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KWAZULU-NATAL**

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**DEVELOPING AN INTEGRATED TALENT MANAGEMENT STRATEGY FOR
SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY, PRETORIA**

By

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DECLARATION

I, Owen Zivanai Mukwawaya, declare that **DEVELOPING AN INTEGRATED TALENT MANAGEMENT STRATEGY FOR SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY, PRETORIA** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATIONS

I would like to dedicate this thesis to the following people for their immense contribution in my life:

- With prodigious delight and enthusiasm, I would like to dedicate this thesis to my father Mr. Bernard Mukwawaya who always provides necessary and useful advice when it is needed especially issues of life in general. You have been there for me since the demise of my mother Netty Zvoushe Mukwawaya. The role you have played in nurturing me is enormous.
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ABSTRACT

Since its inception, Sefako Makgatho Health Sciences University (SMU) located North West of Pretoria has grown without proper policies and strategies to ensure its competitiveness and sustainability in the long haul with regards to its human resources. As such, a need was established to develop an integrated talent management strategy to ensure the university's survival. The study sought to determine the perceptions of the staff regarding the current application of talent management practices and the importance thereof. In order to achieve the aforementioned goal, a mixed research methodology was employed. A purposive sample of N=402 was drawn from the academic, support and administrative staff of the university to participate in the study. The Human Capital questionnaire was used to collect quantitative data whilst a semi-structured interview session was used to collect qualitative data. Quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) version 25 whilst qualitative data were analysed using the NVIVO software version 11 through the principles of content analysis. Descriptive statistics were used to present demographic details of participants as well as the perceptions of the staff regarding the application and the importance of talent management practices at SMU. The T-test, Gap Analysis, Multivariate Analysis of Variance (MANOVA) as well as the Principal Component Analysis (PCA) and Factor Analysis were used to determine the perceptions of staff regarding the importance of talent management practices. The reliability of the Human Capital Index was determined by the Cronbach Alpha coefficient which proves that the questionnaire was highly reliable. Results indicated that talent management practices at SMU are poorly applied; therefore, the management of the university needs to urgently address this in order to attract and retain talented staff. This study made an original contribution to the development of a robust integrated talent management strategy (for practice and research) that can be used at universities in South Africa to attract and retain the top calibre of staff. This study became apposite given a dearth in the literature about talent management practices that ensure that top talent is enticed and retained within the university context. The study contributed to the body of knowledge regarding talent management practices in Higher Education in South Africa and beyond.

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LIST OF ACRONYMS

HCI - Human Capital Index

MEDUNSA - Medical University of Southern Africa

MSQ - Minnesota Satisfaction Questionnaire

OCQ - Organisational Commitment Questionnaire

SMU - Sefako Makgatho Health Sciences University

SPSS - Statistical Package for Social Sciences

UL - University of Limpopo

UNIN - University of the North

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The Government Gazette no: 37658 of 16 May 2014 reported that Sefako Makgatho Health Sciences University (SMU) was enacted in terms of Section 20 of the Higher Education Act no. 101 of 1997 by the Minister of Higher Education and Training, Dr Blade Nzimande. SMU is a university that started its operations on the 1st of January 2015 and it specialises in training health sciences professionals. According to the University Human Information Resources System (2018), SMU has a staff population of 2050 consisting of 900 males and 1150 female employees. The staff population of SMU was drawn from the following Schools: Medicine, Oral Health Sciences, Pharmacy and School of Science and Technology and Health Care Sciences and as such requires a competent, dedicated and motivated workforce to deliver its mandate. Figure 1.1 below shows SMU's main entrance and Figure 1.2 presents the Schools of Medicine buildings.



Figure 1.1: Image of SMU's main entrance



Figure 1.2: SMU's School of Medicine buildings

Erasmus, Naidoo and Joubert (2017) maintained that like any other university in South African or beyond, SMU is faced with talent management challenges in its efforts to recruit and retain the right caliber of staff. Erasmus *et al.* (2017) further posit that the “war for talent” remains the major problem experienced by many universities because the pool of potential job candidates is so limited that SMU has to compete with companies and other universities in trying to attract and retain academic and support personnel (Erasmus *et al.* 2017; Musakuro, 2018).

Universities in South Africa just like numerous universities in other countries globally are experiencing a major transformation with the ultimate aim of better education and as such SMU is no exception (Herbst & Conradie, 2011; Janse van Rensburg, Rothmann & Diedericks, 2017). To cater for the dynamics in the tertiary education sector with regards to recruitment and retaining of staff requires talent management commitment from those in the top echelons of power in the university management hierarchical structure. Erasmus *et al.* (2017) state that the biggest challenge facing

countries is continually investing in human capital and existing skills shortages present both socio-economic and cultural challenges. The other challenge that is experienced in the 21st century is a clear definition of talent amongst scholars.

Evidence from literature suggests that scholars are not universally agreeing on defining “talented” employees. Erasmus *et al.* (2017:84) reported that the exclusive perception of talent management defined “talented employees” as a smaller percentage of employees who have great potential, great performance and critical in driving the strategic objectives of an organisation. In addition, the inclusive approach advocates for the idea that all employees are considered talent hence this study seeks to develop an integrated talent management strategy since all workers are considered talent (Erasmus *et al.*, 2017; Musakuro, 2018; Meyer & Van Woerkom, 2014).

In light of the above observations, SMU has to find innovative ways and put in place robust talent management strategies that may allow the institution to attract and develop and retain all staff with necessary knowledge and skill for the sustainability of the university in the long overhaul.

This chapter proffers the introduction of this study, the rationale, the expected theoretical and practical contribution of the research, a short literature review, problem statement and outline of the methodology employed.

1.2 Problem Statement

Literature states that talent management is an idea that is in the mindset of human resources managers and it is problematic to entice, develop and retain “talented employees”. Shikweni and Schurink (2019) state that the Global Talent Competitiveness Index (2016) ranks South Africa poorly with regards to people's development and labour market efficiency. It is therefore important to note that a nation's competitiveness and development of the knowledge of the population largely depend on its population obtaining solid and sustainable tertiary education. Tertiary institutions' survival depends on quality faculty, without which there will be financial and academic consequences (Barkhuizen *et al.*, 2014; Global Talent Competitive Index, 2016; Musakuro, 2018).

Koketso and Rust (2011) noted that talent management strategies are important in South Africa because some organisations are operating without an effective talent management strategy to drive the strategic goals of the organisation forward, deliver on assigned mandate and ensuring sustainability in the long run. Literature posits that there is a growing concern in relation to the supply of qualified and experienced university staff since “baby boomers” are now reaching retiring age and leaving the workforce thereby creating vacancies that may be difficult to fill (HESA, 2014; Musakuro, 2018).

In light of the above background, SMU continues to lose talented employees periodically (HR Director, 2017). Challenges with turnover, poor working conditions, uncompetitive compensation and employee frustration continue to plague the university (Koketso & Rust, 2011; Musakuro, 2018). In addition, the university spends large sums of money on the talent attraction process in replacing the personnel who quit the university. As such, it is imperative to have robust talent management strategies within the university.

The choice of selecting the universities listed below was based on leading universities in tertiary education in countries like Germany, United States of America and other leading local South African universities as depicted in Table 1.1.

Table 1.1: Talent management outlook at universities globally and locally

Country	University	Availability of Talent Management Strategy/Policy	Source
Germany	Cologne University of Applied Sciences (CUAS) University of Cologne (UoC)	Available (Top university researcher-Gvt funds)	(Chandrachud & Athavale, 2016:1)
USA	University of Florida University Pennsylvania	Available Compensation Various developmental opportunities for academics	(Chandrachud & Athavale, 2016:1)
Botswana	Botho University	Unavailable- Lagging behind/ lack of knowledge in TM implementation	(Rudhumbu, 2014:86)
South Africa	University of South Africa	Available but Poor Implementation	(Erasmus, Naidoo & Joubert, 2017:83)
South Africa	University of Johannesburg	Available for employees with high skills only	Telephonic conversation with HR Director, 2019
South Africa	University of KwaZulu-Natal	Available for all staff	Integrated talent management strategy, UKZN
South Africa	University of North West	Not available	Liversage, 2015:88
South Africa	University of Limpopo	Not available	Telephonic conversation with HR Director, 2017
South Africa	Tshwane University of technology	Not available	Telephonic conversation with Executive HR Director, 2017
South Africa	University of Mpumalanga	Not available	Telephonic conversation with HR Director, 2017
South Africa	University of Venda	Not available	Telephonic conversation with HR Director, 2017
South Africa	Sefako Makgatho Health Sciences University	Not available	Telephonic conversation with HR Director, 2017
South Africa	Stellenbosch University	Available	Telephonic conversation with Executive HR Director, 2017

Source: Constructed by Author

1.2.1 Strengths of talent management strategies in some universities

Table 1.3 clearly shows that some universities in South Africa have robust talent management policies or strategies like the University of Stellenbosch and the University of KwaZulu-Natal, among others.

According to the UNISA integrated talent management strategy (2015), the benefits driven from a holistic talent management approach include:

- Sustainability and business continuity
- Excellent research output
- Excellent services rendered from highly motivated staff
- High reputation
- Low employee turnover and recruitment costs
- Retention of talented staff

Although the above-mentioned universities have talent management policies and strategies, the major problem experienced in these universities is lack of application of talent management initiatives as well as considering the “elite group” or academics as talent whilst neglecting the other employees (Erasmus *et al.*, 2017; Mishra, 2008; Musakuro, 2018; Rudhumbu & Maphosa, 2015).

1.2.2 Weaknesses of talent management strategies in some universities

Confirmation from literature suggests that some tertiary education institutions are steps behind in relation to talent management (Rudhumbu & Maphosa, 2015). Examples of such universities in South Africa include, among others; the University of Limpopo, SMU and the University of Mpumalanga, to mention but a few. Chipunza and Samuel (2013) noted that these universities are most likely to experience talent management problems in the following ways:

- Interruption of university business
- Poor research output
- Poor services rendered because of poorly motivated staff
- Poor reputation
- High labour turnover
- Poor retention of staff

1.3 Study aim, research questions and objectives

1.3.1 Aim

This study aimed:

- To develop an integrated talent management strategy that can be used in acquiring and retaining staff at SMU.

1.3.2 Research Questions

The following research questions guided this study:

- What are the current talent acquisition and talent retention strategies used at SMU?
- What are the most important talent management practices employed at SMU?
- What are the perceived challenges in implementing an integrated talent management strategy at SMU?
- What are the perceived benefits of an integrated talent management strategy at SMU?
- What can be developed as an integrated talent management strategy at SMU?

1.3.3 Objectives

The following objectives guided this study:

- To investigate the current talent acquisition and talent retention strategies used at SMU.
- To determine the most important talent management practices employed at SMU.
- To determine the perceived challenges in implementing an integrated talent management strategy at SMU.
- To determine the perceived benefits of an integrated talent management strategy at SMU.
- To develop an integrated talent management strategy at SMU.

1.4 Rationale of the study

South African universities are faced with a diverse workforce hence a multidimensional approach in dealing with various employees with diverse needs and wants is required. Van den Brink, Fruytier and Thunnissen (2012) posit that 'baby boomers' are soon to retire and as such universities will lose skills, experience and knowledge when these vital employees exit the university. In addition, other employees of the university may resign for various reasons and as such universities in this case will have to rely on Generation X or Y employees in search of talented staff. In order for universities to remain competitive, management in these institutions should invest in their talented employees thereby developing sound and robust talent management strategies; hence, this research strongly advocates for such strategies (Musakuro, 2018; Van Zyl *et al.*, 2017; Van den Brink, Fruytier & Thunnissen, 2012).

Erasmus *et al.* (2017:84) state that "although the focus of talent management reports and articles that have been published recently emanates from challenges experienced in the private sector and multinational companies", the same challenges are also experienced in the university environment and talent management strategies need to be put in place for universities to survive in a competitive environment they operate in.

Literature notes that irrespective of the popularity of the notion of talent management, this concept remains vague to define amongst authors (Van Zyl *et al.*, 2017). Arris, Cascio and Pauwe (2013) reported that there is partial theoretical development in the arena of talent management. As such, this particular study is worth pursuing because of the failure of the current literature to clearly articulate the concept (Arris *et al.*, 2013; Musakuro, 2018).

This study was mainly motivated by the observation that it is crucial to retain staff at SMU and any other university in South Africa. Poor staff retention in South African universities often results in high labour turnover expenses, that is, costs related to recruiting and training of new staff. Literature shows that talent management in an organisation offers actual and tangible benefits of reducing recruitment and turnover expenses (Ordieno, 2015; Makondo, 2014; Musakuro, 2018).

Since the ultimate aim of the research was to develop an integrated talent management strategy for staff, retaining staff especially top academics may ensure high research output as well community engagement because academic staff may be

dedicated to doing their work and ensuring they remain at the leading edge of their profession.

Onah and Anikwe (2016) suggested that the field of work has become demanding and turbulent and as such organisations need to respond to these challenges. Literature points out that in order to remain competitive and successful, organisations should entice and retain high-talented personnel who can respond to the ever-changing business atmosphere and the university is no exception. In light of the above, SMU may be able to render high-quality service to its students and other relevant stakeholders because it may have a team of dedicated professionals (Onah & Anikwe, 2016).

This research was also worth undertaking because the results of this study may be applicable to other universities struggling with talent management issues. Policymakers within the South African Government may also benefit from the suggestions and recommendations of this particular study.

The following benefits may accrue to SMU if a comprehensive talent management strategy is developed as shown in Table 1.2.

Table 1.2: Perceived benefits of a comprehensive integrated talent management strategy

Item	Benefits to the university
Integrated Talent Management Strategy	Sustainability and business continuity High research output and community engagement High-quality service rendered Reputation will increase High employee morale and engagement Low turnover and recruitment costs Retention of talented staff

Source: Researcher

1.5. Theoretical and practical contribution of the study

This study may bridge the literature gap on talent management in tertiary education institutions that universities and other organisations may use in South Africa and beyond. It may add a unique appreciation of talent management in public universities since talent management is highly regarded as a business ideology (Erasmus *et al.*, 2017).

This study may contribute practically to the arena of human resources in South Africa by suggesting best practices in relation to talent management in South Africa and beyond. Festing and Schafer (2014) stated that regardless of the popularity and undisputed relevance of talent management for the corporate world, research on talent management is lacking in its foundation; as such, this research may make a valuable influence through the establishment of an integrated talent management strategy that may be useful for South African universities and beyond.

From a practical point of view, human resources practitioners at SMU may benefit from the integrated talent management strategy developed as it guides the best practice for talent management amongst employees in a tertiary institution. The talent management strategy may also allow human resources practitioners to retain the highly talented pool of university employees.

1.6 Literature review

1.6.1 Talent Management in universities

Despite the importance and growing popularity of the notion of talent management, theoretical foundation and the clearness of definition of the conception is still lacking (Ariss, Cascio & Paauwe 2014; Festing & Schafer, 2014). The research seeks to fill the knowledge gap and provide a key integrated talent management strategy and practical conception of talent management.

Literature demonstrates that there is no uniformity in the definition of the concept “talent management” or its aims and scope, as there are continuing debates on whether talent management should concentrate on all employees or it is concerned about the aptitudes of great-potential and performing employees (Ariss *et al.*, 2014).

Talent management is perceived as the organised use of personnel initiatives to entice, identify, develop and maintain employees who are regarded to be “talented”.

Collings and Mellahi (2009: 304) defined talent management as “activities and processes that involve the systematic identification of key positions that differentially contribute to the organisation’s competitive advantage, the development of a talent pool of high-potential and high performing incumbents, and to facilitate filling these positions with competent incumbents, and to ensure their continued commitment to the organisation”.

Organisations ought to have exceptionally talented employees for them to prosper in the competition and progressively multifaceted economy. Globalisation has ensured that organisations gain a competitive advantage by employing highly qualified, talented and committed employees, and universities are no exception. Academics in universities as they are popularly known apply theoretical, analytical and expert knowledge that is acquired through formal education in developing new services and products (Joo, 2010).

Higher Education South Africa (2011) reported that tertiary education institutions are facing an enormous task in enticing and retaining key university staff. This implies that key university employees are a challenge to attract and retain due to the nature of their uncompetitive salaries and conditions of service (Musakuro, 2018; Mokoditsoa, 2011; Robyn, 2012).

There are various reasons that have been provided to account for the great university staff exodus from their employers; chief among them, uncompetitive salary packages and benefits, unfair promotion policies, poor state funding and increasing student enrolment that is causing heavier workload to academics (HESA, 2011; HESA, 2014). Literature shows that high academic turnover is often related with costs of recruitment, lecture disruptions, disruptions in departmental and student planning and loss of experienced mentors and advisors (Theron, Barkhuizen & du Plessis, 2014). The discussion that follows details the various talent management philosophies found in literature.

1.6.2 Theoretical Framework Talent Management Theory

There are various beliefs and perspectives related to talent management. Meyers and Van Woerkmen (2014) proffer a clear delineation of talent in their famous inclusivity and exclusivity approaches. The exclusive approach believes that “talent” denotes a smaller percentage of workers who are high achievers, have high potential and are critical in driving the strategic objectives of the organisation. In addition, the inclusive approach perceives “talent” as all employees of an organisation (Cappelli & Keller, 2014). The major question that relates to “talent” is whether or not it is an innate (stable) or acquired aspect. Table 1.3 below summarises the major talent management philosophies as depicted by literature.

Table 1.3: Summary of Talent Management Philosophy

Talent Management Philosophy	Belief
Exclusive/stable	<ul style="list-style-type: none"> • Considers a small group of employees as talent • Excludes all the employees
Exclusive/developable	<ul style="list-style-type: none"> • Conceptualises talent as those employees with potential • Talent can be realised through development • Usual employees may be developed into unusual performers
Inclusive/stable	<ul style="list-style-type: none"> • Employees are born with positive qualities • Employees should uncover these positive qualities for them to successfully contribute to the organisation

Source: Erasmus *et al.* (2017:85)

In this study, the inclusive/stable talent management philosophy was adopted since the researcher was of the opinion that all employees in an organisation have the ability to contribute meaningfully to the organisation hence the desire to develop an integrated talent management strategy (Meyers, Woerkom & Dries, 2013). The other motive for the choice of the inclusive/stable approach is that most studies on talent management in tertiary education institutions focus on elite groups and academics whilst giving less attention to other employees (Erasmus *et al.*, 2017; Meyers *et al.*, 2013).

1.6.3 Talent management in South African and other African universities

The labour market in South Africa is characterised by a diverse workforce. Van den Brink, Fruytier and Thunnissen (2012: 2) posit that 'baby boomers' in organisations like universities are soon to retire and as such universities will lose skills, experience and knowledge when these vital employees exit the university. In addition, other employees of the university may resign for various reasons hence causing the university to experience the burden of searching for talent (Musakuro, 2018; Van de Brink *et al.*, 2012).

Van Zyl *et al.* (2017:1) alluded to very "limited research on the theoretical development of talent management". The necessity for talent management is stimulated by the desire to support and incorporate human resource activities. Universities locally and globally continue to grow exponentially because of the so-termed 'retirement swell' and labour turnover; retention problems and procedures to solve these problems remain hamstrung by a plethora of challenges (Musakuro, 2018; Theron, Barkhuizen & du Plessis, 2014).

Onah and Anikwe (2016) reported that universities are meant to serve as knowledge creation hubs but universities are threatened by their inability to attract and retain specialised staff. The major problems associated with university failure to manage talent include, inter alia, brain drain, the gap in gender, unattractive salary offer and lack of adequate training. In the African context, Tettey (2006) conducted research at several universities on academic retention and concluded that Africa is losing its intellectual property because of mass academic staff exodus from their employers in search of better prospects.

In support of the above, literature reports that universities in the South African environment experience the problem of academics leaving their employers; this is endemic because the data shows that between 5% and 18% of academics are leaving universities to other employers who offer excellent conditions of service, hence, causing shortage of knowledge workers (Selesho & Naile, 2014; Makondo, 2014).

1.7 Definition of concepts

Talent

Thompson *et al.* (2003:847) defined talent as “a special aptitude or ability, a high mental ability”. Moon (2003:11) defined talent as “developed expertise in a specific domain”.

Integrated talent management

The process that considers all available human capital in reaching the overall objectives of an organisation (UNISA, 2015).

Inclusive approach to talent management

The opinion that almost all workers have high potential and ability to drive the strategic objectives of an organisation (Meyers & Van Woerkom, 2014).

Exclusive approach to talent management

The perception that a smaller number of staff have great potential and ability to guide the strategic objectives of an organisation are regarded as talent (Meyers & Van Woerkom, 2014).

1.8 Research Design

This study was aimed at developing an integrated talent management strategy for SMU. To achieve this goal, a mixed methodology was employed in this study. The study employed the sequential research strategy whereby quantitative data were collected first then qualitative data collected later. Reasons for the selection of the methodology are expounded in Chapter 4.

In particular, the embedded research design was utilised. Leedy and Ormrod (2014) stated that the embedded design allows the collection of both qualitative and

quantitative data, but one research approach will dominate. In this case, the quantitative research design dominated.

Leedy and Ormrod (2014) maintained that although mixed-method is time-consuming, there are various advantages of this method as follows:

- **Triangulation** - the scholar makes a resounding conclusions for solid assumptions when both qualitative and quantitative data were collected.
- **Completeness** - both the research problem and sub problems can be addressed.
- **Complementarity** - the weakness of quantitative research will be complemented by the strength of the qualitative research and the opposite is true.
- **Hypothesis generation and testing** - usually qualitative data normally offers intuitions that aid the researcher to make a hypothesis about cause-and-effect relationships and hypotheses may be verified through quantitative research approaches.
- **Establishment of suitable research tools and techniques** - the collection of one type of data can trigger the gathering of another, for instance, interviews can yield qualitative data that direct the development of questions for surveys hence the resultant effect is the collection of quantitative data.

A mixed methodology was used because the two methods (qualitative and quantitative) study both text and numerical data collected with the aim of addressing different facets of the same overall research problem, and providing a holistic understanding of the problem (Ivankova, Creswell & Clark, 2007).

For quantitative data collection, the research utilised the simple random sampling method because it allows an equal and random opportunity for all potential participants (Armstrong & Kraemer, 2016).

The target population comprises the entire staff at SMU. The target population was 2050 employees of which 900 were males and 1150 were females (SMU Human resources information system, 2018). Since the population size is 2050 at SMU, a sample size of 500 participants drawn from the administration, lecturing and support

functions of the university was estimated for quantitative data collection with the confidence interval of 95% and the expected frequency of 50%. The estimation was done in Epi Info 7 statistical-sample size.

The reason to include all staff members especially administrative and support staff was that most studies on talent management in universities are focused on academics. Mishra (2008) therefore claims that the majority of workers of an organisation are a portion of the ignored pool of talent but if they are fully involved, they contribute to the triumph of an organisation.

Terre Blanche *et al.* (2014) upheld that the main criterion to use when determining sample size is the degree to which the sample is representative of the population and as such the sample size chosen in this research adequately represents the population. Kumar (2014) proposed the need for a larger sample because as a rule of thumb, the greater the sample, the more precise the findings.

Table 1.4: Summary of Population and Sample employed in the research

Population	<ul style="list-style-type: none"> • All 2050 SMU employees • 900 males • 1150 Females 		
Sample	Size	Type	Justification of sample type
	<p>Quantitative data - 500 participants drawn from the administration, lecturing and support staff</p> <p>Qualitative data -7 directors drawn from marketing, human resources, marketing, finance, medicine, pharmacy, School of science and Technology and Institutional planning and 3 representatives drawn from academic, support and administrative staff</p>	<p>Simple random Sampling</p> <p>Purposive Sampling</p>	<p>Enables all members of the population to have an equal chance to participate in the study</p> <p>Choice of selected directors is ideal because they are liable for driving talent management within the university The choice of 3 representatives from support, academic and administrative staff was done to tap different perspectives from diverse staff</p>

Since the research design was a mixed methodology, data were collected using two types of instruments. The sequential research strategy was employed whereby quantitative data was collected first then qualitative data later.

Quantitative data were gathered with the aid of a questionnaire that was hand-delivered to a sample of 500 university employees drawn from administration, lecturing and support functions of the university. Bless Higson-smith and Sithole (2013) posit that a questionnaire carries with it the following advantages: easily standardised, time and cost-effective and requires little training of researchers.

The researcher used the adapted Human Capital questionnaire of the Human Capital Institute (2008) to compile the research instrument. The questionnaire consists of 45 items that measure talent management practices (TMP) of an organisation. A double scale was used where participants first rated the current talent management practices at SMU on a 5 Likert scale ranging from poor (1) to excellent (5). Secondly, participants were obliged to rate the importance of TMP from not (1) to critical (5). The questionnaire was organised as follows: Section A of the questionnaire measured the demographic attributes of respondents. Section B composed of questions that elicit information on talent management.

A purposive sample of 10 participants was used for qualitative data collection were directors and representatives from academics and supporting staff were used to tap on their experiences in relation to talent management practices at SMU. The choice of directors is based on the fact that they are the ones responsible for hiring new staff in their various departments, hence exposed to talent management issues. Representatives from academics and support staff were also considered to be relevant since the author wanted to unearth the experiences of these staff members with regard to talent management practices at SMU. Qualitative data was gathered with the aid of semi-structured interviews. Since the research data were collected with two different instruments, analysis of this data also took two forms as follows:

Quantitative data were analysed using the Statistical Package for Social Sciences version 25. Demographic details were presented by descriptive statistics in the form of frequency tables and graphs. Frequency tables were constructed to show the application and importance of talent management practices at SMU. The T-test, Gap Analysis, Multivariate analysis of variance as well as the Principal Component Analysis

was also used to determine the opinions of staff regarding the application and importance of talent management practices at SMU.

Qualitative data were analysed using the NVIVO software version 11 through the principles of content analysis. Content analysis is a method of classifying, examining and reporting patterns in data gathered. It nominally arranges and defines data obtained (Braun & Clarke, 2006). Content analysis was ideal for this study as it addresses questions related to participants' experiences, views and perceptions.

1.9 Chapter Outline

Chapter 1 provides an introduction of this study focusing mainly on the rationale of the study, theoretical and practical contribution of the research, brief literature review, problem statement, the research design employed and brief contribution of this study. Chapter 2 presents a review of literature focusing on the overview of talent management. Chapter 2 provides a vivid discussion of the process of talent management, the benefits of talent management a clear look of talent management interventions in higher education in South Africa and abroad. Chapter 3 presents the literature review detailing the key pillars of talent management mainly talent attraction, talent engagement, talent development, talent development and performance management. Chapter 4 proffers the research methodology used in the study. Chapter 5 provides the results of the study and Chapter 6 details the discussion of the key findings. Lastly, Chapter 7 provides conclusions and recommendations for further studies.

1.10 Conclusion

This chapter proffers a summary about talent management in universities globally and in South Africa. It provided a theoretical philosophy for the discipline of talent management for a clear understanding of the concept under study. The research problem, research design and definition of concepts were clearly articulated in this chapter as well. The next chapter will proffer literature by detailing the overview of talent management, the major philosophies underlying the conception of talent management and the practical talent management initiatives in universities globally and locally.

CHAPTER TWO: LITERATURE REVIEW PART ONE

2.1 Introduction

This chapter conceptualises talent management in the tertiary education context in the South African landscape and beyond. Relevant models in relation to talent management will be discussed and interrogated to provide a full account of the concept under review. The chapter further discusses the process of talent management, talent management benefits, the differences between talent management and human resources management. The chapter also proffers the talent management philosophy and concludes by looking at talent management interventions in South Africa and some selected countries.

2.2 Talent Management

Mampane (2019) states that there is emergent evidence in literature that talent management is relatively a new conception in universities despite its relevance for these institutions in offering a practical way of driving competitive edge. In a research conducted by Rudhumbu and Maphosa (2015) in Botswana, it was stated that talent management practices utilised in tertiary education institutions in Botswana are still lagging behind because the knowledge and capability to apply these talent management strategies is lacking (Festings & Schafer, 2014; Rudhumbu & Maphosa, 2015; Mampane; 2019; Simataa & Pearse, 2018).

In light of the above observation, this research seeks to bridge the knowledge gap and capability in the application of talent management strategies. Proper implementation of talent management strategies in tertiary institutions will ensure that these institutions enjoy a competitive advantage over other institutions. Application of talent management strategies at tertiary institutions also ensures that these institutions cut costs of replacing employees who have left (Koketso & Rust, 2012; Mabaso & Dlamini, 2018; Musakuro, 2018; Odierno, 2015).

Erasmus *et al.* (2013:396) defined talent management as “the process of establishing a continuous supply of highly productive individuals in the right job at the right time, including the implementation of strategies designed to increase workplace productivity and improve processes for attraction, developing, retaining, and utilisation of people with the required skills and competencies to meet current and future strategic business needs”.

Since talent management is an idea that lacks a clear definition as many scholars differ in defining the concept, there is no single universally accepted definition for this particular concept (Arris *et al.*, 2013). Talent management is focused on developing and retaining workers perceived to be treasured assets of the organisation (CIPD, 2013; Simataa & Pearse, 2018; Theunnissen *et al.*, 2013).

Yarnall (2011) also defined talent management as a practice that is dedicated to enticing rare resources in the labour market. Talent management is also seen as the practice of supervising people and ensuring both workers and the organisation achieve organizational objectives. Although talent management is defined differently, there is consensus amongst scholars in defining this concept mainly on the fact that it focuses on identifying, attracting and recruiting valuable employees. The talent management process involves developing, retaining and engaging workers in the organisation (Festing *et al.*, 2015; Simataa & Pearse, 2018).

Koketso and Rust (2012) posit that efficient talent management practices result in dedicated workers and results in a substantial reduction in labour turnover, increase in employee engagement and productivity and talent retention. Erasmus *et al.* (2013) noted that most workers who show dedication perform better and are less likely to quit (Erasmus *et al.*, 2013; Koketso & Rust 2012; Mabaso & Dlamini, 2018; Shikweni & Schurink, 2019).

The integrated talent management strategy was employed in this study in order to develop the reputation of SMU and resultantly improve the university ranking. The integrated talent management strategy also aimed to enable the retention of talented workers, which when attained ensures that employee turnover and recruitment costs are reduced.

2.2.1 The Process of Talent Management

Yarnall (2011) reported that talent management is often problematic because it entails the choosing of the correct talent and abilities as well as ensuring the engagement level of employees is high. It is crucial to note that the idea of talent management works within policies, procedures and talent strategies.

According to Armstrong and Taylor (2014) the process of talent management begins with talent planning. They clearly define the process involved as follows:

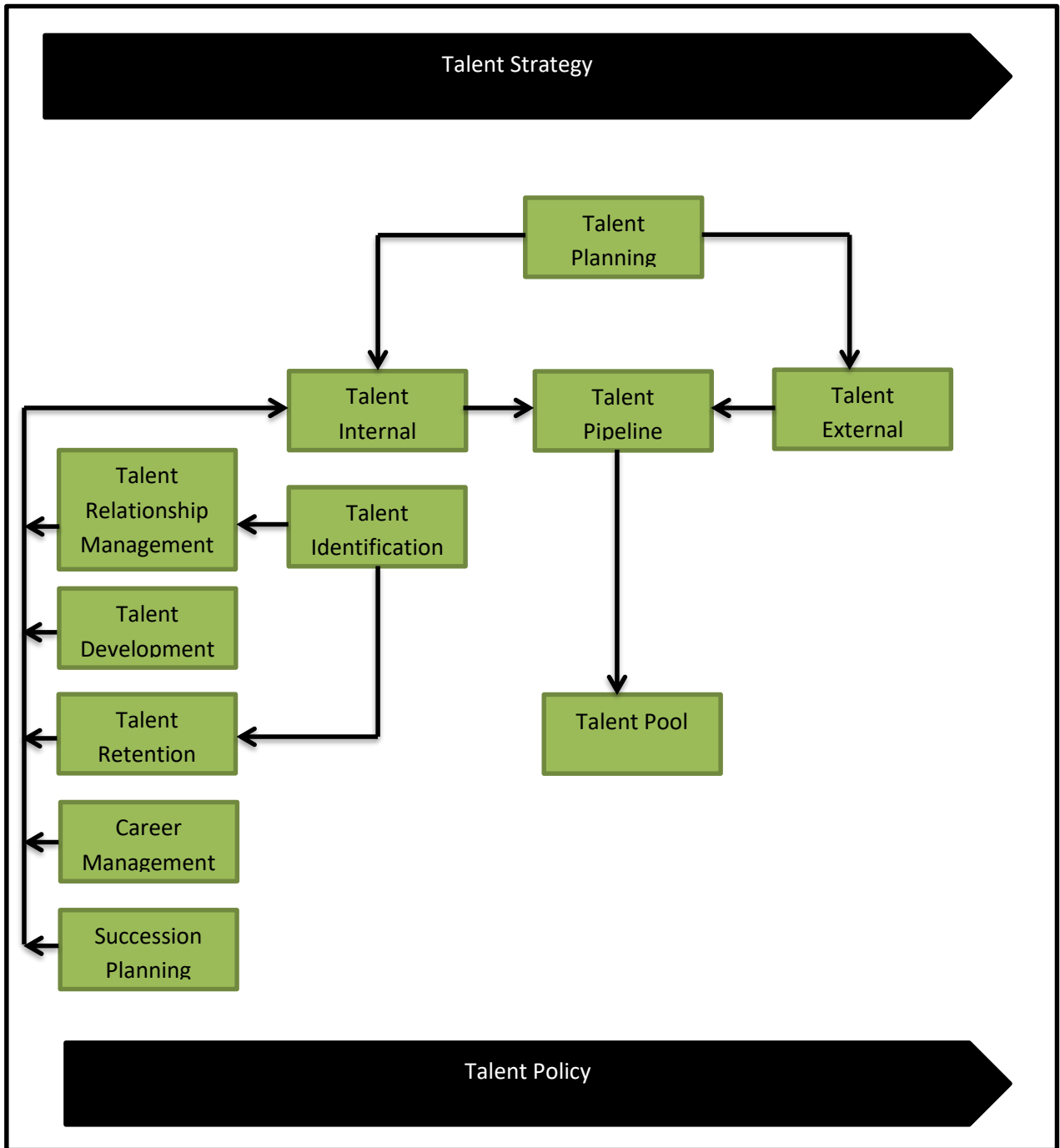


Figure 2.1: Talent management process

Source: Armstrong and Taylor (2014:100)

The authors above suggested a talent management process that consists of, among others, talent planning and other talent management dimensions like talent development and talent retention to mention but a few as discussed below:

Talent Planning - this involves the anticipation of the necessity for talented employees in the future for the organisation.

