed or whether you are born with it is far from over. Most experienced industrial organisational psychologists believe that it is a combination of both. Believing heavily on natural talent leads to organisations focusing primarily on a selection approach. However once the job requirement changes and the incumbent is moved out, the organisation then needs to find new talent in order to replace old talent which could be a costly exercise. On the contrary, only believing in developed talent leads to bringing in a large group of individuals early in their careers and using an extensive development programme to build their skills over time. This approach is also costly and time consuming.

According to Erickson (2008), the following are the major challenges managers and companies must contend with regarding talent management:

- Attracting and retaining enough employees at all levels to meet the organic and inorganic growth needs.
- Creating a value proposition that relates to multiple generations – with four generations in today's workplace, most companies are struggling to create an employee experience that appeals to individuals with diverse needs, preferences and assumptions.
- Developing a robust leadership pipeline – The unavailability of a talent pool from which to select future leaders is another challenge facing talent management. The issue is that the Generation X cohort is small and therefore this provides a smaller pool to choose from. Generation X refers to people that were born after the baby boomers, having birth dates between 1961 and 1981.
- Finding people with the breadth required for global business – It's relatively easy to identify experts in particular fields but it is much more difficult to determine whether those individuals have the people skills, leadership capabilities, business breadth and global diversity sensibilities required for the nature of leadership today.
- Transferring key knowledge and relationships – The looming retirement of a significant portion of the workforce challenges all companies, particularly those that are dependent on tacit knowledge and long standing relationships with customers and suppliers.

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- Enlisting executives who don't appreciate the challenge – Many talent executives complain that business leaders still believe that people are lined up outside the door because of the power of the companies brand. The challenge of enlisting the support of all executives from a talent culture that has traditionally operated with a "buy" strategy to one that places more emphasis on a "build" strategy is required.

- Broad or Narrow Inclusions – Some organisations place major emphasis on identifying and developing only high potential talent. Others try to raise the talent level in all positions by developing a much broader group of employees. More emphasis is now being placed on selectively focusing on specific talent that will have the greatest impact on achieving strategic objectives.

- Stemming the exodus of Gen X from the formal work environment. This is particularly a problem in higher education where talented employees in whom the organisation has invested heavily and in whom it has pinned its hopes for future leadership are exiting academia and taking up positions in industry, business and government.

2.11 Trends in Talent Management

The Learning and Talent Development (2011) survey by the Chartered Institute of Personnel and Development (CIPD) provides an understanding and insight into the main trends in learning and talent development and assists organisations in meeting their learning and talent development needs. The survey found that in-house development programmes and coaching by line managers are seen to be the most effective learning and development practices for employees generally. Coaching by external practitioners and external conferences, workshops and events are reported to be the most effective learning methods for leaders. Organisations are most likely to have reduced their use of externally provided learning and development options and increased their use of less costly development practices such as e-learning (54%), coaching by line managers (47%), in-house development programmes (45%) and internal knowledge-sharing events (37%) (Chartered Institute of Personnel and Development, 2011, p.3).

Three-fifths of organisations surveyed by the CIPD report they undertake talent management activities. They tend to be focused on high-potential employees and senior managers and their main objectives are developing high-potential employees and growing

future senior managers/leaders. Only half of organisations with talent management activities rate them as effective and only a very small minority (3%) rates them as very effective. Coaching is most commonly rated as one of the most effective talent management activities (49%). In-house development programmes, high-potential development schemes, 360-degree feedback and internal secondments are among the most effective methods for a quarter of organisations (Chartered Institute of Personnel and Development, 2011, p.3).

The CIPD survey also found that the main leadership skills that organisations lacked were performance management skills and leading and managing change. The most common focus of leadership development activities in organisations over a 12 month period was enabling the achievement of the organisation's strategic goals (43%), improving the skills of leaders to think in a more strategic and future-focused way (39%) and developing high-potential individuals valued by the organisation (37%) (Chartered Institute of Personnel and Development, 2011, p.3).

The survey further found that two-fifths of organisations that operate in more than one country carry out specific learning and talent development with managers who have international responsibilities. The most common methods used to develop the skills of managers with international responsibilities was coaching and mentoring (43%) and training on the job (35%).

Coaching takes place in more than four-fifths (86%) of organisations according to the survey. Its primary objective is most often to support performance management (43%), followed by preparing and supporting people in leadership roles (33%) and supporting learning and development (21%) (Chartered Institute of Personnel and Development, 2011, p.3).

One in six organisations report that they do not evaluate learning. Evaluations are most likely to occur in larger organisations with a specific training budget. Post-course evaluations or 'happy sheets' were by far the most commonly used method of evaluating learning and development (93%), followed by the use of stories and testimonies of individuals to evaluate learning (56%). Just less than half (48%) measure return on

expected outcomes and two fifths (42%) assess the impact of business key performance indicators (Chartered Institute of Personnel and Development, 2011, p.3).

2.12 Talent Retention

Over the years, the approach to retention in many organisations has evolved from a focus on measuring overall turnover to measuring voluntary versus involuntary turnover in order to get a better sense of their reason for the losses (Avedon & Scholes, 2010: p. 108). According to Allen, Bryant, and Vardaman (2010), even if an organization invests substantially in the retention of key employees, some of those employees would still leave. Thus, while some turnover is *avoidable*, some turnover will always be *unavoidable* (Abelson, 1987). Avoidable turnover occurs for reasons that the organisation may be able to influence, such as low job satisfaction, poor supervision, or higher pay elsewhere. Unavoidable turnover occurs for reasons that the organization may have little or no control over, such as health or dual career issues. The distinction is important because it may make little strategic sense to invest a great deal in reducing turnover that is a function of largely unavoidable reasons. (Refer to table: Evidence-Based HR Management Strategies for Reducing Turnover in Annexure 2).

Business schools and higher education institutions are faced with a somewhat unique challenge with regards to employee retention, specifically academic staff retention. This challenge stems from the fact that highly successful business leaders, entrepreneurs and strategists usually prefer being in the boardroom environment rather than in the classroom. The common mistake that business schools make is the appointment of academic faculty that have no experience in the business world. Some of them have never worked in industry and many of them only have the textbook theory and case studies to relate to students. Academia is also not able to reward these academic/business people at the level that business can, primarily because of strict budgets and limited government funding.

Cappelli (2000, p.100) proposes a "market driven retention strategy that begins with the assumption that long-term across-the-board employee loyalty is neither possible nor desirable". The focus shifts from broad retention programmes to highly targeted efforts aimed at particular employees or groups of employees.

In the current higher education environment, it is generally acknowledged that the recruitment and retention of academic talent are key factors for the longer-term success and competitiveness of an educational institution. According to Verhaegen (2005, p. 807-818), studies show that the number of business schools and other providers of management education and research are increasing rapidly, while the number of qualified academic staff remains more or less stable. Business school deans perceive doctoral faculty shortages as the most important challenge facing them in the near future. Moreover, the market for academic top talent has become truly international, academics have become increasingly mobile, and schools have to compete for academic talent in the global arena. This also means that the smaller business schools have to compete head-on with the larger, resource-rich schools in their search for academic talent. It is therefore important for deans and directors of business schools to have a solid understanding of the factors governing the recruitment and retention of academic staff (Verhaegen, 2005).

Furthermore, Verhaegen (2005) conducted research in the fields of recruitment and retention of academic faculty to determine the most important factors in this regard. It was found that the most important factors from both a recruitment and retention perspective were academic freedom, followed by research time, geographic location of the school, and opportunities for professional development. Stimulating peer community, recognition of research achievements and research climate also featured as highly valued factors. Institutional factors, such as reputation of the school, innovativeness and progressiveness of the school and international orientation scored lower on the faculty list. Remuneration scored average (ranked 21st place out of 42 factors). Relatively low in the importance ranking from the perspective of faculty was participation in decision-making processes, participation in executive education, and opportunities to pursue cross-disciplinary scholarship. It was also noted that participation in executive education, for instance, ranked higher in the perspective of faculty from private, education-driven business schools than from public, research-driven business schools.

Another interesting policy issue that Verhaegen's research found was the composition of the school's faculty. Some schools struggle with the recruitment of young high-potentials, while other fast-growing business schools sometimes experience a lack of senior faculty. It appears from the analysis of the data that there are significant differences in appreciation of certain factors between assistant, associate and full professors. Junior faculty rank

opportunities for professional development, recognition of research achievements and financial resources for research significantly higher than senior faculty, and remuneration, quality of students and opportunities for sideline activities lower. Assistant professors are more satisfied with the opportunities for personal and professional development and resources for research, while full professors are more satisfied with remuneration and stimulating peer community. It is remarkable that associate professors were consistently less satisfied than both the assistant and full professors.

According to Huselid, Beatty, and Becker (2008: p. 23), firms like GE, IBM, and Microsoft all have well-developed systems for identifying, developing and retaining high performance and high potential employees. But, considering the financial and managerial resources needed to attract, select, develop and retain high performers, companies simply cannot afford to have A players in all positions. Rather, businesses and organisations need to adopt a portfolio approach to workforce management, placing the very best performers in strategic positions, good performers in support positions and eliminating nonperforming employees and jobs that do not add value.

2.13 Performance management

According to LaChance (2006), running a business without a consistent picture of performance versus goals is a bit like walking into an electronics store where all the televisions are broadcasting different programmes. Depending on which "picture" you look at, you would come away with totally different information than the person standing in front of the screen beside you. It would be nearly impossible to get all the TV viewers in the store to act and react in the same way if they were responding to diverse stimuli. Likewise, it is nearly impossible for an organisation to perform in concert at a very high level unless all the employees are responding to the same feedback from a single digital dashboard. Many organisations are introducing a balanced scorecard to guide performance. The balanced scorecard doesn't have to be confined to the four measurement sections used by balanced scorecard concept developers Kaplan and Norton – financial goals, customer perspective, internal processes, and learning and growth (or innovation). Rather, the more critical factor is to ensure the scorecard fits your organisation's needs and is purposefully woven into the culture.

Environmental consultancy, ENSR, a global provider of environmental and energy development services to industry and government employs 1,600 people, in more than 70 worldwide locations, including 45 in the United States of America took a "home-grown" approach to building a balanced scorecard. Guided by a vision of creating a real-time digital dashboard that would give every employee access to key performance indicators (KPIs) versus company goals from the corporate level to the individual level, ENSR rolled up its sleeves and went to the design table. The first task for the team was to agree on the critical metrics that drive appropriate behavior. The discussion spanned six months. The silver lining in the metric selection process is that you will define the "heart" of your organisation. In ENSR's case, the end result was a balanced scorecard with six categories that mapped directly to its five-year vision: 1. health and safety; 2. employee engagement; 3. client loyalty; 4. cost management; 5. profitability; and 6. revenue growth. This tight alignment ensured that measurements, communications and values were all aimed at a consistent set of goals for the future (LaChance, 2006, p.7).

The figure below illustrates the basic design of the balanced scorecard system.
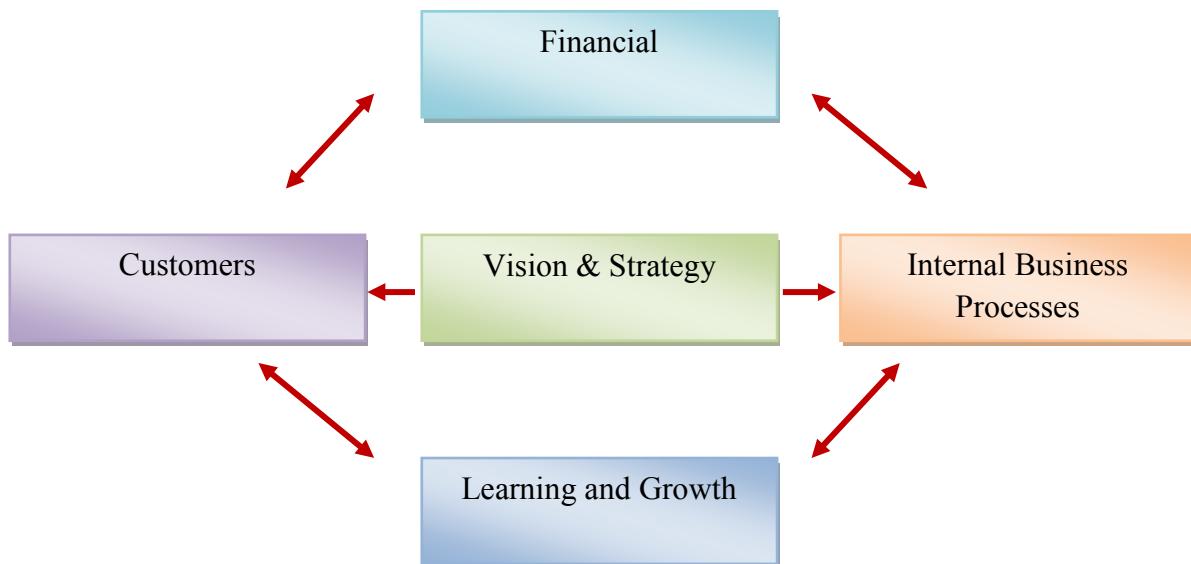
Figure 4: The basic design of a balanced scorecard

Chavan (2007) explains the scorecard as being made up of the following four perspectives:

- Financial perspective: to succeed financially how should we appear to our shareholders? The measures of financial perspectives are return on capital, improved shareholder value and asset utilisation.

- Customer perspective: to achieve our vision how should we appear to our customers? The measure of customer perspectives are product/service attributes, customer relationships, image and reputation.

- Internal business processes: to satisfy our shareholders and customers, at what business processes must we excel? The measure of internal business processes are developing products and services, delivery of products and services and "post-sales" services.

- Learning and growth perspective: to achieve our vision, how will we sustain our ability to change and improve? The measures of learning and growth perspectives are employee capabilities, information system capabilities, motivation, empowerment and alignment.

2.14 Coaching

Coaching executives and leaders have become common practice in the business world today. Elmers (2011) says that coaching was once seen as a last-chance effort to turn around flagging careers; however coaches for top talent are going mainstream. They are being brought in for newly hired senior executives, as well as for newly promoted department heads who suddenly must manage many more people (Elmers, 2011). "Leadership coaching is the hottest thing these days," says Kate Wendleton, president of the Five O' Clock Club, which has turned some of its outplacement and career coaches into executive coaches because demand has been so strong.

According to a July 2011 American Management Association (AMA) survey, almost half of participating companies use coaching to prepare individuals for a promotion or new role. While half of companies provide coaches to midlevel or senior staff only, 38% make them available to anyone. Coaching's three most common uses, according to the AMA survey are leadership development, remedial performance improvement, and optimizing strong contributors. "A coach is like a personal trainer for business," said Erika Andersen, author of Being Strategic and coach to many media executives.

Most coaches meet with executives in person or by phone, either every other week or once a month for about a year, though they increasingly are available for emergency consults. According to Judy Wade, executive talent director at WellPoint, a $58-billion-in-revenue health insurance giant, about one-fourth of the senior leadership works with coaches. Typically Wade recommends a few, and then the individual chooses the best match. Hiring a coach "is an investment in people who we see as very solid performers," asserts Wade, who is taking coaching classes herself.

For all its popularity, companies are still struggling with how to measure coaching's effectiveness. Some use 360-degree-feedback before and after sessions to look for changes in behavior or relationships. Others rely on evaluations from both the subject and his boss. The biggest mistake, says Charles Feltman, a leadership coach in San Luis Obispo, California, is expecting immediate results. Another huge error: not taking the experience seriously or cutting short or skipping coaching appointments. Another challenge is making sure that you have the right match. One-fourth of respondents in a research survey (American Management Association, 2009) say they have terminated a coaching relationship. The American Management Association notes the following four ways to make coaching successful:

1. **Critical to find the right match**
You need someone to push and challenge you, to encourage and hold you accountable. But you also need someone you trust and can talk to easily. It's a relationship, just as with a spouse or co-worker, and it has to work.

2. **Be aware of your company's expectations**
Make sure your boss, and your boss's boss, share their expectations and hoped-for outcomes with you. Then make sure your coach knows that those things belong at the top of your goals list.

3. **Make sure you get what you pay for**
Come prepared with issues or questions that have a direct correlation to success in your job. Some coaches send their subjects a summary with recommendations that they can refer to recall advice and outcomes.

4. **The coach needs to see you in action**

Allow him to observe you interacting with your peers or direct reports. This also gives your colleagues a sense that you're seen as valuable and promotable. And it shows them that you're working on improving yourself.

2.15 360 Degree Feedback

Three-hundred-and-sixty degree feedback, multi-rater feedback, upward appraisal, co-worker feedback, multi-perspective rating, and full-circle feedback are just a few of the names used to describe this type of feedback. Although the names are different, the process is essentially the same.

LaGuardia (2010) says that the 360-degree feedback process is becoming very common. It is a popular tool because people are curious to know what their colleagues think about them. In its best form, 360-degree feedback is designed for specific organisations, drawing on specific competency frameworks and performance metrics. They use questions and language common to the organisation, and participants are better able to assess what the results mean. In addition, 360-degree feedback is useful when one can see variance between, for example, what one's peer's thinks as compared to what one's subordinates or supervisors think. This often gets to the heart of the complexity inherent in management. The drawback of 360-degree feedback is that it may not reveal some of the hard truths about one's overall management capacity (LaGuardia, 2010, p. 49). There is an inherent variance in how peers, subordinates, and supervisors may assess one's management skills. Furthermore, 360-degree feedback is contextually specific—if one were to complete a questionnaire before or just after a performance review, or after a difficult or productive meeting, or on a Monday morning or a Friday afternoon, the results are apt to reflect the different attitudes and perspectives one may have given these situations.

2.16 Talent Pipeline

Not all talent pipelines are created equal, nor do all talent pipelines operate effectively. There are cracks, blockages and breaks that prevent the right talent from rising to the top and reaching their own, and the organisation's potential (Gandz, 2006, p. 1). According to Gandz, the ultimate shared goal of both senior executives and Human Resource professionals is to build a talent-rich organization. In practice, Gandz (2006) suggested the following:

- Zero-Talent Outages: Having two or three people ready, willing and able to step into each role that opens up because of a business opportunity or the promotion, retirement or resignation of others;

- Succession not Replacement: Ensuring that these people are actually better than the people they are succeeding, if not able to be so immediately, then in very short order;

- Becoming a Talent Magnet: Building the kind of reputation as a talent rich enterprise that attracts great talent to your organisation.

According to the Harvard Business Review on Talent Management (2010), succession planning is a critical starting point in growing talent and developing the talent pipeline. Although most companies have talent pipelines that extend to most management and lower levels of the organisation, many fall short when it comes to planning senior management and Chief Executive Officer (CEO) succession plans. CEO's that are effective at building strong leadership teams tend not to have any reservations about succession; they embrace succession planning and integrate it closely with the company's management training and development programmes (Cohn, Khurana & Reeves, 2008). According to Cohn et al, when Orin Smith became president and CEO of Starbucks in 2000, he made it a top priority to plan his own succession. He established an exit date – in 2005, at age 62 – which helped him push his business agenda. Ultimately Smith's actions focused attention on emerging leaders throughout the company. Two years into the job, Smith knew that the internal contenders would still be too unseasoned for the CEO position by his exit date. Because of his early commitment to succession planning, Smith knew enough about the internal CEO candidates – and thus decided to employ an outsider.

Conger and Fulmer (2003, p. 1), talk of Succession Management and set out the following five rules for setting up a successful succession management system that will build a steady reliable pipeline of leadership talent:

1. **Focus on development:** The fundamental rule, the one on which the other four rest is that succession management must be a flexible system oriented towards developmental activities, not a rigid list of high-potential employees and the slots they might fill. According to Conger and Fulmer (2003), by marrying succession planning and leadership development, you get the best of both: attention to the skills required for senior management positions along with an educational system that can help managers

develop those skills. It's not just about training. Leadership development, as traditionally practiced, focuses on one-off educational events, but research at the Center for Creative Leadership in Greensboro, North Carolina, has shown that participants often return to the office from such events energised and enthusiastic only to be stifled by the reality of corporate life. It's far more effective to pair classroom training with real-life exposure to a variety of jobs and bosses-using techniques like job rotation, special assignments such as establishing a regional office in a new country, and "action learning," which pulls together a group of high-potential employees to study and make recommendations on a pressing topic, such as whether to enter a new geographical area or experiment with a new business model.

2. **Identify Linchpin Positions:** Whereas succession planning generally focuses on a few positions at the very top, leadership development usually begins in middle management. Conger and Fulmer (2003) suggest collapsing the two functions into a single system that allows companies to take a long-term view of the process of preparing middle managers, even those below the director level, to become general managers. Succession management systems should focus intensively on linchpin positions: jobs that are essential to the long-term health of the organisation. They're typically difficult to fill, they are rarely individual-contributor positions, and they usually reside in established areas of the business and those critical for the future. By monitoring the pipeline for these jobs, companies can focus development programmes on ensuring an adequate supply of appropriate talent.

3. **Make it Transparent:** Succession planning systems have traditionally been shrouded in secrecy in an attempt to avoid sapping the motivation of those who aren't on the fast track. The idea is that if you don't know where you stand (and if you are currently standing on a low rung), you will continue to strive to climb the ladder. Conger and Fuller (2003) believe that this thinking worked well in an older, paternalistic age, where secrecy may have its advantages, from the CEO's perspective. It allows for last-minute changes of heart without the need to deal with dashed expectations or angry reactions. But given that the employee contract is now based on performance- rather than loyalty or seniority, people will contribute more if they know what rung they're on (Conger and Fuller, 2003).