Talent Identification - this normally involves the need for an organisation to use talent reviews in order to determine which employees make the talent pool. A performance appraisal also helps to identify employees with ability and potential.

Talent Relationship Management - this involves the validation of talented employees. In other words, it means providing opportunities for growth to employees, fair treatment and ensuring that personnel is fully devoted to their work.

Talent Development - this involves learning and development opportunities for staff (Malunda & Atwebembeire, 2019).

Talent Retention - this allows for talent recruits to remain committed and engaged with the organisation.

Career Management - this denotes the provision of opportunities for employee growth and satisfaction of one's personal aspirations.

Succession Planning - the organisation's future talent needs should be anticipated in order to satisfy their talent requirements timeously.

The Talent Pipeline - involves the practice of career planning and talent development and with the goal of meeting the pool of personnel required by organisations.

Talent pool - this involves a combination of talented employees where the organisation can select from.

2.2.2 The Benefits of Talent Management

Beechler and Woodward (2009) state that the aim of talent management is to develop workers perceived to be valuable. Literature shows that the need for talent management is driven on several strategic reasons which, *inter alia*, include the rapid movement of employees and transformation as well as growth in diversity at workplaces (Beechler & Woodward, 2009; Brunila & Baedcke Yllner, 2013).

Literature shows that talent management may be the major competency dimension in the human resources field in South Africa. As such, it was reported that 68% of

respondents underscored meeting future abilities as the major aim for talent management initiatives (Knowledge Resources, 2015).

The obligation of talent management does not solely rest on human resources departments in various organisations but involves a plethora of stakeholders. Theunnissen *et al.* (2013) also posit that the main challenge in implementing talent management is lack of literature on the roles of different stakeholders who should ensure the implementation of robust talent management initiatives (Beechler & Woodward, 2009; Rudhumbu & Maphosa, 2015).

Brunila and Baedecke Yllner (2013) reported that talent management may achieve a greater profit margin since it is related to the business strategy. The benefit of talent management is realised when the organisation's mission and vision is accomplished. It is imperative to note that when talent management practices are put in place, universities, for instance, will reduce turnover costs and ensuring efficient service delivery (Brunila & Baedecke Yllner, 2013; Du Plessis & Grobler, 2015; Odierno, 2015).

2.2.3 Talent Management and Human Resource Management

Literature posits that human resource management is focused on management of employees to achieve organisational competitiveness (Kim & Choi, 2014). Latukha (2015) maintained that both talent management and human resource management are concerned with the management of people.

Literature demonstrates that talent management is more concerned with the management of distinct workers who are often referred to be talented and high-performing in the realisation of the organisation's goals whilst human resource management is focused with the management of workers of an organisation (Erasmus *et al.*, 2014).

Although human resource management and talent management are concepts incorporated into the business strategy of a firm as shown above, talent management utilises selected functions of people management whilst human resource management utilises all the functions of people management. Kim and Choi (2014) noted that talent management also utilises labour relations, employee wellness and human resource functions which are an integral component of human resource management (Dowell & Silzer, 2010; Kim & Choi, 2014).

2.3 Talent Management Philosophy

Literature shows that talent management has continued to grow due to various theoretical developments and continuous research on the concept. Notwithstanding the increasing literature on talent management, there is an ambiguity regarding the explanations, hypothetical models and empirically grounded endorsements for the practice of talent management in organisations. Literature points out that uncertainties linked to talent management can be drawn to the dissimilar interpretation of the concept, for instance, the meaning of talent (Collings & Mellahi, 2009; Lewis & Heckman, 2006; Shikweni & Schurink, 2019).

Dries (2013) identified areas of tension in relation to talent management experienced with current scholars interested in the concept. Dries (2013) further addressed whether talent is an inclusive or exclusive facet or whether talent is an inborn ability or a developed concept. With regard to either talent is inclusive or exclusive, numerous scholars advocated that talent management may either have an inclusive or exclusive focus. Literature shows that many scholars supported the exclusive talent-management approach which supports the idea that talent consists of a small percentage of the employees, employees who are considered to be “A players”, high performers and are strategically vital to the organisation.

Contrary to the views mentioned above, the researcher in this study believes in the inclusive perspective of talent management where all staff of the organisation are all regarded to be important as they influence the achievement of the organisation and they are responsible for driving the competitive advantage of the organisation. In this study, the researcher also believes that mediocre performing employees can excel if provided with proper training and development opportunities.

Some scholars favour the inclusive talent-management approach that considers all employees of the organisation (Buckingham & Vosburg, 2001; Yost & Chang, 2009). Swailes (2013) noted that most organisations in the 21st century are adopting the exclusive approach. In a study conducted by The Chartered Institute of Personnel and Development (2012), it was reported that the inclusive approach to talent management is fairly common in organisations. This study adopted the inclusive talent management approach because the author considers all employees of the organisation as important in deriving the competitive advantage of the university.

Literature posits that three-fifths of current organisations use exclusive talent-management methods whilst two-fifths are reported to have an inclusive talent management approach. This research therefore needs to raise awareness that all employees of an organisation are vital for the organisation. Literature also maintains that hybrid methods that include both the inclusive and exclusive methods of talent management are also used in today's organisations (CIDP, 2012; Stahl *et al.*, 2012).

The other question related to talent management is whether talent is an innate ability or a concept that is developed or a stable concept. The continuing debate regarding the degree to which talent is considered to be stable relates to various factors while scholars who refer talent as knowledge and skills are likely to perceive talent as acquired (Silzer & Church, 2009; Meyers *et al.*, 2014).

The above observation is contrary to the beliefs of the author in the sense that the author perceives talent as a concept that can be developed within an individual. The author believes that with proper training and development coupled with guidance, the incumbent can acquire exceptional skills to perform well and be able to realise organisational objectives.

After the interrogation of literature about the above tensions relating to talent management, four philosophies were developed as discussed below:

(a) Exclusive /Stable Talent Management Philosophy

Talent is generally regarded as the natural ability in doing something. Talent is also regarded as a natural scarce and determined variable. Burkus and Osula (2011) noted that the belief that talent is an innate construct in business is widely accepted. The above belief provides the foundation of exclusive/stable talent management viewpoint. This assumption generally divides employees into two groups thus: a small group of employees with capacity who are regarded to be “A players” and excellent performers) and a bigger group of employees who are considered to be B and C players who are ordinary and lowest performers (Axelrod *et al.*, 2002; Burkus & Osula, 2011; Meyers & van Woerkom, 2014).

Welch and Welch (2005) maintained that the view of the commonness of talent within the working population differs significantly; nevertheless, less than 20% of the workforce consists of employees considered to be “A players”. Literature considers “A players” as employees with an amalgamation of intelligence, disposition and motivation toward work. Literature also points out that intellectual capacity is considered as stable traits and the distinction between A, B and C players is irreversible, reflecting the idea that workers should either have the talent or not (DeLong & Vijayaraghavan, 2003; Welch & Welch, 2005).

Scholars who believe in the exclusive/stable viewpoint state that the organisation that wins the “war for talent” advance their competitive advantage over their rivals in the long overhaul (Axelrod *et al.*, 2001). Bourdreau and Ramstad (2006) point out clearly that the idea of differentiating employees as A, B or C players’ leads to preferential treatment of employees as these employees are considered to be:

- Well performers
- Valuable and unique
- Occupy positions that make noteworthy contributions to the organisation

Seleim, Ashour and Bontis (2007) give an example of brilliant and luminary software inventors as a vital asset to software developers. The aforementioned software developers perform 2 to 4 times more compared to other software developers in the market and they are also scarce. In this regard, this means that software companies should always strive to entice, select and retain the best candidates for their continued survival. The above notion is in line with workforce differentiation where disproportional

amounts of resources are used to attract and retain talented employees (Becker & Huselid, 2006; Seleim, Ashour & Bontis, 2007).

Employer brand plays an imperative role in luring, selecting and retaining of key personnel particularly generation Y employees who just move in the job market. McDonnell (2011) noted that talent selection has been identified as the key aspect in warranting that the “right” employees are positioned in key positions in the organisation. Schidt and Hunter (1998) maintained that the organisation often uses a plethora of yardsticks in selection i.e. mental ability, interview results, education and work experience, among others (Mampane, 2019; McDonnell, 2011; Shikweni & Schurink, 2019).

After internal talent identification is done, firms normally rely on performance appraisal. Grote (2005) noted that forced ranking approach where “A” players constitute 20% are considered top performers followed by “B” players who constitute 70% and “C” players who constitute 10% is often used in contemporary organisations. Lepak and Snell (1999) posit that organisations should always strive to use personnel management initiatives that focus on commitment of talented staff to their organisations (Dries & Pepermans, 2008; Grote, 2005; Mabaso & Dlamini, 2018).

Meyers and van Woerkom (2014) maintained that organisations that support exclusive/stable talent management philosophy provide value to themselves. The above can be achieved by staffing the organisation with the best talent thereby leading the market position and ensuring sustainability in future. By identifying key performers, the organisation can maximise profits through the strategic allocation of resources (Mampane, 2019; Micheal, *et al.*, 2001; Du Plessis & Grobler, 2015).

Although nature helps in defining some employees as “A players”, the researcher is of the view that the atmosphere also plays a significant role in shaping some employees as “A players”. If ordinary employees are provided with proper training and development, they will be capable of reaching their fullest potential of becoming “A players”.

It is paramount to state that devotion to a talented workforce ensures that these employees are motivated and dedicated to work for the organisation. Investing in scarce skill employees ensures that such employees find it difficult to leave the

organisation hence reducing replacement costs (Collings & Mellahi, 2009; Shikweni & Schurink, 2019).

Although the exclusive/stable talent management philosophy has its own strengths, its weaknesses cannot be overlooked. Silzer and Church (2009) maintained that the idea of distinguishing employees based on the talented and untalented dimensions has been criticised because it leads to preferential treatment of these employees (Yost & Chang, 2009).

The other challenge of the stable talent management viewpoint is the increase in the shortage of talented workers in the global market that results in greater competition in finding these talented employees. In China and India, for instance, the search and placement of talented employees is becoming costly because of fierce competition between players in recruiting these key performers (Kim & Mclean, 2012; Mellahi & Collings, 2010).

Finally, examples of criticism raised by literature are that differentiating employees is biased because effort from top management is often spent on talented employees and also communicating that some workers do not belong to the firm's talented team will affect employee morale, which results in poor organisational performance (Arris *et al.* 2013; McDonnell, 2011).

(b) Exclusive/developable Talent Management Philosophy

The developable talent management viewpoint considers talent as a potential that requires to be nurtured. Silzer and Church (2009:379) noted that looking at the above observation, talent can be considered as “the possibility that individuals can become something more than what they currently are”. Talent can also be considered as latent potential or realised potential that manifests in excellent performance. This implies that potential will only come to reality if it is nurtured (Meyers & Woerkom, 2014; Silzer & Church, 2009).

The other core idea embedded in the exclusive/developable talent management perspective is the rare occurrence of potential or talent. Thus few employees exhibit abundant promise for becoming excellent performers in future. Literature maintains that 10%-15% of the employees of an organisation are perceived as high performers. In short, both the exclusive/developable and exclusive/stable approaches to talent are

similar because both consider talent as rare and partly inborn. In contrast though, the developable suggest that talents are covert and can be reviewed by means of development (Ulrich & Smallwood, 2012).

Church and Waclawski (2009) view talent as rare but partially learnt; they emphasize two main ideas, namely: the identification of workers with talent and the growth of these identified employees. Derr, Jones and Toomey (1998) reported that most organisations use a 3-stage process of high capability management in the United States of America. During the first phase, workers with high potential are acknowledged during that initial stage in the career (separation stage). In the second stage, these perceived high performers are taken to the transition phase where they are offered exceptional tasks and offered on-the-job training and lastly taken to the senior roles within the organisation (Church & Waclawski, 2009).

The exclusive/developable approach segment employees based on potential. Workers who display great potential will get specific training and development prospects so that they perform their duties to the best excellently. Church and Waclawski (2009) posit that a 3-dimensional model of potential was developed, and that gives guidelines on how talent is measured. The first element of potential consists of cognitive and personality variables (Church & Waclawski, 2009).

Silzer and Church (2009) further stated that these features are assumed to be indispensable for a variety of organisational positions and roles. The second aspect of potential includes, among others; learning orientation, career ambition and factors that enable the development of employees within the organisational context. The last dimension consists of prompt pointers of skills such as leadership and research skills that can further be nurtured for specific career paths (Silzer & Church, 2009).

Immediately after potential has been identified, training and development can be presented to these employees so that they excel in their areas of specialty within the organisation. The training offered to these employees will be tailored to early career-specific potential. These theories suggest that a relationship among individual potential and training leads to gain in a given skill. This will then imply that employees can exhibit improvement in work abilities after receiving training (Papierno *et al.*, 2005; Malunda & Atwebemberie, 2019).

Meyers and Woerkom (2009) point out that when organisations design their talent management systems in relation to the developable viewpoint they anticipate to produce yields on training interventions by providing development prospects to workers with talent (Meyers & Woerkom, 2009). Papierno *et al.* (2005), maintained that the idea of tailor-making training to employees with potential is based on the premise that these employees will show a much deeper growth rate in their skills and work aptitudes. The notion above has been criticized by scholars on basis that the mere labeling of employees as “high potential” will make these employees perform extremely well despite the fact that they might not be true high-potentials (Burkus & Osula, 2011; Meyers & Woerkom, 2009; Rosental, 2010).

Meyers and van Woerkom (2009) maintained that since potential is covert by description, discovering the “true” high potential of an employee can be a problem to the organisation. The three-dimensional model of potential normally serves as an impetus for identifying talent but cannot answer the entire questions with regard to talent management. It is unclear whether an amalgamation of potential in the professional progress of employees varies by function and sector (Meyers & van Woerkom, 2009; Silzer & Church, 2009).

In light of the observation that talent is latent, one can make an inference that more people possess talent than normally presumed. This means that employees with talent cannot only sort the labour market (as a stable talent viewpoint might entail), but can be nurtured from within the organization (Gladwell, 2008; Meyers & Woerkom, 2009).

The view of talent transfer emanated from studies in the field of top sport. Instances of talent transfer include athletes in a given sport “A” can be competent in another sport “B” provided that the two distinct sports need the same abilities (Bullock *et al.*, 2009; Gublin, 2008).

The developable talent management viewpoint underscores the assumption of talent change in sport as it assumes that talent can be developed toward distinct levels. In light of the above statement, employees can therefore be exposed to different career dimensions as long as definite requirements are met for a particular position. This implies that workers in one occupational category can be mentored and trained in another professional category in minimum time and with fewer resources if these

workers meet the required skills for the job (Silzer & Church, 2009; Meyers & Woerkom, 2014).

(c) Inclusive/stable Talent Management Philosophy

Peterson and Seligman (2004) posit that the inclusive/stable talent management viewpoint suggests that worker and organisational growth may be attained by concentrating on positive abilities or the talent that exists in a person. This implies that everyone possesses positive characteristics that enhance them to excel in everything they do.

Seligman and Csikszentmihalyi (2000:5) maintained that the inclusive/stable talent management philosophy is deeply grounded in positive psychology and is defined as “the science of positive subjective experience, positive individual traits, and positive institutions”. Scholars who believed in the inclusive/stable talent management philosophy were building knowledge based on positive individual characters (Peterson & Park, 2011; Seligman & Csikszentmihalyi, 2000).

Supporters of the inclusive/stable talent management viewpoint recommend human resources practitioners to intentionally make talent management systems that recognise exceptional traits of workers and purpose to capitalise on them. In relation to this, three tasks for talent management arise that include, among others, identifying talent from individual employees, stimulating the use of identified talent and matching the talents of employees with the positions available (Buckingham, 2005; Buckingham & Vosburg, 2001).

Linley (2008) posits that the significance of the responsibilities of talent management, namely, identification and the use of talent have been noted by some scholars as the corner stone in the framework of positive psychology. Linley (2008) further maintained that many employees do not know their strengths hence practitioners of talent management have to take control of talent identification. It is vital to note that using strengths is directly associated with a plethora of positive individual results that include, among others, feeling excited, happy, invigorated and well absorbed in their positions. Meyers and van Woerkom (2014) noted that evidence from research support the above assertions by showing that interventions can be used to help

employees to identify their talents as a way of enhancing their happiness and well-being (Mitchell *et al.*, 2009).

Literature notes that there is pragmatic confirmation that workers who view that their company enables talent identification and use show a high level of in-role and extra-role performance. Increasing the positive relationship between the natural aptitudes of a worker with his or her job is a crucial characteristic of talent management which is grounded on the inclusive/stable viewpoint that is useful. The inclusive/stable talent management philosophy partly overlaps with the definition of vocational interests hence assigning workers in positions that ensure that they play to their strengths and promote employee performance (Buckingham, 2005; Buckingham & Vosburg, 2001; Meyers & van Woerkom, 2014).

Kaiser and Overfield (2011) posit that biased attention on strengths can resultantly change them into weaknesses. Concentrating on employee strengths does not therefore mean that the weaknesses of employees are totally neglected altogether. Training and development are major aspects that are underscored by the inclusive/stable talent management philosophy (Buckingham, 2005; Linley & Harrington, 2006; Kaiser & Overfield, 2011; Linley & Harrington, 2006).

The inclusive/stable talent management philosophy allows employees to perceive as being reinforced and appreciated by the organisation (Meyers & van Woerkom, 2014). In addition, employees also make positive attribution about the aims of talent management utilised by the organisation (Nishii, Lepak & Schneider, 2008). This might imply that workers will believe that talent management is intended to improve their happiness and well-being (Meyers & van Woerkom, 2014).

If workers view talent management or human resource as a yardstick for their organisation's concern for their well-being, organisational dedication may take place (Nishii *et al.*, 2008). The inclusive talent management idea is then perceived as a key variable for talent retention. O'Reilly and Pfeffer (2000) noted that organisations might have fewer problems in attracting talented workers since employees wish to work for organisations where they can fully use their talents (Nishii *et al.*, 2008).

Buckingham (2005) shows that using talents in the inclusive/stable talent management philosophy is perceived to create pleasure, vigor and motivation. The use of

exceptional strengths might have a positive influence on workers working in a team because team cohesiveness will be enhanced (Buckingham, 2005; Peterson & Seligman, 2004; Cropanzano & Wright, 2001).

The greatest challenge that is faced by organisations that utilise the inclusive/stable talent management perspective is running the risk of fostering a fixed mindset amongst those employees with a static talent mindset considers that main talents are determined by nature and cannot be changed. This implies that when workers fail, they tend to blame their failure on the lack of inborn traits that will then result in employees feeling discouraged and always avoiding taking responsibilities at the workplace (Biswas-Diener *et al.*, 2011; Dweck, 2012).

Despite the fact that the inclusive/stable talent management philosophy offers overall enticement and retention of employees, the question of whether the “right” workers are retained and attracted remains unanswered. Although the inclusive/stable talent management philosophy does separate employees, there are usually some workers who are vital to the organisation due to the implicit knowledge they have acquired in the organisation over the years. Many organisations the world over should deal with the scarcity of certain skills like the shortage of health care workers for instance (O’Reilly & Pfeffer, 2000; Kirby & Siplon, 2012).

(d) Inclusive/developable Talent Management Philosophy

The inclusive talent management idea aims to develop average employees into astonishing performers. The goal of the inclusive/developable talent management viewpoint is linked to pronounced growth mind-set. Dweck (2012:614) further noted that in the growth mindset the belief is that employees have a “great capacity to adapt, change and grow”. It can also be argued that employees do not have only the potential but also the internal need to grow and fulfil their growth needs (Dweck, 2012; Meyers & van Woerkom, 2014).

The inclusive/developable talent management approach has two sub-approaches. The first approach perceives talent as employees having the “potential for excellence that can be cultivated through enhanced awareness, accessibility and effort”. This implies that every employee has the capability to be exceptional in an explicit field contingent on the skills and strength of that particular individual. The second slant in

the inclusive/developable talent management viewpoint believes that every employee can be exceptional in almost any sphere they want to pursue (Ericsson *et al.*, 2009).

The inclusive/developable talent management viewpoint seeks to produce optimal performance amongst all categories in the labour force thereby permitting every employee to reach their potential. The inclusive talent management perspective permits for the development of workers and helps workers to self-manage their progress. The inclusive/developable talent management philosophy advises organisations to cascade this viewpoint to line managers and workers in general with the aim of creating a growth mindset amongst employees and an organisational ethos for development (Ashton & Morton, 2005).

Biswas-Diener *et al.* (2011) cited that the development of employees under the inclusive/developable talent management philosophy takes many forms. The first one is applicable when supposing that the attainment of superb performance is a result of a person's innate potential and strengths (Yost & Chang, 2009). It is vital to note that employees have to occupy jobs that allow them to enlarge their potential for the organisation to reach its fullest potential. Yost and Chang (2009) further highlight that once employees occupy suitable positions, human resources practitioners, as well as talent managers, can stimulate the growth of employees by offering assignments, individual development plans and providing mentoring and coaching. Biswas-Diener *et al.* (2011) alluded to the fact that there is a necessity to educate employees on how to use their strengths wisely, and focus should be on:

- Understanding the strengths, they have and how they interact with others
- Being conscious of circumstantial issues that ensure the usage of certain strengths
- Regulating the use of their strengths to fit with the situation

The other type of talent management philosophy develops from the notion that every employee can become an exceptional performer through training. Literature maintains that performance improves as the time for practice increases. Several studies show that sheer amounts of rehearsals account for improvement, for instance, in the case of musicians (Colvin, 2010).

The major intention of the talent management approach is to nurture leaders of the future who will help in succession planning (Cohn, Khurana & Preece, 2005). Notwithstanding the importance of practice in talent development, learning from experience has also been noticed to have a significant impact in leadership development (Day, 2010). Obtaining knowledge from practice relies on-the-job training that is beneficial in the initial phase of a worker's career. Leaders destined for the future should always strive to learn from both bad or good leaders and action learning projects for them to be effective (Day, 2012; Cohn *et al.* 2005; McCall, 2010).

Supporters of the inclusive/developable talent management viewpoint claim that this viewpoint is helpful in various ways. The advantages of the inclusive/developable philosophy can be anticipated due to the single focus on singular potential and developmental prospects hence creating a growth mindset amongst employees. The growth mindset is related to learning efforts that promote intellectual achievements, willpower and better conflict resolution strategies to be achieved within the organisational context (Dweck, 2012).

The second benefit of the inclusive/developable talent management idea is centered on the confidence that all workers can become exceptional performers and can result in the Pygmalion effects which are a form of self-fulfilling prophecy. Organisations with the inclusive/developable talent philosophy often raise positive expectations in relation to employee learning progress and their real progress can increase significantly (Rosenthal, 2010).

The third advantage of the inclusive/developable talent management viewpoint is based on the idea of developing a broad range of talents that are necessary to organisations. Specific talents are needed to manage a business competitively in various change situations experienced in the business environment (Cappelli, 2008; Yost & Chang, 2009).

The major loophole of the inclusive/developable talent management viewpoint is grounded on the idea that developing the whole workforce entails resources and time and as such training is often restricted. With restricted training budgets, organisations are often found to be in a difficult position to roll out training that covers targeted staff (Walker & LaRocco, 2002).

2.4 Talent Management in universities globally

The retention of “talented employees” in universities is a universal problem that has a negative influence on both developing and developed countries (Samuel & Chipunza, 2013). Samuel and Chipunza (2013) further maintained that 7.7% of academics, for instance, resigned from their positions in the United States of America between 1997 and 1998. In Canada, universities are reported to be facing some challenges in relation to recruitment and retaining academics in the next decade. Njanjobea (2016) reported that in Australia an estimated labour shortage of approximately twenty thousand will be experienced in the next decade. The discussion below will concentrate on the nature of talent management in selected countries.

(a) Talent Management in some universities in Australia

The higher education sector in Australia has become the major pillar in boosting the economy of the country. The level of innovation in Australia is largely dependent on the capacity of university graduates and the academics who are behind the production of those graduates. Literature reported the following findings about talent management in universities in Australia (Coates *et al.*, 2009; Njanjobea, 2016).

- The demand for academics in Australia is higher than the availability of staff in the system mainly because of the retirement of old employees and the increase in labour mobility internationally in search of greener pastures.
- The salary packages for Australian academics are fair compared to their international counterparts but fairly poor compared to their colleagues in the private sector. It is vital to note that job gratification amongst academics in the public tertiary institutions is relatively poor compared to other colleagues in the private sector and those who are working internationally. In Australia, there is high labour turnover amongst academics who either leave the profession altogether or go out of the country, and also there are long working hours per week (Coates *et al.*, 2009; Njanjobea, 2016).

(b) Talent Management in some universities in Germany

Talent management practices in European tertiary education institutions in particular Germany are well reputable and supported by various government policies and university strategies. An amount of effort has been put in place in terms of awareness of talent management because Germany is viewed as the main driver of innovations and has a knowledge-based economy. Chandrachud and Athavale (2015) proposed that there are two main initiatives that are in place to support best practices in talent management.

(i) Excellence Initiatives

With the aim of attracting the best performers in academia, the University of Cologne (UoC) has various methods in place to recruit the best employees. The University of Cologne gets funding from the German government for top researchers through the German Research Councils Institutional Strategy. This research funding enhances multidisciplinary research amongst top researchers and motivates them to reach greater heights (Chandrachud & Athavale, 2015).

Excellent women researchers are also given preferential treatment and privileges in the following ways:

- Provision of scholarships in selected areas
- Internationalisation of research by hosting research conferences
- The University of Cologne provides family-friendly allowances where martial spouses and children under 18 years of age are given stipends too

(ii) Human Resource Strategy for Researchers: HRS4R Initiative

The Cologne University of Applied Sciences is regarded as a research-intensive university involved with multidisciplinary research. The university has an approach for enticing, developing and retaining top researchers and fostering a solid research philosophy (Chandrachud & Athavale, 2015). The human resource superiority in research normally focuses on the following key areas:

- Creating better working conditions for top researchers
- Promoting academic careers
- Developing a solid research culture amongst academics

The Cologne University of Applied Sciences has a reputable human resources development team that carries out human resources measures in a planned and sustainable manner (Chandrachud & Athavale, 2015). It mainly focuses on two main areas that include training emerging researchers and creating of research favourable working conditions. The major activities related to talent management include, among others, as suggested by (Chandrachud & Athavale, 2015).

- Training of emerging researchers
- Offering of health promotion programmes (flexible working hours, family support services and child care services among others)
- Professors report for duty at least four days per week to give them ample time to do their research
- Projects and individual research funding is available

(c) Talent Management in some universities in the United State of America (USA)

Great strides have been made regarding the awareness of talent management initiatives in the USA. Various universities such as the University of Pennsylvania, South Carolina, Minnesota, Emory and Dayton State College provide developmental programs for teaching and administrative staff. Advisory teams regarding talent management are developed in helping formulate opportunities policies and identifying potential leaders who are capable of assuming greater responsibilities (Riccio, 2010).

In the United States of America, talent management in universities focuses on four key areas for their faculty, namely, total rewards culture, affirmative action and diversity, employee engagement as well as recruitment and hiring. The University of Debwares and Ken State and the University of Florida have recognition and reward strategies that they made public in a bid to attract and retain top talent (Evans & Chun, 2012).

Excellent health and wellness initiatives are offered at the University of California, New York and Pittsburgh. At Ohio State University, privileges like reimbursement and sabbatical leave are offered to entice and retain top academic talent. The University of Pennsylvania provides various developmental opportunities for its employees through mentoring, coaching and leadership development. Leadership at the University of Pennsylvania is developed through a program called “Leadership@Penn” in which employees with high potential are nominated from various academics and administrative staff. The major aim of the program is to nurture leadership amongst staff and guiding them to solve real problems and exploring new strategies, among others (Chandrachud & Athavale, 2015).

2.5 Talent Management in African Tertiary Education Institutions

The political and socio-economic ways by governments the world over in stimulating economic growth are adversely affecting the availability of academic talent in the higher education environment. Takawira, Coetzee and Schreuder (2014) pointed out that recent labour market demographics, globalisation and pressure are the major indicators of efficiency and effectiveness in today’s businesses. Makondo (2014) noted that although recruitment and retention of academics in the higher education sector remains a great problem, it requires very urgent attention in African higher education institutions in particular. Literature shows that managers in African universities have noted the terrible impact brought about by the shortage of academics in their respective institutions. In the African context as noted above, if the shortage of academics is not addressed, universities will fail to produce adequate graduates who will drive the economy of respective countries (Rudhumbu & Maphosa, 2015; Makondo 2014; Njanjobea, 2016). The following discussion concentrates on talent management in selected African countries.

(a) Talent Management in Tertiary Education Institutions in Kenya

Ng'ethe, Namusonge and Iravo (2012) reported that universities in Kenya are experiencing a major competition for academics both locally and internationally. Kenyan academics are overloaded with a heavy workload and the situation is even made worse because of the low remuneration the academics receive.

Ng'ethe *et al.* (2012) noted that Kenya is also experiencing major “brain drain” as those students who are sent by government abroad on scholarship never return as soon as they finish their studies. Literature reiterates that qualified academics in Kenya resign from their positions to assume other roles abroad where there are better working conditions and remuneration (Ng'ethe *et al.* 2012; Samuel & Chipunza, 2013).

(b) Talent Management in higher education institutions in Nigeria

The tertiary education landscape in Nigeria is faced with challenges in relation to attraction and retention of top academics. It is imperative to note that top academics are leaving universities in Nigeria to other nations in search of better working conditions. Literature reports that the major reasons for the loss of academics to other institutions abroad include, among others, poor hiring practices, poor and unprofessional management style, poor job security, poor remuneration, inadequate training and development opportunities and lack of timely promotion (Onah & Anikwe, 2016).

Onah and Anikwe (2016) highlighted that “brain drain” is a major problem experienced in the Nigerian higher education. Brain drain is the movement of trained employees from one country to another to look for superior prospects. Literature posits that there are many Nigerian talents in developed countries as well as other African countries which may play a significant role in Nigeria’s university development. It is reported that the outflow of many trained Nigerians has adversely affected Nigeria’s economy and human capital development (Onah & Anikwe, 2016).

Ng'ethe *et al.*, (2012) reported that the concepts of talent attrition and retention of academics’ staff in developing countries such as Nigerian have not been given much attention with regard to research. This is mainly because the concepts have been generally subdued to brain drain without giving them the special attention that they deserve (Mihyo, 2007). Nigeria has also been negatively affected greatly in the higher

education sector because some students who study abroad do not return home to share their expertise with the local academics (Tetty, 2006; Ng'ethe *et al.*, 2012).

The other second major problem experienced in Nigerian higher education institutions is the gender gap. Onah and Anikwe (2016) maintained that the recruitment and selection exercise in Nigeria is greatly bureaucratised and has few or no female representation hence there is a gender imbalance in decision-making. Literature points out clearly that the situation in Nigerian universities promotes masculinist institutions that produce a patriarchal order in the society and as such reduces the ability of women academics to grow as equal members of the academic fraternity (Ogbogu & Bisiriyu, 2012; Onah & Anikwe, 2016).

Bennet (2002) confirmed that the glass ceiling of unstated norms and distorted expectations in the patriarchal culture of Nigerian universities barricade women from gaining access to the academic field and maximising their potential to the fullest. This will adversely affect the employment prospects of women as well as having a long-term effect in moulding women's self-esteem, career aspirations and a sense that they can also belong to the academic community. In contemporary organisations, affirmative action policies and equal opportunity to all despite gender have to be the order of the day and universities are no exception (Ogbogu, 2006; Ogbogu & Bisiriyu, 2012).

(c) Talent Management in universities in Botswana

Talent management in universities in Botswana is relatively a novel and available chance notwithstanding its significance in providing these universities with a verified and applied way of gaining competitive advantage. Rudhumbu and Maphosa (2015) reported several developments that characterise talent management in Botswana universities.

The first development is that reward and performance programs in Botswana are not aligned to support robust and effective talent management mainly because 48% of universities use organised performance management systems to evaluate employees. Out of this 48 %, approximately 20% have rewards and recognition that is linked to departmental and individual performance targets (Rudhumbu & Maphosa, 2015).

The second trend experienced in Botswana higher education with regard to talent management is that leadership development and succession planning is slowly implemented because only 47% of universities in Botswana work with line managers in various departments to support university talent management initiatives (Rudhumbu & Maphosa, 2015). Rudhumbu and Maphosa (2015) further report the following:

- 31% of their private universities report staff with the necessary skills for the aim of succession planning and leadership development.
- 23% of private universities hold their top management accountable in the execution of talent management
- 10% of universities in the private sector have succession plans that provide for two to three persons for management roles
- 11% of private universities utilise succession plans to fill leadership posts

The third and last trend in relation to talent management in Botswana's tertiary education sector is that commitment from top management to evaluate and monitor talent management is relatively slow. Rudhumbu and Maphosa (2015) reported the following:

- 37% of universities in the private sector monitor talent management
- 42% of private universities use talent management data regularly to develop talent planning and engagement

It is vital to note that university top management can have proper plans about talent management on paper but implementation can become problematic. In this study, the researcher underscores the need for top management commitment in ensuring that they have buy-in for the proper application of talent management initiatives.

(d) Talent Management in Tertiary Education Institutions in South Africa

Talent management is considered as rarely a strategic practice for competitive advantage in various organisations in South Africa. Dube and Ngulube (2013) report that there is still complexity in the South African tertiary education sector because the academic fraternity is predominantly dominated by white males. It is reported that patriarchy and racism were common practices during apartheid and colonialism in South Africa (Badat, 2010; Barkhuizen, 2015; Dube & Ngulube, 2013).

Although great inroads have been made to ensure equal representation of all races in tertiary education institutions in South Africa, the present phenomenon does not represent the population of the country (HESA, 2011). HESA (2011) further posits that the current academic workforce in South African tertiary education institutions is predominantly dominated by males as opposed to females as well as whites and this population of academics is aging. In a study conducted by Badat (2010), it was stated that although the population of blacks in South Africa constitutes about 89% of the total population, blacks constitute only 17% of the academic population in South African universities. It was further reported that although women constitute about 50% of the country's population, only 31% of women are academics in South African universities (Badat, 2010; HESA, 2011).

Takawira, Coetzee and Schreuder (2014) noted that the higher education sector has become vulnerable in losing their academics to other sectors and other international tertiary education institutions which are paying competitively. Samuel and Chipunza (2013) state that one of the challenges that have affected the universities in South Africa is the manifestation of xenophobia. The conflict between local and foreign academics needs to be addressed to ensure a positive work environment (Samuel & Chipunza, 2013). The following discussion is going to focus on talent management in certain tertiary institutions in South Africa:

(i) Talent management at the University of South Africa (UNISA)

According to UNISA's integrated talent management strategy (2015), it was noted that UNISA is experiencing many problems in an effort to ensure harmonious application of talent management dimensions as reported below:

(a) Talent attraction

UNISA's integrated talent management strategy (2015) reported that the greatest challenges experienced at UNISA during the talent attraction phase include, among others:

- Inflexible conditions of service and remuneration packages which impact negatively on employer brand
- Long and cumbersome recruitment and appointment process

It is imperative to note that the reason behind failing to attract talented staff at UNISA lies in the fact that the working conditions are inflexible and the salary packages are reported to be poor. UNISA (2015) reported that during the talent attraction phase, the recruitment process takes a long time, which keeps prospective job applicants waiting until their appointments are confirmed (Onah & Anikwe, 2016; UNISA, 2015). Table 2.3 summarises the major challenges experienced at the UNISA with regards to talent management.

Table 2.1: Summary of challenges affecting the University of South Africa in relation to Talent Management

Talent Item	Challenges
1. Talent attraction	<ul style="list-style-type: none"> • Inflexible conditions of service and remuneration packages which impact negatively on employer brand • Long and cumbersome recruitment and appointment process
2. Talent development	<ul style="list-style-type: none"> • Heavy workloads that leave little time for personal and professional development • Incongruent application of the IPMS across the institution • Lack of proper differentiation between various performance levels • Lack of effective development planning • Lack of career planning • Leadership styles that are not conducive to coaching, mentoring and empowerment
3. Talent Deployment	<ul style="list-style-type: none"> • Aging academic workforce • Lack of opportunities for academics to specialise in tuition • Limited senior management deployment opportunities • No policy on job rotation • Mismatch in support environment between job requirements and available skills
4. Talent retention	<ul style="list-style-type: none"> • Low morale and dissatisfaction among academics • Historical inequalities between salary percentiles of staff members doing the same job • Limited options to retain staff who are planning to leave the institution due to inflexible remuneration policies and practices • Lack of leadership and managerial competence • Lack of monetary incentives such as performance bonuses and salary progression for unionised employees

Source: UNISA (2015:11)

(b) Talent development

As noted in Table 2.3 above, one of the greatest challenges experienced at the UNISA is talent development. Table 2.3 shows the following major problems experienced during talent development at UNISA:

- Heavy workloads that leave little time for personal and professional development
- Incongruent application of the IPMS across the institution
- Lack of proper differentiation between various performance levels
- Lack of effective development planning
- Lack of career planning
- Leadership styles that are not conducive to coaching, mentoring and empowerment

UNISA (2015) shows that the major problem experienced during talent development at UNISA is heavy workloads that leave little time for personal and professional development which makes it difficult for staff development. The other challenge experienced at UNISA is the inconsistent application of the performance management system through the university.

(c) Talent deployment

UNISA (2015) reported a plethora of challenges in relation to talent deployment at UNISA that include, among others:

- Aging academic workforce
- Lack of opportunities for academics to specialise in tuition
- Limited senior management deployment opportunities
- No policy on job rotation
- Mismatch in support environment between job requirements and available skills

It is well recorded in literature that the talented workforce at UNISA is aging, which is causing the organisation to rely on generation X or Y for expertise. In light of the above observation, the University of South Africa should come with robust talent management approaches to attracting and retaining the younger generation (Samuel & Chipunza, 2013).

(d) Talent retention

The retention of talented staff has been recorded to be a problem in literature (Samuel & Samuel, 2013). The major reason behind this notion is that these talented employees are highly sought in other sectors because of their exceptional skills. The University of South Africa reported that the major challenges affecting talent retention include, among others:

- Poor work morale amongst employees
- Inequalities in salary packages
- Inflexible working hours and conditions
- Heavy teaching loads for academics
- Overlapping requests for administrative duties

In light of the above observation, it is difficult for staff retention because its common cause that if employees discover that the working conditions are not conducive, they tend to leave for greener pastures somewhere.

(ii) Talent management at the University of KwaZulu-Natal (UKZN)

The integrated talent management procedure and guideline (2014) proffers an exhaustive outline and defines criteria for identifying talent, mapping talent, talent review process and the development of talent for the realisation of the university's key objectives. The procedure and guideline for talent management at UKZN encompasses, amongst others:

- Identifying talent amongst employees
- Monitoring of performance expectation
- Mapping talent on the performance-potential matrix
- Identifying talent gaps
- Developing a strong and able talent pool

The integrated talent management guidelines at UKZN encompasses all employees with a view that all employees at the UKZN should be regarded as vital assets of the university. The major pillars of the integrated talent management guideline at UKZN include talent identification and talent mapping among others (Dweck, 2012). The

discussion below aims to discuss the key pillars of the integrated talent management strategy at UKZN.

(a) Talent identification

Talent is identified through performance, potential and work level at UKZN. In terms of performance, the university will assess the performance of its personnel and the outcome of the performance review and final grading will be the primary source for talent review (UKZN, 2014). Performance at UKZN is reviewed according to the following criteria:

- The performance outputs such as research output, teaching portfolio, community engagement and university service
- The behavioural performance determined through the 360-degree assessment
- Overall performance status such as exceptional performer, full performer and underperformer.

Performance at UKZN can also be determined through analysis of an employee's potential. UKZN (2014:14) noted that "in the context of talent management, potential should be seen as the existence of the ability to handle future assignments or the ability to operate at the next level and/or sustaining peak performance at the current level". At UKZN, the line manager assesses the potential at higher-level roles based on the following:

- Exceptional performance of an employee in the current position
- Exhibition of competence and performance standards for the next level
- Willingness to move to the next level of performance.

It is also imperative to note that potential at UKZN is determined through the level of work that the employee will be doing. According to UKZN (2014:13), "level of work is level specific deliverables, which describes the increasing layers of complexity as roles change. For each work, there are specific competencies that match to each requisite level of work-which are necessary for success". The level of work is normally evaluated on the criteria shown:

- The ability to meet or exceed the UKZN's talent capacity framework
- The ability to demonstrate capabilities of the next level in leadership
- Performance measured against specific deliverables

(b) Talent mapping

According to UKZN (2014), talent mapping at UKZN is done under the following guidelines:

- The line manager discusses and explains the Performance-Potential Matrix to the responsible employee
- A worker is normally given a chance to provide evidence for substitute plotting on the Performance-Potential Matrix.
- The line manager responsible will then consolidate the plotting of his/her team on the Performance-Potential Matrix with the aim of gaining a visual picture of talent in the department.

(c) Talent review process

The talent review process normally takes the effort of both the line manager and the employee concerned. In preparation for talent forums, the line manager is responsible for the following:

- Provide at least a one-year talent development plan
- Issue evidence of talent development initiatives
- Provide reasons and evidence for the plotting of identified talent
- Prepare for a Performance-Potential Matrix
- Provide feedback and outcomes of the talent forum

The employee concerned should engage in the following activities in preparation of talent reviews:

- Continuously monitor their own performance
- Allow for constructive feedback from various stakeholders
- Contribute with the 360-degree leadership assessment
- Discuss talent planning during final performance reviews
- Identify areas of strengths with regard to development
- Define future career goals

(d) Talent development

According to UKZN (2014:17), *“all new and current employees are required to complete Development Programmes that are aligned to the integrated Talent Capability Framework as identified through the talent review process and in line with their personal development plans for enhanced performance and progression to the next level of leadership. Employees will not be allowed to progress up the respective levels without having completed this training and acquired the relevant competencies”*.

It is vital to note that talent is developed in two phases at the UKZN that include the UKZN engagement-induction and continuous professional development as discussed below:

(1) UKZN Engagement-Induction

It is vital to note that all new employees of UKZN are compulsorily requested to complete the UKZN specific employee engagement programmes as follows:

- UKZN orientation programme (12 hours or 1.5 days) - all new employees are required to be well versed with the university’s policy.
- Sustainable inclusion-diversity programme (8 hours or 1 day) - this programme is coordinated by the human resources department of UKZN with an aim of sustainable inclusion and broader participation within the university.
- University research induction programme - in this programme, all employees of the university are required to attend this induction organised by the university research office so as to acquaint them with the university research policy and guidelines (UKZN, 2014).

(2) Continuing Professional Development

At UKZN, new employees are required to complete the University Education Induction programme which is conducted by the Higher Education Training and Development in the Deputy Vice Chancellor’s office of Teaching and learning portfolio. According to UKZN (2014:18), the programme consists of four modules as follows:

- Research supervision in Higher Education
- Designing and evaluating curricular

- Assessing teaching and learning in tertiary education
- Teaching and Learning in tertiary education

The above modules are aimed at expanding professional knowledge and skill to all employees of the university in order to accelerate performance which enables the university to reach its strategic objectives.

The responsibility for the training and development of employees is mutual among employees, line managers and other relevant stakeholders. UKZN (2014:21) notes that “the implementation of the learning, training and development will be coordinated primarily through the integrated talent management sub-committee of the university staffing committee; and the human resources department section of the division of human resources”.

The responsibility of the line manager during training and development entails:

- Identifying university changes or developments that require training and development interventions for staff
- Ensuring staff identify their development needs which will enhance overall performance
- Career discussions with staff with the aim of identifying career aspirations, career development and development interventions for staff
- Making sure that training and development needs are met as required
- Provision of training and development budget
- Communicating any development and training needs to the human resources department of the university

During the training and development intervention, the responsibility of an employee includes, among others:

- Taking responsibility in shaping expertise that might be required in future
- Developing competencies in relation to the university’s strategic plan
- Contributing to the team’s staff development exercise
- Developing in conjunction with the line manager the development from their own reflections
- Designing and completing their Personal Development Plans

- Apply newly developed knowledge or skill in the niche workplaces
- Participating in training and development interventions offered by the university

(iii) Talent management at the University of Johannesburg

The University of Johannesburg (UJ) has a talent management strategy for individuals with high level of skill of scarce skill hence the belief at the University of Johannesburg is that “talent” is considered as a small elite number of employees with potential to reach organisational objectives (UJ, 2008).

The talent management strategy at UJ considers individuals with scarce skills as the building block for the success of the university. According to the UJ (2008), the university decided to recognise talented employees by attracting and retaining the right caliber of staff.

At UJ, the following retention and attraction practices are practised:

- The recruitment and retention of lecturing staff which covers employees with exceptional academic merit, employees from designated groups and employees with scarcity value in particular knowledge areas.
- The recruitment and retention strategy for non-academic employees which covers employees with exceptional merit, employees from designated groups and employees with scarcity value in particular knowledge areas.
- A financial policy for income generated through non-subsidised programmes which include, among others, income-generating initiatives that supplement academic employee’s income.
- Vice-Chancellor’s awards for excellent teaching, researching and innovation

(iv) Talent management at Sefako Makgatho Health Sciences University

According to the HR Director (2017), SMU is experiencing many problems in an effort to ensure effective application of talent management practices in the following areas:

- Poor conditions of service and remuneration packages which impact negatively on employer brand
- Long recruitment and appointment process

It is imperative to note that the reason behind failing to attract talented staff at SMU lies in the fact of poor working conditions and salary packages. HR Director (2017) reported that during talent attraction, the recruitment process takes a long time, which keeps prospective job applicants waiting until their appointments are confirmed (Onah & Anikwe, 2016). The HR Director (2017) further highlighted a detailed plethora of challenges that the university under study is experiencing with regards to talent management practices employed by the university.

(1) Talent attraction

The HR Director (2017) at this university reported that the major challenges experienced at the university during the talent attraction period include, among others:

- Inflexible conditions of service and remuneration packages which impact negatively on employer brand
- Long recruitment and appointment process

It is important to note that the reason behind failing to attract talented staff at the university lies in the fact that the working conditions are inflexible and the salary packages are reported to be poor. The HR Director (2017) further reported that during the talent attraction phase, the recruitment process takes a long time, which keeps prospective job applicants waiting until their appointments are confirmed (Onah & Anikwe, 2016).

(2) Talent development

As noted in the discussion with the HR Director (2017), one of the greatest problems experienced at the university is talent development. The following major problems are experienced:

- Heavy workloads that leave little time for personal and professional development
- Lack of performance management system across the institution
- Lack of effective development planning
- Lack of career planning

(3) Talent retention

Samuel and Samuel (2013) noted that the retention of talented staff has been recorded to be a problem in literature. The main reason behind this is that these talented employees are highly sought in other sectors because of their exceptional skills. The university under study reported that the major challenges affecting talent retention include:

- Poor work morale amongst workers
- Inflexible working hours and conditions
- Heavy working loads for academics
- frequent requests for administrative duties

Literature shows that it is often difficult for staff retention because its common cause that if employees discover that the working conditions are not conducive, they tend to leave for greener pastures somewhere.

2.6 Conclusion

This chapter conceptualised talent management in tertiary education landscape. Talent management models were discussed to provide an appreciation of the different philosophies related to talent management. The chapter further discussed the process of talent management, talent management benefits, the differences between talent management and human resources management. The chapter also discussed the talent management philosophy. This chapter also looked at the talent management initiatives of tertiary education institutions of selected countries that include Australia, Germany, the United States of America, Kenya, Nigeria, Botswana and South Africa. The major talent management initiatives in these selected countries were discussed in depth. The next chapter will discuss the key pillars of talent management.

CHAPTER THREE: LITERATURE REVIEW PART TWO

3.1 Introduction

Chapter 3 will present the key pillars of talent management relevant to higher education context. Factors that affect the key pillars of talent management will be interrogated to provide a full account of talent management. The chapter also focused on the key drivers to talent management like talent attraction, talent engagement, talent development, performance management and talent retention.

3.2 Talent Attraction

Warnich *et al.* (2015) defined talent attraction or recruitment as the process undertaken by the human resources department of an organisation in enticing potential employees of the organisation who are qualified and proper for the position in the organisation. The response from potential employees of an organisation depends largely on the work to be performed and the “employer brand” (Mbona, 2012; Saurombe *et al.*, 2017; Onah & Anikwe, 2016; Warnich *et al.*, 2015).

Recruitment usually encourages potential employees of an organisation to seek employment whilst the aim of selection, on the other hand, is to identify and employ the top calibre of staff that suits the positions advertised in that particular organisation (Sachane, Bezuidenhout & Botha, 2018). The major role of recruitment is presented diagrammatically as shown:

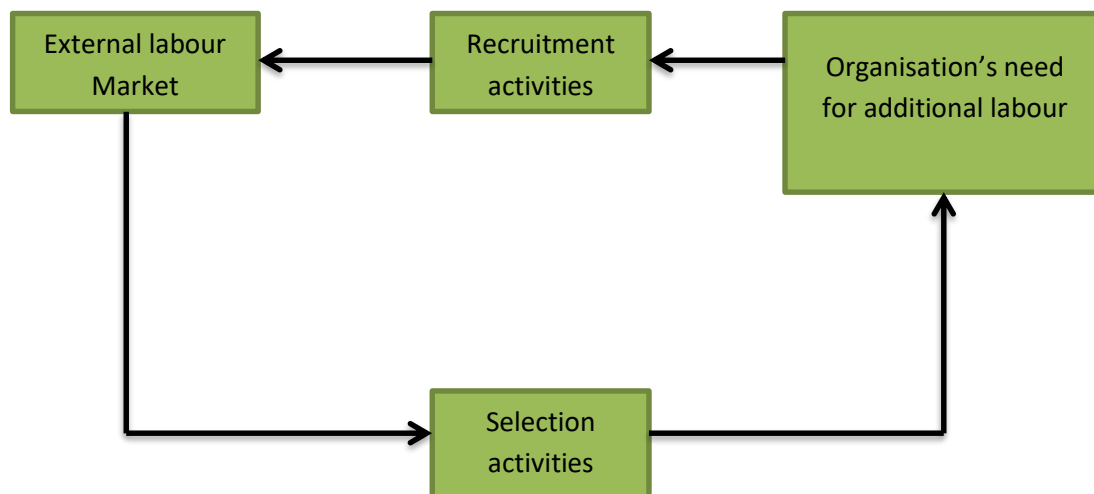


Figure 3.1: Linking the role of recruitment and selection

Source: Warnich *et al.* (2015:183)

3.2.1 Factors affecting the Recruitment Policy

The recruitment policy adopted by an organisation provides guidelines on how the organisation intends to deal with recruitment. Many factors may directly affect the organisational policy in relation to recruitment (Cascio & Aguinis, 2011; Du Plessis, 2015; Erasmus *et al.*, 2014).

(a) Internal factors affecting Talent Attraction

(i) Recruitment Policy

The organisation's recruitment policy should be clear in particular if preference is given to affirmative action candidates or members from a designated group (Cascio & Aguinis, 2011; Du Plessis, 2015).

In South Africa, it is a common practice that when organisations advertise positions, they give preference to members from designated groups like females and black applicants. This is done to redress the imbalances that used to exist during the colonial periods.

(ii) Human Resources Strategy and Management Practices

The employer brand normally needs to be preserved, and as such, it is crucial in enticing the most talented employees of the organisation (Cascio & Aguinis, 2011; Du Plessis, 2015).

(iii) The financial condition of the organisation

Erasmus *et al.* (2014) maintain that organisations that are doing well financially obviously advertise positions whilst those struggling will have to think twice before positions are advertised and filled.

(iv) The nature of the job and job requirements

The type of job, as well as job requirements, has a direct impact on the recruitment drive determined by the organisation. The job will definitely determine the requirements of job applicants as well as their capabilities (Cascio & Aguinis, 2011; Onah & Anikwe, 2016).

(v) Recruitment sources, costs and budgets

There are a number of recruitment sources and methods that differ in terms of costs associated with them. Small firms might not manage to run for very expensive recruitment drives whereas bigger organisations may utilise any method available in order to recruit and select the best calibre of staff available (Erasmus *et al.*, 2014; Warnich *et al.*, 2015).

(b) External factors affecting Talent Attraction

(i) Government Policy and Legislation

Government policy and legislation play a pivotal role in shaping the recruitment policy of a firm (Erasmus *et al.* 2014). It is thus vital to note that all recruitment efforts should be done within the prescripts of the legislative framework that include, *inter alia*, affirmative action, unfair discrimination, Employment Equity and Labour Relations Act (Erasmus *et al.* 2014; Shikweni & Van Wyk, 2019).

(ii) Labour Market and Economic conditions

The economic conditions in a given country determine the labour market dynamics. In a growing and booming economy, there is usually a concomitant growth in, and demand for suitably qualified employees (Erasmus *et al.*, 2014; Cascio & Aguinis, 2011).

(iii) Brand of the employer

Organisations spend huge amounts of money in building a strong brand, and as such, they compete with other organisations for the best talent. It is thus vital to build a reputable employer brand to attract top potential job applicants who always strive to excel in the organisational context (Erasmus *et al.* 2014; Mbona, 2012; Onah & Anikwe, 2016; Warnich *et al.*, 2015).

It is a common cause that job seekers want to associate themselves with organisations that have excellent organisational image or brands since there is a general belief that these organisations pay well (Lesenyeho, Barkhuizen & Schutte, 2018; Onah & Anikwe, 2016).

3.2.2 Methods of sourcing Talent

As soon as an organisation decides to recruit new employees, the organisation can decide either to use the internal or external methods of recruitment as discussed below:

(a) Internal Sources of searching for Talent

This ensures that all potential employees are considered for the position. Various internal methods are explained below:

(i) Talent Inventories

Erasmus *et al.* (2014) noted that career inventory is simply a record listing of employees with specialities and capabilities in various fields where potential job candidates are drawn from.

(ii) Notice Boards

Vacancies that normally arise within the organisational context are normally placed on notice bulletins for staff to see and apply if they meet the requirements.

At a practical level at SMU, when vacancies arise, the first preference is given to internal qualifying candidates hence positions are advertised on the notice boards to allow internal staff who qualify to grow.

(iii) Supervisor Recommendations

Supervisors are well versed with their team and make recommendations when a vacancy arises. The major loophole with this source is that favouritism and unfair discriminatory practices can be witnessed during the selection process (Erasmus *et al.*, 2014; Warnich *et al.*, 2015).

(b) External Sources of searching for Talent

(i) Recruitment Agencies

These are agencies that work on behalf of job hunters for a fee. They create a pool of potential job candidates over a period of time. Agencies also advertise posts or make use of their placements database (Erasmus *et al.*, 2014; Warnich *et al.*, 2015).

(ii) Walk-ins

Prospective employees often apply directly to the organisation of their choice by filling in forms with the hope that vacancies will arise.

(iii) Professional Bodies

Experts requiring fields like accounting, engineering and scientific institutions often look after the interests of their members by tracking all advertised positions in the field and informing their members (Erasmus *et al.*, 2014; Cascio & Aguinis, 2011; Warnich *et al.*, 2015).

Since SMU employs different professionals in several categories, professional bodies are normally used when all other methods of recruitment are used and yield no positive results.

(iv) Head Hunting

Senior appointments within the organisational context are often done through specialised headhunting (Erasmus *et al.*, 2014; Warnich *et al.*, 2015).

Headhunting at SMU is normally used for high profile positions like vice-chancellor or deputy vice-chancellor position and normally utilised when all other methods of recruitment fail to produce positive results.

(v) Educational Institutions

Universities and colleges offer a good platform for prospective employers searching for their talent.

(vi) Internet

This has become the major recruitment method since millions of potential job candidates are surfing various webs to explore possible opportunities for work (Erasmus *et al.*, 2014; Cascio & Aguinis, 2011; Onah & Anikwe, 2016; Warnich *et al.*, 2015).

3.2.3 Organisational Image and Talent Attraction

There are various terms that are used to define the term “organisational image” like institutional image, reputation, company image, to name but a few (Kim & Hyun, 2011). Richard and Zhang, (2012:572) defined organisation image as an “overall impression made on the minds of the public about an organisation”.

Massey (2003) in Botha (2006: 303) perceived organisational image as a “shared meaning, knowledge and opinions of the organisational stakeholders”. Organisational image is something that is both expected by the organisation and perceived by others.

It can therefore be concluded that an organisation with a good brand or image stands to attract top talent to ensure that the competitive advantage of that organisation is maintained; as such, a university is no exception. Literature noted that the image of tertiary education institutions emanates from the conversion of excellent ideas from the private sector to academia (Lesenyeho *et al.*, 2018; Waeraas & Solbakk, 2009; Saurombe *et al.*, 2017).

The higher education brand is often regarded as supreme because of various judgements based on outlook, opinion and image related to the university brand in the view of ordinary citizens and audiences over a period of time (Harsh & Shah, 2011; Onah & Anikwe, 2016).

Stolz, Hendel and Horn (2010) noted that the internationalisation of tertiary education institutions has also contributed to the global ranking of the university in the international arena. It is therefore important that the top management of tertiary education institutions should reveal the mission, vision and strategy of the university to all concerned stakeholders in an effective way possible (Balmer, 2012). Organisational image is a constant procedure that portrays the determinations of senior management to arrest the distinctiveness of the organisation in an attractive

manner (Barmer, 2012; Biraghi & Gambetti, 2015; Lesenyeho *et al.*, 2018; Stolz *et al.*, 2010).

Biraghi and Gambetti (2015) further maintained that branding the organisation is often regarded as the most important resource which organisations possess to differentiate themselves from their competitors. Amzat (2015) posits that branding of the organisation is imperative for the survival of the tertiary education institutions and the provision of unique products and services that are exceptional as compared to those of their rivals. Makondo (2014) noted that tertiary education institutions should be in a position to entice qualified employees who ensure competitiveness and quality of these institutions in the long overhaul (Amzat, 2015; Onah & Anikwe, 2016; Pienaar & Bester, 2008; Lesenyeho *et al.*, 2018).

Onah and Anikwe (2016) noted that although tertiary education institutions strive to maintain excellence, finding qualified scholars remains hamstrung by a plethora of challenges. Universities in Africa are operating in conditions that are under-resourced (Lesenyeho *et al.*, 2018; Selesho & Naile, 2014). Mapesela and Strydom (2005) maintained that employment equity and remuneration policies remain significant in luring and retaining of academics in traditionally underprivileged groups in South Africa (Selesho & Naile, 2014; Mapesela & Strydom, 2005).

Makondo (2014) noted that the organisational image of tertiary education institutions remains stalled by unattractive remuneration policies and lack of incentives in the production of knowledge (Lesenyeho *et al.*, 2018; Wangenge-Ouma, Lutomiah & Langa, 2015). Covey and Merrill (2006) alluded to the fact that despite all this, organisational image improves the trust, dependability, talents and strategies for the future in the minds of stakeholders (Makondo, 2014; Wangenge-Ouma *et al.*, 2015).

3.3 Talent engagement

Talent engagement refers a self-fulfilling work interrelated state of mind that involves vigour, absorption and dedication (Pitt-Catsoupes & Matz-Costa, 2008). Talent engagement also refers to the process through which employees can bind themselves to work and commit themselves physically, cognitively and emotionally through the execution of their work (Brown & Hawkins, 2013; Pitt-Catsoupes & Matz-Costa, 2008).

Towers Perrin (2003) referred employee engagement as worker's readiness and aptitude to immensely add to the success of the organisation by putting effort in the form of intellect, time and energy. It is vital to note that employee engagement goes beyond gratification and commitment. Human resources literature notes that employee engagement brings personal fulfilment to the organisation that an employee works for (Brown & Hawkins, 2013; Towers Perrin, 2003).

Schaufeli and Bakker (2003:4-5) defined employee engagement as *“a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour. Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterised by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulty with detaching oneself from work”*.

In light of definitions already provided, employee engagement infers that employees feel powerfully immersed and related to work, devote additional energy and are focused on their work (Bezuidenhout & Bezuidenhout, 2014; Rossier, Zecca, Stauffer, Maggiori & Dauwalder, 2012).

Talent engagement is also perceived as factors of work which employees have over their tasks (Brown & Hawkins, 2013; Rossier *et al.*, 2012; Mmako & Schultz, 2016). In view of the above, management at SMU should harness a lot of strategies to enable employees to be highly dedicated to work. The major strategies that can be used include the provision of both monetary and non-monetary rewards so that staff may be devoted to work.

3.3.1 Theories of Talent Engagement

(i) Employee engagement model of Kahn

The employee engagement model developed by Kahn suggests that workers are more likely to be more involved when the psychosomatic circumstances of their work are protected, focused and handy. Job enrichment and job fit often predict the variable purposefulness whilst on the other hand security is predicted by variables such as helpful supervisors and rewarding peer employees. Accessibility is largely dependent on resource availability (Kahn, 1990).

Schaufeli and Bakker (2004) maintained that, in the model, Kahn acknowledged three elements of work engagement that include, among others, vigour, absorption and dedication. Schaufeli and Bakker (2001) posit that vigour denotes the improved level of energy that is exhibited when an individual is working. Dedication refers to a solid immersion in work and is often characterised by challenge, inspiration and pride. Absorption is often associated with being happy, occupied and entirely submerged in work (Schaufeli & Bakker, 2001; Schaufeli & Bakker, 2004).

Hoole and Hotz (2016) noted that involved workers experience a psychological existence at work that helps them to advance self-identity. Ariani (2013) maintained that employees who are deeply engaged are always hands-on and dedicated to their work in ensuring that they deliver to the best of their ability (Hoole & Hotz, 2016; Rothmann & Rothmann, 2010).

(ii) Whittington and Galpin's Integrative Model of Engagement

The integrative model of engagement suggests that engagement should be addressed on both macro and micro levels. The model suggests that engagement results in positive and extra-role performance and for effective commitment to take place there should be trust (Berg, 2011; Whittington & Galpin, 2010).

The major elements of engagement include, among others:

- The organisation should first create a vision and strategy to achieve the vision
- The human resource chain should be aligned with the organisational vision and strategy

- At micro-level, managers are expected to create an environment that promotes engagement
- Engaged employees are anticipated to perform their tasks in relation to the organisational vision
- Engagement will thus take place in an environment of trust; as trust increases, engagement increases.

Employee engagement is thus inclusive in nature as it includes several workplace attitudes such as work involvement, work satisfaction and organisational commitment (Berg, 2011; Whittington & Galpin, 2010).

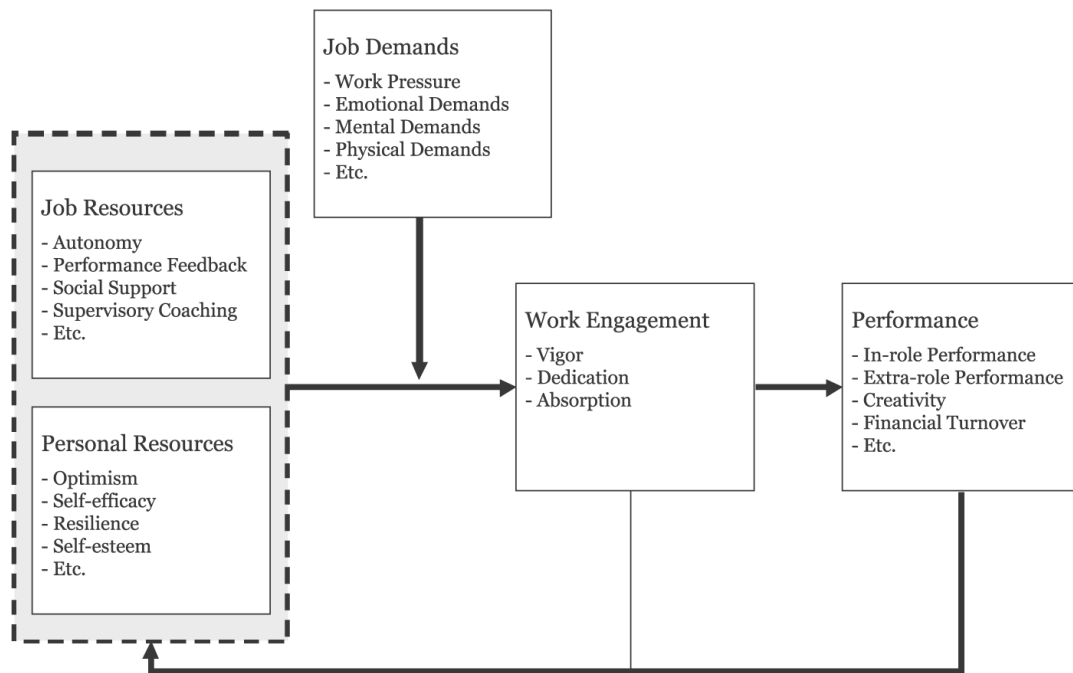
(iii) Social Exchange Theory

Saks (2006) proposed that shared commitment normally grows through advanced interaction among units under situations of joint interdependence. Employee engagement therefore is a result of perceptions of interchange as well as give-and-take amongst workers and organisations. For instance, the degree to which workers are involved in commitment is associated with knowledge of commercial and socio-economic resources acknowledged from the organisation. The organisation may therefore offer tokens of appreciation and recognition in altering amounts to employees to promote employee engagement (Saks, 2006).

(iv) Job demands-resources (JD-R) Model

The job-demand-resource (JD-R) model was developed as a framework that clearly describes employee engagement. The model explains dissimilarities among job demands, like job characteristics and job resources. Job demands denote the components of the job that include job or work volumes that may lead to burnout. Job resources refer to an amalgam of psychological and societal aspects of the job that promote engagement (Bakker & Demerouti, 2007; Bakker & Demerouti (2008).

Rothmann and Pieterse (2007) noted that both national and international studies have concentrated on the impact of work demands and resources on employee engagement (Schauffer & Bakker, 2004). Bakker and Demerouti (2008) reported that research done so far has shown that personal resources may forecast motivation, job gratification, engagement and determination among others. Figure 3.2 shows the detailed job demands-resources (JD-R) model that explains employee engagement.



Source: Based on Bakker & Demerouti (2007)

Figure 3.2: Job demands resource model

3.3.2 Dimensions of Talent Engagement

Rothmann and Rothmann (2010) reported that talent engagement includes three dimensions such as vigour, dedication and absorption. The physical element of engagement embraces being actually committed to the work, and exhibiting vigour and a positive mental state. The mental element involves preparedness, deep involvement and preoccupation with one's work. The emotional element denotes a feeling of association with one's job with a spirit of devotion and great commitment (Ariani, 2013; Bakker, 2011).

Dedication denotes a degree of significance that an employee gets from doing one's work; a feeling of superiority and eagerness at the workplace. It is vital to note that employees with great commitment identify themselves with work and experience meaning to their work (Bakker, 2011; Habraken, 2013).

Vigour is concerned with the willingness to devote effort and energy in addition to resilience and perseverance in difficult work situations (Bakker, 2011). It is noted that workers with great vigour exhibit energy, keenness and endurance when they are working. Vigour also involves employees' resilience when they are working (Ariani, 2013; Schaufeli & Bakker, 2003).

Bakker (2003) further reiterated that absorption denotes an indication of being wholly and joyfully immersed in work and regularly discovering it hard to detach from work. Literature reports that employees who show great absorption are often taken far from their work, and to them, time quickly moves and all that surrounds them may easily be overlooked. Workers who show great absorption also are joyfully absorbed by their tasks and entirely focus on the work at hand (Bakker, 2011; Schaufeli & Bakker, 2003).

3.3.3 Factors Related to Talent engagement

Mendes and Stander (2011) noted that organisations expect employees to show commitment, engagement and taking charge for their own development. It is therefore vital to note that work engagement should be clearly understood as well as the factors associated with it as outlined below:

(i) Role Clarity

Role clarity is a concept that is distinct as the degree to which employees have sufficient material and direction about their anticipated roles and behaviours to execute their duties perfectly. Engagement is often increased when employees know what is expected of them because role ambiguity is often reduced (Alarcon, Lyons & Tartaglia, 2010).