4. **Measure Progress Regularly:** Conger and Fuller (2003) explain that no longer is it sufficient to know who could replace the CEO; instead, you must know whether the right people are moving at the right pace into the right jobs at the right time. The ultimate goal is to ensure a solid slate of candidates for the top job. One measure of a succession management system is the extent to which an organization can fill important positions with internal candidates. At Bank of America, CEO Ken Lewis meets every summer with his top 24 executives to review the organisational health of their businesses, including the talent pipeline. In two to three-hour sessions with each executive, he probes the financial, operational, and people issues that will drive growth over the next two years, with the majority of time spent discussing the organizational structure, key players, and critical roles necessary for achieving the company's growth targets. The meetings are personal in nature, with no presentation decks or thick books outlining Human Resource procedures. But they are rigorous. Business leaders come to the sessions with concise documents (three pages or fewer, to ensure simplicity) describing the strengths and weaknesses of the unit's talent pipeline (Conger and Fuller, 2003).

5. **Keep it flexible:** Old-fashioned succession planning is fairly rigid, people don't move on and off the list fluidly. By contrast, Conger et al (2003) noticed that the best-practice organisations they studied followed the Japanese notion of kaizen, or continuous improvement in both processes and content. They refine and adjust their systems on the basis of feedback from line executives and participants, monitor developments in technology, and learn from other leading organisations.

Perhaps the underlying lesson is that good succession management is possible only in an organisational culture that encourages candor and risk taking at the executive level. It depends on a willingness to differentiate individual performance and a corporate culture in which the truth is valued more than politeness.

2.17 Talent Pools

According to Yarnall (2010, p. 511), trends in talent management often encompass selecting and developing discrete pools of talent from people within the organisation. Yet many companies establish talent pools without necessarily thinking through the

implications either for the people in the pool itself, or for the rest of the organisation. Garrow and Hirsh (2008) have usefully categorised the different types of talent pools which exist in organizations (Cited in Yarnall, 2010, p. 511). Aside from the whole organisation approaches, these include leadership pipelines (such as those at Panasonic and Lloyds), specific professional groups, such as accountants or engineers, and critical role approaches.

One of the key drivers for establishing talent pools is the need to improve succession planning processes by moving away from rigid replacement strategies, towards creating a pipeline for future roles (Byham, Smith and Paese, 2002). Other frequently cited benefits according to McCartney and Garrow (2006) include focusing training and development resources more clearly on existing gaps; reducing turnover and retention of top talent; encouraging movement across the business and reducing the failure rates of new hires (Cited in Yarnall, 2010. p. 511). Whilst it could be argued, particularly in the current economic climate, that talent can be brought in when it is required from the external market, apart from being far more expensive, finding the right skills and cultural fit to ensure success is not that easy.

Trends towards establishing talent pools is growing, with the Chartered Institute of Personnel and Development citing developing high potential managers as the main objective for 67 per cent of companies undertaking talent management in the United Kingdom (CIPD, 2011). Indeed, a solution may be to establish separate pools for different classes of employees; however it is not clear from the existing literature whether establishing separate talent groups is always a sensible strategy for organisations, despite the fact that many companies are adopting this approach.

2.18 Employee Engagement

The concept of employee engagement was developed by Kahn (1990) in his ethnographic work on summer camp employees and also employees at an architecture firm. He defined employee engagement as the "harnessing of organisation members" to their work roles. Engaged employees are fully present, and draw on their whole selves in an integrated and focused manner to promote their role performance. According to Kahn (1990), they are willing to do this because three antecedent conditions are met: Employees feel

psychologically safe in the presence of others to apply themselves in their role performances, they have sufficient personal resources available to devote to such performances, and their work is sufficiently meaningful that such personal investment is perceived as worthwhile (Kahn, 1990).

McBain (2007, p. 17) defines engagement as:

- "It's making sure the energies and interests of people who work for us are aligned with the organization's goals."
- "Creating an emotional connection with employees that releases discretionary effort and delivers the aspirations of the organization."
- "Commitment is based around how an individual feels towards the organization; engagement is around the discretionary effort an individual is prepared to put in."

According to Macey and Schneider (2008, p. 5), employee engagement refers to a psychological state (e.g., involvement, commitment, attachment, mood), performance construct (e.g., either effort or observable behavior, including pro-social and organisational citizenship behavior [OCB]), disposition (e.g. positive affect [PA]), or some combination of the above.

According to McBain (2007, p. 19), an understanding of employee engagement and commitment requires organisations to recognise that different groups of employees, different types of roles and different generations may have different needs and expectations. Likewise, organisations may expect to have different levels of engagement from different groups or cultures and may need to manage those groups differently.

Saks (2006, p. 604) describes an employee engagement model as illustrated below.

Antecedents	Employee Engagement	Consequences
Job characteristics Perceived organizational support Perceived supervisor support Rewards and recognition Procedural justice Distributive justice	Job engagement Organisation engagement	Job satisfaction Organisational commitment Intention to quit Organisational citizenship behaviour

Figure 5: A model of the antecedents and consequences of employee engagement (Saks, 2006).

The antecedents of employee engagement from Kahn (1990) and Maslach's (2001) model are also analysed below:

Job characteristics: According to Kahn (1990), psychological meaningfulness can be achieved from task characteristics that provide challenging work, variety, allow the use of different skills, personal discretion, and the opportunity to make important contributions. This is based on Hackman and Oldham's (1980) job characteristics model and in particular, the five core job characteristics (i.e. skill variety, task identity, task significance, autonomy, and feedback). Jobs that are high on the core job characteristics provide individuals with the room and incentive to bring more of themselves into their work or to be more engaged (Kahn, 1990).

Rewards and recognition: Kahn (1990) reported that people vary in their engagement as a function of their perceptions of the benefits they receive from a role. Furthermore, a sense of return on investments can come from external rewards and recognition in addition to meaningful work. Therefore, one might expect that employees 'will be more likely to engage themselves at work to the extent that they perceive a greater amount of rewards and recognition for their role performances.'

Perceived organizational and supervisor support: Psychological safety involves a sense of being able to show and employ the self without negative consequences (Kahn, 1992). An important aspect of safety stems from the amount of care and support employees' perceive to be provided by their organisation as well as their direct supervisor. In fact, Kahn (1990) found that supportive and trusting interpersonal relationships as well as supportive management promoted psychological safety. Organizational members felt safe in work environments that were characterized by openness and supportiveness. Supportive environments allow members to experiment and to try new things and even fail without fear of the consequences (Kahn, 1990).

Distributive and procedural justice: The safety dimension identified by Kahn (1990) involves social situations that are predictable and consistent. For organizations, it is

especially important to be predictable and consistent in terms of the distribution of rewards as well as the procedures used to allocate them. While distributive justice pertains to one's perception of the fairness of decision outcomes, procedural justice refers to the perceived fairness of the means and processes used to determine the amount and distribution of resources (Colquitt, 2001; Rhoades et al, 2001). When employees have high perceptions of justice in their organisation, they are more likely to feel obliged to also be fair in how they perform their roles by giving more of themselves through greater levels of engagement. On the other hand, low perceptions of fairness are likely to cause employees to withdraw and disengage themselves from their work roles.

2.19 Successful talent management strategies in practice

In the article by Deb Wheelock, Head of Mercer's Global Talent Management Center of Expertise, Mercer is described as a global provider of consulting, outsourcing, and investment services, including human capital and talent optimization who understands the value of talent management. Wheelock (2010) adds "Our clients rely on our intellectual capital—our expertise, advice, and solutions—and as such, our greatest asset is our people. We place a premium on growing, protecting, leveraging, and investing in this asset. As part of our talent management programme, our firm has long been committed to developing leaders within our company by equipping our current and future leadership population with the tools it needs to succeed. However, it took two relatively recent events—a change in our topmost leadership and a significant shift in our operational model—to create the current robust talent review process that enables us to identify leaders, as well as the multi-tiered leadership development programme that helps us grow them."

At Mercer, several changes were made which had a number of implications on managing talent and succession planning. These included the following:

- New roles and skills. A new business model fuels growth, which creates a greater demand for management and leadership talent as the organisation expands. Mercer had good people playing the existing roles, but some were not necessarily suited for the changes.
- Loss of talent pipeline. As people move to new roles, many reporting lines change around the organisation, effectively drying up the visible pipeline of ready successors.

- Lack of global talent knowledge. As the demand for virtual management grows, so did the pressure to ensure that senior management had a line of sight to Mercer's talent, not only locally, but across the globe as well. Since Mercer was used to reviewing a siloed talent pool, they lacked awareness of the most appropriate successors.
- Retention challenges. Typical of a large-scale change, some employees who are accustomed to being part of a smaller regional community found it difficult to adapt to the global business model.

In order to gain a clear picture of leaders—both current and emerging—as well as their development needs, Mercer identified the following interventions as part of its talent review:

- increase the line of sight to various talent pools;
- identify, develop, and retain key talent; and
- adopt a consistent approach to leadership development (Wheelock, 2010).

Another important aspect of talent reviews is its emphasis on diversity. Specific diversity components and reports must be built into this process to ensure that benefit is derived from a wide range of viewpoints. Once Mercer identifies its current and future leaders via a talent review process, it focused on the following leader needs: education, exposure, and experience.

What is clearly evident is that at Mercer, a sustained commitment to leadership development is part of their overall integrated talent management approach. Energised by the strong support of Mercer's chief executive and driven by a proven process that encompasses a comprehensive talent review and a keen focus on the three Es—education, exposure, and experience—they are developing true leadership for the long term.

Another illustration of best practice is seen in the article by Pool & Lindeman (2010) where it is stressed that successful companies continue to invest in leadership development despite the economic situation and the enormous strategic issues which companies face. Research in this regard is carried out every two years by Dave Ulrich in association with Hewitt Associates titled "Top Companies for Leadership". The following critical factors are the most important elements which make a difference (Ulrich, 2009):

- Strategy – There must be a clear link between the strategy of the company and the strategy of leadership development. Successful organisations closely examine which talent programmes are needed and which interventions are necessary to realise their company strategy.

- Involvement - The responsibility of talent development lies at the top of the organisation, and top management is also actively involved in the development of future management. The top managers themselves are frequently active as mentors, coaches or trainers, and frequently share their experiences and insights. Often the CEO plays a prominent, active role in training or action learning, i.e., using high potentials coupled with experienced leaders on essential questions. Also, CEO's are involved in the programmes by means of internal communication.

- Talent Pipeline – Talent development is considered as a "mission-critical" company process. The best performing companies see the filling of the talent pipeline organisation-wide as a necessity. They use sharp definitions of talent (high potentials), measurable criteria and a rigorous process to determine who belongs in the talent pool and who does not. The outcomes of this are measured with Key Performance Indicators (KPIs).