Role clarity includes concepts like role ambiguity and role conflict. Role conflict erupts if contradictory job requirements emanate and role ambiguity denotes the absence of clarity in one's work. It is imperative to note that role clarity increases when there is low conflict and low ambiguity and all these have a direct bearing on engagement (Mendes & Stander, 2011).

(ii) Leadership

Alarcon *et al.* (2010) suggested that leadership behaviours and leadership perceptions at the workplace influence stressors and workplace attitudes within the organisational context. Leadership empowering behaviours are often perceived as influencing engagement (Mendes & Stander, 2011).

(iii) Organisational culture and peer groups

Alarcon *et al.* (2010) posit that organisational culture signifies a situation where workers in the organisation create collective meanings, perceptions and beliefs. Work engagement is thus often fostered from positive shared beliefs within the work context. Alarcon *et al.* (2010) further alluded to the fact that peers are a source of social fulfilment in an organisational context.

(iv) Age

Schaufeli and Bakker (2003) discovered that older workers normally report feelings of commitment compared to the younger generation. Mostert and Rothmann (2006) on the other hand find significant differences in vigour and dedication centred on participant's age. Although age seems to play a role in engagement, some researches demonstrate that there is no substantial distinction in relation to worker engagement and age (Salamanson, Andrew & Everett, 2009).

(v) Race

Although there are prominent racial differences in South Africa, there is limited research that explored racial differences in South Africa in relation to engagement. Research done so far shows no significant differences amongst engagement and racial groups in South Africa (Salamanson *et al.*, 2009).

(vi) Psychological empowerment

It is noted in literature that psychological empowerment is one of the greatest factors that impact employee engagement (Mendes & Stander, 2011). Mendes and Stander (2011) further posit that psychological empowerment reveals in four cognitive areas, namely, meaning, competence, self-determination and impact.

(vii) Gender

Research conducted so far proposes that gender differences relative to engagement exist. Peter (2008) conducted a research and reported that employee engagement is sensitive to gender. Employee engagement appears to be influenced by rewards, relationships and childcare. Gender variances relative to worker engagement have been found (Bakker & Demerouti, 2009).

Mostert and Rothmann (2006) conducted a study in which significant variances in vigour and dedication amongst men and women were found. Karlsson and Archer (2007) reported greater levels of vigour for women than their men colleagues.

(viii) Tenure

The job-demand-resource model suggests that involved employees accumulate social, physical and organisational resources that are a prerequisite in enabling them to deal with the burdens of work. When employees are engaged, they devote their energy and time to their jobs which resultantly develops in vigour and absorption. In light of the above observation, it can be concluded that employees who were employed for a longer period by an organisation have plenty of time to improve these resources and have the inspiration to be involved (Halbesleben & Wheeler, 2008).

3.4 Talent Development

Charan (2008) maintained that talent development is a precarious element of talent management. In universities, for instance, the growth and development of academics in particular is often related with the capability to perform tasks as a “talented academic” by exhibiting mandatory academic proficiency. Charan (2008) further alluded to the fact that higher education institutions are developing their workers not only to meet their needs but providing a good platform for effective teaching and learning (Charan, 2008; Malunda & Atwebembeire, 2019).

3.4.1 Talent development strategies

Effron, Greenslade and Salob (2005) conducted a study where participating organisations did not determine a combination of finest practices to nurture talent. The researchers agreed on a model centred on effective approaches of nurturing talent that include the following:

(i) The right practices done right - Effron *et al.* (2005) alluded to the fact that leaders at all levels should be responsible for the developing workers and showing aptitudes (skills and knowledge) that are used to assess the efficiency of talent development.

(ii) Leadership involvement - Leaders should be involved in the development of talent in an organisation.

(iii) Maniacal focus on high potentials - Firms should always utilise both human and capital resources available to develop talent within the organisational context.

Riccio (2010) underscores the significance of recognising the exceptional features and development desires of high-potential workers through various methods. The most common development methods include, *inter alia*, leadership skills and personality assessment just to mention but a few. To serve the purpose of this particular research study, different talent development approaches, methods and initiatives are explained as follows:

(a) Career Pathing

Career pathing is one of the most common talent development initiatives utilised in an academic institution. Career pathing also referred to as *talent tracking* provides an opportunity for employees to advance their career within the organisational context (Charan, 2008; Smart, 2005).

(b) Succession Planning

Gay and Sims (2006) maintained that succession planning is a human resources approach that ensures the planning of replacing present leadership positions in an organisation.

(c) Off-the-job and on-the-job training

McCauley and Hezlett (2001) posit that on- and off-the-job training includes courses and programmes that organisations use to develop employees that are required in an organisational context.

(d) Action learning

Action learning is a type of learning where employees are given experiential assignments or tasks to complete (Fulmer & Conger, 2004). Contemporary learning session takes place in work situations where work assignments like forced assignments, challenging tasks, deployments and job transition should be provided (Maurer, 2002; Poell, Van Dam & de Berg, 2004).

Ohlott (2004) states that job assignment becomes a developmental tool when the following conditions are met:

- Employees should be coerced out of their luxurious working zone
- Employees are requested to act and think otherwise
- The assignments should involve new tasks to employees
- The assignments should put employees in a challenging position
- Risk and uncertainty should be the order of the day when making choices

(e) Talent pools

McKinsey and Company (2001) propose that managers should take an active role in building and managing talent pool. McKinsey and Company (2001) further highlighted that the roles of managers should include, among others:

- Using performance management tools as ways of identifying talent
- Choosing and measuring the attributes of potential candidates
- Effectively managing talent pools across all levels
- Planning and executing exact, targeted training and development initiatives for talent pools

Finding talent for talent pool

(f) Coaching and Mentoring

Mentoring is defined as a relationship that exists when a more knowledgeable employee offers necessary advice and support to a junior or less skilled employee in a work environment. The bond can thus be official or unofficial or can even take various forms in the work context (Erasmus *et al.* 2013; Malunda & Atwebembeire, 2019; Steinmann, 2006).

Geber (2009) defined coaching as “learning by doing” which may take several forms including simulations, demonstrations and explanations. Coaching may have the wider effect of one-to-one relationship between a superior and a subordinate. Erasmus *et al.* (2013:233) highlighted that the following situations are of benefit if coaching takes place:

- *“A newly promoted manager who is finding it difficult to perform his or her new position*
- *Someone who is being groomed for a managerial or another senior position*
- *Someone with relationship issues that are creating problems in the organisation*
- *Aligning management tasks with core values*
- *Motivating demotivated staff*
- *Appraisal and assessments*
- *Delegating*
- *Problem-solving*
- *Planning and reviewing in the organisation*
- *Staff development*
- *Team building and team working”*

It is vital to note that coaching is normally practised to unlock potential amongst employees to ensure that organisational objectives are realised.

(g) Individual development plans (IDPs)

Individual development plans are a procedure that assists workers to evaluate the skills that are needed to support their career aspirations (Lee, 2007). Clunies (2007) however detailed rules on the development of IDPs and warned that these plans should not be general but should focus on the following three core issues:

- Educational opportunities
- Work experiences and assignments
- Coaching/mentoring

(h) Identification and evaluation of talent

The success of any talent management programme is dependent on the organisation doing various evaluations, for instance, the 360-degree feedback. The results from this feedback provide a vital contribution and a growth strategy for IDPs. Multiple evaluations aid to recognise the present and potential performance levels of workers with the aim of advising future training and development endeavours (Fulmer & Conger, 2004).

Marsh (2008) highlighted the following key components that assist in identifying and developing talent:

- Performance - denotes the level of results and performance
- Potential - the ability to achieve
- Readiness - the capacity to assume new tasks
- Fit - the match between the worker' strength and organisational requirement

3.4.2 Organisational perspective to Talent Development

Handfield-Jones *et al.* (2001) noted that literature has emphasised much on the importance of personnel in an organisational context. Organisations are largely dependent on acquiring, developing and retaining “talented employees” to ensure that organisational objectives are accomplished. It has been proposed in literature that the role played by the organisation in supporting employee development initiatives goes a long way in attracting, motivating and retaining these employees and as such should be applauded (Handfield-Jones, Michaels & Axelrod, 2001).

In an organisational context, the development of employees is engrossed in three core panacea, namely, training, education and development. Training and education are often viewed as organised knowledge gaining experiences offered to workers over a specific period of time with the ultimate aim of improving employee performance in the organisation's context (Van Dam, 2004).

Education - Coetzee *et al.* (2007:49) defined education as “a medium-term change effort intended to prepare for upward career progression or for enhanced technical abilities in employees' current positions (horizontal career progression). Education plays a role in developing employees' knowledge, skills, social understanding and intellectual capacity”.

Training - Training deals with explicit ways in which learning activities take place within the organisational context. Rothwell *et al.* (1995) defined training as an intentional, instant change effort to alter proficiencies, knowledge and skills of employees through effective learning experiences (Rothwell *et al.*, 1995).

Development - Erasmus *et al.* (2013) defined it as a long-term effort proposed to deepen employees' views by offering new perceptions. Coetzee *et al.* (2007) noted that development interventions need to be designed to encourage employees to determine and apply their inborn abilities.

Learning- is defined as a growth or variation in skill that usually happens as an outcome of experience. It is imperative to note that learning plays an important role towards the growth of staff in an organisational context (Maurer, 2002).

3.4.3 The role of supervisory support in talent development

Horne (2014) pointed out that the role of supervisory support in employee development has received great attention in recent years. From a developmental point of view, supervisory support plays a critical role in their followers by sharing information and resources, providing developmental support as well as psychological support. Maurer (2002) stated that supervisory support takes many forms which may include the following:

- Ensuring effective performance appraisal
- Offering continuous feedback
- Setting performance goals with workers
- Ensuring continuous training
- Helping with developing career plans

Stinglhamber and Vandenberghe (2003) point out that there is a robust empirical confirmation of a relationship among the delivery of supervisory support for developmental commitments and employee's career insight and career resilience. It is important to note that from an organisational viewpoint, superiors require support for them to be effective developers. It is noted in literature that employees value the support and care they get from their superior for ensuring that they reach their fullest potential (London, 1993; Stinglhamber & Vandenberghe, 2003).

Eisenberger *et al.* (2002) maintained that sometimes employees perceive their superior as a representative of the organisation and as such there will be the belief that both the supervisor and organisation share the same view and perspective of developing these employees.

Eisenberger *et al.* (2002) further highlighted that there is much research that was done on supervisory support in relation to development and it underscores the importance of the social context more precisely on the relationship amongst the superior and the worker. The relationship is largely reliant on open, honest task, healthy and social exchange of ideas. The development of talent in this instance is basically reliant on the superiority of this relationship which is motivated by the organisational ethos. In this relationship building, the superior acts as a permitting mechanism for the organisation's development agenda (London, 1993; Stinglhamber & Vandenberghe, 2003).

3.5 Performance management

The major challenge that is facing today's organisations is to develop sustainable human resources who are competent. Imran *et al.* (2014) highlighted that the management of employee performance is a key issue considered by most human resource managers (Imran *et al.*, 2014; Sachane *et al.*, 2018; Stanton & Nankervis, 2011).

Literature shows that designing and effectively employing a performance management system is a serious cause for concern an organisation. The need for tracking performance amongst employees of an organisation resulted in the introduction of ways that ensure management is able to assess the performance employees (Sachane *et al.*, 2018; Saeed & Shahbaz, 2011).

Performance management can be linked to the work of Frederick Taylor and Henry Ford with initiatives that can further be traced in the history of industrialisation. It is vital to note that performance management cuts across all management disciplines, as well as all organisations over the globe, and the university is no exception (Waal, 2002).

A performance management system should be designed to be organisation-specific; it should be tailored to match the requirements of each organisation. Despite the fact that there are many similarities in the purpose of performance management in many organisations, the type of the organisation directs the kind of performance management system that may be utilised by an organisation. This implies that the performance management used by a university, for example, should differ from that of a company in the private sector (Kandula, 2006).

With the *fees must fall*, universities are under pressure to generate income and the pressure is further accelerated by the fact that the subsidies that universities receive from government force academics to regard the university as a business thereby academics will increase their research output in anticipation of more funding (Hudzik, 2011; Hill, 2010).

3.5.1 The History of Performance Management

Brudan (2010) noted that performance management is relatively a new discipline that grew through three different levels namely operational, individual and strategic levels. The history of performance management is discussed below in form of different levels:

(1) Individual performance management

Individual performance is perceived as the ancient level at which performance is utilised in an organisational context, for instance, performance appraisal (Brudan, 2010). Individual performance is also viewed as the level with the lengthiest evolution in history as it portrays the extent of organisational development.

Although the history of this particular level remains unclear, it is believed to date back in the 3rd century when rulers of the Wei Dynasty (221-265AD) evaluated the performance of family associates (Brudan, 2010). In olden times, performance management was grounded on the persons doing work as part of a group. With the movement, more intricate approaches of measuring individual performance emerged and were driven mostly by the companies and public administration and military organisations (Brudan, 2010; Sachane *et al.*, 2018).

(2) Operational performance management

Operational performance management emphasises on the achievement of departmental objectives and is aligned with corporate strategy and differs across functional areas of the business like marketing, finance and human resources management, amongst others.

The growth of operational performance management dates back to the development of both accounting and management practices. Brudan (2010) highlighted that this is due to the idea that operational performance is traditionally rated in terms of efficiency/productivity/low cost as well as effectiveness. In the accounting discipline,

financial indicators and non-financial indicators help effectively in determining operational performance management.

(3) Strategic performance management

Strategic performance management focuses with the realisation of organisational goals. Experts in this field consider it as corporate performance management and thus the maximum level of performance management philosophies within the organisational context (Aguinis, 2011; Kim, 2012; Sachane *et al.*, 2018).

Strategic performance management evolved with the ultimate aim of differentiating between individual and organisational segments of performance management. Kim (2012) defined individual performance management as referring to evaluating performance of individuals whilst organisational performance management evaluates the performance of an organisation as a whole.

3.5.2 The purpose of Performance Management

Performance management aims to determine whether the organisation can be able to achieve its set objectives within a specific timeframe. Literature points out that various organisations implement performance management with the aim of achieving organisational performance. Kim (2011:2) provided the major reasons why organisations implement performance management as follows:

- Providing information about employees' effectiveness
- Improving employees or organisation's effectiveness
- Providing information on employees and organisational efficiency
- Providing information on employee motivation
- Linking employees pay and performance expectations
- Raising employee accountability
- Aligning the objectives of staff with those of the organisation

Aguinis (2013) posits that performance management systems implemented in various organisations serve a strategic, administrative, informational and developmental purpose, among others, as discussed below:

(a) Strategic purpose

The major aim of performance management system within the organisational context is to help top management of a firm to accomplish strategic objectives. A good performance management system aids to communicate organisational goals clearly (Aguinis *et al.*, 2011; Verwerie & Van den Berghe, 2003).

(b) Administrative purpose

One of the major reasons for an inclusive performance management system in an organisation is to provide helpful information for administrative decisions to be made. Examples of decisions that can be made include, *inter alia*, salary adjustments, promotion and recognition of individual performance.

(c) Informational purpose

A performance management system within the organisational context serves as a two-way communication tool. It highlights the desired behaviour and results that are rewarded by an organisation. It involves continuous communication and negotiation with regards to the establishment of performance yardsticks to assess individual performance.

(d) Developmental purpose

Mentoring and coaching employees can be effectively done by analysing the information obtained through the performance management method of the organisation. Performance deficiencies, as well as the strength and weaknesses of employees, are correctively obtained through the analysis of information obtained through the organisation's performance management system (Aguinis *et al.*, 2011).

(e) Organisational maintenance purpose

Information obtained through the organisation's performance management system can be used for workforce planning. Workforce planning allows the organisation to predict and respond to the needs of the organisation in relation to workforce (Aguinis *et al.*, 2011; Verwerie & Van den Berghe, 2003).

(f) Documentation purpose

The performance management system ensures the documentation of vital administrative resolutions within the organisational context. In cases of litigation for instance, the performance management system is vital if a worker is not pleased with the decision taken against him/her with regard to the performance management system. As such, the organisation may be at the safe side if performance information is well-documented (Aguinis *et al.*, 2011).

Kim and Aguinis (2013) perceived performance management as an instrument for contributing to the effectiveness and efficiency of the organisation. The above authors therefore viewed performance management as a tool that aligns both an employee's needs as well as that of an organisation.

Despite having literature on the significance of performance management and benefits thereof, the concept has not been related to an adoption of effective performance management system. Decramer *et al.* (2007) underscored that while managing performance of teams or individuals, results should be reflected upon. It was further noted that many of the performance management systems present, mainly focus on quantitative representation of outputs and outcomes and merely overlooks inputs (Compton, 2005; Decramer *et al.* 2007).

3.5.3 Practical Relationship between Performance Management and Strategic Management

A practical relationship exists among performance management and strategic management (Pirtea, Nicolescu & Botoc, 2009). Performance management is viewed as achieving goals that are set during the planning process whilst strategic management is concerned with coming up with identification and description of strategies that managers utilise to achieve excellent performance with the aim of improving the competitive advantage of an organisation.

Robbins and Coutler (2002) defined strategic management as a combination of managerial decisions that has an effect on the performance of an organisation. Strategic management has also been defined as a field that focuses with the major planned and growing initiatives undertaken by superiors to improve the performance of the organisation (Pollard & Hotho, 2006).

Strategic management involves the process of strategic planning, implementation and evaluation (David, 2011). The strategic planning phase often involves a combination of strategies followed with the aim of achieving the organisational direction. Although the purpose of strategic planning is known, its nature is complex and dynamic (Gates, 2010; Soriano, Torres & Chalmeta-Rosalen, 2010).

At the level of execution, strategies formed during the strategic planning level are implemented. Despite the fact that the organisation plans its strategies, success will be in vain if the strategies are not implemented properly. It is vital to note that many organisations fail to implement strategies formulated hence the whole organisation will fail to take a meaningful direction. For an organisation to succeed, organisations would perceive the implementation and strategic planning phases as interwoven (Kaplan & Norton, 2005; Mankins & Steel, 2005).

Many performance management models underscore the setting of goals and assessing the performance management system of the whole organisation. Literature shows that all phases of the performance management system may be related to the tactical goals of the firm and this is thus referred to as strategic performance management (London & Mone, 2008).

3.5.4 Organisational Culture and Performance Management

Robbins *et al.* (2009) defined organisational culture as a system of mutual meaning believed by organisational stakeholders that distinguishes the firm from another. Solomons (2006) alluded that organisational culture affects the performance of an organisation. Solomons (2006) further noted that for a performance management system to work effectively, the organisational attitude and culture should harness the change that comes with the introduction of performance management within the organisation.

Aguinis (2013) posits that contemporary organisations are devoting all their effort in creating a “performance culture” within the organisation context. Aguinis (2013) further noted that in order to develop a culture that promotes accountability, employees and the organisation should be able to record measureable progress. Shields (2008) maintained the position that a good performance management system should change employee values and behaviour to trigger high organisational citizenship.

Shields (2008) further points out that for performance culture to be achieved in an organisation, it must be tied with recognition and rewards to motivate employees. In addition, labour relations also play a significant role in the implementation of an effective performance management system. A good labour relations climate with management ensures an efficient performance management system.

Kandula (2006) noted that although performance management is perceived to bear fruits of business growth within an organisation, transforming an organisation to adhere to organisational culture is not an easy task that can be accomplished instantly. This is as a result of the fact that the policies and procedures of the organisation have to be changed first before this happens. The other stumbling block that affects the execution of organisational culture is the notion that employees' behaviours are difficult to change in as far as organisational culture is concerned.

It is imperative to note that organisational culture and people are the major impediments that affect the execution of an operative performance management system within the context of an organisation. On the other hand, people always find change as problematic and often resist the anticipated change (Robbins *et al.*, 2009).

3.5.5 Performance Management and Organisational Commitment

Kipkebut (2010) noted that the role of personnel management practices in promoting organisational commitment amongst employees is critical. Literature posits that there is a momentous relationship between job performance and organisational commitment (Maimela, 2015).

Literature notes that organisations of today strive to foster commitment amongst employees with the aim of achieving stability amongst the workforce to ensure labour turnover costs are cut when employees leave the organisation for greener pastures (Celik, 2008). It is vital to note that committed employees are prepared to "go an extra mile" in as far as execution of their duties are concerned.

Krausert (2009) noted that committed employees usually go through thick and thin with the organisation despite adverse situations that might prevail. Employees who are greatly committed to the organisation have organisational goals at heart and are likely to show outstanding performance (Nehmenh, 2009).

Although many researches find a strong relationship between organisational commitment and performance, a study conducted by Tolenetino (2012) with university academics and administrative employees, revealed that job performance is not in any way influenced by organisational commitment. This implies that committed employees are not always excellent performers.

3.5.6 Employee's perception about Performance Management System

Kelliher and Hope-Hailey (2011) noted that for the workforce to reciprocate the performance management system within an organisation, they should view the practice as fair and justifiable. This therefore implies that if employees view performance management as biased and unfair, it is most likely that they will not accept the results of the performance management system. Employees in this regard will develop perceptions of what is fair reward considering the contributions they put within the organisational context.

Greenberg (1990) defined fairness or justice as the idea that an action is considered to be morally right based on ethics, religion, equality and the law. Literature in human resources management categorised organisational justice as distributive, procedural and interactional justice, which are articulated below:

(i) Distributive Justice

The equity theory posits that workers compare their work outcomes (rewards) with work inputs (contributions) with other co-workers. This means that employees compare themselves with their co-workers to determine if they are equally treated. Adams (1963) highlighted that when individual employees think that their inputs are rewarded fairly in relation to outputs and others around them, they are most likely to be satisfied, but when they realise that others are getting more recognition and rewards than them, they become dissatisfied.

Adams (1963) noted that inputs include effort, loyalty, hard work and tolerance, amongst others, that keep employees going within the organisational context. Outputs, on the other hand, include rewards, pay, benefits, etc. As such, employees will compare inputs with outputs to determine if the organisation is fair. Employees normally respond differently when they realise that their inputs are not fairly rewarded.

Some employees may not be fully committed to their work hence poor production in anticipation of a change. Other employees may aim to improve outputs by demanding for more rewards. It is vital to note that if performance management is to be conducted in an impartial manner, the ratings and judgements obtained during performance appraisals should be applied to all employees in a consistent way.

(ii) Procedural Justice

Procedural justice is defined as how fair a specific decision was taken. This then raises a question on fairness or unfairness. The question that can typically be answered by the six criteria of fair procedure thus: consistency, suppression, unbiasedness, accuracy, ethicality and correctability. In most cases, employees prefer procedures that ensure that they express their views as they are allowed to partake indirectly in decision-making (Coetzee, 2004).

In support of the above notion, Gruman and Saks (2011) pointed out that one vital way to promote performance management processes within the organisational context is to foster employee engagement as a substance for employee performance management. This implies that performance management processes should be more appealing in nature for them to be considered as fair by employees as this makes employees feel valued by the organisation.

(iii) Interactional Justice

Perista and Quintal (2010) denote that the notion of interactional fairness reviews the quality of collaboration with the decision-maker. This implies whether the decision-maker applies logical reasoning and respects the concerned employees. Interactional justice focuses on social interaction between the decision-maker and the workers. In light of the above, interactional justice calls for the performance management system within the organisational context to provide feedback to the employees concerned.

3.5.7 Performance Management and Motivation

Luthra and Jain (2012) pointed out that employees normally evaluate whether there is organisational justice in the organisation and as soon as they perceive the organisation as just then they are motivated to working for the organisation.

Kandula (2006) maintained that motivational theories enhance the content of performance management within an organisation. Kandula (2006) further noted that excellent performance in an organisation is often achieved through the use of motivated employees. Despite the fact that there are many motivation theories, two main theories account for performance management within an organisation discussed below:

(a) Goal-setting theory

Locke and Latham (2002) maintained that at the core of goal-setting theory lies the “goal-setting motivational force”. This implies that some employees perform exceptionally well on their tasks than others because they are assigned diverse performance goals. It is highlighted in literature that if goals are specific, they will promote the employee’s desire to put more effort to achieve those goals (Locke & Latham, 2002). As a golden rule, goals should be “SMART” meaning: specific, measurable, attainable realistic and time conscious.

The goal-setting theory is centred on the following three premises: (1) people have diverse goals, (2) people act to accomplish those goals if there is an opportunity of success and (3) the worth of those goals always affect the level of motivation. The goal-setting theory goes in tandem with the concept of Peter Drucker of “Management by Objectives” which was developed in 1954 and popularised in 1960. Sah (2012) maintained that the most common elements in management by objectives are participative decision-making, specificity, explicit performance cycle and performance feedback. Aguinis (2013) noted that individual performance objectives are directly derived from organisational goals.

Locke and Lathan (2002) highlighted that goal-setting proposes that employees should actively participate in the attainment of set goals. Employees who actively participate in goal setting are greatly motivated if those goals are accomplished as compared to employees whose goals are created for them by others (Locke & Latham,

2002). This may imply that for effective performance management to take place, managers, workers and teams should partake in setting goals.

(b) Expectancy theory

Vroom (1994) developed the expectancy theory that originates from the valence-instrumentality-expectancy theory. Vroom (1994) noted that workers have the prerogative to decide whether to perform or not on their jobs within the organisational context. This decision is contingent exclusively on the employee's motivation level which is then contingent on valence, instrumentality and expectancy. Valence is defined as "value" which implies the attractiveness of outcomes. Instrumentality denotes the degree to which enhanced performance is anticipated to lead to anticipated outcomes. Lastly, expectancy denoted the extent to which increased effort is viewed to lead to better job performance.

Vroom (1994) noted that whenever employees choose amongst alternatives that involve unclear decisions and results, it is evident that their behaviour is not affected by their preferences between these outcomes only but also the extent to which they believe these outcomes are possible.

3.5.8 Performance Management Models

There are various performance management frameworks in literature. Gruman and Saks (2011) noted that most of the performance management models predict a number of factors involving some variations on setting performance goals for employees, evaluating performance and giving performance feedback to employees. The major performance management models, *inter alia*, include Rockart's model of managing organisational performance (Rockart, 1979), the Balanced Score Card (BSC) model and the performance management model, which are discussed below.

(a) Rockart's Model of Managing Performance

De Waal (2007) noted that intangible assets that, *inter alia*, include patents, trademarks are perceived as major value sources in addition to physical capital and financial capital. It is essential to note that performance management is often difficult to administer if the above-mentioned resources are excluded. For example, an organisation can only realise that it made a loss at the end of a financial year.

De Waal (2007) highlighted that the introduction of Rockart's critical success factors (CSFs) and key performance indicators (KPIs) provides a solution to such challenges as they combine financial and non-financial indicators of the organisation.

Rockart (1979:85) defines critical success factors as:

“CSFs thus, are, for any business the limited number of areas in which results, if they are satisfactory, will ensure successful competitive performance for the organisation. They are the few areas where “things must go right” for the business to flourish. If results in these areas are not adequate, the organisation’s effort for the period will be less than desired. As a result, the CSFs are areas of activity that should receive constant and careful management attention. The current status of performance in each area should be continually measured and that information should be made available successfully”.

From the definition provided above, it can be concluded that organisational performance should be continuously evaluated so that remedial actions are taken timeously.

(b) Balanced Score Card Performance Management Model

The Balanced Score Card (BSC) is a performance management model that ensures that the organisation translates its mission, vision and strategy into implementation. The BSC links the organisation's vision and strategy to the day-to-day actions of staff by translating the organisation's strategy into priorities and initiatives (Kaplan & Norton, 1996).

The Advanced Performance Institute (2012) maintained that organisations that utilise the provisions of the BSC normally outperform those organisations that do not have BSC in place. Figure 3.3 shows the BSC.

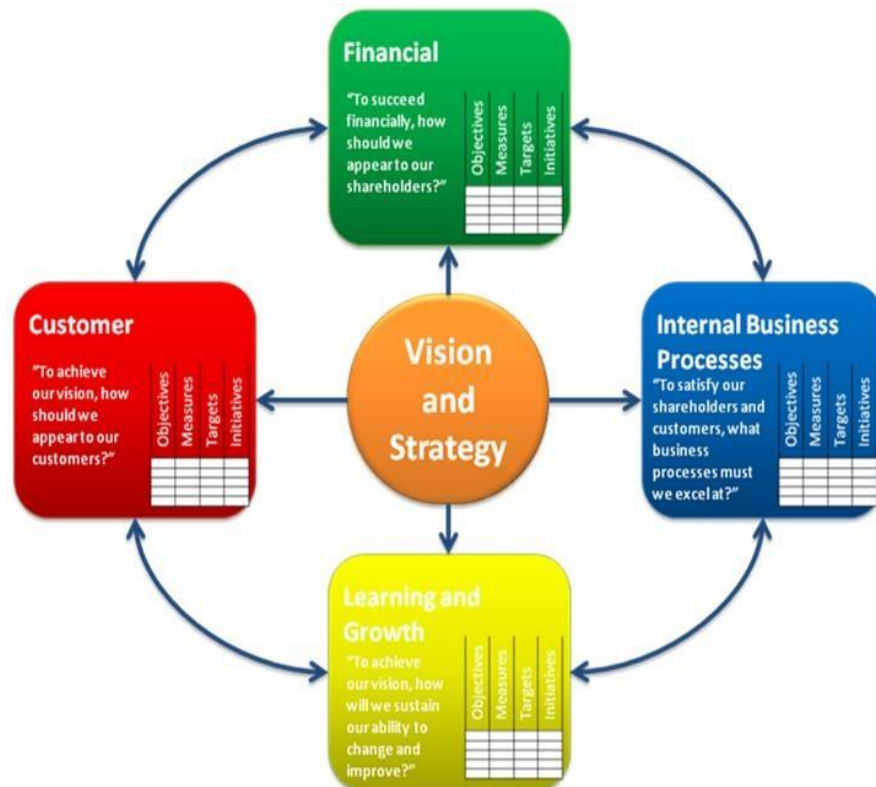


Figure 3.3: The balanced scorecard

Source: Kaplan and Norton (1996:76)

The four key pillars of the BSC are described as follows:

- **Innovative (growth and learning) perspective** - evaluates how regular an organisation presents novel services and products. To remain competitive, the organisation should always strive to be innovative as opposed to being complacent. The organisation should always develop its employees to ensure the continuity of the organisation.
- **The internal process perspective** - evaluates the internal methods used by the organisation to create value. Kaplan and Norton (1996) refer internal process as the lifecycle of a project undertaken by an organisation from the beginning to completion.

- **Customer perspective** - measures the performance of an organisation in relation to the experiences of customers. Effective customer service ensures that the organisation enjoys a competitive advantage over its competitors.
- **Financial perspective** - evaluates growth and other performance indicators of the organisation.

It is imperative to note that various organisations' leading indicators are different depending on how big the organisation is.

(c) Aguinis' Performance Management Model

Performance management is often seen as an amalgam of components that are interrelated. It is a process that ensures a clear understanding of set objectives, how objectives are to be measured and provides clear guidelines of necessary behaviours expected from the employees of the organisation for the accomplishment of those objectives. The discussion below explains the performance management model (Aguinis, 2013)

Phase 1: Prerequisites

Aguinis (2013) states that the major prerequisites required for the execution of performance management are the familiarity of the organisation's mission and strategic objectives and information about the job concerned. Employees in this regard should be familiarised with the organisation as well as their individual roles and enabling that the set vision and mission are realised. This can only be done by providing employees with a clear job description (Aguinis, 2013).

Phase 2: Performance planning

Aguinis (2013) maintains that this phase involves the meeting of a superior and subordinate at the beginning of a performance cycle where they agree on what needs to be done. This phase embraces the discussion of results, required behaviour and a developmental plan that can be put in place. Employees are also expected to get clarity on what is required by the organisation in the performance cycle.

Phase 3: Performance execution

In this phase, both the employer and the worker play a precarious role in ensuring that what was agreed upon is implemented. The employer should strive to enable employees have the required abilities and capability to execute their duties as expected. The employer, on the other hand, should strive to go an extra mile in ensuring that what was agreed upon comes to reality (Aguinis, 2013).

Phase 4: Performance assessment

Aguinis (2013) noted that in this phase both the subordinate and superior will evaluate if the desired goals set are achieved. It also seeks to determine if the developmental plan previously set is achieved. Performance assessment seeks also to monitor employees if they are on the right track with their performance. If employees are determined not to be in track, remedial actions will be taken.

Phase 5: Performance review

Performance review forms the cornerstone of any performance management. It involves a meeting between superiors and subordinates to review performance in the form of an appraisal. Employees are often given feedback regarding their performance. Excellent performers are often rewarded at this stage. Organisations have different ways of recognising good performance, some organisations give employees a once-off bonus payment whilst some organisations promote those deserving employees for their outstanding performance (Aguinis, 2013).

Phase 6: Performance renewal and reconstruction

Aguinis (2013) maintains that performance renewal and reconstruction is the last step in the performance management process. If performance was not realised as previously set, top management will endeavour to provide solutions on performance discrepancies experienced. At this stage, top management has to determine if set objectives are realistic or not. If the set objectives are not realistic, corrective action will be taken.

3.5.9 Performance Management in South African Universities

Yemini (2012) noted that the tertiary education sector is changing with the aim of effective and quality education. The changes experienced in the higher education sector, among other things, seek to provide new ways in which universities are managed as well as the way universities are portraying their images. Montez (2004: 586) maintained that “the academy, that once-protected sanctuary of research, discovery, teaching and learning, is now constantly threatened by the very society that once bestowed its lofty rank upon it”.

In light of the above, universities are increasingly receiving less funding, a decrease in public support and recognition as well as increased demand for accountability (Shin & Harman, 2009). The major setback that is created in the university environment is overcrowded classes, an increase in fees and outdated lecturing facilities.

In China, for instance, the government has reduced the support it gives to public universities (Shin & Harman, 2009). This resulted in an increase in the opening of private institutions of learning as well as public universities engaging in income-generating projects for their survival. In the United Kingdom, grant distribution and research funding has drastically changed as it now focuses on economic impact and resultantly affecting the way academic performance management is done focusing much on revenue generation (Mok & Lo, 2007; Shin & Harman, 2009).

Globalisation has brought momentous change in the higher education sector. Evans, Pucik and Bjorkman (2011:99) defined globalisation of the education sector as “the widening, deepening and speeding up and interconnectedness of universities within the global world”. The education sector has been seen as being at the forefront with globalisation in a knowledge-based economy which resultantly stimulates economic growth.

Shin and Harman (2009) reported that in Europe for instance, the Bologna process which ensures that the European education set a common structure of awards with the aim of promoting the mobility of graduates and students is an excellent example of globalisation in the education sector. Shin and Harman (2009) also noted the Lisbon declaration which provides cross border recognition of qualification obtained in different countries is another example of globalisation of the education sector.

In South Africa, various universities have international lecturers to present classes which therefore promotes exchange programmes of students with other African countries. Meyer, Bushney and Ukpere (2011) maintained that the University of Pretoria's business school takes students on study tours to different countries to learn business models in other countries.

Shin and Haramn (2009) summarised the major changes experienced in the higher education sector. Shin and Haramn (2009) further maintained that changes in the higher education system occur because of globalisation and internationalisation. The major initiatives for internationalisation are cross border collaborations as well as programmes for international students (Altbach & Knight, 2007; Davidson, 2009; Hudzik, 2011).

3.5.10 Change in the South Africa tertiary education sector

Since there is transformation in the Higher Education sector in the whole world, the South African Higher Education sector is no exception (Hill, 2010; Shishkina, 2008; Yemini, 2012). In order for South African to compete globally, the population of South Africa should have access to quality education. The Council on Higher Education (2010) noted that the South African tertiary education has received attention from the larger society and is facing unprecedented challenges. The major changes that were experienced in the tertiary education sector since 1994 include, among others:

- The Higher Education South Africa (HESA, 2014) reported that the reform of the tertiary education system in South Africa is one of the greatest changes to take place in South Africa. The new democratic government of South Africa mandated the mergers of certain universities during this transition phase.
- The second major change experienced in the tertiary education scenery of South Africa involves the growth in private tertiary education institutions. The growth in the number of private higher education institutions created political and policy dilemmas within the South African government.
- The other change experienced in the South African tertiary education structure emerged from the delivery or dissemination of information by lecturers to students. From the look of things, there is no clear distinction between universities offering contact sessions from those of distance learning.

- The other change experienced is the boost in the study of economic science and a decline in the study of humanities. Yu and Pillay (2011) noted that there are few students enrolling for humanities leaving universities with no option but retrenching humanities lecturers as enrolment decreased from 15 563 to 7 053 in 2011.
- The major change characterised in South Africa is the changing nature of the academic workplace with new management models such as performance management and accountability amongst academics. It is also vital to note that executive deans and heads of departments are also appointed on managerial merit as opposed to academic merit (Webster & Mosoetsa, 2002; Wolhuter, 2011).

3.5.11 Performance Management at the University of South Africa: A Case study

For effective performance management at the University of South Africa (Unisa, 2008), the following took place:

Stage 1: Performance planning

A subordinate and a superior jointly develop the subordinate's performance agreement, stating the major objectives to be accomplished as well as the targets to be met. The agreement is signed by the line manager responsible for a particular department.

Stage 2: Performance implementation, monitoring and development

The subordinate concerned will implement the performance agreement signed before using methods and the infrastructure provided by the university. Performance is evaluated against the set yardsticks regularly to determine if the employee is striving to reach the agreed objectives and targets.

Stage 3: Performance review

During the course of the year, a formative performance review is performed. In cases where the agreed performance standards are not met within the required timeframe, adjustments will be made to review the performance management system.

Stage 4: Performance assessment

At the end of its performance year, a thorough performance review is conducted to determine if what was agreed upon initially was achieved. Employee performance is evaluated and translated into a performance rating on a 5-point rating scale.

Stage 5: Integrated performance management system rating scale

The fifth stage of performance management at UNISA resembles the performance management model of Aguinis (2013). Academic staff at the university are rated on key performance areas, namely, teaching, research, community engagement and academic citizenship. In summary, the emphasis is placed on the organisation's vision and strategy, which are the building blocks of performance management.

3.6 Talent Retention

Selesho and Naile (2014) reported that the retention of university employees is of serious concern mainly because a high labour turnover of these employees poses a key challenge to these institutions. Powell (2010) maintained that high labour turnover of academic staff for instance in the university context has negative effects on university stakeholders who tussle to get better amenities when jobs are vacated and occupied by less experienced incumbents.

Tithe (2010) posits that although retention strategies in various organisations have numerous shared characteristics such as excellent pay structure, good working conditions, excellent personnel policies that provide the opportunity for growth, these strategies need to be environment-specific and evidence-centred for them to work effectively.

Netswera *et al.* (2005) reported that to promote staff retention in institutions of higher learning, the following elements should be considered for effective and efficient personnel management:

- Discussing how each worker adds value to the company vision and mission of the university
- Ensuring an environment of trust
- Developing superiors who oversee expert staff
- Ensuring management training by emphasising career growth
- Strengthening of regular communication
- Advancing and preserving continuous commitment.

Human capital has been regarded as a vital strategic source for the advantage of the organisation as organisational effectiveness now rests on the salient abilities of the employees in an organisation. The “war for talent” is significantly dominant for knowledgeable workers as the economy has slowly transformed from industrialised economy to a knowledge economy (Agnuis, Gottfredson & Joo, 2012).

Agnuis *et al.* (2012) reported that one of the most imperative tasks for organisations is to attract employees with exceptional skills. The reason behind talent shortage in Africa is the migration of gifted persons to developed nations for better packages as well as excellent working conditions. AAPAM (2008) maintained that the major reasons behind the mass exodus of talented individuals in Africa to developed nations are inadequate remuneration, poor work atmospheres and great levels of crime. Another reason provided is attractive employer brands and excellent benefits provided to employees. Knowledge workers in the university context, for instance, are very mobile as they realise that their expertise is greatly required (Tornikoski, 2011).

3.6.1 Definition of Talent Retention

Cascio (2003) defined talent retention as actions or plans engaged by the management of an organisation in order to prevent employees from departing from the organisation; it includes issues like efficiently rewarding employees, upholding interactions and securing a healthy working environment for the good of the employees.

Talent retention has also been defined as attempts by management in guaranteeing that workers stay in an organisation and minimising intentional turnover (Jackson & Schuler, 2000). In support of the above definition, Pienaar and Bester (2008) define the retention of workers as efforts that are focused on guaranteeing that workers remain in the organisation and avoiding and minimising intentional turnover. Makondo (2014) reported that attraction and retention of workers involve practices such as job description, job analysis, job grading and selection for the workers to feel fairness in the organisation context (Erasmus *et al.*, 2015; Pienaar & Bester, 2008; Makondo, 2014).

Ehlers (2011:4) defined staff retention as “all the strategies, action plans and methods used to retain talent or valuable employees in the organisation in order to achieve and sustain competitive advantage”. Employee retention denotes all efforts by management to ensure that the organisation looks attractive to the employee with the aim of retaining them in the long overhaul (Ehlers, 2011; Erasmus *et al.*, 2014).

Samuel and Chipunza (2009) defined employee retention as a way an organisation use to provide a favourable environment to employees which absorbs employees in an organisation. Samuel and Chipunza (2009) further maintained that the goal of employee retention is to look for alternative ways to prevent talented personnel from quitting the organisation. Ivanovic (2007) defined retention as a way of keeping the loyalty of present employees in an organisation and convincing them not to work for another company or organisation (Erasmus *et al.*, 2015; Samuel & Chipunza, 2009; Ivanovic, 2007; Zineldin, 2000).

In the context of academics in a university environment, Bushe (2012:279) defined staff retention as “the process of the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of quality work-life, motivated staff climate, best place to work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resources and talent management”.

3.6.2 Motivation as a Talent Retention Strategy

The following discussion details the relevant motivation theories because literature shows that when employees are motivated at work, they are more likely to be retained hence reducing labour turnover costs associated when employees leave the organisation.

(i) Herzberg's Two Factor Theory

Herzberg stated that there is no honest way to determine what causes employees' displeasure and gratification with their work than to probe them (Gautam, Van Dick and Wagner, 2004). Herzberg gathered professionals and probed them to remember events that made them feel gratified and unhappy at work. The results were alarming. Various issues came out to account for gratification and dissatisfaction. Instead of determining that employee absence made them feel frustrated, as anticipated, it was discovered that in most instances gratification and displeasure stemmed from two exceptional causes.

The two-factor theory suggests workers were normally pleased with characteristics of their work that had to do with work itself or to results coming straight from it. These include among others: opportunities for promotion and personal advancement, responsibility, recognition and accomplishment. Since these issues are related to high levels of gratification, they are referred to as motivators (Bagraim, 2004).

Literature points out that if employees are gratified at the workplace, they are likely to be more productive and remain dedicated to the organisation. Further evidence from the literature shows that salary only does not predict work performance and organisational commitment but a plethora of factors (Robbins *et al.*, 2009).

The two-factor theory notes that dissatisfaction is linked with circumstances surrounding the job, such as working conditions and salary, among others. Since these factors present displeasure when not present, they are denoted as hygiene factors (Luthans, 2011).

The two-factor theory has significant inferences for managing organisations precisely; supervisors should be well guided to focus their devotion on issues that stimulate job satisfaction like prospects for personal growth. Various organisations have realised that gratification within their workforces is stimulated when they offer prospects for their workers to advance their professional skills at work (Campbell & Finch, 2004).

Table 3.1: Hygiene and Motivating factors

Hygiene Factors	Motivators
Salary	Achievement
Compensation policy and administration	Responsibility
Supervision	Advancement
Interpersonal relations	Recognition
Working environment	Work itself

Source: Luthans (2011:166)

(ii) Maslow’s Hierarchy of Needs

Although hygiene and motivating factors play a greater role in employee motivation, literature maintains that they are not the only motivator at the workplace. Humans have to be satisfied in order for organisations to notice a healthy and devoted staff hence talent retention. Maslow acknowledged five unique kind of needs, which are triggered in a particular order.

Basic needs - it is stated in literature that these lowermost order needs involve gratifying basic drives like the needs for food, air, water and shelter. These biological needs as they are called are the main fundamental needs because unless they are met, workers may struggle (Bagraim *et al.*, 2011).

There are numerous techniques that organisations can employ to help employees satisfy their basic needs. Perhaps the humblest involves rewarding them a living salary, money that can be swapped for the purchase of food and shelter. The Basic Conditions of Employment Act of South Africa No. 75 of 1997 clearly spell out the need for an adequate salary for employees as a retention factor.

Security needs - Soon after biological needs are gratified, the following level of needs is activated. Security needs ensure that employees work in an atmosphere that is safe and secure so that they do not suffer from physical and emotional harm. The Occupational Health and Safety Act No. 85 of 1993 of South Africa alludes to the fact that employers should, among others, do the following:

- Deliver and maintain systems of work that are reasonably safe
- Take steps as may be sensibly feasible to avoid or alleviate any hazards
- Provide information, instruction and training to workers in relation to health and safety

The Act further maintains that employees should, among others, do the following:

- Take sensible action for the health and safety of other persons
- Report unsafe situations at workplace as soon as possible
- Report cases of injury to the health and safety representatives
- Carry out lawful order given by the employer
- Comply with the health and safety instructions

Literature posits that psychological safety is imperative as well. When organisations offer health and disability insurance, organisations are encouraging their workers' psychological wellbeing by guaranteeing them that they will not be harmed monetarily in the event of illness. Robbins *et al.* (2009) reported that although most organisations have health insurance benefits, a few have taken psychological security to the extreme by having no layoff policies.

Social needs - As soon as workers' biological and security needs are gratified, Maslow maintains that social needs will be stimulated. Robbins *et al.* (2009) reported that these needs are concerned with the need to be liked, that is, to be loved and recognised by others. Since humans are considered to be social animals, they expect to be in the company of others; as such, many organisations help organise events that build camaraderie among their employees. Joining an organisation's bereavement team, for example, provides good opportunities for employees to meet social needs within an organisation.

Esteem needs - Employees do not only want to be socially liked and loved by others but also to gain admiration and endorsement. Employees have esteem needs that they always wish to be recognised for their accomplishments. For example, “employee of the year” awards presented by some organisations ensure that employees are highly motivated and boost staff retention.

Self-actualisation - Maslow reported that employees aim for self-actualisation which will then mean that employees become what they are capable of becoming. When the workforce reaches self-actualisation, they make themselves enormously cherished valuable assets to the organisations. It is for this reason that organisations are interested in making a way for their workers to become self-actualised by gratifying their lower-order needs.

(iii) Goal-Setting Theory

Goal-setting theory is concerned with the idea that allocated goal influences employees’ belief about being able to perform the task they are given. The fundamental idea behind the goal-setting theory is that a goal serves as a motivation tool. When goals are set, workers direct attention to them and evaluate how well they are doing. In other words, they equate their present capability to perform with what is needed to succeed at the goal (Willcoxson, 2006).

Goal-setting theory also maintains that allocated goals lead to the recognition of those goals as workers’s goals. Commitment to goals is the degree to which employees devote themselves to meeting a goal. Employees become greatly devoted to a goal to the degree that they yearn to attain that goal and believe that they have a reasonable chance of doing so. Kiley (2007) mentioned that the principle involved in setting goals is integrated by a concept known as “**SMART**”, meaning that those goals should be:

- **Specific** - goals should be clear
- **Measurable** - there must be a standard against which goals should be measured
- **Achievable** - goals should not be too difficult or too easy but rather achievable

- **Realistic** - the goals set should consider things like time and available resources
- **Time frame** - goals should be time-bound

The idea behind goal setting is that management needs to set clear goals for workers: and some workers also set personal goals, the achievement of which is monitored and evaluated.

(iv) Expectancy Theory of Vroom

Vroom maintained that people are normal beings who calculate and analyse the cost and benefit of possible behaviours (Kassin, 2006). Employees are motivated to work when they are able to achieve things that they want from their jobs. Vroom maintained that workers' performance is built on single factors like personality, skills, knowledge and experience. Shahid (2012) reported that although employees have unique types of goals, they are inspired when they see a positive relationship between effort and performance.

Excellent performance often results in an anticipated reward; this reward will gratify a vital need and the desire to gratify the need is significantly sufficient to make the determination important.

The expectancy theory characterises employees as normal beings who think about what they can do to be remunerated and how much the rewards translate to them before they perform their jobs. The major elements of the expectancy theory are expectancy, instrumentality and valence.

Expectancy - At times employees consider that putting a lot of effort means that they will get a lot accomplished. Expectancy is based on the probability that the results will be achieved. Literature points that employees have various expectations in relation to what they are able to do. In that regard, management should be able to identify the training, resources and supervisor needs of the employees so that they perform optimally (Bagram *et al.*, 2011).

Instrumentality - Bagraim *et al.* (2011) maintain that when an employee works hard and performs at an optimum level, gratification may falter if that performance is not adequately remunerated especially when performance is not viewed as influential in conveying about rewards. A worker who is extremely productive, for instance, may be poorly motivated to perform if the pay system does not recognise his or her success. This often occurs to employees who have already reached top pay grades in their organisations.

Bagraim *et al.* (2011) noted that for effective motivation to take place, the manager needs to effectively understand each individual employee better. On the other hand, the expectancy theory has some suggestions for managers as follows:

- Managers should increase expectancy that may result in better performance to help employees to be greatly motivated. This might encourage employees to be more efficient thereby eliminating barriers to performance.
- Rewards that are given to employees should have personal meaning and value to these employees. Managers should not assume that since he/she values a certain reward, employees also value that reward in the same way.
- Rewards and performance should be related together.
- Managers should reward employees according to certain behaviours and performance.

Valence - When workers consider that hard work will result in good performance and that they will be rewarded in relation to their performance, they still may be poorly gratified if rewards do not mean that much to them. Taylor (2008) reported that employees who do not care about the token of appreciation offered by the organisation are not gratified to accomplish them.

(v) Equity Theory

The fundamental impression in equity theory is that employees equate themselves to other employees and consider that they should get the same rewards as other employees doing the same job (Berg, 2012). Employees make these comparisons on the basis of rewards, recognition, status, benefits, money and promotion, among others.

Hunsacker (2001) reported that employees also make exterior comparisons whereby they compare their efforts- performance-reward ratio with other employees doing the same job. These comparisons can be made on three domains namely:

- Comparisons with other individuals, such as colleagues or friends;
- Comparisons with regard to the group, for example, employees comparing their department with similar departments in a company; and
- Comparisons with general professional classification, whereby employees may compare themselves with people performing the same jobs in other companies.

When employees compare themselves with others, a balance will be reached if other employees are getting the same benefits as others. On the other hand, a discrepancy will be realised when employees are not receiving the same amount of benefits as others in the same industry.

(vi) Positive Reinforcement Theory

Berg (2012) noted that this theory is governed by the “*law of effect*” coined by Skinner. Skinner maintained that overt behaviours that are followed by a positive consequence are repeated and those followed by negative consequences are not likely to be repeated. In this theory, emphasis is not on goals or inner states of employees that drive their actions, but the factors in the environment that will reinforce, influence, control and change behaviour that is important for employee motivation.

The *law of effect* holds that employees will repeat behaviours that are reinforced. The basic requirement is that the employee must either value the rewards or experience punishment. The law of effect emphasises extrinsic rewards like financial rewards or recognition, or intrinsic rewards which are motivated from within, and which the

employee derives from doing the job itself, such as feelings of achievement (Steers, Porter & Bigley, 1996).

(vii) McClelland's Theory of Needs

Robbins *et al.* (2009) argued that McClelland based his theory on the following needs:

The need for achievement (nAch)

The need for achievement is the drive to succeed in relation to set standards. Employees are motivated when they feel that they have reached or exceeded the desired performance target in the workplace. They derive the greatest satisfaction if their contribution to the organisation is recognised by management. In this regard, employees feel that the organisation is moving forward because of their outstanding performance.

The need for power (nPow)

The need for power makes other employees behave differently in ways in which they should not have behaved otherwise. When employees are promoted to positions with power and authority they experience the greatest motivation ever because they know that their decisions can move the organisation somewhere. The fact that a newly promoted employee can influence their subordinates makes them experience adequate job satisfaction.

The need for affiliation (nAff)

The need for affiliation is the aspiration for pleasant, healthy and close interpersonal relationships. Employees derive greater satisfaction when they are allowed to form informal groups at the workplace where they share life and work experiences. Greater satisfaction at the workplace is realised when members of an organisation feel valued and loved by other colleagues or teammates. Human beings always strive to maintain social networks in which they can exchange ideas hence affiliation needs are essential to employees (Luthans, 2011).

3.6.3 Talent Retention Factors

Retention factors for employees are believed to be ranked differently from both the human resource managers and employees (Warnich, Carrell, Elbert & Hartfield, 2015:255) as shown below:

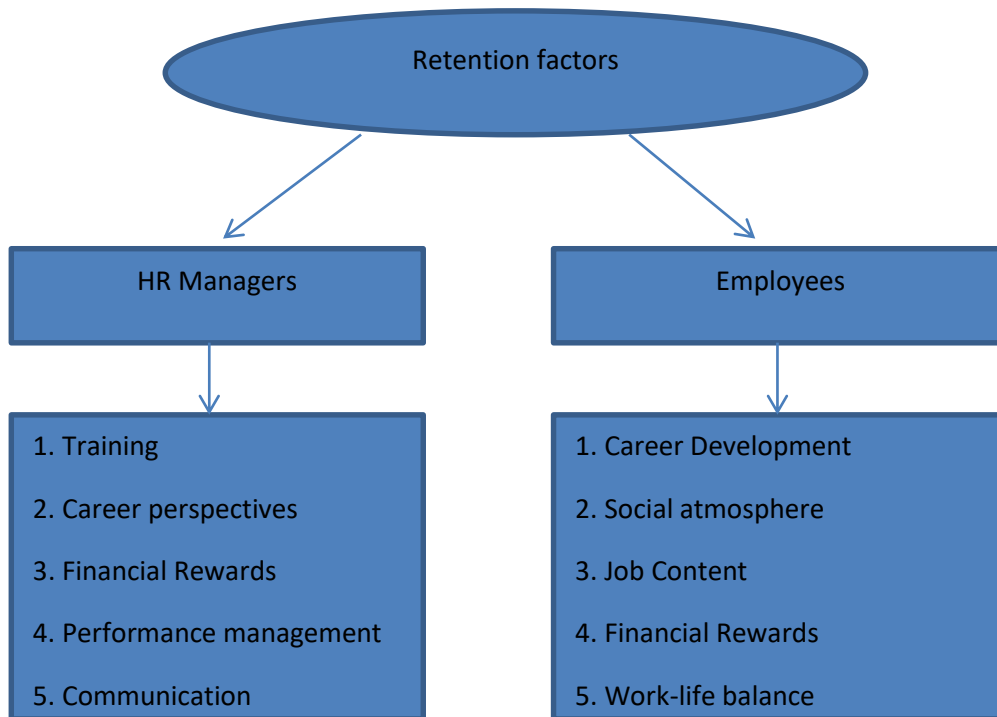


Figure 3.4: Retention factors

Source: Warnich *et al.* (2015:255)

Van Dyk and Coetzee (2012) proposed that retention factors are imperative for employees to remain committed and motivated in the organisational context. Dockel (2003) conducted a study and six retention factors were identified as follows:

- Work-life balance
- Career prospects
- Training and development prospects
- Compensation
- Supervisor support
- Job characteristics

The discussion below exhaustively discusses the six retention factors as proposed by Dockel (2003).

(i) Compensation

Compensation comprises all financial and non-financial rewards given to workers in exchange for labour offered to the organisation by employees (Van Dyk & Coetzee, 2012). Financial rewards entail salaries, incentives and stock options provided by the employer to employees. Dockel (2003) reported that non-financial rewards are indirect monetary rewards employees get from the employer.

(ii) Job Characteristics

Spector (2008) maintained that job characteristics entail skills diversity and job autonomy. Spector (2008) further reported that expert employees prefer jobs that allow them to use a variety of expertise and presenting thought-provoking assignments and offer job autonomy.

(iii) Training and development opportunities

Van Dyk and Coetzee (2012) reported that when employees are offered the opportunity for training and development they regard their employer as caring or as valuing them. After training and development, employees feel self-worth and affective commitment will increase hence they remain loyal to the organisation (Dockel, 2003).

It is proposed in the body of knowledge that prospects for training and development promote workers' development and growth (Kraimer *et al.*, 2011). Joao (2010) conducted a study that shows that training and development are vital factors for absorbing qualified workers. Kraimer *et al.* (2011) further reported that training employees shows that the organisation values them hence investing in them.

(iv) Supervisor support

Van Dyk and Coetzee (2012) reported that supervisor support involves recognition and feedback given by the supervisor to their subordinates at work. Several studies show that recognition and feedback plays a pivotal role in retaining important personnel (Allen, Shore & Griffeth, 2003; Morrow, 2011). Morrow (2011) states that

supposed organisational support improves the affective commitment of the workforce in the long overhaul.

(v) Career opportunities

Career opportunities comprise interior and exterior opportunities available to workers. Interior chances apply for employees in the form of promotion or moving to different positions. Joao (2010) maintained that external opportunities may mean moving to other organisations.

Literature has proved that career advancement is significant for improving employee's affective commitment within the organisations thereby decreasing an employee's plans to quit the organisation. Kraimer *et al.* (2011) posit that viewed career chances considerably forecast work performance and turnover.

(vi) Work-life balance

Work-life balance is defined as the capability for workers to balance work and family obligations (Parkes & Lanford, 2008). Dockel (2003) states that employees should be allowed telecommuting services, referral programmes, employee childcare centres and assistance programmes for them to achieve balance family-life.

Literature shows that workers regard work-life balance policies as the firm's capability to maintain them because it influences employee's psychological contract in a positive way (Dockel, 2003).

3.6.4 Impact of Total Rewards on Talent Retention

There are several definitions of the concept of total rewards. Bussin and Van Rooy (2014) defined total rewards as the combination of each component of a worker's reward array and it may include all that workers perceive as key.

Reilly and Brown (2008: 4) posit that total rewards are "a firm's entire employee value proposition, including direct and indirect financial rewards, positive characteristics of the work itself, career opportunities in the firm, social activities associated with the workplace, and a variety of other conveniences and services provided by the employer".

Total rewards are an amalgam of different rewards, consisting of monetary and non-monetary tokens and intrinsic and extrinsic rewards which are availed to employees in exchange for their labour they provide to the organisation they work for (Hoole & Hertz, 2016).

In this current economic situation in South Africa, organisations should find innovative methods to motivate workers and increase their level of engagement and productivity; as such, universities are no exceptions (Hoole and Hertz, 2016). Hoole and Hertz (2016) further reported that in recent years, organisations have moved from traditional remuneration packages only to total reward packages that ensure that workers are gratified with their jobs thus ensuring commitment to their organisations (Bussin, 2012; Hoole & Hertz, 2016; Pregnolato, 2017).

Nienaber (2010) maintained that in exchange for effort, long working hours and hard work, employees need to be valued and appreciated. Nienaber (2010) further maintained that the old reward system is no longer enough as individual employees might not be interested to be remunerated for work only but for the value they bring.

Hewitt (2015) reported that recent studies have moved the focus from extrinsic and intrinsic rewards towards a total reward approach. Nienaber (2010) developed a total reward approach that can be used in the organisations of the 21st century. Nienaber (2010) proposed a total reward system that consists of performance and career management, basic pay, excellent working environment, work-home integration benefits and contingency pay.

Several total rewards models have been proposed by researchers that try to account for the motivation of employees in ensuring organisational commitment and work engagement. The WorldatWork model (2007) proposed five key reward categories as:

- Development and career opportunities
- Work-life
- Benefits
- Performance and recognition
- Remuneration

The Corporate Leadership Council (2005) proposed a total reward framework that consists of base pay, leave, retirement benefits, health and wellness benefits, bonus and incentive and family benefits as major determinants of a holistic total reward model.

A framework of total rewards proposed by Zingheim and Schuster (2007) consists of three main categories, chief among them, performance, total pay, and other kinds of rewards. This framework becomes very apposite because of the integration of the model with other personnel management processes and retention of “talented employees”.

Literature shows that rewards have an effect on career advancement as well as an influence on the working environment of an employee (Gross & O’Malley, 2007). Mahaney and leader (2006) posit that organisations are reported to recommend rewards as a way of stimulating organisational productivity. Kerrin and Oliver (2002) maintained that it is imperative to devise an effective and proficient reward system based on the different needs of an organisation.

The reward system should be made to arouse staff with regard to attaining higher production and organisational commitment. The reward system should closely tie with organisational strategies as well as ensuring the attraction and retention of key personnel (Hankin, 2005).

Intrinsic and extrinsic rewards differ greatly because intrinsic rewards concentrate on the job and the work itself whilst extrinsic rewards are external to the job and the work that employees do.

Robbins, Judge, Odendaal and Roodt (2009) reported that intrinsic rewards consist of:

- Challenge
- Self-esteem
- Acknowledgement
- Status
- Satisfaction
- Growth opportunities

- Autonomy and responsibility
- A sense of accomplishment

Robbins *et al.* (2009) reported that an employee will derive fundamental motivation through the capability to do a challenging job, receiving feedback and acknowledgement and being given an opportunity for growth and advancement.

Robbins *et al.* (2009) further reported that extrinsic rewards consist of the following, among others:

- Promotion
- Benefits
- Job security
- Pay
- Raise in salary and bonus

Literature shows that an organisation will remain competitive if it continuously compares its extrinsic rewards with other organisations in the market thus guaranteeing greater levels of employee output, commitment and engagement (Goldsmith, Veum & Darity, 2000).

Armstrong (2006) maintained that if total rewards are presented in an organisation, workers are most likely to be gratified and retained to reach their fullest potential hence realising the goals of an organisation. The Corporate Leadership Council Advisory Board, on the other hand, proposed that 25% of the decisions on whether to remain in an organisation are related to payment offered by the employer (Armstrong, 2006; Bussin, 2012).

Tang and West (1998) posit that when workers receive enough compensation, they will focus much on intrinsic needs such as recognition, training and growth and a sense of accomplishment. The discussion below exhaustively discusses the major components of a total reward system.

(i) Remuneration as a Retention Strategy

Remuneration is defined as the monetary payments issued by the company to the workers in exchange for the labour offered to the organisation (WorldatWork, 2011). The main usual method of payment is an amount that is often determined by the organisation's pay structure (Pregolato, 2017; Schlechter, Hung & Bussin, 2014).

It is important to note that money is viewed in three elements namely symbolic, affective and behavioural. The affective element proposes that some workers perceive money as vital and cherished whilst on the other hand there are some workers who view money as evil and bad. Mitchell and Mickel (1999) noted that the symbolic element suggests that money is related to characteristics that many employees struggle for which include recognition, achievement and status. The behavioural element concentrates on people's activities such as investing the money they get.

Lievens *et al.* (2011) noted that remuneration strategies should be different between organisations to maintain a competitive advantage. The remuneration strategy that an organisation use may stimulate the desirability of a job and the organisation because the compensation strategy may act as a signalling alert that relays evidence about a firm's values, philosophy and practices (Lievens *et al.*, 2011; Pregolato, 2017).

Remuneration has been considered as the major determinant that job applicants consider the most when they apply for a job and it can be safely concluded that potential employees are enticed to organisations that offer greater levels of salaries.

3.6.5 Objectives of remuneration

Objectives of remuneration are the yardstick that determines the reward system and they are also regarded as the guideline against which the effectiveness of the system is measured. The major aim of a remuneration system is to entice, retain and gratify employees. Armstrong (2010) suggested the following are the major objectives of a remuneration policy:

(a) Attracting the right calibre of job applicants - In general, firms that offer attractive salary packages are the ones that are capable to attract the right type of staff.

(b) Retaining suitable employees - Firms usually use a comprehensive salary package to retain their talented employees because these employees will be highly motivated and opt to remain committed to the organisation.

(c) Maintaining fairness amongst employees - Remuneration policies should seek equality and fairness amongst employees to ensure that all employees are compensated in relation to the nature of their job.

(d) Maintaining cost effectiveness - A remuneration strategy is often considered as the major operation cost that organisations are experiencing. The remuneration policy should be designed to prevent undue expenses that might negatively affect the organisation.

(e) Complying with legal requirements - Legislations like the Basic Conditions of Employment Act (Act no. 75 of 1997) has a direct impact on salary packages given to employees.

(f) Providing for flexibility and administrative efficiency - the remuneration system of an organisation should be flexible enough to avoid bureaucratic rigidity and should allow flexibility in relation to the labour market rate and individual differences in terms of merit.

3.6.6 Factors affecting the Remuneration Policy

There are many factors that have an influence on the design of a comprehensive remuneration policy. Some of these factors are internal and others external as shown below.

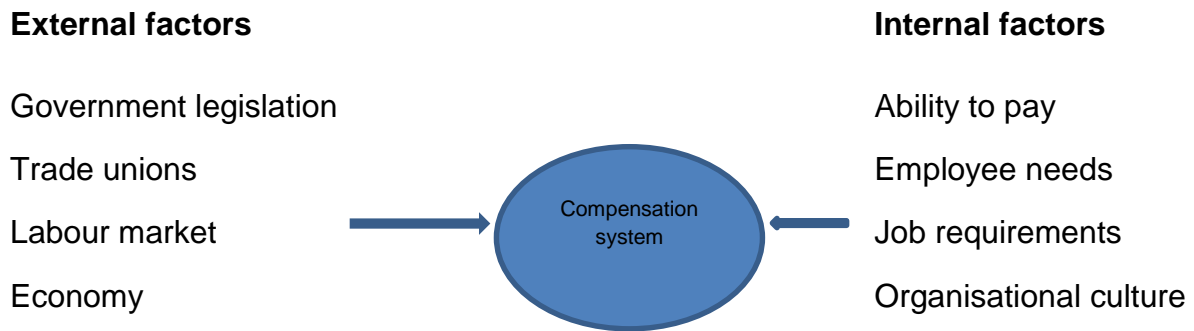


Figure 3.5: External and Internal factors affecting recruitment

Source: Erasmus *et al.* (2014:621)

(a) External factors affecting Remuneration Policy

(i) Government legislation

Government legislation and policies play a pivotal role in determining remuneration offered to employees in an organisation (Erasmus *et al.*, 2014).

(ii) Economy

Erasmus *et al.* (2014) reported that the economic conditions that a country is facing generally determine the remuneration policies adopted by organisations. Various factors such as inflation, recession and cost of living affect the remuneration policy of an organisation.

(iii) Labour market

Forces of labour supply and labour demand affect the remuneration offered to employees.

(iv) Trade union

Trade unions have a greater impact in establishing wage levels as well as benefits during collective bargaining periods and negotiations.

(b) Internal factors affecting remuneration policy

(i) Ability to pay

Mondy and Noe (2005) reported that a firm's ability to pay has an impact on its general level of remuneration. Literature shows that productivity, profitability and the firm's size are all determinants of a firm to generate enough revenue for paying its human resources.

(ii) Employee needs

Erasmus *et al.* (2014) maintained that employee needs differ significantly depending on age and position within a company. Erasmus *et al.* (2014), further reported that younger employees have a great need for cash as opposed to older employees. On the other hand, highly remunerated executives' needs differ greatly from general employees.

(iii) Job requirements

Erasmus *et al.* (2014:624) maintained that "requirement regarding the necessary average skill level of employees may impact on the pay level that the organisation must set in order to obtain sufficient numbers of qualified employees".

(iv) Organisation strategy, culture and values

Erasmus *et al.* (2014:625) posit that "pay policies should support the organisation's strategic objectives and organisational values such as decision-making style, openness in terms of communication and social responsibility may have a bearing on remuneration policies".

3.6.7 Employee benefits as a Retention Strategy

WorldatWork (2011:5) defines employee benefits as "programs an employer uses to supplement the cash compensation that employees receive". Warnich *et al.* (2015) noted that benefits provide quantifiable value for employees and include, *inter alia*, pension schemes, health and welfare plans and sick pay or company cars or company houses as summarised below.