- Ongoing Processes – The "Top Companies for Leaders" have incorporated management development in their business cycles. The companies think about ongoing, recurring development processes instead of one-time initiatives. Talent management has a high priority in these organisations. Much attention is given to identifying high potentials, determination of specific career paths for these high potentials, coaching and their active contribution to training and development programmes. High potentials are assisted in their development by means of training, e-learning, coaching and job rotation, as well as action learning.

- Behaviour – In these top companies, leaders are significantly more aware of which behaviour is expected of them. This also becomes apparent in all aspects of the organisation: performance management, promotion decisions, recruitment and selection and communication from the top of the organisation.

- Critical Objective - High potential talent is considered as a strategic advantage and the development of this talent and a robust talent pipeline is considered a critical objective for the organisation's top management.

- Leadership Programmes – Only leadership programmes with high added value for

talent development is organised. Programmes whose content is linked with organisational needs are chosen. The leadership programmes are fully integrated with other human resources processes, such as performance management, promotion policy, training and development, reward, succession and career planning, and are coordinated from one central point in HR.

- Implementation – Leadership is a mindset. It is included in the day-to-day of the business. The Top Companies distinguish themselves by making talent management a regular part of operational management. All the leaders of the company are responsible for managing talent within the organization. Also, they are responsible for continuing the implementation of talent management in the organization. This infrastructure is embedded in the daily leadership culture and managers develop the necessary competencies to be able to execute talent management effectively.

2.20 Talent innovation

The initial concepts of Talent Management have been around since the 1980's, and some critics have mentioned that too many companies are wasting their resources by perpetuating outdated approaches to talent management. According to Aguirre et al (2009), "leaders read about companies such as Google and Patagonia that are known for their creative and attractive work environments, and they would like to provide the same. But they are held back by an old model of talent management."

"The economic crisis has created a complex challenge for corporate leaders with respect to talent. They must stem the leakage of the highest-quality people even as they reduce overheads. They must reinspire employees and reinvigorate morale. They must also realign the company's talent practices with its strategic priorities — which, in many cases, the recession will have forced them to do. Demographers have long foreseen dramatic shifts that would affect the makeup, location, preparedness, and expectations of every company's workforce. One shift involves the growing numbers of Chinese and Indian people in the global talent marketplace; another is the expanding achievement gap between women and men" (Aguirre et al, 2009, p. 3).

"A more appropriate, 21st-century talent model assumes a workforce that is global, diverse, and gender-balanced, with discontinuous career progressions, in which high-

potential employees may take time off or work for different types of organizations along the way. Under this model, companies value functional and leadership skills, embrace new employment structures (such as highly responsible part-time work), encourage virtual workplaces (in which people work together across long distances, communicating electronically), and offer nonmonetary rewards alongside financial rewards as a way to attract people. Family, community, and work are intertwined in a variety of ways, and the result is a more flexible, dynamic, and unpredictable workplace in which people feel they are continually building their skills and learning from the enterprise" (Aguirre et al, 2009, p. 7).

According to Aguirre et al (2009), this new talent management model allows a much broader group of people to assume positions of responsibility. It promotes innovation, growth, and breakthrough performance by integrating the needs of the business with those of individuals. And when aligned with a clear and focused corporate strategy, it allows top management to optimize compensation, training, and other expenses; maximise the productivity and performance of the workforce; and gain competitive advantage.

Aguirre et al (2009) suggest the following four main priorities for an innovative talent model:

- differentiated capabilities;
- performance acceleration;
- leadership development; and
- the fostering of a talent culture.

2.21 The Alternate View

According to Cappelli (2008), business requires a fundamentally new approach to talent management that takes into account the great uncertainty businesses face today. Fortunately, companies already have such a model, one that has been well honed over decades to anticipate and meet demand in uncertain environments – supply chain management. By borrowing lessons from operations and supply chain research, firms can forge a new model of talent management better suited to today's realities.

"Internal development was the norm back in the 1950s, and every management development practice that seems novel today was commonplace in those years – from

executive coaching to 360-degree feedback to job rotation to high potential programmes. Except at a few very large firms, internal talent development collapsed in the 1970s because it could not address the increasing uncertainties of the marketplace. Business forecasting had failed to predict the economic downturn in that decade, and talent pipelines continued to churn under outdated assumptions of growth" (Cappelli, 2008, p. 76).

Unlike talent development, models of supply chain management have improved radically since the 1950s. No longer do companies own huge warehouses where they stockpile the components needed to assemble years' worth of products they can sell with confidence because competition is muted and demand eminently predictable. Since the 1980s, companies have instituted, and continually refined, just-in-time manufacturing processes and other supply chain innovations that allow them to anticipate shifts in demand and adapt products ever more accurately and quickly. What Cappelli (2008) proposed was something akin to just-in-time manufacturing for the development realm: a talent-on-demand framework.

Forecasting product demand is comparable to forecasting talent needs; estimating the cheapest and fastest ways to manufacture products is the equivalent of cost-effectively developing talent; outsourcing certain aspects of manufacturing processes is like hiring outside; ensuring timely delivery relates to planning for succession events. The issues and challenges in managing an internal talent pipeline – how employees advance through development jobs and experiences – are remarkably similar to how products move through a supply chain: reducing bottlenecks that block advancement, speeding up processing time, improving forecasts to avoid mismatches. The most innovative approaches to managing talent uses four particular principles drawn from operations and supply chain management. Two of them address uncertainty on the demand side: how to balance make-versus-buy decisions and how to reduce the risks in forecasting the demand for talent. The other two address uncertainty on the supply side: how to improve the return on investment in development efforts and how to protect that investment by generating internal opportunities that encourage newly trained managers to stick with the firm.

Cappelli's theory of using supply chain management principles for talent management is underpinned by the following four principles (Cappelli, 2008, p. 78):

1. **Make *and* Buy to Manage Risk:** A deep bench of talent is expensive, so companies should undershoot their estimates of what will be needed and plan to hire from outside to make up for any shortfall. Some positions may be easier to fill from outside than others, so firms should be thoughtful about where they put precious resources in development: Talent management is an investment, not an entitlement.

2. **Adapt to the Uncertainty in Talent Demand:** Uncertainty in demand is a given and smart companies find ways to adapt to it. One approach is to break up development programmes into shorter units: Rather than put management trainees through a three-year functional programme, for instance, bring employees from all the functions together in an 18-month course that teaches general management skills, and then send them back to their functions to specialise. Another option is to create an organization-wide talent pool that can be allocated among business units as the need arises.

3. **Improve the Return on Investment in Developing Employees:** One way to improve the payoff is to get employees to share in the costs of development. That might mean asking them to take on additional stretch assignments on a volunteer basis. Another approach is to maintain relationships with former employees in the hope that they may return someday, bringing back your investment in their skills.

4. **Preserve the Investment by Balancing Employee-Employer Interests:** Arguably, the main reason good employees leave an organization is that they find better opportunities elsewhere. This makes talent development a perishable commodity. The key to preserving your investment in development efforts as long as possible is to balance the interests of employees and employer by having them share in advancement decisions. For example, half of the employers in the U.S. no longer require that employees seek permission from their supervisors to move to new positions within the company.

2.22 Summary

In this Chapter, an overview of the predominant literature on talent management was identified and discussed. Following the various definitions of talent management, a discourse on the reasons for the importance of talent management in higher education institutions was elucidated. Following this, several talent management frameworks and

models were reviewed. A brief discourse on the challenges and trends in talent management were discussed. It was also necessary to review the literature on performance management and successful talent management strategies in practice. Finally, the alternative view on talent management was briefly investigated. This chapter has brought to the fore pertinent issues regarding talent management and areas that require investigation during the research stage.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter will discuss the research methodology that is used in this study. It will start by discussing the research philosophy and research design utilised. The chapter will thereafter focus on data collection strategies, the target population and sampling. To conclude, data analysis methods, validity and reliability requirements for the research and ethical considerations of the study will be discussed.

3.2 Research Philosophy

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach. The purpose of science, then, is the process of transforming things *believed* into things *known*: doxa to episteme. Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist (also known as antipositivist) (Galliers, 1991).

Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), that is without interfering with the phenomena being studied. They contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify regularities in, and to form relationships between, some of the constituent elements of the social world. Predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. "Positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as a scientific and therefore invalid" (Hirschheim, 1985, p.33).

Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in their natural environment is key to the interpretivist philosophy, together with the acknowledgement

that scientists cannot avoid affecting those phenomena they study. They admit that there may be many interpretations of reality, but maintain that these interpretations are in themselves a part of the scientific knowledge they are pursuing (Galliers, 1991).

3.3 Research Design

There are a number of different types of research methodologies according to Galliers (1991). These include laboratory experiments, field experiments, surveys, case studies, theorem proofs, forecasting, simulation, subjective research, reviews, action research, descriptive research, futures research and role playing. Given the research problem outlined in Chapter 1, a positivist quantitative approach was used for this study. The survey method was used in this study to measure responses from a defined set of questions. The survey method according to Bhattacharyya (2006. p. 92) is the technique of gathering data by asking questions from people who are thought to have the desired information. According to Babbie (1998), there are two types of surveys, cross sectional and longitudinal surveys. Cross-sectional surveys are used to gather information on a population at a single point in time whereas longitudinal surveys gather data over a period of time. The research used for this study is the cross sectional survey method as it looks at talent management activities at MANCOSA at a specific point in time.

According to Babbie (1998), the use of surveys is advantageous as they are relatively in-expensive, especially when self-administered. They are also useful in describing the characteristics of a large population. They can be administered from remote locations using mail, email or telephone. Many questions can be asked about a given topic giving considerable flexibility to the analysis and standardised questions make measurement more precise by enforcing uniform definitions upon the participants. Babbie (1998) also notes weaknesses of the survey method. These include the reliance on standardization which forces the researcher to develop questions general enough to be minimally appropriate for all respondents, possibly missing what is most appropriate to many respondents. Surveys are also inflexible in that they require the initial design (the tool and administration of the tool) to remain unchanged throughout the data collection. The researcher must also ensure that a large number of the selected sample will reply and it may be hard for participants to recall information or to tell the truth about a controversial question.

According to the objectives of the study, the aim of this study is to investigate the use of talent management strategies at MANCOSA and to make recommendations to MANCOSA so that they are able to implement a more effective talent management strategy. In order to meet these aims, I have utilised a questionnaire to measure talent management activities at MANCOSA. This instrument was administered to employees of MANCOSA at the Durban campus.

3.4 Target Population

According to Waliman (2005, p 276), the target population is a collective term used to describe the total quantity of the cases to be subjected to a study. The population of this study comprised of all employees of MANCOSA at its Durban campus. The population was not segmented to distinguish between the different levels of employees as the talent management strategy was envisaged to be organisation wide. The total population was 105 employees on a full time permanent basis. From the 105 questionnaires administered, the returned completed questionnaires amounted to 89. This signified a satisfactory response rate of 85%.