Table 3.2: Employee Benefits

Retirement Plans	Health Insurance	Life/disability insurance	Part time off	Other benefits
Retirement fund	Medical aid	Life cover	Public holidays	Company cars
Provident fund	Hospitalisation	Personal accident cover	Vacations	Car allowance
Annuities		Disability cover	Sick Leave Study Leave Paternity Leave Compassionate Leave Incentive Leave	Cash loans Housing subsidy Transport allowance Bursaries

Source: Warnich *et al.* (2015:428)

WorldatWork (2007) reported that employee benefits serve as an attracting tool for employees and potential employees of an organisation as they provide for the actual or perceived needs of employees such as security and assets, for instance, company cars and houses in addition to pay (Pregnoiato, 2017; WorldatWork, 2007).

Jensen, McMullen and Stark (2007) noted that it is justifiable and sound to state that employees view the benefits they receive as the extent to which the organisation value their input into the organisation. In a study conducted by WorldatWork (2007) on employee attraction and retention, it was reported that 95% of the research participants indicated that medical plans have a moderate to high impact on employee attraction and retention (WorldatWork, 2007).

(iii) Recognition as a Retention Strategy

Employees and managers consider performance appraisal as a process of obtaining a salary increase or cash bonuses as a reward for their performance and as such if it is not linked to pay or rewards, it will become useless (Elebge, 2010).

Grigoriadis and Bussin (2007) alluded to the fact that it is very difficult to differentiate between high-performing and low-performing employees based on their salaries. Organisations hiring from competitive labour markets may offer higher cash incentives in order to attract the “best talent” and as a result organisations have adopted variable pay structures which are aimed at attracting talented employees, differentiating employees and providing better monetary recognition to high-performing employees.

Rewards and a robust recognition system form the core panacea of retaining talent in an organisation. According to Berger and Berger (2008), performance appraisal, on the other hand, starts with departmental managers who will be responsible for setting objectives that are in line with organisational goals and objectives.

Kirkland (2007) reported that rewards offered to top-performing employees can promote the talent management initiative set by the organisation if they are well administered. Literature posits that employees value incentives and bonus packages unlike promotion which removes them from their positions they like the most (Richman *et al.*, 2008).

Rewards are offered to deserving employees based on merit because they become a motivating factor in promoting employees to continue with desired behaviour (Locke & Latham, 1990). In light of that observation, management should strive to ensure that rewards and recognition given to employees are actually valuable to them.

Managers should always make an effort to try to find out what motivates employees so that these employees will even do work to the best of their ability. On the other hand, employees should regard rewards as important for them to be greatly inspired by the gesture (Coetsee, 2004).

Although money plays a very significant role in motivating employees, it cannot solely bring motivation for a hard-working employee. Firms should come with robust and innovative remuneration policies in order to retain staff and reduce high labour turnover. Furthermore, remuneration policies should ensure that highly deserving employees are recognised by such policies hence creating a favourable workplace for such employees.

Linking rewards with good performance is of paramount importance (Coetsee, 2004). Ensuring the provision of rewards to deserving employees encourages them to work hard and therefore this will have a positive effect on motivating employees.

In light of the observations, management at SMU should introduce recognition as a retention strategy where upcoming and established researchers and deserving employees are given a token of appreciation after doing the university proud.

3.6.8 Age and Total Rewards Preference

Pregolato *et al.* (2017) posit that employees of different age groups are retained by different rewards. In a study conducted by Tomers Perrin (2003), it was reported that employees aged 18 and 29 value base pay, variable pay and company share as the most important whilst employees aged between 30 and 44 value medical aid, base salary and deferred remuneration. This would mean that employees in each age category are more likely to remain with their organisation if the rewards they value the most are provided by the employer.

Tiku (2007) noted that employees who were born between 1946 and 1964 are regarded as “baby boomers” and they make a sizeable portion of the present workforce and have substantial knowledge and experience. Literature shows that this generation is retained by benefits programmes such as medical aid, retirement benefits and programmes that assist them for retirement.

Stanz and Bussin (2015) alluded to the fact that Generation X employees are believed to be retained by opportunities for career development and challenging assignments. Gursoy, Maier and Chi (2008) conducted a focus group study where participants highlighted their need to leave their work at work, as well as trying to strike a balance in their lives.

Roy (2008) reported that generation X employees value sabbatical leave and flexitime the most while generation Y employees value work-life balance and flexibility options such as flexitime. Generation Y is also satisfied and retained by online social networks like Facebook and Twitter.

3.7 Theoretical framework of the study

The theoretical framework that was adopted in this study is based on the premise that “talented employees” are considered to be all the employees of the organisation that can add value to the organisation as they ensure the realisation of organisational objectives. Although the discussion below is based on the four talent philosophies and the major beliefs contained and aligned to these philosophies, this study adopted the inclusive talent management approach.

Collings and Mellahi (2009) stated that the exclusive talent-management approach supports the idea that talent consists of a small and elitist percentage of the employees only. The author of this particular study believes in the idea that talent should be inclusive in nature because all employees of an organisation play a pivotal role in the success of the organisation.

Swales (2013) maintained that most organisations in the 21st century are adopting the exclusive approach to talent management. It is imperative to note that this research was premised on the inclusive talent-management approach hence the development of an integrated talent management strategy for SMU that is useful for all staff.

In a study conducted by CIDP (2012), it was reported that three-fifths of current organisations use exclusive talent-management approaches whilst two-fifths are reported to have an inclusive talent management approach. It is important to note that hybrid approaches that include both the inclusive and exclusive approaches to talent management are also used in today’s organisations (Stahl *et al.*, 2012). The talent management philosophy is contrary to the belief in this particular study because the researcher believes that all employees of an organisation are important for driving the competitive edge of the organisation.

The question that could be raised by the researcher is whether talent is an innate or developed ability. This question is consistent with Meyers *et al.* (2013) as they maintain that the other question related to talent management is whether talent is an innate ability or a concept that is developed or a stable concept. Meyers *et al.* (2013) further alluded to the fact that if talent is considered to be a stable entity, it will lead to talent-management practices with an emphasis on identifying talent as well as selection. The ongoing debate about the degree to which talent is stable relates to various factors. (Silzer & Church, 2009; Meyers *et al.* 2014). The author of this thesis believes that talent in this study is a developed concept since employees of the organisation need training and development to execute their duties to the best of their abilities.

The Exclusive /Stable Talent Management Philosophy regards talent as the natural ability in doing something. Scholars understand talent as a natural scarce and determined variable. The belief that talent is an innate construct in business is widely accepted (Burkus & Osula, 2011). This belief forms the basis of an exclusive/stable talent management philosophy. Axelrod, Handfield-Jones and Michaels (2002) noted that this assumption generally categorises employees into two distinct groups thus: a small group of employees with talent who are considered to be “A players” and excellent performers) and a bigger group of employees without talent who are considered to B and C players who are average and bottom performers.

Meyers and van Woerkom (2014) noted that the exclusive/developable talent management philosophy considers talent as not an all-or-nothing gift but a potential that needs to be nurtured. It is vital to note that talent can be considered as “the possibility that individuals can become something more than what they currently are” (Silzer & Church, 2009:379). Meyers and Woerkom (2014) posit that talent can also be considered as latent potential or realised potential that manifests in excellent performance. This means that potential will only come to reality if it is developed.

The Inclusive/Stable Talent Management Philosophy suggests that employee and organisational growth can be achieved by concentrating on positive qualities or the talent that exists in every individual (Peterson & Park, 2006). This denotes that all employees possess positive characteristics that enhance them to excel in everything they do (Peterson & Seligman, 2004).

Peterson and Park (2011) suggest that the inclusive/stable talent management philosophy is deeply rooted in positive psychology and defined as “the science of positive subjective experience, positive individual traits, and positive institutions” (Seligman & Csikszentmihalyi (2000:5). Peterson and Park (2011) posit that scholars who believed in the inclusive/stable talent management philosophy were building a body of knowledge based on positive individual traits throughout the last 15 years.

Buckingham (2005) noted that advocates of the inclusive/stable talent management philosophy advise human resources practitioners to deliberately design talent management systems that recognise the unique traits of all employees and aim to capitalise on them. In relation to this, three tasks for talent management emerge that include, among others, identifying talent from individual employees, stimulating the use of identified talent and matching the talents of employees with the positions available.

The Inclusive/Developable Talent Management Philosophy aims at the development of ordinary employees into extraordinary performers (Meyers & van Woerkom, 2014). Dweck (2012) posits that the ambition of the inclusive/developable talent management philosophy is related to a distinct growth mind-set. Dweck (2012:614) further maintained that in the growth mindset the belief is that employees have a “great capacity to adapt, change and grow”. It can also be argued that employees do not have only the capacity but also the inner need to grow and fulfil their growth needs.

Biswas-Diener *et al.* (2011) maintained that the inclusive/developable talent management approach has two sub approaches. The first approach views talent as employees as having the “potential for excellence that can be cultivated through enhanced awareness, accessibility and effort”. This denotes that every employee has the potential to become excellent in a specific domain depending on the skills and strength of that particular individual. The second approach within the inclusive/developable talent management philosophy believes that every employee can be excellent in almost any domain they feel to pursue (Colvin, 2010; Ericsson, Nandagopal & Roring, 2009). This means that all “experts are always made, not born” (Ericsson, Prietula & Cokely, 2007:116).

It is important to note that this research was premised on the inclusive talent-management approach which provides the impetus for the development of an integrated talent management strategy for SMU (see page 270) that is useful for attracting and retaining high calibre of staff.

3.8 Conclusion

This chapter focused on the key pillars of talent management, namely, talent attraction, talent engagement, talent development, performance management and talent retention. Various theories and models were interrogated in an effort to provide a clear discussion of talent management. The chapter also focuses on some selected case studies with regards to talent management. The next chapter will focus on the research methodology employed in this study.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Introduction

The goal of this study was to develop an integrated talent management strategy that can be used for acquiring and retaining staff at SMU. To achieve the aforementioned aim, a mixed research methodology has been adopted in the study. This chapter starts by discussing the various research paradigms followed by a detailed analysis of the various types of research designs. Since this research used a mixed methodology approach, a discussion of this research design will follow. An account of sampling procedures used in this study is also included in this chapter, followed by data collection instruments, data collection method and data analysis. Lastly, this chapter concludes with a brief description of the ways of addressing bias and ethical considerations considered in the execution of the study.

The goal of this particular research was to develop of an integrated talent management strategy for SMU, the researcher opted to use the mixed methodology because the two methods (qualitative and quantitative) study both text and numerical data collected with the aim of addressing different aspects of the same general research problem, and providing a holistic understanding of the problem (Ivankova, Creswell & Clark, 2007).

4.2 Research Paradigm

Ponterotto (2005) defined a paradigm as a set of interrelated assumptions about the social world that provides philosophical and conceptual framework with the aim of studying the world. Terre Blanche *et al.* (2006:6) stated that “paradigms are all-encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions: ontology, epistemology and methodology”. In this study, the researcher adopted interpretivism as a research paradigm. Terre Blanche *et al.* (2006) posit that the goal of an interpretive approach to research is to explain the subjective reasons and meanings that lie behind social action.

Terre Blanche *et al.* (2006) further maintained that ontology clearly specifies what is to be studied and what can be known whilst epistemology determines the relationship between the researcher (knower) and what can be known. Methodology, on the other hand, determines how researchers might go about practically studying what they

believe can be known. The following table shows the major research paradigms and beliefs.

Table 4.1: Positivist, interpretive and constructivist paradigms

	Ontology	Epistemology	Methodology
Positivist	<ul style="list-style-type: none"> • Stable external reality • Law-like 	<ul style="list-style-type: none"> • Objective • Detached observer 	<ul style="list-style-type: none"> • Experimental • Quantitative • Hypothesis testing
Interpretive	<ul style="list-style-type: none"> • Internal reality of subjective experience 	<ul style="list-style-type: none"> • Empathetic • Observer subjectivity 	<ul style="list-style-type: none"> • Interactional • Interpretation • Qualitative
Constructivist	<ul style="list-style-type: none"> • Socially constructed reality • Discourse • Power 	<ul style="list-style-type: none"> • Suspicious • Political • Observer constructing versions 	<ul style="list-style-type: none"> • Deconstruction • Textual analysis • Discourse analysis

Source: Terre Blanche *et al.* (2006:6)

(i) Positivism

Terre Blanche *et al.* (2006) noted that the aim of a positivist approach to research is to provide an accurate description of the laws and mechanism that operate in social life. As depicted by Table 4.1 above, Terre Blanche *et al.* (2006) maintained that if a researcher believes that what is being studied involves a stable and unchanging external reality, for instance, economic laws and law of gravity, then the researcher can adopt an objective and detached epistemological stance towards reality and therefore employ a methodology that relies on control and manipulation of reality.

(ii) Interpretivism

Terre Blanche *et al.* (2006) posit that the aim of an interpretive approach to research is to explain the subjective reasons and meanings that lie behind social action. It is important to note that if the researcher believes that the reality to be studied consists of people's subjective experiences of the external world, the researcher may adopt an intersubjective or interactional epistemological stance towards reality and use

research methodologies like interviews or participant observation which relies on the relationship between the researcher and subject.

(iii) Constructivism

The aim of the constructivism research paradigm is to show how versions of the social world are produced in discourse and demonstrating how these constructions of reality make certain actions possible and others unthinkable (Terre Blanche *et al.*, 2006). If the researcher believes that reality consists of a fluid and variable set of social constructions, the researcher might adopt a suspicious and politicised epistemological stance and use methodologies that allow the researcher to deconstruct versions of reality.

Plack (2005) argues that the constructivism paradigm supports reality where reality is individually constructed and inter-subjectively negotiated within a social context. The constructivism paradigm supports the existence of various realities and considers the idea that there is no single reality that is more important than the other. Plack (2005) further maintains that this paradigm supports the idea that knowledge consists of multiple interpretations of reality that are contextually bound and value-driven.

4.3 Research Design

According to Terre Blanche and Durrheim (1999:29), “research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research”. Research designs are plans that guide the arrangement and conditions for the collection and analysis of data in a way that aims to combine relevance to the research purpose. A research design provides a clear programme of action that shows the research path, sampling procedures and strategies, methods of data collection, data collection procedures, collection instruments and the way data is analysed (Leedy & Ormrod, 2014). It is imperative to note that literature on research designs shows that there are three research approaches that one can use, namely, qualitative, quantitative and mixed methods as discussed below.

(a) Qualitative Methods

Qualitative research focuses on capturing and studying the complexity of different phenomena that occur in natural settings (Leedy & Ormrod, 2014). Peshkin (1993) as reported by Leedy and Ormrod (2014) maintained that qualitative research designs serve the following purpose:

Description - Qualitative research can reveal multifaceted situations, settings and processes.

Interpretation - Qualitative research allows the researcher to gain an insight about a particular phenomenon.

Verification - Qualitative research can allow the researcher to validate certain assumptions or claims.

Evaluation - Qualitative research allows the researcher to judge the soundness of particular policies, practices or innovations.

Leedy and Ormrod (2014) reported that there are various qualitative research designs that include case study, ethnography, phenomenological study, grounded theory study, among others.

(i) Case Study

Leedy and Ormrod (2014) maintain that in a case study, a certain individual, program or event is studied in depth for a specific period of time. In some instances, a researcher studies a singular case because of its unique or exceptional qualities which aid the understanding or inform practice in similar situations. A case study can be used for learning more about a poorly understood concept. In some instances, a case study can be used for generating and providing preliminary support for a set hypothesis.

In a case study, a researcher collects intensive data on the individual (s), program(s) or event(s) which might be the current focus of study. The collected data might include observations, interviews, documents or audio-visual materials. A case study also involves the researcher identifying the context of the research which will help others to read the research to report and hence facilitating the drawing of conclusions about the degree to which the research findings can be generalised to other research

situations. The major weakness of a case study lies in the fact that in instances where a single case is involved, the results cannot be generalised to other situations (Leedy & Ormrod, 2014).

(ii) Ethnography

In an ethnography research, the researcher will typically look in-depth at an entire group that shares something in common. Leedy and Ormrod (2014:144) maintained that the word ethnography comes from *ethnos*, a Greek word for “a nation or close-knit group of people” and *graph*, “something written or recorded”. A researcher conducting an ethnographic research studies a group in its natural setting for a prolonged period of time. The aim of the investigation is based on analysing the everyday behaviour of the people in the group with the intention to find cultural norms, values and other social patterns.

Literature shows that ethnographies were first used in cultural anthropology but also utilised in sociology, education, market research and psychology. Ethnography is used to gain an understanding of the complexities of a particular sociocultural group (Leedy & Ormrod, 2014). Creswell (2007) maintained that ethnography is a qualitative research methodology that is suitable for any research problem that is rooted in cultural anthropology.

Creswell (2007) further maintained that the first step in ethnographic research is gaining access to a site appropriate for answering the general research problem or research question. It is vital to note that the researcher should be a stranger to the research site from which data is collected. This implies that the researcher should not have any vested interest in the outcome of the study.

Leedy and Ormrod (2014:145) posit that in some ethnographic studies, *“the researcher engages in participant observation, becoming immersed in the daily life of people. In fact, over the study, the researcher’s role may gradually change from “outside to inside”. The advantage here is that the researcher might gain insights about the group and its behaviours that could not be obtained in any other way”*.

During the ethnographic research, the researcher is a careful observer, interviewer and an attentive listener. The researcher takes extensive field notes during the research and audiotapes are also used during lengthy discussions (Leedy & Ormrod, 2014). With an aim to test a hypothesis about a group's unconsciously shared beliefs or assumptions, ethnographic researchers occasionally conduct breaching experiments in which they behave in ways they suspect might violate an unspoken social rule and therefore observe participants' reactions.

(iii) Phenomenological study

The term phenomenology denotes a person's perception of the meaning of an event as it exists external to the person (Leedy & Ormrod, 2014). Leedy and Ormrod (2014:147) further maintain that "a phenomenological study is a study that attempts to understand people's perceptions, perspectives and understanding of a particular situation". This implies that phenomenological studies seek to answer questions related to feelings about a certain situation.

In some instances, where phenomenological studies are taken, the researcher might have personal experiences related to the phenomenon under study and wishes to get a better understanding of others. After looking at multiple perspectives on the same phenomena, the researcher can make sound generalisations about the situation. It is imperative to note that phenomenological studies may take the form of very lengthy interviews that can be unstructured in nature.

(iv) Grounded theory study

Leedy and Ormrod (2014) noted that a grounded theory study is the one that starts with data and use them to develop a theory. The word "grounded" denotes that the developed theory emanates from the collected data in the field rather than data collected from literature. Grounded theory studies are useful when the current theories in the field are inadequate or non-existent.

A grounded theory study concentrates on the process related to a particular topic including people's actions and interactions with the aim of developing a theory in the process. Grounded theory study has its roots in sociology but is also used in other disciplines like anthropology, geography, education, psychology and social work among others (Leedy & Ormrod, 2014).

Leedy and Ormrod (2014) further enunciated that grounded theory researchers normally have a firm grasp of general concepts and theoretical orientations in the discipline as a whole hence deep literature review in the discipline at the onset is essential.

Although researchers differ in the best way in the analysis of grounded theory data, Corbin and Strass (2008) suggest the following:

(1) *Open coding* - collected data is put into segments where it will be scrutinised for common themes and further analysed for common properties.

(2) *Axial coding* - interrelationships are made among categories and subcategories

(3) *Selective coding* - the interrelationships and categories are combined to create a storyline of what happened in the phenomenon under scrutiny.

(4) *Development of a theory* - a theory is then developed from the phenomenon under research.

(b) Quantitative Methods

Quantitative research designs are designed to test hypotheses and to assess cause-and-effect relationships as well as to make predictions (Johnson & Christensen, 2008; Weiten, 2016). Weiten (2016) further alluded to the fact that quantitative research approaches focus on large sample sizes and the data are based on numbers and statistical analysis (descriptive or inferential statistics). There are various types of quantitative designs chief among them experimental designs, quasi-experimental, descriptive, surveys and correlational research designs.

(i) Experimental Research Designs

As the name suggests, true experimental designs normally involve experimentation where one of the research variables is manipulated whilst the other variable is held constant so that the effects of the experimentation is observed (Weiten, 2016). In an experimental design, participants are assigned to an experimental group (also known as a treatment group) or a control group so that an effective comparison can be done.

In cases of true experiments, the allocation of participants to either the control or treatment group is based on random assignment (Leedy & Ormrod, 2014). Weiten (2016:46) defined random assignment as “a procedure whereby each of the participants has an equal chance of being assigned to either an experimental or a control group”.

Weiten (2016) posits that it is vital to note that in an experimental research design, the researcher manipulates the independent variable and sees whether the manipulation has an effect on the dependent variable. Weiten (2016) further noted that an excellent experimental research design is the one in which the differences between the measurement scores are caused by actual treatment and not the extraneous variable that will be competing with the independent variable in influencing the research outcome.

(ii) Quasi-Experimental Research Designs

Weiten (2016) maintained that the term “quasi” refers to “partly” to some extent. A quasi-experimental research design is almost a true experimental research design. This type of research design shares many features with the true experimental research design as it is commonly adopted in natural settings when it is not practical to carry a true experiment.

Weiten (2016:48) further noted that “a quasi-experimental research design is an experimental design where the independent variable is manipulated, but it does not provide for full control of extraneous variables due to lack of random assignment of participants to groups”. A good example of a quasi-experimental design is that of Seabi (2013) where subjective annoyance reactions of learners exposed to noise from aircrafts at the former Durban International Airport with those of learners from relatively quieter environments.

In light of the above, a quasi-experimental research design was considered to be appropriate because the research participants were not randomly allocated to the control and experimental group and it was not also possible to fully control extraneous variables such as noise emanating from road traffic (Seabi, 2013).

(iii) Descriptive Research Designs

Weiten (2016) enunciated that descriptive research designs are a summary of thoughts, feelings and behaviour of respondents in relation to a particular phenomenon. The aim of a descriptive research design is to determine the frequency with which a particular variable occurs or the degree to which two variables are associated or co-vary.

(iv) Survey Research Designs

A survey research design is a form of descriptive research design where a large number of respondents are asked questions related to their perceptions, attitudes and behaviour regarding a certain phenomenon. Leedy and Ormrod (2014) maintained that the aim of a survey is to gather information about the prevalence, distribution and variation between variables within a sample under investigation.

Polit and Beck (2009) noted that a survey can be conducted through handing out questionnaires, electronically through emails and web-based survey, for instance, the SurveyMonkey. Questionnaires are often used in surveys because the responses of the survey can easily be analysed statistically.

Weiten (2016) maintained that the greatest weakness of a survey is self-report bias which normally occurs when participants may not give honest opinions or responses in order to protect their own image. Apart from self-report bias, a survey research design cannot also establish cause-and-effect relationship between variables. Lastly, if the sample used in the survey research design is not big enough, the results cannot be generalised.

(v) Correlational Research Designs

It is important to note that the aim of a correlational research design is to describe the strength of the relationship between two or more variables (Weiten, 2016). The other aim of a correlational research design is to determine if a relationship exists between variables and predict future events from the given present knowledge.

Weiten (2016) reported that despite the fact that correlational research designs test the relationship between variables, the greatest challenge is that the researcher cannot draw inferences about the casual relationship between the variables because

the relationship between those variables can be affected by a third variable called a confounding variable. The confounding variable might have a greater influence on the obtained results in the study.

(c) Mixed Methods

Leedy and Ormrod (2014) maintained that a mixed method research involves both qualitative and quantitative research methodology. Mixed method research does not only involve collecting, analysing and interpreting both qualitative and quantitative data but also integrating conclusions from those data into a cohesive whole.

Since the goal of this particular research was to develop of an integrated talent management strategy for SMU, the researcher decided to use the mixed methodology because the two methods (qualitative and quantitative) study both text and numerical data collected with the aim of addressing different aspects of the same general research problem, and providing a holistic understanding of the problem (Ivankova, Creswell & Clark, 2007).

Leedy and Ormrod (2014:269) maintained that although mixed-method require more of the researcher's time and energy, this method has the following advantages:

- **Triangulation** - the researcher can make a more convincing case for solid conclusions if both qualitative and quantitative data are collected.
- **Completeness** - both research problem and sub-problems can be fully addressed
- **Complementarity** - the weakness of qualitative research will be complemented by the strength of the quantitative research and the opposite is true.
- **Hypothesis generation and testing** - qualitative data normally provide insights that help the researcher to form hypotheses about cause-and-effect relationships and these hypotheses can be tested through quantitative research.
- **Development of appropriate research tools and strategies** - collection of one type of data can lead to the collection of another type of data, for example, interviews can yield qualitative data that guide the construction of questions for a survey hence the resultant effect is the collection of quantitative data.

Leedy and Ormrod (2014) posit that there are a number of mixed-methods designs, chief among them, convergent designs, embedded designs, exploratory designs and explanatory designs as explained in the discussion to follow.

(i) Convergent Designs

A convergent research design allows the researcher to collect both qualitative and quantitative data in parallel at the same time with respect to the same research questions. Leedy and Ormrod (2014) noted that the researcher will then give weight to the two types of research data and strives for triangulation with the belief that after data analysis the two types of data will produce the same conclusions of a phenomenon under investigation.

(ii) Embedded Designs

Leedy and Ormrod (2014) maintained that an embedded research design is typically the same as the convergent design in that both qualitative and quantitative research data are collected in the same time frame but one research design will dominate at last. For the purpose of this study, this study adopted the embedded design but quantitative data dominated over qualitative.

(iii) Exploratory Designs

It is imperative to note that in the exploratory design the research is normally undertaken in two phases (Leedy & Ormrod, 2014). In the first phase, the researcher uses one or more qualitative research methodologies to get a general overview of the phenomenon under study. The qualitative data obtained in the first phase will however provide some insights for systematic quantitative study.

(iv) Explanatory Designs

In explanatory studies, quantitative data are collected first in the form of surveys, experiments and ex post facto. Phase two of the explanatory design involves asking respondents about how they felt during surveys and experimental interventions for instance (Leedy & Ormrod, 2014).

Since the aim of this particular study was to develop an integrated talent management strategy, a mixed methodology was employed in the execution of this study, in particular, the embedded design.

4.4 Data Collection

Since the research methodology employed in this study is a mixed method, data were collected through the use of a questionnaire for quantitative data and a semi-structured interview for qualitative data.

4.4.1 Target Population

The target population comprised all the employees of SMU. This population includes administrative, lecturing and support staff. The target population consisted of 2050 employees consisting of 900 males and 1150 females, respectively.

4.4.2 Sampling Procedure

Since the study used a mixed methodology, two sampling strategies were used. For the collection of quantitative data, the research utilised simple random sampling and purposive sampling for qualitative data collection. Data in this study were collected from academic, support and administrative staff. In terms of academic staff, five categories of lecturers were identified in this research and the major categories are: Junior Lecturer, Lecturer, Senior Lecturer, Associate Professor and Full Professor.

In administration, four major categories were identified. The major categories included administrators, low management, middle management and senior management. In terms of support staff, three categories were identified as general worker, supervisor and manager, respectively. The reason behind including support staff in the study was that they play a key role in creating a high-quality customer service and representing the institution's competence (Barkhuizen *et al.*, 2014).

Babbie (2010) argued that rather than selecting a sample from the total population at large, the researcher ensures that appropriate numbers of elements are drawn from homogeneous subsets of that population. For the collection of qualitative data, a purposive sample of ten (10) employees from various departments was considered as it was deemed important in driving the talent management initiatives of the university. A summary of the employees who participated in semi-structured interviews is shown in Table 4.2 below. As shown in Table 4.2, it is evident that the participants of the semi-structured interviews were seven directors drawn from departments such as

Medicine, Marketing, Institutional planning, and Pharmacy. Human resources, Finance and School of Science and technology and three participants were purposively selected from senior staff from the academic, support and administrative staff of the university. The reason to include representatives from various departments was to tap on their experience on the implementation of talent management initiatives at SMU.

Table 4.2: Profile of participants for qualitative data

Department	Designation	Gender
Medicine	Director	Male
Marketing	Director	Male
Institutional Planning	Director	Male
Pharmacy	Director	Male
Human Resources	Director	Female
Finance	Director	Male
Science and Technology	Director	Male
Psychology	Lecturer	Male
Administration	Administrator	Female
Support	General Worker	Female

Since the population size of administrative, support and lecturing staff was 2050 at the time of data collection at SMU, a simple random sample size of 402 participants for quantitative data collection was estimated with the confidence interval of 5% and the expected frequency of 50%. The estimation was performed in Epi Info 7 statistical-sample size and power running under Microsoft Windows on a personal computer.

4.4.3 Study Area

The research was conducted at SMU located 40km northwest of Pretoria in the Gauteng Province of South Africa. SMU has various schools that include, among others, School of Medicine, Health Care Sciences, Oral Health Sciences and School of Pathology and Pre-Clinical Sciences. Apart from various Schools, SMU also has an administration with several departments which include, *inter alia*, institutional planning, human resources, marketing and communication, security and safety, finance and student affairs. SMU community serves a total population of approximately 7000 students for both undergraduate and postgraduate degree programs (SMU Registrar, 2019).

4.5 Pilot Study

Masegare (2016) noted that a pilot study is a small study that is conducted before the main study to test research protocols, data collection instruments and determining sample recruitment strategies. The pilot study was conducted for a week in March 2018. The results of the pilot study were intended to improve the questionnaire if need be but everything was clear to all participants and there was no need to alter the research instruments. A pilot study is vital to determine potential problems that might erupt during the main study. A pilot study can also help the researcher to be well acquainted with the research instruments.

Hassan, Schattner and Mazza (2006:1-4) assert that a pilot study is important in the following ways:

- Orientate the researcher towards the research field
- Aid the development of research problem
- Plan the way of conducting the research
- Determine the range of the investigation

Mouton (2001) maintains that engaging in research with untested/unpiloted research questionnaires will result in wasted effort, for instance, where there are ambiguous and vague items. In light of the above observation, a pilot study with 10 participants was conducted to determine the suitability of the research instrument. The participants of the pilot study were drawn from employees of the Human Resources Department, Marketing, School of Medicine, School of Pharmacy, Department of Finance, Department of Institutional Planning, Administration, academic staff among others. It is important to note that the selected participants who participated in the pilot study possessed similar characteristics with those participants who participated in the main study.

4.6 Data Collection Instruments

Since this research employed a mixed methodology, two data collection instruments were used as follows:

(i) Quantitative data

The research data was collected with the aid of an adapted Human Capital Index from the Human Capital Institute (2008) that was hand distributed to a sample of 500 university employees drawn from the administration, lecturing and support functions of the university. The original Human Capital Index consists of 90 items and it was adapted in such a way that only 45 relevant to the SMU setting were used (See annexure D). Data collection lasted for three months as it commenced in March 2018 and ended in June 2018. Only 402 completed questionnaires were returned for this study which represents an 80% response rate. Bless Higson-Smith and Sithole (2013) state that a questionnaire carries with it the following advantages: easily standardised, time and cost-effective and requires little training of researchers.

The researcher used the adapted Human Capital Index of the Human Capital Institute (2008) to compile the research instrument with permission from the Human Capital Institute. The questionnaire was organised as follows: Section A of the questionnaire measured the demographic attributes of the research participants. Section B was composed of questions that elicited information on talent management (See Annexure D).

4.6.1 Human Capital Index Questionnaire and its Reliability

The adapted Human Capital index consists of 45 items that measure talent management practices (TMP) of an organisation, namely, strategy, talent review process, talent engagement, staffing, talent acquisition, talent commitment, talent development, performance management and talent retention. A dual scale was used where respondents first rate the current talent management practices at SMU on a five Likert scale ranging from poor (1) to excellent (5). Secondly, the participants were required to rate the importance of TMP from not (1) to critical (5).

In a study conducted by Barkhuizen *et al.* (2014), the adapted Human Capital Index questionnaire has been declared to have adequate reliability for the replication of the research study anywhere. Table 4.3 shows the Cronbach alpha coefficients of the various items of the Human Capital Index.

Table 4.3: Talent Management scales and their reliabilities

Scales	Reliability
Management Commitment	.917
Talent Review Process	.902
Workforce Planning	.901
Staffing	.822
Talent Acquisition	.871
Talent Development	.948
Performance Management	.910
Retention Strategies	.842

Source: Barkhuizen *et al.* (2014:73)

Table 4.3 shows that the adapted Human Capital Index have adequate reliability for the stated items like management commitment (0.917), talent review process (0.902), workforce planning (0.901), Staffing (0.822), talent acquisition (0.871), talent development (0.948), performance management (0.910) and retention strategies (0.842).

Selected Questions of the adapted Human Capital Index

HCI 1 - The organisation's business strategy and human capital strategy are aligned

HCI 2 - The organisation's reward and recognition programs are aligned with strategy

HCI 3 - The organisation is very good at implementing and executing strategy

HCI 4 - Strategic goals are effectively communicated to all employees

HCI 5 - The Company's mission and values recognise the importance of talent to achieving business objectives

HCI 6 - The organisation knows who the best performers are

HCI 7 - Talent is segmented based on performance, value and potential

HCI 8 - Rewards and opportunities are provided to talent based on their contribution

HCI 9 - Succession plans provide for two qualified candidates for key positions

HCI 10 - The majority of talent is developed internally as opposed to externally hired

HCI 11 - The organisation is staffed at the right levels

HCI 12 - The compensation levels are competitive

HCI 13 - The Company's workforce is diverse and includes people from different backgrounds, perspectives and experiences

HCI 14 - Diversity is properly represented in senior management and executive levels

HCI 15 - All jobs (Most critical jobs) are given priority in terms of bench strength and hiring practices

HCI 16 - The organisation can attract top talent

HCI 17 - The employment brand is strong and compelling among prospective employees

HCI 18 - Newly hired employees get off to a fast and productive start

HCI 19 - Internal employee referral programs are widely used to bring in new employees

HCI 20 -The hiring process is efficient, effective and focuses on "quality of hire"

HCI 21 - The majority of employees are fully engaged and committed to the Company

HCI 22 - Engagement levels are tracked across different talent levels, jobs, departments and location

HCI 23 - The Company is featured on "Best Places to Work" lists that are highly respected

HCI 24- Innovative products and services are being developed in the Company

HCI 25 - The organisation participates in activities that are vital to the community and the well-being of others

HCI 26 - Top performers are challenged to improve skills and take the next steps in their careers

HCI 27 - Coaching, mentoring and challenging assignments are primary development approaches

HCI 28 - Communication to employees is frequent, meaningful and two-way

HCI 29 - Individual development plans are in place for all employees

HCI 30 - Managers are held accountable for the development for their employees

HCI 31 - The best people are focused on the most important jobs

HCI 32 - There is a strong match between an employee's competencies and job requirements

HCI 33 - Employees are given the opportunity to do what they do best

HCI 34 - Technology is used to assist in the effective deployment of talent

HCI 35 - The transition from job to job within a Company goes smoothly

HCI 36 - There is a "line of sight" between jobs and the Company's strategic goals

HCI 37 - Coaching and feedback discussions with managers are on-going, frequent and candid

HCI 38 - The Company provides a range of interesting and challenging assignments, jobs, rotations and team activities

HCI 39 - Top performers are paid more for the value they provide

HCI 40 - Non-financial rewards are effectively used to reinforce excellent performance

HCI 41 - The organisation can retain our best performers

HCI 42 - Turnover is tracked across divisions, locations, talent levels and managers

HCI 43 - The reasons people leave, especially top performers, are recorded and addressed

HCI 44 - Managers hold retention conversations with employees' frequently

HCI 45 - Managers are held accountable for losing top performers

(ii) Qualitative data

The researcher used a purposive sample of 10 participants among them 7 directors in the following departments: Human Resources, Marketing, Finance, Administration, Institutional Planning, School of Medicine, School of Science and Technology and School of Pharmacy until saturation was realised. Three representatives of both academic, administrators and support staff were included in the study.