3.5 Sampling

A sample is a subset of items drawn from a population to recognize, select and acquire access to the relevant sources which will allow data to be generated and will ensure that conclusions based on the sample will be valid when generalized to the broader population (Wegner, 2007, p. 6). A full sample of 105 employees representing the entire staff complement at MANCOSA'S Durban campus was chosen. This constituted 100% of the total population size, thereby not restricting the researcher to any limitations of the study concerning the target population. The researcher also had received full authority to conduct the research on all personnel at MANCOSA to avoid biasness and not involve personal judgment.

3.6 Data Collecting Instrument

As this was a survey method of research, data for this research was collected using a written questionnaire. A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives

(Sekaran, 2003, p. 236). The design of the questionnaire is critical in ensuring that the questions asked are relevant to the management problem being studied. According to Babbie (1998), the questions must be clear, short, relevant, non negative and not double barrelled. According to Shajahan (2004, p. 127), the main advantages of questionnaires are their low cost, relative flexibility and applicability to large sample sizes. They can be designed to provide a degree of anonymity or to enable the researcher to follow up certain points at another time. The questions used in this questionnaire are based on the literature and was largely guided by other research instruments used in similar studies on talent management. To establish some degree of sensitivity and differentiation of responses, a Likert scale was used. According to Welman and Kruger (2003, p. 151), the Likert scale method offers the advantage of being used for multi-dimensional attitudes which is not possible with other attitude scales. The Likert scale questionnaire allowed the researcher to measure the degree of agreement or disagreement of the respondent to a question. The questionnaire was constructed and coded with a score from 5 to 1, ranging from strongly agree to strongly disagree respectively.

The questionnaire was arranged into four sections consisting of a total of 58 questions. The first section dealt with the respondent's biographic and demographic information. The remaining three sections looked at employee perceptions of job retention, the management of talent and talent engagement. The researcher took a week in the third quarter of 2011 to distribute the questionnaire to all staff at the Durban campus. Respondents were allowed to keep their identity anonymous. The questionnaires were collected by the researcher with the assistance of the Human Resources administrator over a three day period.

3.7 Data Analysis

After the collection process, the research data was analysed by the Statistical Department at the North West University. The purpose of analysis is to build an empirical model where relationships are carefully brought out so that some meaningful inferences can be drawn (Shajahan, 2004, p. 247). The SPSS Statistical package was used to analyse the data. Frequency tables were generated and from these the mean, standard deviation and t-tests were extracted. Factor analysis is a vital part of statistical analysis, the primary goal being data reduction. A typical use of factor analysis is in survey research, where the researcher wishes to represent a number of questions with a small number of hypothetical factors.

Each question by itself would be an inadequate measure of attitude towards a particular construct, but together they may provide a better understanding of the attitude. They assist in grouping similar ideas, thus creating new variables that better represent the attitudinal thinking of the respondent. Factor analysis in this research is further elaborated in Chapter 4 of this study. The results of this analysis form the basis of Chapter 4.

3.8 Validity and Reliability

Instrument reliability is the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials. Reliability was calculated using Cronbach's Alpha coefficient. The higher the value of the Cronbach's Alpha, the more reliable the test is. Generally, a value of ($\alpha = .70$) and above is considered acceptable. It is a common misconception that if the alpha value is low, the reliability of the test may be questioned. However, if the construct is an untested one, as this survey was, then the test may measure several attributes rather that one and thus the Cronbach's Alpha is deflated.

According to Kumar (1996, p. 137), validity of a research instrument is its ability to actually measure what it is designed to measure. The Construct Validity method was used to verify the validity of the instrument. This method entails a comparison of the results obtained by a new instrument with that of an existing instrument that measures something that is closely related to the field of study.

3.9 Ethical Considerations

It is vital that all researchers be aware of any ethical considerations that may exist regarding the research that they are conducting. Ethics relate to both those conducting the research and the party that is being researched. Pera and Van Tonder (1996, p.4) defines ethics as "a code of behaviour considered correct". It is imperative that the study be conducted in a fair and just manner, taking into account the rights and obligations of all parties. Permission to conduct this study was obtained from the Managing Director of MANCOSA. Respondents to the questionnaire were allowed anonymously thereby protecting the identity of the respondents and allowing for unbiased results.

3.10 Summary

In this chapter we have presented a detailed account of the research philosophy and design according to which the research was conducted. The positivist (quantitative) approach was adopted and the survey questionnaire method was chosen as the research instrument. The methods of data collection, administration and analysis were discussed. The target population and sample selection was also explained and finally a discussion on the validity and reliability of the research instrument was conducted. The research findings, analysis and results will be explained in Chapter 4, which will be used to formulate conclusions and recommendations in Chapter 5 of this research study.

CHAPTER 4: ANALYSIS/RESULTS /DISCUSSION

4.1 Introduction

This chapter reports the empirical research of the study. The chapter sets off by explaining the research methodology where after the results obtained are discussed. The results consist of firstly providing an overview on the demographic profile of the respondents, then assessing the mean values and other descriptive statistics relating to the different influences of retention and talent management. Finally, the data is subjected to exploratory factor analysis to cluster and simplify the data set.

4.2 Research Methodology

The research methodology (as presented in Chapter 1) refers. The content analysis technique gathers all the information from the responses received, and analyse these responses accordingly.

A full sample of the total population was used for the survey. All employees of MANCOSA were requested to complete the questionnaires. Each employee received a hard copy of the questionnaire to complete and return to the researcher by a specific date. On arrival of the specific date, an e-mail reminder was delivered to all personnel. The size of the population was 105. A total of 89 completed questionnaires were received, signifying a very satisfactory response rate of 85%. No questionnaires had to be discarded due to partial or incomplete completion thereof. The data was captured and professionally analysed by the Statistical Consultation Services at the North-West University.

4.3 Results

4.3.1 Demographic profile

The profile of the respondents includes age, gender, marital status and the number of years being employed at MANCOSA. This information is summarised in tables that follow.

TABLE 4.1: AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 35	64	71.9	71.9	71.9
	36 – 45	17	19.1	19.1	91.0
	46 - 55	4	4.5	4.5	95.5
	55+	4	4.5	4.5	100.0
	Total	**89**	**100.0**	**100.0**	

Table 4.1 contains the results in terms of age group for respondents who completed the survey questionnaires. Approximately 72% of the respondents fall into the category of 20 to 35 years of age, followed by 36 to 41 years at 19%, while the older age groups each account for 4.5% of the respondents.

TABLE 4.2: GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	40.4	40.9	40.9
	Female	52	58.4	59.1	100.0
	Total	88	98.9	100.0	
Missing	System	1	1.2		
Total		**89**	**100.0**		

Table 4.2 contains the results in terms of gender for respondents who completed the survey questionnaires. Approximately 40.4% of the respondents are male, 58.4% female and 1.2% did not indicate their sex.

TABLE 4.3: MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	51	57.3	58.6	58.6
	Married	33	37.1	37.9	96.6
	Divorced	2	2.2	2.3	98.9
	Widow	1	1.1	1.1	100.0
	Total	**87**	**97.8**	**100.0**	
Missing	System	2	2.2		

Table 4.3 contains the results in terms of marital status for respondents who completed the survey questionnaires. A total of 57% of the respondents are single, followed by 37% being married, 2% are divorced and 1% are widowed. Once again, 2% did not answer the question.

TABLE 4.4: YEARS AT THE EMPLOY OF MANCOSA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<=5 years	74	83.1	85.1	85.1
	6 – 10	10	11.2	11.5	96.6
	11 – 20	3	3.4	3.4	100.0
	Total	87	97.8	100.0	
Missing	System	2	2.2		
Total		**89**	**100.0**		

Table 4.4 contains the results in terms of the years the respondents are employed by MANCOSA. The majority, 83% are working at MANCOSA for less than or equal to 5 years. 11% are working there for more than 5 years but less than 10 years, while only 3% are working at MANCOSA for a term of 11 years or longer. A total of 2% missing responses were recorded.

4.3.2 Descriptive statistics

The research calculated the mean value and standard deviation for each of the job retention and talent management perceptions recorded in the questionnaire. The results of the mean are shown in the table below. Each section has its own mean calculated.

Mean values below 3 are regarded to signify areas of danger or low scores (printed in *italics* in the table), while scores in excess of 3 are regarded to be excellent scores (Bisschoff & Hough, 1994:10).

TABLE 4.5:   JOB RETENTION: MEAN AND STANDARD DEVIATION AVERAGES

	Personal Job Experience	N	Mean	Std. Deviation
1	My career development plan is clear and I understand what to do to attain my goals	89	4.21	.885
2	I know what is expected of me in my job and I have a clear job description	88	4.14	1.074
3	I know the job that I'm doing very well	88	4.31	.807
4	I understand how I am evaluated	88	3.58	.991
5	The supervisor/manager and I agree on rating criteria	89	3.53	1.023
6	The company performance evaluation standards are more challenging and difficult to achieve	89	*2.76*	.989

7	My performance evaluation system within the company is clear	89	3.46	1.023
8	My job performance is carefully evaluate	88	3.58	.968
9	I am satisfied with the company's performance evaluation system	88	3.36	.973
	Personal Job Experience mean value		3.66	

The table above contains the results in terms of personal job experience for respondents who completed the questionnaire. A total of 9 questions relating to personal job experience were surveyed. All of the questions besides question 6 recorded a mean of above 3 signifying satisfactory responses. Question 6 with a mean of below 3 indicates that the company performance evaluation standards may need to be addressed. The average mean for personal job experience is 3.66 indicating an average satisfaction rating

	Organisational fit	**N**	**Mean**	**Std. Deviation**
10	I contribute a lot to the success of the company since it is important to me and my career	89	4.49	.642
11	I get to use my skills in my job at the company	88	4.13	.907
12	I'm allowed to use my own judgement on the job	89	3.78	1.009
13	This company is the best organization I have ever worked for	89	3.80	1.099
	Organisational fit mean values		4.05	

The table above contains the results in terms of organisational fit for respondents who completed the questionnaire. A total of 4 questions relating to organisational fit were surveyed. The average mean for organisational fit is 4.05 indicating an above average satisfaction rating among respondents with regards to their perceptions of organisational fit at MANCOSA.

	Career opportunities	N	Mean	Std. Deviation
14	There are career opportunities for me in the company	89	3.91	1.030
15	I can get promoted in my present job	88	3.35	1.083
16	There are opportunities to advance within the company	89	3.80	.979
17	I do the best I can to develop myself	89	4.42	.618
	Career opportunities mean value		3.87	

The table above contains the results in terms of career opportunities for respondents who completed the questionnaire. A total of 4 questions relating to career opportunities were surveyed. The average mean for career opportunities is 3.87 indicating an average satisfaction rating among respondents with regards to their perceptions of career opportunities at MANCOSA.