The choice of 7 directors was based on the idea that they are the ones responsible for hiring new staff in their various departments hence they are exposed to talent management issues. The reason for including representatives from academic, support and administrative staff was based on the premise that the researcher wanted to tap on diverse views and perspectives of various employees of the university. Qualitative data were collected with the aid of a semi-structured interview because the researcher had questions with one or more tailored questions to get clarity or probe a person's reasoning about a phenomenon (Leedy & Ormrod, 2014; Lesenyeho *et al.*, 2017).

4.6.2 Semi-Structured Interviews

A total of 10 semi-structured interviews were conducted face to face with respondents (See Annexure C). The semi-interviews were conducted in March 2018 soon after the completion of quantitative data collection and they lasted for about two weeks. They were conducted in various board rooms and venues agreed upon by the researcher and the respondent. The purpose of the study was explained to the respondents and all of the respondents had to sign a consent form (See Annexure B). The respondents were from the various departments of the university who are involved with talent management issues who are at the level of directorship and representatives from academic and non-academic staff. This allowed diverse views to be gathered on the research topic. Interviews were conducted in different settings which included offices and university boardrooms and were negotiated with respondents and agreed upon. The data that were collected during semi-structured interviews were recorded on a tape recorder for easy transcription during data analysis (Cele, Proches & Munapo; Lesenyeho *et al.*, 2017; Van Zyl *et al.*, 2017).

The sample of participants who shared their experience regarding the perceived challenges of implementing an integrated talent management strategy at a tertiary institution in South Africa were interviewed in English language. The choice of using The English language was used because all the participants were comfortable in providing responses in that language.

4.7 Data Analysis

Since the research data were collected with two different instruments, analysis of this data were done through two forms as follows:

(i) Quantitative data

Quantitative data were analysed using the Statistical Package for Social Sciences version 25. Descriptive statistics were used to summarise demographic details of participants as well as the perception of the staff regarding the application and the importance of talent management practices at SMU. The T-test, Gap Analysis, Multivariate Analysis of Variance as well as the Principal Component Analysis and Factor Analysis were also used. The reliability of the Human Capital Index was determined by the Cronbach Alpha coefficient which proves that the questionnaire was highly reliable.

(ii) Qualitative data

Data were analysed using the NVIVO software version 11 through the principles of content analysis. Content analysis is a method of identifying, analysing, and reporting patterns within the collected data. It minimally organises and describes data set in rich detail (Braun & Clarke, 2006). Content analysis was deemed suitable for the particular study because it addresses questions related to people's experiences, views and perceptions.

Terre-Blanche *et al.* (2006) outlined five steps that need to be followed when examining participants' conversations with the content procedure. These steps include:

Step 1: Familiarisation and immersion

This step involves the researcher immersing himself/herself in the data to the extent that he/she is familiar with the depth and breadth of the content. The researcher will read through the entire text at least once before beginning coding, in order to familiarise herself with the content.

Step 2: Inducing themes

Inducing means inferring general rules or classes from specific instances, and is also called a bottom-up approach. The researcher identifies and highlights themes from the original conversations.

Step 3: Coding

Coding entails marking different sections of the data as being relevant to one or more of the themes. In this case, the researcher compared and contrasted the themes.

Step 4: Elaboration

In conversations, one may experience events or the things people say in linear, chronological order. The researcher divided this sequence so that events or remarks that were far away from one another are brought close together.

Step 5: Interpretation and checking

The final step is when the researcher puts together the interpretations in a written account of the phenomenon studied. The researcher interpreted the meaning of the findings and checked if they supported or differed from the actual data.

4.8 Measures of ensuring quality for qualitative data

(a) Trustworthiness

Like other qualitative methods, the narrative relies on criteria other than validity, reliability and generalisability (Connelly & Clandinin, 1990). The criteria include four concepts related to the trustworthiness of the narrative qualitative inquiry (Terre-Blanche *et al.*, 2006).

(b) Transferability

It is when readers intuitively believe that the research findings correspond to something significant in their own world (Tracy, 2013). In the present study, transferability was achieved through resonance. This means that the researcher helps readers feel as if they have been there.

(c) Credibility

Credibility is expressing a reality that is plausible and seems true (Tracy, 2013). Credibility was achieved by making explicit contextual meanings specific to the cultural group at hand and by providing details about people, process and activities.

(d) Confirmability

It is a measure of how well the inquiry's findings are supported by the data collected (Terre-Blanche *et al.*, 2006). Confirmability was achieved by making sure that the findings of the study reflected from the participants of the study and that the collected data spoke for itself, and not based on biases and assumptions of the researchers.

(e) Dependability

It is an assessment of the quality of the integrated processes of data collection, data analysis and theory generation (Terre-Blanche *et al.*, 2006). This study achieved dependability by reporting in detail the process of research methodology, research design, sampling process, data collection method and data analysis methods.

4.9 Addressing Bias

To minimise researcher bias the researcher remained as neutral as possible in tone, body language and did not provide opinions, while in conversation. There were a number of steps taken by the researcher to minimise sampling bias as well as measurement bias as discussed below:

(a) Sampling bias

Weiten (2016:60) noted that “sampling bias is a selection bias, and refers to a particular error that occurs due to the sample selection. A sample is biased if some participants are under-represented or over-represented, relative to others in the population. In an effort to eliminate sampling bias, the researcher drew the participating sample from all the departments of the university under study.

(b) Measurement bias

Measurement bias normally involves a systematic error that occurs during the collection of data (Weiten, 2016). It is therefore vital for a research instrument to have validity where the instrument can measure what it purports to measure. In an effort to reduce measurement bias, the researcher utilised the Human Capital Index which has been validated in many researches with evidence of good reliability (see Barkhuizen, 2013; Magolego *et al.*, 2013; Mpofo & Barkhuizen, 2013; Mtila *et al.*, 2013).

4.10 Ethical Considerations

The following ethical issues were taken into consideration during the research process:

Before the collection of data, the tertiary institution’s management was contacted and informed about the purpose of the study. The tertiary institution was purposefully contacted to seek permission to undertake this study. Ethical clearance to commence with the study was also sought from the University of KwaZulu-Natal Research Office and permission was granted (See Annexure G). Owing to the likely benefits that could accrue from the research results, permission to conduct the study was granted by the tertiary institution promptly. Owing to their willingness and interest in participating in the study, a signed gatekeeper letter granting permission was promptly received and data collection commenced. Permission to use the adapted version of the Human Capital Index was also sought from the test developers (see Annexure E) and permission was granted.

The purpose of the study was explained to participants prior to them giving consent (see Annexure A). Leedy and Ormrod (2010) argued that research with human beings requires informed consent. The participants must know the nature of the study and must grant written permission. Participants participated in the research on a voluntary basis and were given the freedom to decide to discontinue their participation at any time during the course of the research. Terre Blanche and Durrheim (1999) argued that obtaining consent from participants is not merely the signing of a consent form. Consent should be voluntary and informed. This requires that participants receive a full, non-technical and clear explanation of the tasks expected of them so that they can make an informed choice to participate voluntarily in the research.

In this particular research, confidentiality was strictly adhered to. No identifying details of participants were asked for and none were kept on record. The results of the study will be made available and accessible to interested stakeholders.

4.11 Conclusion

This chapter presented the research methodology used for this particular study. The research employed a mixed methodology study that endeavors to develop an integrated talent management strategy for SMU in Pretoria. The study used a survey as well as a semi-structured interview for data collection. The sample was drawn from the population of the SMU community consisting of academic, support and administrative staff.

The Statistical Package for Social Sciences (SPSS) version 25 was used to analyse the quantitative data. The T-test, Gap Analysis, Multivariate Analysis of Variance as well as the Principal Component Analysis and Factor Analysis were also used. The reliability of the Human Capital Index was determined by the Cronbach Alpha coefficient which proved that the questionnaire was highly reliable.

Collected data during the semi-structured interviews were analysed by NVIVO software version 11 through the principle of content analysis. Content analysis was deemed suitable for the particular study because it addressed questions related to people's experiences, views and perceptions. Various themes emerged and categorised and accounted for the perceived challenges of implementing an integrated

talent management strategy in a tertiary institution in South Africa. The next chapter will present the results of the study.

CHAPTER FIVE: RESULTS

5.1 Introduction

This chapter presents the results of the study focusing mainly on demographic details of participants, perceptions about the application of talent management practices and the importance of these practices at SMU.

Quantitative data were analysed using the Statistical Package for Social Sciences version 25. The reliability of the Human Capital Index was determined by the Cronbach alpha coefficient. Descriptive statistics were used to summarise the demographic details of participants as well as the perception of the staff about the application and the importance of talent management practices at SMU. The T-test, Gap Analysis, Multivariate Analysis of Variance as well as the Principal Component Analysis with the aid of the Factor Analysis were also used to determine the perceptions of staff regarding the application and importance of talent management practices at SMU. Qualitative data were analysed using the NVIVO version 11 software through the principles of Content analysis.

A total of N=402 completed questionnaires were returned compared to 500 distributed questionnaires which shows an 80.4% response rate. The results will be presented in terms of demographic information, followed by responses of participants on the application and importance of talent management practices at SMU.

5.2 Demographic Details for quantitative data collection

This chapter will start by showing the demographic information of respondents so as to give a picture of the demographic attributes of the sample. The profile of the participants was analysed in terms of gender, age category, position within the organisation, job experience and educational qualification. The results are presented in simple frequency tables.

5.2.1 Gender

Table 5.1 presents the profile of participants by gender. The results indicate that 61.2% of the participants were females, while 38.8% were males. In this particular research, the majority of the participants were females.

Table 5.1: Profile of Participants by Gender

Gender	Frequency	Percent
Male	156	38.8
Female	246	61.2
Total	402	100

5.2.2: Age of Participants

Table 5.2 presents the profile of participants by age. The results indicate that 12.2% of the participants were 30 years and below, 36.1% of the participants were between the age of 31-40 years, 25.6% were between the age range of 41-50 years and 26.1% of the participants were 51 years and above.

Table 5.2: Profile of Participants by Age

Age Category	Frequency	Percent
30 Years and Below	49	12.2
31-40 Years	145	36.1
41-50 Years	103	25.6
51 Years and Above	105	26.1
Total	402	100

5.2.3 Race of Participants

Table 5.3 presents the profile of participants by race. The results indicate that 79.4% of the participants were Africans, 16.4% were Whites, 2.2% were Indians and 2.2% were Coloured, respectively.

Table 5.3: Profile of Participants by Race

Race Category	Frequency	Percent
African	319	79.4
Coloured	8	2.0
Indian	9	2.2
White	66	16.4
Total	402	100

5.2.4 Marital Status of Participants

Table 5.4 presents the profile of participants by marital status. The results indicate that 50.7% of the participants were married, 39.8% were single, 6.2% were divorced and 3.2% were re-married, respectively.

Table 5.4: Profile of Participants by Marital Status

Race Category	Frequency	Percent
Divorced	25	6.2
Married	204	50.7
Re-Married	13	3.2
Single	160	39.8
Total	402	100

5.2.5: Position at Work

Table 5.5 shows the profile of participants by position at work within SMU. In the research, administrators were 12.7%, 23.1% were lecturers, senior lecturers were 14.7%, Associate professors were 11.4%, full professors were 4.2%, junior management comprised 5.7%, middle management constituted 13.4% and senior management were 5.2%, general workers constitute 8.0%, Supervisors were 3.0% and managers were 0.7% of the sample.

Table 5.5: Profile of Participants by Position

Position	Frequency	Percent
Junior Lecturer	27	6.7
Lecturer	93	23.1
Senior Lecturer	59	14.7
Associate Professor	10	2.5
Full Professor	17	4.2
Administrator	51	12.8
Junior Management	23	5.7
Middle Management	54	13.4
Senior Management	21	5.2
General Worker	32	8.0
Supervisor	12	3.0
Manager	3	0.7
Total	402	100

5.2.6: Work Strata

Table 5.6 shows the profile of participants by work strata at SMU. In the research, academics constituted 51.2%, support staff were 11.7% and administrative staff were 37%, respectively.

Table 5.6: Profile of Participants by Work Strata

Work Strata Category	Frequency	Percent
Academic	206	51.2
Support	47	11.7
Administration	149	37.1
Total	402	100

5.2.7: Number of Years of Working Experience

Table 5.7 presents the profile of participants by the number of years in the institution. Employees with 16 years and above of work experience accounted for 43.3% followed by those with 2 years and below of work experience who accounted for 19.7%. Employees with 2-5 years accounted for 15.7%. Employees who have job experience of between 6-10 years and 11-15 years were in the minority and they accounted for 12.4% and 9.0%, respectively.

Table 5.7: Profile of Participants by Experience

Job Experience	Frequency	Percent
Less than 2 Years	79	19.7
2-5 Years	63	15.7
6-10 Years	50	12.4
11-15 Years	36	9.0
16 Years and Above	174	43.3
Total	402	100

5.2.8: Highest Qualification

Table 5.8 presents the profile of participants by highest qualification. In the study, diploma holders accounted for 27.2% followed by Master's degree holders who accounted for 26.3%. The high number of people who have diplomas correlates with the high number of administrators above as the minimum requirement for secretaries in most institutions is a Diploma. Participants with an honours degree account for 19.3% of the total sample. Bachelor degree holders and doctoral degree holders were in the minority and they accounted for 13.2% and 14%, respectively. This is because there were few participants who possessed bachelors and doctoral degrees during data collection.

Table 5.8: Profile of Participants by Qualification

Qualification	Frequency	Percent
Certificate/Matric	32	8.0
Diploma	68	16.9
Bachelors' Degree	29	7.2
Honours	55	13.7
Masters	128	31.8
Doctoral Degree	90	22.4
Total	402	100

5.3: Reliability Analysis

Table 5.9 depicts the reliability statistics from the reliability analysis and shows a Cronbach Alpha Coefficient of 0.971 from 45 items used from the adapted version of the Human Capital Index of talent management practices.

Table 5.9: Cronbach's Alpha

Cronbach's Alpha	Number of Items
0.971	45

Table 5.9 above shows a Cronbach's Alpha Coefficient of 0.971, which confirms that the HCI of talent management practices scale is highly reliable and consistently measure employee perception about the application of talent management practices within the organisational context.

Table 5.10 provides the descriptive statistics of the HCI with the mean ranging from 1.47 to 3.63 which illustrates that all talent management practices are poorly applied at SMU as they are below average.

Table 5.10: Descriptive Statistics for Human Capital Index Questionnaire

Questions on Talent Management	Item Statistics		
	Mean	Std. Deviation	Cronbach's Alpha
1.HCI 1	2.85	1.112	0.970
2.HCI 2	2.85	1.126	0.970
3.HCI 3	2.48	0.751	0.971
4.HCI 4	3.63	0.556	0.972
5.HCI 5	3.48	0.636	0.973
6.HCI 6	3.08	1.148	0.971
7.HCI 7	2.63	0.741	0.971
8.HCI 8	2.50	1.213	0.970
9.HCI 9	1.47	0.533	0.971
10.HCI 10	2.52	1.137	0.974
11.HCI 11	2.58	1.166	0.971
12.HCI 12	2.54	1.169	0.971
13.HCI 13	3.07	1.041	0.971
14.HCI 14	3.32	1.038	0.973
15.HCI 15	2.97	0.915	0.972
16.HCI 16	2.87	1.420	0.970
17.HCI 17	3.14	1.159	0.971
18.HCI 18	3.11	1.015	0.972
19.HCI 19	2.82	1.232	0.972
20.HCI 20	2.24	1.201	0.970
21. HCI 21	3.38	1.366	0.971
22. HCI 22	2.27	1.751	0.970
23.HCI 23	1.85	1.350	0.970
24.HCI 24	3.36	1.250	0.971
25.HCI 25	3.90	1.396	0.970
26.HCI 26	3.15	1.390	0.970
27.HCI 27	2.56	1.091	0.970
28.HCI 28	1.97	1.363	0.970
29.HCI 29	1.91	1.345	0.970
30.HCI 30	2.12	1.212	0.972
31.HCI 31	2.50	0.794	0.971
32.HCI 32	3.07	1.001	0.970
33.HCI 33	2.00	0.804	0.970
34.HCI 34	2.76	1.751	0.971
35.HCI 35	2.50	1.755	0.970

36.HCI 36	2.16	0.998	0.971
37.HCI 37	2.47	1.763	0.970
38.HCI 38	2.08	1.330	0.970
39.HCI 39	1.65	0.762	0.972
40.HCI 40	2.33	1.240	0.970
41.HCI 41	3.43	1.055	0.970
42.HCI 42	2.26	1.204	0.970
43.HCI 43	2.26	1.192	0.970
44.HCI 44	2.14	1.795	0.970
45.HCI 45	1.58	0.899	0.970

Table 5.10 shows the descriptive statistics and reliabilities of the HCI and it is clear that all the factors show acceptable and very good reliabilities of at least 0.970 and above of the measuring instrument.

5.4 Presentation of Quantitative Results as Per Research Objectives

The aim of this research study was to develop an integrated talent management strategy for attracting and retaining staff at SMU and as such the research adopted the mixed methodology design. From the said research design, a sequential presentation of results was followed where quantitative data were presented first followed by qualitative because during data collection, quantitative data were collected first followed by qualitative data.

5.4.1 To determine if there are any significant differences between current application of Talent Management Practices and the Importance

After the reliability test was done on the HCI, gap analysis and T-tests were performed to determine if there were any significant differences between the current application of talent management practices and the importance thereof as reported in Table 5.11.

Table 5.11: Gap Analyses: Current application and importance of Talent Management Practices at SMU

	Mean			<i>P</i>
	Current	Importance	Gap	
Strategy	3.059	4.262	-1.2030	0.000*
Talent review Process	2.440	3.881	-1.4403	0.000*
Staffing	3.099	3.774	-0.6751	0.000*
Talent Acquisition	2.836	4.088	-1.2522	0.000*
Talent Engagement	2.950	4.402	-1.4517	0.000*
Talent Development	2.341	4.108	-1.7677	0.000*
Talent Deployment	2.568	4.024	-1.4562	0.000*
Performance Management	2.141	3.782	-1.6408	0.000*
Talent Retention	2.333	4.148	-1.2694	0.454

* Differences- $p \leq 0.05$

As shown in Table 5.11, employees at SMU were of the view that all talent management practices are poorly applied. Major gaps were reported in the following areas:

- Strategy
- Talent review process
- Staffing
- Talent Acquisition
- Talent Engagement
- Talent Development
- Talent Deployment
- Performance Management

5.4.2 To determine the relationship between talent management practices and demographical details of participants such as gender, age, position within the organisation, job experience and educational qualification

After the gap analysis was conducted, the Multivariate Analysis of Variance (MANOVA) was performed to test the relationship between talent management practices and demographical details of participants such as gender, age, position within the organisation, job experience and educational qualification. Table 5.12 shows that a relationship exists between the application of talent management practices and demographic details. Further post-hoc analyses were performed which revealed that there are no significant differences for gender perceptions of the application of talent management practices.

Table 5.12: MANOVA analyses: Relationship between talent management practices and demographic details

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	0.970	2.188b	5.000	8.000	0.027	0.030
Age	0.970	747.86	15.000	194.000	0.000	0.905
Position within the organisation	0.963	0.751	20.000	1304.383	0.000	0.10
Job experience	0.907	0.690	55.000	1790.293	0.000	0.019
Educational Qualification	0.947	0.869	25.000	1457.77	0.000	0.011

As shown from Table 5.12 post-hoc analyses reveal that there are no significant differences in gender perceptions on the application of talent management practices at SMU.

Table 5.12 shows that the Wilks' Lambda for age is equivalent to 0.970 [F (15, 194.000) =747.86, $p \leq 0.05$]. A further analysis of each variable utilising a Bonferroni adjusted alpha level of 0.025 shows that age differs significantly in terms of talent retention practices ($F (4.578) =3.067$, $p \leq 0.05$ with a Partial Eta Squared of 0.021. Participants from 31 to 40 years perceived that talent management practices are effectively applied at SMU compared with participants who fall in the age category between 41 to 50 years.

Table 5.12 shows that the Wilks' Lambda for position within the organisation is equivalent to 0.963 [$F(20, 1304.383) = 3.669, p \leq 0.05$]. A further analysis of each variable utilising a Bonferroni adjusted alpha level of 0.025 shows that participants differ in terms of talent acquisition ($F(3.578) = 8.248, p \leq 0.05$ with a Partial Eta Squared of 0.041). Senior management perceives SMU as having good strategies in talent acquisition as compared with other positions in the organisation. This might be because senior management has excellent remuneration packages hence considers the organisation as good in retaining talent.

Table 5.12 shows that the Wilks' Lambda for job experience is equivalent to 0.907 [$F(55, 1790.293) = 32.850, p \leq 0.05$]. A further analysis of each variable utilising a Bonferroni adjusted alpha level of 0.025 shows that participants differ in terms of staffing ($F(3.578) = 3.068, p \leq 0.05$ with a Partial Eta Squared of 0.16). Participants with less than two years of work experience perceive SMU as being staffed at the right level compared with other employees in the organisation.

Table 5.12 shows that the Wilks' Lambda for educational qualification is equivalent to 0.947 [$F(25, 1457.770) = 3.605b, p \leq 0.05$]. A further analysis of each variable utilising a Bonferroni adjusted alpha level of 0.025 shows that participants differ in terms of the talent review process ($F(2.578) = 11.052, p \leq 0.05$ with a Partial Eta Squared of 0.37). Participants with a Master's degree perceive SMU as having a good talent review process compared to other employees in the organisation.

5.4.3 To determine the perception of staff regarding the application of Talent Management Practices at SMU

The adapted version of the Human Capital Index was used to determine the perception of the application of talent management practices amongst employees at SMU. The sub-section presented below shows the results of the analysis in simple frequencies and proportions. The ratings were based on -5- Point Likert scale with the following rankings: (1) Poor, (2) Fair, (3) Average, (4) Good and (5) Excellent. The results are presented in Table 5.13.

Table 5.13: Participants perceptions on the application of Talent Management practices at SMU

Talent Management items	Responses in Percent (%)				
	Poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)
1.HCI 1	17.2	18.9	25.9	38.1	0
2.HCI 2	17.7	18.7	24.4	39.3	0
3.HCI 3	15.7	20.4	63.9	0	0
4.HCI 4	0.2	3.0	30.3	66.4	0
5.HCI 5	1.5	3.2	40.8	54.5	0
6.HCI 6	19.2	4.5	25.4	51.0	0
7.HCI 7	15.7	6.0	78.4	0	0
8.HCI 8	31.6	15.9	23.1	29.4	0
9.HCI 9	55.0	43.3	1.7	0	0
10.HCI 10	22.9	31.1	16.9	29.1	0
11.HCI 11	31.3	3.2	41	24.4	0
12.HCI 12	32.8	3.0	41.3	22.9	0
13.HCI 13	1.5	13.9	0	45	39.6
14.HCI 14	1.5	13.9	59.7	0.4	24.4
15.HCI 15	13.9	1.5	58.2	26.4	0
16.HCI 16	34.3	4.7	0.2	60.7	0
17.HCI 17	15.4	4.7	40.3	29.6	10
18.HCI 18	0.2	34.3	31.1	22.9	11.4
19.HCI 19	23.1	16.9	14.7	45.3	0
20.HCI 20	34.3	36.1	1.5	27.9	0.2
21.HCI 21	13.9	11.4	25.9	20.6	28.1
22.HCI 22	58.7	11.7	1.5	0	28.1
23.HCI 23	71.6	0.2	0	28.1	0
24.HCI 24	3.0	34.3	10	29.6	23.1
25.HCI 25	13.9	0	18.9	16.2	51
26.HCI 26	19.2	4.5	46.8	1.5	28.1
27.HCI 27	16.9	40.3	13.2	29.4	0.2
28.HCI 28	64.2	4.7	1.5	29.4	0.2
29.HCI 29	67.2	3.0	1.7	28.1	0
30.HCI 30	51.7	0.2	32.3	15.4	0.2
31.HCI 31	17.4	17.2	63.9	1.5	0
32.HCI 32	15.4	0	46.5	37.8	0.2
33.HCI 33	31.3	37.6	30.8	0	0.2
34.HCI 34	41.8	12.9	2.0	13.9	29.4
35.HCI 35	54.2	0	14.7	3.2	27.9

36.HCI 36	42	0	57.7	0	0.2
37.HCI 37	55.7	0.2	12.9	3.2	27.9
38.HCI 38	54.2	12.9	3.2	29.4	0.2
39.HCI 39	52	30.8	16.9	0.2	0
40.HCI 40	36.1	24.4	10	29.6	0
41.HCI 41	1.7	10	60.2	0	28.1
42.HCI 42	33.1	37.3	0	29.6	0
43.HCI 43	33.1	35.8	3.0	28.1	0
44.HCI 44	70.4	1.5	0	0	28.1
45.HCI 45	70.4	1.5	28.1	0	0

Note: Values marked in bold are significant

From Table 5.13 above, employees at SMU were generally not satisfied with the way talent management practices are applied at their workplace. Areas that need serious attention include, among others:

- Talent Review Process
- Talent Engagement
- Talent Development
- Performance Management
- Talent Retention

5.5 Descriptive statistics on perception of employees on Talent Management Practices

5.5.1 Item analysis on perception of employees on Talent Management Practices

The discussion below focuses on the analysis and evaluation of the responses from employees of SMU in relation to the application of talent management practices.

HCI 1 - The organisation's business strategy and human capital strategy are aligned

From Table 5.13, 38.1% of the participants rated the university's business strategy and human capital strategy as aligned while 25.9% rated it average, 28.9% rated it fair, and 17.2% rated it poor while 0% rated it excellent.

HCI 2 - The organisation's reward and recognition programs are aligned with strategy

From Table 5.13, 39.3% of the participants rated the university's reward and recognition programs as aligned to strategy while 24.4% rated it average, 18.7% rated it fair, and 17.7% rated it poor while 0% rated it excellent.

HCI 3 - The organisation is very good at implementing and executing strategy

From Table 5.13, 0% of the participants rated the university as good in implementing and executing strategy while 63.9% rated it average, 20.4% rated it fair, and 15.7% rated it poor while 0% rated it excellent.

HCI 4 - Strategic goals are effectively communicated to all employees

From Table 5.13, 66.4% of the participants rated the university as good in setting and communicating strategic goals to all employees while 25.9% rated it average, 28.9% rated it fair, and 17.2% rated it poor while 0% rated it excellent.

HCI 5 - The Company's mission and values recognise the importance of talent to achieving business objectives

From Table 5.13, 54.5% of the participants rated the university's mission and values recognise the importance of talent to achieving business objectives as good in implementing and executing strategy while 40.8% rated it average, 3.2% rated it fair, and 1.5% rated it poor while 0% rated it excellent.

HCI 6 - The organisation knows who the best performers are

From Table 5.13, 51% of the participants rated the university as good in knowing the best performers amongst employees while 25.4% rated it average, 4.5% rated it fair, and 19.2% rated it poor while 0% rated it excellent.

HCI 7 - Talent is segmented based on performance, value and potential

From Table 5.13, 0% of the participants rated the university as good segmenting talent based on performance, value and potential while 78.4% rated it average, 6.0% rated it fair, and 15.7% rated it poor while 0% rated it excellent.

HCI 8 - Rewards and opportunities are provided to talent based on their contribution

From Table 5.13, 31.6% of the participants rated the university as poor in providing employees rewards and opportunities that are based on their contributions while 15.9% rated it fair, 23.1% rated it average, and 29.4% rated it poor while 0% rated it excellent.

HCI 9 - Succession plans provide for two qualified candidates for key positions

From Table 5.13, 55% of the participants rated the university as poor in providing two qualified candidates for key positions while 43.3% rated it fair, 1.7% rated it average, and 0% rated it good while 0% rated it excellent.

HCI 10 - The majority of talent is developed internally as opposed to externally hired

From Table 5.13, 22.9% of the participants rated the university as poor in developing talent internally as opposed to externally hired while 31.1% rated it fair, 16.9% rated it average, and 29.1% rated it good while 0% rated it excellent.

HCI 11 - The organisation is staffed at the right levels

From Table 5.13, 24.4% of the participants rated the university as good in staffing the organisation at the right levels while 41% rated it average, 3.2% rated it fair, and 31.3% rated it poor while 0% rated it excellent.

HCI 12 - The compensation levels are competitive

From Table 5.13, 22.9% of the participants rated the university's compensation levels as competitive while 41.3% rated it average, 3% rated it fair, and 32.8% rated it poor while 0% rated it excellent.

HCI 13 - The Company's workforce is diverse and includes people from different backgrounds, perspectives and experiences

From Table 5.13, 39.6% of the participants rated the university as excellent in ensuring the workforce is diverse and includes people from different background, perspectives and experiences, 45% rated it good while 0% rated it average, 13.9% rated it fair, and 1.5% rated it poor.

HCI 14 - Diversity is properly represented in senior management and executive levels

From Table 5.13, 24.4% of the participants rated the university as excellent in ensuring that diversity is properly represented in senior management and executive levels, 0.4% rated it good while 59.7% rated it average, 13.9% rated it fair, and 1.5% rated it poor.

HCI 15 - "All jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices

From Table 5.13, 26.4% of the participants rated the university as good in providing priority in most critical positions in terms of bench strength and hiring practices while 58.2% rated it average, 1.5% rated it fair, and 13.9% rated it poor while 0% rated it excellent.

HCI 16 - The organisation can attract top talent

From Table 5.13, 60.7% of the participants rated the university as good in attracting top talent while 0.2% rated it average, 4.7% rated it fair, and 34.3% rated it poor while 0% rated it excellent.

HCI 17 - The employment brand is strong and compelling among prospective employees

From Table 5.13, 29.6% of the participants rated the university's image as good and compelling among prospective employees while 40.3% rated it average, 4.7% rated it fair, and 15.4% rated it poor while 10% rated it excellent.

HCI 18 - Newly hired employees get off to a fast and productive start

From Table 5.13, 22.9% of the participants rated the university as good in providing an opportunity for newly hired employees to get off to a fast and productive start while

31.1% rated it average, 34.3% rated it fair, and 0.2% rated it poor while 11.4% rated it excellent.

HCI 19 - Internal employee referral programs are widely used to bring in new employees

From Table 5.13, 45.3% of the participants rated the university as good in using internal referral programs to bring in new employees while 14.7% rated it average, 16.9% rated it fair, and 23.1% rated it poor while 0% rated it excellent.

HCI 20 -The hiring process is efficient, effective and focuses on “quality of hire”

From Table 5.13, 34.3% of the participants rated the university as poor in ensuring an efficient and effective hiring process while 36.1% rated it fair, 1.5% rated it average, and 27.9% rated it good while 0.2% rated it excellent.

HCI 21 - The majority of employees are fully engaged and committed to the Company

From Table 5.13, 28.1% of the participants rated the university as excellent in ensuring that the majority of employees are fully engaged and committed, 20.6% rated it good while 25.9% rated it average, 11.4% rated it fair, and 13.9% rated it poor.

HCI 22 - Engagement levels are tracked across different talent levels, jobs, departments and location

From Table 5.13, 58.7% of the participants rated the university as poor in tracking engagement levels amongst staff while 11.7% rated it fair, 1.5% rated it average, and 0% rated it good while 28.1% rated it excellent.

HCI 23 - The Company is featured on “Best Places to Work” lists that are highly respected

From Table 5.13, 58.7% of the participants rated the university as poor in featuring on best places to work lists that are highly respected while 0.2% rated it fair, 0% rated it average, and 28.1% rated it good while 0% rated it excellent.

HCI 24 - Innovative products and services are being developed in the Company

From Table 5.13, 3.0% of the participants rated the university as poor in developing innovative products and services while 34.3% rated it fair, 10% rated it average, and 29.6% rated it good while 23.1% rated it excellent.

HCI 25 - The organisation participates in activities that are vital to the community and the well-being of others

From Table 5.13, 51% of the participants rated the university as excellent in participating in activities that are vital to the community and well-being of others. 16.2 rated it good, while 18.9% rated it average and 13.9% rated it poor.

HCI 26 - Top performers are challenged to improve skills and take the next steps in their careers

From Table 5.13, 19.2% of the participants rated the university as poor in allowing top performers to improve their skills to the next step in their careers while 4.5% rated it fair, 46.8% rated it average, and 1.5% rated it good while 28.1% rated it excellent.

HCI 27 - Coaching, mentoring and challenging assignments are primary development approaches

From Table 5.13, 16.9% of the participants rated the university as poor in using coaching, mentoring and challenging assignments as primary development approaches while 40.3% rated it fair, 13.2% rated it average, and 29.4% rated it good while 0.2% rated it excellent.