	Job satisfaction	N	Mean	Std. Deviation
18	I am satisfied with my career choice	88	4.00	1.028
19	I am satisfied with my working conditions and environment	88	4.00	.983

		N	Mean	Std. Deviation
20	I am satisfied with my present job level	88	3.38	1.138
21	I work hard for my next promotion	89	4.30	.760
	Job satisfaction mean value		3.92	

The table above contains the results in terms of job satisfaction for respondents who completed the questionnaire. A total of 4 questions relating to job satisfaction were surveyed. The average mean for job satisfaction is 3.92 indicating an above average satisfaction rating among respondents with regards to their perceptions of job satisfaction at MANCOSA.

	Retention activities	N	Mean	Std. Deviation
22	I am informed of study aid/assistance that the company provide for further studies	89	4.31	.874
23	I need to request or specifically apply for promotion	86	3.33	.913
24	The company offers training for my development plan	88	3.69	.987
25	I want to do external courses for my personal development but there is no support from the company	88	*2.56*	1.355
	Retention mean value		*3.47*	

The table above contains the results in terms of employee retention for respondents who completed the questionnaire. A total of 4 questions relating to employee retention were surveyed. The average mean for employee retention is 3.47 indicating an average satisfaction rating among respondents with regards to their perceptions of employee retention at MANCOSA.

	Embeddedness	N	Mean	Std. Deviation
26	I am committed to the company because it forms part of my community	88	3.59	1.161
27	Even if I may quit I will still keep contact with my colleagues at the company	89	4.34	.852
28	If I quit at the company I might lose my long term friends	88	*2.26*	1.300
29	I work at the company because it is convenient to work close to home	88	*2.50*	1.339
30	I am worried that if I quit my children will not cope well with us relocating else where	89	*2.44*	1.243
	Embeddedness mean value		*3.03*	

The table above contains the results in terms of employee embeddedness for respondents who completed the questionnaire. A total of 5 questions relating to employee embeddedness were surveyed. The average mean for employee embeddedness is 3.03 indicating an average satisfaction rating among respondents with regards to their perceptions of employee embeddedness at MANCOSA. Employee embeddedness will need to be addressed within a talent management strategy at MANCOSA.

Statements 6, 25, 28-30 are below the required score of 3 and needs to be addressed as a matter of urgency. The remainder of the statements are scoring high and is regarded to be satisfactory. Table 4.6 shows the mean values of *Talent management.* The values are interpreted similar to

TABLE 4.6: MANAGEMENT OF TALENT: MEAN AND STANDARD DEVIATION AVERAGES

	Attraction	**N**	**Mean**	**Std. Deviation**
31	My career was well planned in attracting me as employee	89	3.42	1.009
32	My employer encouraged me to join their employ	89	3.52	1.001
33	In attracting me to their employ, I could see a long- term future with them	89	3.81	1.032
	Attraction mean value		3.58	
The table above contains the results in terms of attracting employees to MANCOSA. A total of 3 questions relating to employee attraction were surveyed. The average mean for employee attraction is 3.58 indicating an average satisfaction rating among respondents with regards to their perceptions of employee attraction at MANCOSA.				

	Retain	**N**	**Mean**	**Std. Deviation**
34	My employer regards me as a valuable employee	89	3.78	.876
35	My employer will retain my employment	88	3.63	.901
	Retain mean value		3.71	
The table above contains the results in terms of employees perceptions of retention for respondents who completed the questionnaire. A total of 2 questions relating to employee retention were surveyed. The average mean for employee retention is 3.71 indicating an average satisfaction rating among respondents with regards to their perceptions of employee retention at MANCOSA.				

	Motivation	N	Mean	Std. Deviation
36	I am motivated about my work	88	4.15	.965
37	I look forward to my work day	89	4.07	1.042
38	Employees of this company feels motivated	89	3.38	.948
	Motivation mean value		3.87	

The table above contains the results in terms of employee motivation for respondents who completed the questionnaire. A total of 5 questions relating to employee motivation were surveyed. The average mean for employee motivation is 3.87 indicating an average satisfaction rating among respondents with regards to their perceptions of employee motivation at MANCOSA.

	Development	N	Mean	Std. Deviation
39	My employer has a specific career development plan	88	3.39	.940
40	My employer has a career development policy	88	3.47	.958
41	I am confident that I can develop in my workplace	88	4.03	.999
	Development mean value		3.63	

The table above contains the results in terms of employee development for respondents who completed the questionnaire. A total of 3 questions relating to employee development were surveyed. The average mean for employee development is 3.63 indicating an average satisfaction rating among respondents with regards to their perceptions of employee development at MANCOSA.

All the statements measuring the management of talent are satisfactory. The measurement of *Engagement* is shown in Table 4.7 below.

TABLE 4.7: ENGAGEMENT: MEAN AND STANDARD DEVIATION AVERAGES

	Engagement	N	Mean	Std. Deviation
42	I find the work that I do full of meaning and purpose	87	4.24	.698
43	I am enthusiastic about my job	87	4.14	.967
44	When I get up in the morning I feel like going to work	88	3.80	1.176
45	I am proud of the work I do	88	4.33	.919
46	I can continue working for very long periods at a time	88	4.14	1.063
47	It is difficult to detach myself from my job	88	3.61	1.098
48	At my work I always persevere even when things do not go well	89	4.27	.719
49	I have to give continuously pay attention to my work?	89	3.99	.959
50	My work makes sufficient demands on all my skills and capacities	88	3.91	1.013
51	My job offers me the possibility of independent thought and action	88	4.03	.952

52	My job offers me opportunities for personal growth and development	89	3.96	1.097
53	I have freedom in carrying out my work activities	89	3.92	1.025
54	I am kept adequately up-to date about important issues within the department that I work in	89	3.81	1.287
	Engagement mean value		4.01	

The table above contains the results in terms of employee engagement for respondents who completed the questionnaire. A total of 13 questions relating to employee engagement were surveyed. The average mean for employee engagement is 4.01 indicating an above average satisfaction rating among respondents with regards to their perceptions of employee engagement at MANCOSA.

Tables 4.5 to 4.7 contain the results for average mean and standard deviation pertaining to job retention, talent management and engagement.

Table 4.7.1: AVERAGE MEANS IN ORDER OF IMPORTANCE

Importance	Category	Average Mean	Percentages
1	Organisational Fit	4.05	81%
2	Engagement Activities	4.01	80.2%
3	Job Satisfaction	3.92	78.4%
4	Motivation	3.87	77.4%
5	Career Opportunities	3.87	77.4%
6	Job Security	3.71	74.2%
7	Personal Job Experience	3.66	73.2%
8	Development Activities	3.63	72.6%
9	Attraction Activities	3.58	71.6%
10	Retention Activities	3.47	69.4%
11	Embeddedness	3.03	60.6%

The figure above shows the average mean values of the different categories which are also presented in percentage format. The 5 point likert scale have been converted to percentages by dividing the mean score per category by the maximum score of 5.

According to Bisschoff and Haasbroek (2009) the following guidelines could be used to interpret the data:

- Under 60% = Unacceptable/Unimportant
- Between 60% -75% = Acceptable / Important
- 75% and higher = Excellent / Very important

Organisational fit, engagement, job satisfaction, motivation and career opportunities have values of 81%, 80.2%, 78.4%, 77.4% and 77.4% respectively and can thus be seen as very important.

Employees at MANCOSA consider their ability to fit into the organisation and its culture as being most important to talent management. The other areas of being sufficiently engaged, satisfied and motivated also ranked highly with MANCOSA employees. Career advancements were also a driving factor for employees with regards to talent management activities.

The remaining five categories job security (74.2%), personal job experience (73.2%), development activities (72.6%), attraction activities (71.6%), retention activities (69.4%) and embeddedness (60.6%) are in the acceptable/important range and will thus also influence the talent management strategy at higher education institutions.

4.3.3   Purifying the questionnaire

The data has also been subjected to an exploratory factor analysis to determine if there are any underlying dimensions or questions that does not belong. One function of factor analysis is to simplify the data set, and as such to make measuring and understanding easier (Field, 2007:666-667).

The questionnaire was purified by means of exploratory factor analysis, using a Varimax rotation. This rotation was selected because of its ability to maximise variance explained (Field, 2007:636). Factor loadings of 0.40 were set as the minimum factor loading, while

the data is also required to explain a cumulative variance of in excess of 60% (Field, 2007:668). In addition, to ensure that the data is suitable for further analysis, the data is subjected to the Kaiser, Meyer and Olkin (KMO) measure of sample adequacy that determines if the sample employed is suitable for analysis. Values of 0.70 and higher is regarded to be acceptable and set as the minimum value for this study (Field, 2007:666). Further, Bartlett's test of sphericity is also used as it is a measure that renders a verdict if data is suitable for multivariate statistical analysis, such as factor analysis. The required values of Bartlett need to be lower than 0.005 to proceed with factor analysis (Field, 2007:640, 642 & 648).

The data required seven rounds of purification to eliminate all non-loading criteria as well as the criteria that duel-load strongly on more than one factor. The results of the purification over the seven rounds of exploratory factor analysis appear in Table 4.8 below.

TABLE 4.8: PURIFICATION OF THE MEASURING CRITERIA

Purification round	1	2	3	4	5	6	7
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.709	.736	.719	.737	.740	.733	.731
Bartlett's Test of Sphericity Approx. Chi-Square	2175.051	1875.668	1720.541	1681.937	1636.940	1606.865	1330.647
Df	861	703	595	561	528	496	406
Sig.	.000	.000	.000	.000	.000	.000	.000
Statements purified from questionnaire	12, 15, 19, 33, 38 & 47	17 & 45	2, 11, 13 & 26	1, 27, 39 & 54	4, 18 & 40	28 & 29	41, 52 & 53

From the table above it can be seen that in total 24 statements were eliminated from the measuring instrument. All these statements had either a low factor loadings (below 0.40) or duel-loaded strongly on more than one of the factors. Both the KMO and Bartlett tests showed favourable values with KMO in excess of 0.70 in all the cases and Bartlett also remaining below the 0.000 level.

4.3.4   Factor analysis

The purified data set were subjected to the exploratory factor analysis to determine the factors and their respective measuring criteria pertaining to creativity. The KMO and Bartlett's tests appear in the table above at purified round 7 (KMO of 0.731 and Bartlett below 0.000). A total of 9 factors were extracted (all with Eigenvalues in excess of 1) from the data. Table 4.9 shows the variance explained by these factors.

TABLE 4.9:   VARIANCE EXPLAINED

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.566	29.538	29.538	5.269	18.170	18.170
2	2.686	9.264	38.802	3.314	11.427	29.598
3	1.997	6.886	45.688	3.058	10.544	40.141
4	1.948	6.716	52.404	2.113	7.286	47.427
5	1.590	5.482	57.886	1.930	6.655	54.081
6	1.330	4.585	62.472	1.652	5.695	59.777
7	1.254	4.323	66.794	1.509	5.202	64.979
8	1.111	3.830	70.625	1.436	4.952	69.931
9	1.095	3.774	74.399	1.296	4.468	**74.399**

A total of 9 factors were extracted from the data. These factors explain a cumulative variance of 74.4%.   The variance explained is favourable and exceeds the required 60% which signifies a "good fit" as stated by Field (2007:668). The Varimax rotated factor table appears in Table 4.10. Factor loadings below the required 0.40 are suppressed in the table in order to present the data reader-friendly. *Take note*: the question numbers in the table correspond to the questions numbers in the questionnaire (see Annexure 1).

TABLE 4.10: EXPLORATORY FACTOR ANALYSIS

	Component								
	1	2	3	4	5	6	7	8	9
q43	.909								
q37	.898								
q44	.847								
q46	.782								
q36	.771								
q50	.639								
q42	.636								
q51	.423								
q16		.808							
q14		.724							
q22		.699							
q24		.655							
q21		.591							
q10		.458							
q7			.857						
q9			.792						
q8			.761						
q5			.758						
q34				.890					
q35				.857					
q31					.872				
q32					.710				

	Component								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
q6						.821			
q30						.758			
q23							.802		
q25							.701		
q49								.925	
q48								.629	
q3									.869

4.3.5 DISCUSSION AND ANALYSIS OF RESULTS

This section presents discussions of the results from the administered questionnaire. It presents the analysis and the researchers interpretations and provides comparisons to that of the literature. The discussion and analysis follows from the data presented above showing the factor analysis which grouped questions into nine factors. The factors are noted below in order of highest to lowest importance:

1. Positive work attributes
2. Career Opportunities
3. Personal Job Experience
4. Company Retention Attributes
5. Attraction
6. Ability to cope
7. Training and Development
8. Employee Engagement
9. Job Knowledge

The above factors are further explained below:

Factor 1: Positive work attributes

The questions within this factor deal with employee motivation and positive work feelings. Eight statements loaded onto factor 1. These statements all deal with positive attributes at work and the overall working environment. All the statements had high factor loadings (above 0.60) except statement number 51 which exceeded the minimum factor loading of 0.40 .This factor explains 18.17% of the variance. Substantively, the patterns of response identified positive work attributes as the most important factor for employees at MANCOSA regarding talent management activities.

Factor 2: Career opportunities

The questions within this factor deal with opportunities for career progression within the institution. Six statements loaded onto factor 2. These statements all deal with opportunities in the workplace and more importantly personal advancements in the working environment. All the statements had high factor loadings (above 0.60) except statement number 10 and 21 which comfortably exceeded the minimum factor loading of 0.40. This factor explains 11.43% of the variance and is labelled "career opportunities". This is the second most important factor for employees at MANCOSA.

Factor 3: Personal job experience

The questions within this factor deal with performance evaluation and what is expected from the employee, thereby impacting on the overall working experience. Four statements loaded onto factor 3. These statements all deal with performance appraisal and evaluation in the workplace. All the statements had exceptionally high factor loadings (above 0.70). This factor explains 10.54% of the variance and is labelled "personal job experience". This factor is the third most important factor at MANCOSA with regards to talent management activities.

Factor 4: Company Retention Attributes

This factor deals with the feelings of employees towards being retained at MANCOSA. Two statements loaded onto factor 4. Both these statements deal with the company's view of the employer as a valuable employee and whether the company would retain the employee. Both statements had exceptionally high factor loadings (above 0.85) which signify that these two statements are of high importance. This factor explains 7.29% of the variance and is labelled "company retention attributes". This is the fourth most important factor and must feature within MANCOSA's talent management strategy. MANCOSA would need a strategy to ensure that employees feel needed and apart of the wider team.

Factor 5: Attraction

This factor deals with two statements loaded onto factor 5. Both these statements deal with the company's abilities and efforts to attract employees to the workplace. Both statements had high factor loadings (above 0.70) which signify that these two statements are of high importance. This factor explains 6.66% of the variance and is labelled "attraction". Both the questions relating to the attraction of employees to MANCOSA fared relatively satisfactorily. Attracting of employees must thus be given high priority with regards to MANCOSA's talent management strategy.

Factor 6: Ability to Cope

Two statements loaded onto factor 6. Both these statements deal with the employee's fear of not being able to cope or meet the company's evaluation standards. Both statements had high to exceptionally high factor loadings (above 0.75) which signify that these two statements are of high importance. This factor explains 5.70% of the variance and is labelled "ability to cope".

Factor 7: Requested Retention Activities

Two statements loaded onto factor 7. Both these statements deal with retention activities. It is important to note that the retention activities in factor 4 deals with opportunities that the

company offers as part of its normal training activity. This factor however deals with further retention activities available on request such as applying for a promotion or attending external training programmes. Both statements had high factor loadings (above 0.70) which signify that these two statements are of high importance. This factor explains 5.20% of the variance and is labelled "requested retention activities".

Factor 8: Personal perseverance

Two statements loaded onto factor 8. Both these statements deal with perseverance at the workplace. Question 49 (continuously paying attention to work) loaded exceptionally high with a factor loading of 0.925, while question 48 (perseverance) loaded high with a factor loading of 0.629. This factor explains 4.95% of the variance and is labelled "personal perseverance".

Factor 9: Job knowledge

The final factor consists of only one statement loading onto it. The statement (question 3: I know the job that I am doing very well) loads exceptionally high with a factor loading of 0.869. Such a high factor loading cannot be ignored and resultantly this factor is included in the analysis. The factor explains 4.47% of the variance. The talent management strategy of MANCOSA must take this into account and ensure that proper training and on boarding for new employees is conducted.

4.3.6 Reliability

The reliability of the data was determined by employing Cronbach's coefficient Alpha. A minimum coefficient of 0.70 is required, although Cortina (1993) in Field, 2007:636 indicates that Alpha coefficients as low as 0.58 are acceptable when ratio-scales are used (such as in this study). Thus, the absolute the study strives towards the more acceptable level of 0.70. The reliability of the eight factors is shown in Table 4.11.

TABLE 4.11: RELIABILITY OF THE FACTORS

FACTOR	CRONBACH ALPHA	FACTOR	CRONBACH ALPHA
1	0.926	5	0.671
2	0.817	6	0.512
3	0.849	7	0.452
4	0.919	8	0.503

Factors 1 to 4 all have satisfactory reliability coefficients in excess of the required 0.70. Regarding factors 5, the reliability coefficient exceeds the 0.58 lower limit as suggested by Cortina (in Field, 2007:668). Only the lower order factors (those factors that explain less variance), namely factors 6, 7 and 8 are below the lower limit with a reliability coefficients of between 0.51 and 0.45. In this regard, Field states that as reliability declines, it means that the factor is less likely to represent itself in repetitive studies. However, this fact does not make a factor less important to the current study, and the factors should be interpreted with this possible constraint in mind (Field, 2007:668). This is especially true in this study as these three factors (in addition to factor 9) explain almost 14% of the variance cumulatively. Factor 9's reliability cannot be calculated because of a single strong statement loading onto that factor.

4.4 Summary

This chapter serves as the backbone of the empirical study. The literature review was analysed, and from this research, flowed the design of the empirical research. The data was collected via a measuring instrument administered to members of the target population at MANCOSA. From the analysis of the data, it was found that the following factors are the key factors to consider with regards to talent management at MANCOSA in order of highest to lowest importance:

1. Positive work attributes
2. Career Opportunities
3. Personal Job Experience
4. Company Retention Attributes
5. Attraction
6. Ability to cope
7. Training and Development
8. Employee Engagement
9. Job Knowledge

Chapter Five is the final chapter of this report, and it consists of conclusions and recommendations. Chapter five concludes the research project. The chapter offers, apart from the final conclusion and recommendations, insight on the acceptance or rejection of the research propositions. It mentions the challenges encountered during the research and finally, provides a summary of the research.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter contains the overarching conclusions and recommendations of the study. In addition, the limitations of the research and recommendations regarding future research are also posed. The focus of this study was largely to determine the factors that are associated with talent management and its impact on higher education institutions ability to attract, retain, motivate and engage highly talented individuals. As a means of determining the drivers of talent management, a number of factors have been examined during this study. Finally, the study offered propositions on how to address the issues around talent management in higher education and suggests tested talent management interventions that can be utilised at higher education institutions. The research was conducted using a combination of literature study and empirical study.

In relation to the primary goal of this study, namely to measure talent management activities at a higher education institution, the research objectives of the review were to:

- To determine talent management strategies for higher education institutions
- To assess talent management activities and needs for MANCOSA
- To make recommendations to MANCOSA so that they may implement more effective talent management strategies.

Addressing these objectives utilising a comprehensive review of the literature available and the questionnaire administered have resulted in the highlighting of key areas that have been identified as pertinent with regards to the better management of talent at higher education institutions.

5.2 MAIN FINDINGS FROM THE STUDY

The literature has identified the following areas as key to successful talent management strategies:

- The acceptance of talent management as a strategic tool, with similar importance as proper financial management and the view of talent management assisting in the effective execution of business strategy.
- The identification of talent management pipelines to ensure a steady supply of talent as and when needed.
- The ability to promote from within or source internally requires strong succession planning; however external sourcing is also required when expertise is not available internally.
- Talent management requires that talent be firstly identified, assessed and selected. For this, managers themselves need to be equipped with knowledge on how to assess talent. The use of behavior based interviews as well as formal leadership assessments are useful in assessing talent.
- Talent development is vital and research has indicated that experiential learning, peer relationships and formal learning are key areas in talent development.
- Coaching, mentoring, training on the job and 360 degree feedback processes also assist in the development of talent.
- In-house development programmes and high potential development schemes can also be used as targeted development tools.
- Performance management tools such as the balanced scorecard provide a monitor of how employees are performing and assist in identifying high potential individuals.
- The establishment of talent pools that allow managers to focus energies on possible successors to key positions, as well as focused training and development is also key to the management of talent.
- Employee engagement strategies regarding rewards and recognition, fairness in the workplace and perceived organisational support is also an important part of talent management strategies.

From the questionnaire administered, the following key factors have been identified:

- Personal workplace opportunities featured highly from the questionnaire results. This focused on opportunities for personal advancement and career development. Study schemes and internal/external training programmes were important factors for employees.

- Personal job experience focused on MANCOSA's performance evaluation systems and was identified as an important area for employees. The method of evaluation and the instruments used must be carefully thought out as it featured as an important factor from the questionnaire.

- Furthermore, from the questionnaire administered, company retention attributes, attraction to employment, employee's ability to cope, requested retention activities such as training courses, personal perseverance and job knowledge were the remaining factors that featured as important to employees with regard to talent management.

5.3 CONCLUSIONS

The primary objective of the study was to determine talent management strategies for higher education institutions. There were nine factors that were identified as very important to talent management at MANCOSA.

The first factor is a positive working environment, which was identified as the most important factor for employees at MANCOSA. This indicated that employee's motivation and enthusiasm about their jobs and whether employees felt that the work they do has meaning and purpose ranked as the most important attribute to employees at MANCOSA.

The second most important factor is opportunities for career advancement and promotions. It was also noted that MANCOSA employees considered training interventions and study schemes to be very important. MANCOSA has an employee study scheme as well as other training and development initiatives and these were regarded as very important to employees for their personal development. Career advancements must also be taken into account when developing a talent management strategy.

The third most important factor for employees at MANCOSA was the method by which they are evaluated. At MANCOSA, a bi-annual appraisal system is used to monitor employee performance. What was noted was that employees wanted to be certain of the criteria used when being evaluated.

The fourth most important factor for employees at MANCOSA was job security and whether employees would be retained within the institution and whether they were being valued as part of the team. The issue of value is important as employees want to know that they are making a difference and that they are part of wider the organizational strategy.

The fifth most important factor was the ability for MANCOSA to attract prospective employees to its employ. The data suggests that MANCOSA fare relatively satisfactorily with regards to attraction and would thus need to utilise other methods of attraction to ensure that they are able to attract the right level of employees for the job.

The remaining most important factors were the ability of employees to cope with work stresses, training and development initiatives, employee engagement and job knowledge. All of these attributes were important to employees and must feature within a talent management strategy.

5.4 RECOMMENDATIONS

For higher education institutions like MANCOSA to implement talent management as part of its business strategy, it is important to understand the factors that influence the perceptions of talent management as indentified by the research administered.

The most important factors which influence talent management that must be considered when developing an effective talent management strategy for MANCOSA are:
- the creation of a suitable working environment and culture where employees are motivated and enthusiastic about what they are doing.

- the ability for employees to clearly see the possibilities of career advancements and training and development opportunities. This would include clear talent pipelines for talented employees so that they are aware of the institutions progression plans.
- to provide a clear performance evaluation system whereby employees are confident on the methods used to evaluate performance. A 360 feedback system can also be utilised in this instance. From this evaluation system, employees would be clear about the retention intentions of the institution as well as the value that is placed on the employee.
- to institute a talent attraction strategy for motivating prospective employees to join the employ. This could be done via media campaigns, graduate recruitment programmes and innovative package structures.

5.5 AREAS FOR FURTHER RESEARCH

This research can be expanded by increasing the sample size. This can be achieved by investigating a range of higher academic institutions and their talent management activities and practices. This would give the study a wider population and allow for similarities and differences between other institutions to be investigated. It must also be pointed out that this research project was conducted at a private higher education institution – further research on public higher education institutions would assist considerably in understanding issues of managing talent effectively and efficiently in the South African higher education arena.

5.5 SUMMARY

In this chapter, the goals and objectives of the study were highlighted, followed by a synopsis of the findings of the literature review. This was followed by a discussion on the conclusions arising from the results of the questionnaire administered. Thereafter, a set of recommendations was presented in the context of the conclusions drawn from the study as a whole. Finally, a list of areas for further research was also highlighted as the concluding remarks of the study.

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ANNEXURE 1: QUESTIONNAIRE

Sample of the research survey

Section A: Biographic and demographic details

1. **Age**

   What is your age?

20 – 35	36 – 45
46 – 55	>57

2. **Gender**

Male	Female

3. **Marital status**

Single	Married
Divorced	Widowed

4. **How long have you been employed by the company**

<5 years	6 – 10 years	11 – 20 years	21 – 30 years
31 – 40 years	41 – 50 years	>51 years	

Section B: Employee perception of Job retention

Answer the following questions in order of strength; 1 strongly disagree, 5 strongly agree

Strongly disagree	Disagree	Don't know	Agree	Strongly agree

Personal job experience		Strongly Disagree				Strongly Agree
1	My career development plan is clear and I understand what to do to attain my goals	1	2	3	4	5
2	I know what is expected of me in my job and I have a clear job description	1	2	3	4	5
3	I know the job that I'm doing very well	1	2	3	4	5
4	I understand how I am evaluated	1	2	3	4	5
5	The supervisor/manager and I agree on rating criteria	1	2	3	4	5
6	The company performance evaluation standards are more challenging and difficult to achieve	1	2	3	4	5
7	My performance evaluation system within the company is clear	1	2	3	4	5
8	My job performance is carefully evaluate	1	2	3	4	5
9	I am satisfied with the company's performance evaluation system	1	2	3	4	5

Organisational fit		Strongly Disagree				Strongly Agree
10	I contribute a lot to the success of the company since it is important to me and my career	1	2	3	4	5
11	I get to use my skills in my job at the company	1	2	3	4	5
12	I'm allowed to use my own judgement on the job	1	2	3	4	5
13	This company is the best organization I have ever worked for	1	2	3	4	5
Career opportunities		Strongly Disagree				Strongly Agree
14	There are career opportunities for me in the company	1	2	3	4	5
15	I can get promoted in my present job	1	2	3	4	5
16	There are opportunities to advance within the company	1	2	3	4	5
17	I do the best I can to develop myself	1	2	3	4	5
Job satisfaction		Strongly Disagree				Strongly Agree
18	I am satisfied with my career choice	1	2	3	4	5
19	I am satisfied with my working conditions and environment	1	2	3	4	5
20	I am satisfied with my present job level	1	2	3	4	5
21	I work hard for my next promotion	1	2	3	4	5

Retention activities		Strongly Disagree				Strongly Agree
22	I am informed of study aid/assistance that the company provide for further studies	1	2	3	4	5
23	I need to request or specifically apply for promotion	1	2	3	4	5
24	The company offers training for my development plan	1	2	3	4	5
25	I want to do external courses for my personal development but there is no support from the company	1	2	3	4	5
Embeddedness		Strongly Disagree				Strongly Agree
26	I am committed to the company because it forms part of my community	1	2	3	4	5
27	Even if I may quit I will still keep contact with my colleagues at the company	1	2	3	4	5
28	If I quit at the company I might lose my long term friends	1	2	3	4	5
29	I work at the company because it is convenient to work close to home	1	2	3	4	5
30	I am worried that if I quit my children will not cope well with us relocating else where	1	2	3	4	5

Section C: Management of Talent

Answer the following questions in order of strength; 1 strongly disagree, 5 strongly agree

Attraction		Strongly Disagree				Strongly Agree
31	My career was well planned in attracting me as employee	1	2	3	4	5
32	My employer encouraged me to join their employ	1	2	3	4	5
33	In attracting me to their employ, I could see a long- term future with them	1	2	3	4	5
Retain		Strongly Disagree				Strongly Agree
34	My employer regards me as a valuable employee	1	2	3	4	5
35	My employer will retain my employment	1	2	3	4	5
Motivation		Strongly Disagree				Strongly Agree
36	I am motivated about my work	1	2	3	4	5
37	I look forward to my work day	1	2	3	4	5
38	Employees of this company feels motivated	1	2	3	4	5
Development		Strongly Disagree				Strongly Agree
39	My employer has a specific career development plan	1	2	3	4	5
40	My employer has a career development policy	1	2	3	4	5
41	I am confident that I can develop in my workplace	1	2	3	4	5

Section D: Engagement

Answer the following questions in order of strength; 1 strongly disagree, 5 strongly agree

Engagement		Strongly Disagree				Strongly Agree
42	I find the work that I do full of meaning and purpose	1	2	3	4	5
43	I am enthusiastic about my job	1	2	3	4	5
44	When I get up in the morning I feel like going to work	1	2	3	4	5
45	I am proud of the work I do	1	2	3	4	5
46	I can continue working for very long periods at a time	1	2	3	4	5
47	It is difficult to detach myself from my job	1	2	3	4	5
48	At my work I always persevere even when things do not go well	1	2	3	4	5
49	I have to give continuously pay attention to my work?	1	2	3	4	5
50	My work makes sufficient demands on all my skills and capacities	1	2	3	4	5
51	My job offers me the possibility of independent thought and action	1	2	3	4	5
52	My job offers me opportunities for personal growth and development	1	2	3	4	5
53	I have freedom in carrying out my work activities	1	2	3	4	5
54	I am kept adequately up-to date about important issues within the department that I work in	1	2	3	4	5

ANNEXURE 2

Evidence-Based HR Management Strategies for Reducing Employee Turnover

Recruitment (Breaugh & Starke, 2000)	• Providing a realistic job preview (RJP) during recruitment improves retention. • Employees hired through employee referrals tend to have better retention than those hired through other recruitment sources.
Selection (Griffeth & Hom, 2001; Hunter & Hunter, 1984; Kristof-Brown, Zimmerman, & Johnson, 2005)	• Biodata (biographical data) and weighted application blanks (WAB) can be used during the selection process to predict who is most likely to quit. • Assessing fit with the organization and job during selection improves subsequent retention.
Socialization (Allen, 2006; Kammeyer-Mueller & Wanberg, 2003)	• Involve experienced organization insiders as role models, mentors, or trainers. • Provide new hires with positive feedback as they adapt. • Structure orientation activities so that groups of new hires experience them together. • Provide clear information about the stages of the socialization process.
Training and Development (Hom & Griffeth, 1995)	• Offering training and development opportunities generally decreases the desire to leave; this may be particularly critical in certain jobs that require constant skills updating. • Organizations concerned about losing employees by making them more marketable should consider job-specific training and linking developmental opportunities to tenure.
Compensation and Rewards (Griffeth & Hom, 2001;	• Lead the market for some types of rewards and some positions in ways that fit with business and HR strategy. • Tailor rewards to individual needs and preferences.

Heneman & Judge, 2006)	• Promote justice and fairness in pay and reward decisions. • Explicitly link rewards to retention.
Supervision (Aquino, Griffeth, Allen, & Hom, 1997; Griffeth, Hom, & Gaertner, 2000; Tepper, 2000)	• Train supervisors and managers how to lead, how to develop effective relationships with subordinates, and other retention management skills. • Evaluate supervisors and managers on retention. • Identify and remove abusive supervisors.
Engagement (Ramsay, 2006; Vance, 2006)	• Design jobs to increase meaningfulness, autonomy, variety, and co-worker support. • Hire internally where strategically and practically feasible. • Provide orientation that communicates how jobs contribute to the organizational mission and helps new hires establish relationships. • Offer ongoing skills development. • Consider competency-based and pay-for-performance systems. • Provide challenging goals. • Provide positive feedback and recognition of all types of contributions.

Adapted from Allen et al (2010, p. 57)

14 March 2011

Mr MY Karodia (951057045)
Graduate School of Business
Faculty of Management Studies
Westville Campus

Dear Mr Karodia

PROTOCOL REFERENCE NUMBER: HSS/0113/011 M
PROJECT TITLE: Talent Management Strategies at a Private Higher Education Institution: A Case Study of MANCOSA

In response to your application dated 11 March 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.
PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully
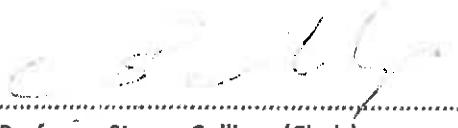
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Dr Abdulla **Kader**
cc. Mrs Christel Haddon