HCI 28 - Communication to employees is frequent, meaningful and two-way

From Table 5.13, 64.2% of the participants rated the university as poor in communicating with employees while 4.7% rated it fair, 1.5% rated it average, and 29.4% rated it good while 0.2% rated it excellent.

HCI 29 - Individual development plans are in place for all employees

From Table 5.13, 67.2% of the participants rated the university as poor in placing individual development plans in place for all employees while 3.0% rated it fair, 1.7% rated it average, and 28.1% rated it good while 0% rated it excellent.

HCI 30 - Managers are held accountable for the development for their employees

From Table 5.13, 51.7% of the participants rated the university as poor in holding managers accountable for the development of their employees while 0.2% rated it fair, 32.3% rated it average, and 15.4% rated it good while 0.2% rated it excellent.

HCI 31 - The best people are focused on the most important jobs

From Table 5.13, 63.9% of the participants rated the university as average in placing best people in most important jobs while 17.2% rated it fair, 17.4% rated it poor, and 1.5% rated it good while 0% rated it excellent.

HCI 32 - There is a strong match between an employee's competencies and job requirements

From Table 5.13, 37.8% of the participants rated the university as good in matching employees with competencies and job requirements while 46.5% rated it average, 0% rated it fair, and 15.4% rated it poor while 0.2% rated it excellent.

HCI 33 - Employees are given the opportunity to do what they do best

From Table 5.13, 31.3% of the participants rated the university as poor in giving employees an opportunity to do their best while 37.6% rated it fair, 30.8% rated it average, and 0% rated it good while 0.2% rated it excellent.

HCI 34 - Technology is used to assist in the effective deployment of talent

From Table 5.13, 41.8% of the participants rated the university as poor in providing technology in assisting in the deployment of talent while 12.9% rated it fair, 2.0% rated it average, and 13.9% rated it good while 29.4% rated it excellent.

HCI 35 - The transition from job to job within a Company goes smoothly

From Table 5.13, 54.2% of the participants rated the university as poor in moving smoothly from job to job while 0% rated it fair, 14.7% rated it average, and 3.2% rated it good while 27.9% rated it excellent.

HCI 36 - There is a "line of sight" between jobs and the Company's strategic goals

From Table 5.13, 57.7% of the participants rated the university as average in providing a line of sight between jobs and the organisation's strategic goals while 0% rated it fair, 42% rated it poor, and 0% rated it good while 0.2% rated it excellent.

HCI 37 - Coaching and feedback discussions with managers are on-going, frequent and candid

From Table 5.13, 54.2% of the participants rated the university as poor in moving smoothly from job to job while 0% rated it fair, 14.7% rated it average, and 3.2% rated it good while 27.9% rated it excellent.

HCI 38 - The Company provide a range of interesting and challenging assignments, jobs, rotations and team activities

From Table 5.13, 54.2% of the participants rated the university as poor in providing a range of interesting and challenging assignments while 12.9% rated it fair, 3.2% rated it average, and 29.4% rated it good while 0.2% rated it excellent.

HCI 39 - Top performers are paid more for the value they provide

From Table 5.13, 54.2% of the participants rated the university as poor in paying top performers for the value they provide while 30.8% rated it fair, 16.9% rated it average, and 0.2% rated it good while 0% rated it excellent.

HCI 40 - Non-financial rewards are effectively used to reinforce excellent performance

From Table 5.13, 36.1% of the participants rated the university as poor in providing non-financial rewards to reinforce excellent performance while 24.4% rated it fair, 10% rated it average, and 29.6% rated it good while 0% rated it excellent.

HCI 41 - The organisation can retain our best performers

From Table 5.13, 57.7% of the participants rated the university as average in retaining the best talent while 10% rated it fair, 1.7% rated it poor, and 0% rated it good while 28.1% rated it excellent.

HCI 42 - Turnover is tracked across divisions, locations, talent levels and managers

From Table 5.13, 33.1% of the participants rated the university as poor in tracking turnover across different levels while 37.3% rated it fair, 0% rated it average, and 29.6% rated it good while 0% rated it excellent.

HCI 43 - The reasons people leave, especially top performers, are recorded and addressed

From Table 5.13, 33.1% of the participants rated the university as poor in tracking turnover across different levels while 35.8% rated it fair, 3.0% rated it average, and 28.1% rated it good while 0% rated it excellent.

HCI 44 - Managers hold retention conversations with employees' frequently

From Table 5.13, 70.4% of the participants rated the university as poor in holding retention conversations with employees while 1.5% rated it fair, 0% rated it average, and 0% rated it good while 28% rated it excellent.

HCI 45 - Managers are held accountable for losing top performers

From Table 5.13, 70.4% of the participants rated the university as poor in holding managers accountable for losing top performers while 1.5% rated it fair, 28.1% rated it average, and 0% rated it good while 0% rated it excellent.

5.5.1.2 To determine the perception of staff regarding the importance of Talent Management Practices at SMU

The adapted version of the Human Capital Index (HCI) was used to determine the perception of staff regarding the importance of talent management practices at SMU. The sub-section presented below shows the results of the analysis in simple frequencies and proportions. The ratings were based on -5- Point Likert scale with the following rankings: (1) Not, (2) Low, (3) Medium, (4) High and (5) Critical. The results are presented in Table 5.14.

Table 5.14: Participants perceptions on the importance of Talent Management practices at SMU

Talent Management items	Responses in Percent (%)				
	Not (1)	Low (2)	Medium (3)	High (4)	Critical (5)
1.HCI 1	0	0	0	75.4	24.6
2.HCI 2	0	0	0	58.5	41.5
3.HCI 3	0	0	27.9	22.1	50
4.HCI 4	0	0	0	44.3	55.7
5.HCI 5	0	0	37.8	37.3	24.9
6.HCI 6	0	0	11.4	60.9	27.6
7.HCI 7	0	0	55.2	6.5	38.3
8.HCI 8	0	0	10	62.4	27.6
9.HCI 9	0	29.4	0	52.7	17.9
10.HCI 10	0	29.4	11.4	24.9	34.3
11.HCI 11	0	0	27.9	12.9	59.2
12.HCI 12	0	0	27.9	55.2	16.9
13.HCI 13	1.5	25.9	0	44.5	28.1
14.HCI 14	0	27.9	25.9	44.5	1.7
15.HCI 15	0	27.9	10	48	14
16.HCI 16	1.5	0	0	47.3	51.2
17.HCI 17	0	0	0	84.6	15.4
18.HCI 18	0	0	29.4	70.4	0.2
19.HCI 19	0	0	28.9	71.1	0
20.HCI 20	0	0	0	60.2	39.8
21.HCI 21	0	0	1.7	28.9	69.4
22.HCI 22	0	0	3.2	54.7	42
23.HCI 23	0	0.2	11.4	72.6	15.7
24.HCI 24	0	0	3.2	72.1	24.6
25.HCI 25	0	0	0	30.6	69.4
26.HCI 26	0	0	10.2	60.2	29.6
27.HCI 27	0	0	11.4	86.8	1.7
28.HCI 28	0	0	0.2	65.2	34.6
29.HCI 29	1.5	0	0	69.4	29.1
30.HCI 30	1.5	0	29.4	49.8	19.4
31.HCI 31	1.5	0	27.9	27.4	43.3
32.HCI 32	1.5	0	0	74.1	24.4
33.HCI 33	0	1.5	28.1	46.5	23.9
34.HCI 34	1.5	0	24.4	44.5	29.6
35.HCI 35	1.5	0	35.8	34.8	27.9

36.HCI 36	1.5	1.5	53.2	24.6	19.2
37.HCI 37	1.5	0	34.3	17.2	47
38.HCI 38	1.5	1.5	24.6	54.7	17.7
39.HCI 39	0	29.4	34.6	16.9	19.2
40.HCI 40	1.5	0	1.7	77.6	19.2
41.HCI 41	0	0	12.9	19.2	67.9
42.HCI 42	1.5	0	1.7	95	1.7
43.HCI 43	0	0.2	1.5	76.1	22.1
44.HCI 44	1.5	0	11.7	39.8	47
45.HCI 45	0	0	62.2	3.2	34.6

Note: Values marked in bold are significant

From Table 5.14, employees generally regard the application of talent management practices as important within SMU as shown by various items on the Human Capital Index Questionnaire.

An analysis of Table 5.14 was performed to determine the perceptions of staff regarding the most important talent management practices and as such employees rated all talent management practices as important.

5.5.2 Item analysis on the importance of Talent Management Practices at SMU

The discussion below focuses on the importance of talent management practices at SMU.

HCI 1 - The organisation's business strategy and human capital strategy are aligned

From Table 5.14, 24.6% of the participants rated the university's business strategy and human capital strategy as critically important while 75.4% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 2 - The organisation's reward and recognition programs are aligned with strategy

From Table 5.14, 41.5% of the participants rated the university's reward and recognition programs as critically important while 58.5% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 3 - The organisation is very good at implementing and executing strategy

From Table 5.14, 50% of the participants rated it as critically important for the university to implement and execute strategy while 22.1% rated it high, 27.9% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 4 - Strategic goals are effectively communicated to all employees

From Table 5.14, 55.6% of the participants rated it as critically important for the university to set and communicate strategic goals to all employees while 44.3% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 5 - The Company's mission and values recognise the importance of talent to achieving business objectives

From Table 5.14, 24.9% of the participants rated the university's mission and values recognise the importance of talent to achieving business objectives as critically important in implementing and executing strategy while 437.3% rated it high, 3.7.8% rated it medium, and 0% rated it low while 0% rated it excellent.

HCI 6 - The organisation knows who the best performers are

From Table 5.14, 27.6% of the participants rated it as important for the university to know the best performers amongst employees while 60.9% rated it high, 11.4% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 7 - Talent is segmented based on performance, value and potential

From Table 5.14, 38.3% of the participants rated it as critically important for the university to segment talent based on performance, value and potential while 6.5% rated it high, 55.2% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 8 - Rewards and opportunities are provided to talent based on their contribution

From Table 5.14, 27.6% of the participants rated it as critically important for the university to provide employees rewards and opportunities that are based on their contributions while 62.4% rated it high, 10% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 9 - Succession plans provide for two qualified candidates for key positions

From Table 5.14, 17.9% of the participants rated it as critically important for the university to provide two qualified candidates for key positions while 52.7% rated it high, 0% rated it medium, and 29.4% rated it low while 0% rated it not important.

HCI 10 - The majority of talent is developed internally as opposed to externally hired

From Table 5.14, 34.3% of the participants rated it as critically important for the university to develop talent internally as opposed to externally hired while 24.9% rated it high, 11.4% rated it medium, and 29.4% rated it low while 0% rated it not important.

HCI 11 - The organisation is staffed at the right levels

From Table 5.14, 59.2% of the participants rated it as critically important for the university to staff the organisation at the right levels while 12.9% rated it high, 27.9% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 12 - The compensation levels are competitive

From Table 5.14, 16.9% of the participants rated it as critically important for the university's compensation levels to be competitive while 55.2% rated it high, 27.9% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 13 - The Company's workforce is diverse and includes people from different backgrounds, perspectives and experiences

From Table 5.14, 28.1% of the participants rated it as critically important for the university to ensure the workforce is diverse and includes people from different background, perspectives and experiences, 44.5% rated it high while 0% rated it medium, 25.9% rated it low, and 1.5% rated it as not important.

HCI 14 - Diversity is properly represented in senior management and executive levels

From Table 5.14, 1.7% of the participants rated it as critically important for the university to ensure that diversity is properly represented in senior management and executive levels, 44.5% rated it high while 25.9% rated it medium, 27.9% rated it low, and 0% rated it as not important.

HCI 15 - "All jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices

From Table 5.14, 14% of the participants rated it as critically important for the university to provide priority in most critical positions in terms of bench strength and hiring practices while 48% rated it high, 10% rated it medium, and 27.9% rated it low while 0% rated it as not important.

HCI 16 - The organisation can attract top talent

From Table 5.14, 51.2% of the participants rated it as critically important for the university to attract top talent while 47.3% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 17 - The employment brand is strong and compelling among prospective employees

From Table 5.14, 15.4% of the participants rated it as critically important for the university's image to be compelling among prospective employees while 84.6% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it not important.

HCI 18 - Newly hired employees get off to a fast and productive start

From Table 5.14, 0.2% of the participants rated it as critically important for the university to provide an opportunity for newly hired employees to get off to a fast and productive start while 70.4% rated it high, 29.4% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 19 - Internal employee referral programs are widely used to bring in new employees

From Table 5.14, 0% of the participants rated it as critically important for the university to use internal referral programs to bring in new employees while 71.1% rated it high, 28.9% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 20 -The hiring process is efficient, effective and focuses on “quality of hire”

From Table 5.14, 39.8% of the participants rated it as critically important for the university to ensure an efficient and effective hiring process while 60.2% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 21 - The majority of employees are fully engaged and committed to the Company

From Table 5.14, 69.4% of the participants rated it as critically important for the university to ensure that the majority of employees are fully engaged and committed, 28.9% rated it high while 1.7% rated it medium, 0% rated it low, and 0% rated it as not important.

HCI 22 - Engagement levels are tracked across different talent levels, jobs, departments and location

From Table 5.14, 42% of the participants rated it as critically important for the university to track engagement levels amongst staff while 54.7% rated it high, 3.2% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 23 - The Company is featured on “Best Places to Work” lists that are highly respected

From Table 5.14, 15.7% of the participants rated it as critically important for the university to feature on best places to work lists that are highly respected while 72.6% rated it high, 11.4% rated it medium, and 0.2% rated it low while 0% rated it as not important.

HCI 24 - Innovative products and services are being developed in the Company

From Table 5.14, 24.6% of the participants rated it as important for the university to develop innovative products and services while 72.1% rated it fair, 3.2% rated it medium, and 0% rated it low while 23.1% rated it as not important.

HCI 25 - The organisation participates in activities that are vital to the community and the well-being of others

From Table 5.14, 69.4% of the participants rated it as critically important for the university to participate in activities that are vital to the community and well-being of others. 30.6 rated it high, while 0% rated it medium, 0% rated it low and 0% rated it as not important.

HCI 26 - Top performers are challenged to improve skills and take the next steps in their careers

From Table 5.14, 29.6% of the participants rated it as critically important for the university to allow top performers to improve their skills to the next step in their careers while 60.2% rated it high, 10.2% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 27 - Coaching, mentoring and challenging assignments are primary development approaches

From Table 5.14, 1.7% of the participants rated it as critically important for the university to use coaching, mentoring and challenging assignments as primary development approaches while 86.8% rated it high, 11.4% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 28 - Communication to employees is frequent, meaningful and two-way

From Table 5.14, 64.2% of the participants rated the university as poor in communicating with employees while 4.7% rated it fair, 1.5% rated it average, and 29.4% rated it good while 0.2% rated it excellent.

HCI 29 - Individual development plans are in place for all employees

From Table 5.14, 34.6% of the participants rated it as critically important for the university to communicate with employees while 69.4% rated it high, 0% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 30 - Managers are held accountable for the development for their employees

From Table 5.14, 19.4% of the participants rated it as critically important for the university to hold managers accountable for the development of their employees while 49.8% rated it high, 29.4% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 31 - The best people are focused on the most important jobs

From Table 5.14, 43.3% of the participants rated it as critically important for the university to focus the best people in most important jobs while 27.4% rated it high, 27.9% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 32 - There is a strong match between an employee's competencies and job requirements

From Table 5.14, 24.4% of the participants rated it as critically important for the university to match employees with competencies and job requirements while 74.1% rated it medium, 0% rated it low, and 0% rated it low while 1.5% rated it as not important.

HCI 33 - Employees are given the opportunity to do what they do best

From Table 5.14, 23.9% of the participants rated it as critically important for the university to give employees an opportunity to do their best while 46.5% rated it high, 28.1% rated it medium, and 1.5% rated it low while 0% rated it as not important.

HCI 34 - Technology is used to assist in the effective deployment of talent

From Table 5.14, 29.6% of the participants rated it as critically important for the university to provide technology in assisting in the deployment of talent while 44.5% rated it high, 24.4% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 35 - The transition from job to job within a Company goes smoothly

From Table 5.14, 27.9% of the participants rated it as critically important for the university to move smoothly from job to job while 34.8% rated it high, 35.8% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 36 - There is a "line of sight" between jobs and the Company's strategic goals

From Table 5.14, 19.2% of the participants rated it as critically important for the university to provide a line of sight between jobs and the organisation's strategic goals while 24.6% rated it high, 53.2% rated it medium, and 1.5% rated it low while 0% rated it as not important.

HCI 37 - Coaching and feedback discussions with managers are on-going, frequent and candid

From Table 5.14, 47% of the participants rated it as critically important for the university to move smoothly from job to job while 17.2% rated it high, 34.3% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 38 - The Company provide a range of interesting and challenging assignments, jobs, rotations and team activities

From Table 5.14, 17.7% of the participants rated it as critically important for the university to provide a range of interesting and challenging assignments while 54.7% rated it high, 24.6% rated it medium, and 1.5% rated it low while 1.5% rated it as not important.

HCI 39 - Top performers are paid more for the value they provide

From Table 5.14, 19.2% of the participants rated it as critically important for the university to pay top performers for the value they provide while 16.9% rated it high, 34.6% rated it medium, and 29.4% rated it low while 0% rated it as not important.

HCI 40 - Non-financial rewards are effectively used to reinforce excellent performance

From Table 5.14, 19.2% of the participants rated it as critically important for the university to provide non-financial rewards to reinforce excellent performance while 77.6% rated it high, 1.7% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 41 - The organisation can retain our best performers

From Table 5.14, 67.9% of the participants rated it as critically important for the university to retain the best talent while 19.2% rated it high, 12.9% rated it medium, and 0% rated it low while 0% rated it as not important.

HCI 42 - Turnover is tracked across divisions, locations, talent levels and managers

From Table 5.14, 1.7% of the participants rated it as critically important for the university to track turnover across different levels while 95% rated it high, 1.7% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 43 - The reasons people leave, especially top performers, are recorded and addressed

From Table 5.14, 22.1% of the participants rated it as critically important for the university to track turnover across different levels while 76.1% rated it high, 1.5% rated it medium, and 0.2% rated it low while 0% rated it as not important.

HCI 44 - Managers hold retention conversations with employees' frequently

From Table 5.14, 47% of the participants rated it as critically important for the university to hold retention conversations with employees while 39.8% rated it high, 11.7% rated it medium, and 0% rated it low while 1.5% rated it as not important.

HCI 45 - Managers are held accountable for losing top performers

From Table 5.14, 34.6% of the participants rated it as critically important for the university to hold managers accountable for losing top performers while 3.2% rated it high, 62.2% rated it medium, and 0% rated it low while 0% rated it as not important.

Following is a discussion on the Principal Component Analysis (PCA). The reason for conducting a PCA is to determine the important talent management practices at SMU.

5.5.3 Principal Component Analysis

To determine the most important talent management practices, a principal component analysis was done on the 45 items of the Human Capital Index Questionnaire. The results show that six factors could be extracted based on the eigenvalues. The subsequent principal component analysis was performed using Varimax rotation to identify the factors. Five items were deleted mainly because of problematic loadings. The six factors explained 67,460% of the variance and were labelled Talent Acquisition (Factor 1), Talent Engagement (Factor 2), Talent Development (Factor 3), Talent Deployment (Factor 4) Performance Management (Factor 5) and Talent Retention (Factor 6). All the items show acceptable loadings and both the total variance and rotated component matrix are reported as follows:

Table 5.15: Total Variance explained for the Human Capital Index Questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	10.982	36.603	36.602	10.991	36.602	36.602
2	3.441	11.476	48.176	3.441	11.375	47.067
3	1.940	6.444	53.510	1.830	6.334	53.511
4	1.425	4.727	59.221	1.115	4.617	58.228
5	1.365	4.545	63.782	1.266	4.455	63.782
6	1.102	3.677	67.460	1.102	3.677	67.460
7	1.010	3.368	70.824			
8	0.901	3.007	73.828			
9	0.773	2.580	76.418			
10	0.671	2.239	78.649			
11	0.628	2.094	80.753			

12	0.568	1.896	82.652			
13	0.534	1.781	84.432			
14	0.465	1.552	85.987			
15	0.454	1.514	87.500			
16	0.429	1.434	88.935			
17	0.401	1.340	90.277			
18	0.390	1.303	91.580			
19	0.365	1.220	92.802			
20	0.321	1.073	93.876			
21	0.306	1.023	94.901			
22	0.289	0.787	97.549			
23	0.288	0.786	97.548			
24	0.287	0.585	97.547			
25	0.186	0.584	97.546			
26	0.185	0.583	97.545			
27	0.184	0.582	97.544			
28	0.183	0.581	97.455			
29	0.182	0.579	97.344			
30	0.180	0.578	97.224			
31	0.178	0.577	97.103			
32	0.176	0.568	96.883			

33	0.175	0.578	96.991			
34	0.174	0.588	97.770			
35	0.173	0.578	97.771			
36	0.168	0.565	98.335			
37	0.139	0.466	98.803			
38	0.133	0.444	99.249			
39	0.113	0.379	99.630			
40	0.112	0.368	100.000			

To ascertain the most important talent management practices at SMU, a Varimax rotation was performed. Six factors explained 67,460% of the variance and were labelled Talent Acquisition (Factor 1), Talent Engagement (Factor 2), Talent Development (Factor 3), Talent Deployment (Factor 4) Performance Management (Factor 5) and Talent Retention (Factor 6) as reported in Table 5.16.

Table 5.16: Varimax Rotation for the Human Capital Index Questionnaire

Talent Item	Component					
	Talent Acquisition	Talent Engagement	Talent Development	Talent Deployment	Performance Management	Talent Retention
HCI 1	0.399	-0.097	0.013	0.073	0.333	0.201
HCI 2	0.401	-0.075	0.047	0.012	0.289	0.038
HCI 3	0.406	-0.075	0.019	0.180	0.204	0.148
HCI 4	0.408	0.066	-0.003	0.284	0.260	0.099
HCI 5	0.410	0.069	0.080	0.396	0.088	-0.001
HCI 6	0.411	0.045	0.120	0.314	0.066	0.014
HCI 7	0.412	0.265	0.255	0.186	0.017	0.190
HCI 8	0.416	0.252	0.69	0.218	0.039	0.389
HCI 9	0.417	0.039	0.024	0.196	-0.014	0.351
HCI 10	0.420	0.068	0.189	0.109	0.012	0.201
HCI 11	0.421	0.077	0.240	0.089	-0.061	0.234
HCI 12	0.422	0.155	0.183	-0.149	0.011	0.272
HCI 13	0.438	0.129	0.204	0.094	-0.051	0.252
HCI 14	0.303	0.111	-0.042	0.149	0.391	0.283
HCI 15	0.392	0.209	0.064	0.328	0.204	0.120
HCI 16	0.653	0.211	0.065	0.329	0.291	0.098
HCI 17	0.602	0.212	0.067	0.330	0.207	0.087
HCI 18	0.631	0.214	0.070	0.331	0.209	0.089
HCI 19	0.782	0.216	0.072	0.333	0.221	0.078
HCI 20	0.555	0.218	0.074	0.335	0.025	0.066

HCI 21	0.394	0.841	0.073	0.331	0.023	0.069
HCI 22	0.393	0.901	0.710	0.330	0.021	0.075
HCI 23	0.391	0.799	0.693	0.329	0.019	0.076
HCI 24	0.423	0.775	0.190	0.057	0.090	0.015
HCI 25	0.437	0.602	0.240	0.055	-150	0.191
HCI 26	0.304	0.112	0.544	0.068	0.093	0.390
HCI 27	0.394	0.210	0.843	0.051	0.150	0.350
HCI 28	0.320	0.256	0.740	0.050	0.327	0.202
HCI 29	0.313	0.291	0.768	0.139	0.063	0.097
HCI 30	0.181	0.315	0.779	-0.020	0.073	0.089
HCI 31	0.083	0.284	0.177	0.571	0.073	0.084
HCI 32	-0.132	0.132	0.045	0.551	0.062	0.060
HCI 33	0.039	0.049	0.074	0.681	0.073	0.059
HCI 34	0.041	0.051	0.044	0.510	0.024	0.509
HCI 35	0.042	0.052	0.043	0.509	0.029	0.170
HCI 36	0.246	0.096	0.040	0.095	0.638	0.037
HCI 37	0.203	0.152	0.068	-0.027	0.733	-0.035
HCI 38	0.042	0.231	0.083	0.034	0.734	0.197
HCI 39	-0.024	0.250	0.104	0.076	0.623	0.126
HCI 40	0.061	0.171	0.091	0.066	0.730	0.159
HCI 41	0.172	0.156	0.078	0.135	0.278	0.661
HCI 42	0.253	0.148	0.081	0.052	0.249	0.692
HCI 43	0.259	0.112	0.167	0.071	-0.013	0.692

HCI 44	0.563	0.184	0.071	0.056	0.028	0.751
HCI 45	0.334	0.013	-0.024	0.076	0.133	0.760

Note: Values in bold are significant

From Table 5.16 above, it is clear that the most or critical talent management practices in this study were:

- Talent acquisition
- Talent engagement
- Talent development
- Talent deployment
- Performance management
- Talent retention

Following is a discussion on the factor analysis. The reason for conducting a factor analysis was to further determine the most important talent management practices at SMU that were used in the development of an integrated talent management strategy.

5.5.4 Factor Analysis for important variables

5.5.4.1 Strategy

The KMO and Bartlett's tests showed that the data were adequate for factor analysis with regards to strategy (see Table 5.17). Figure 5.1 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Two variables had eigenvalues greater than one.

Table 5.17: KMO and Bartlett's Tests for "Strategy"

KMO and Bartlett's Tests		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	1668.076
	df	10
	Sig.	.000

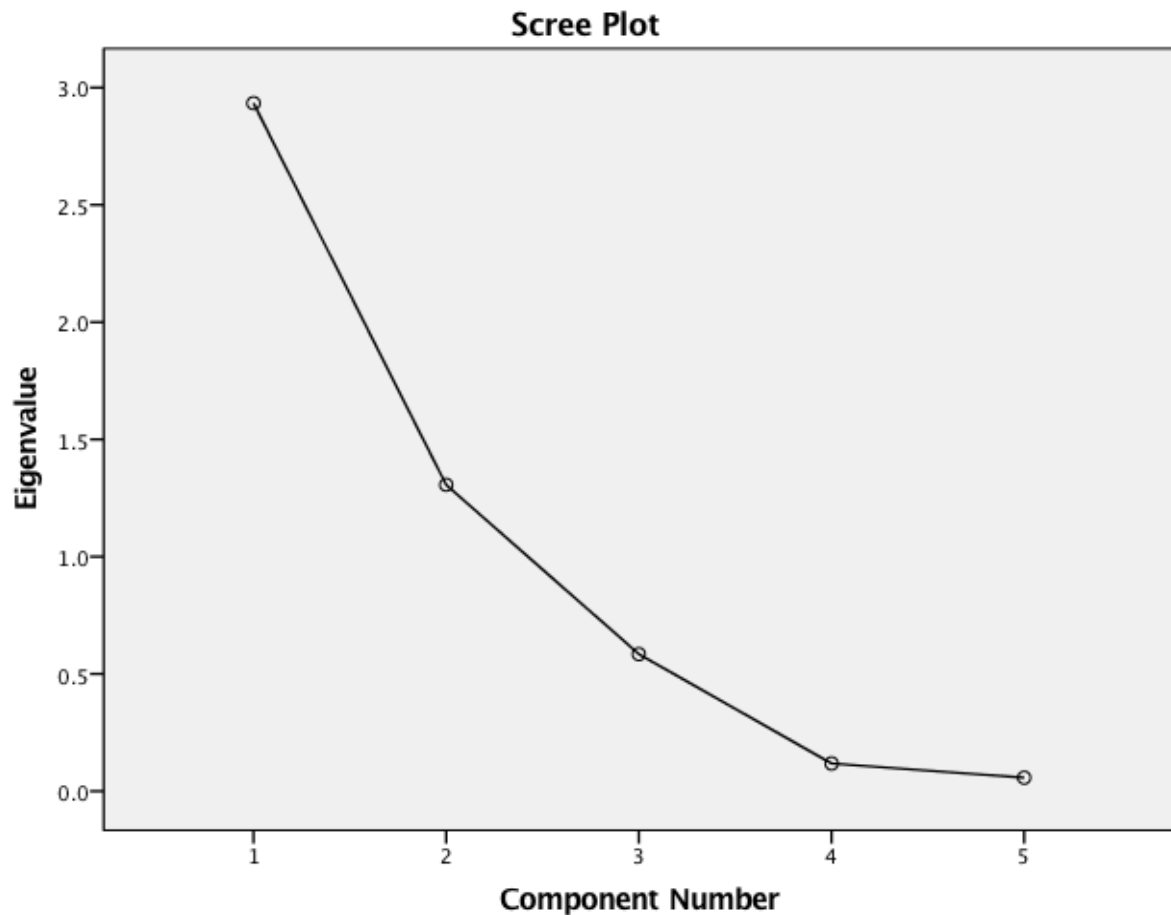


Figure 5.1: Component of eigenvalues for “Strategy”

Using Varimax with Kaiser normalisation, the study found that the variables that were critically important were: The organisation’s business strategy and human capital strategy are aligned and Strategic goals are effectively communicated to all employees (see 5.18).

Table 5.18: Rotated Component Matrix for “Strategy”

Rotated Component Matrix^a		
	Component	
	1	2
1. The organisation’s business strategy and human capital strategy are aligned	.947	-.035
2. The organisation’s reward and recognition programs are aligned with strategy	.927	.070
3. The organisation is very good at implementing and executing strategy	.876	.051
4. Strategic goals are effectively communicated to all employees	.274	.906
5. The company’s mission and values recognise the importance of talent to achieving business objectives	-.577	.694
Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser normalisation		
a. Rotation converged in 3 iteration		

5.5.4.2 Talent Review Process

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to the talent review process (see Table 5.19). Figure 5.2 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Two variables had eigenvalues greater than one.

Table 5.19: KMO and Bartlett's Tests for "Talent Review Process"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.948
Bartlett's Test of Sphericity	Test of	Approx. Chi-Square	1370.974
		df	10
		Sig.	.000

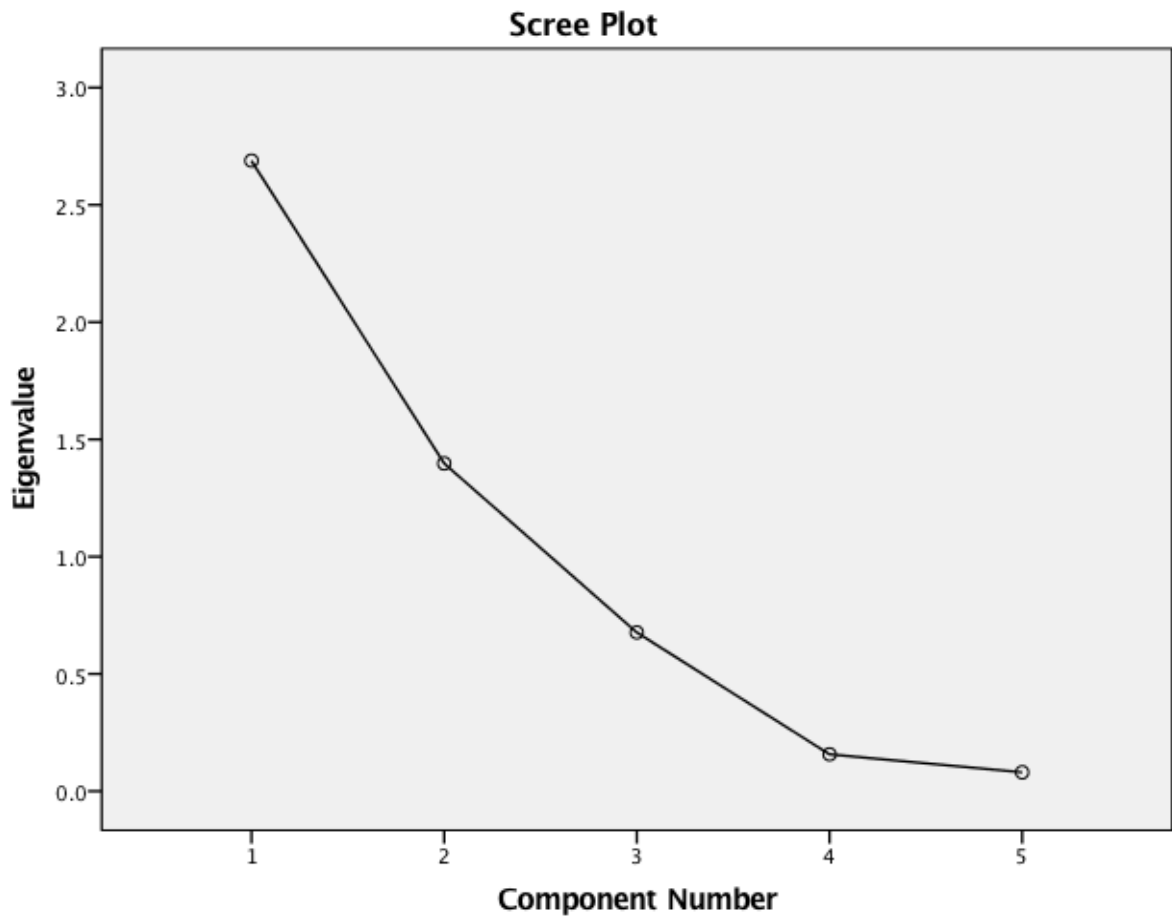


Figure 5.2: Component of eigenvalues for "Talent Review Process"

Using Varimax with Kaiser normalisation, the study found that the variables that were critically important were: Rewards and opportunities are provided to talent based on their contribution and Succession plans provide for two qualified candidates for key positions (see Table 5.20).

Table 5.20: Rotated Component Matrix for “Talent Review Process”

Rotated Component Matrix^a		
	Component	
	1	2
1. The organisation knows who the best performers are	.931	.125
2. Talent is segmented based on performance, value and potential	.349	-.822
3. Rewards and opportunities are provided to talent based on their contribution	.935	-.094
4. Succession plans provide for two qualified candidates for key positions	.287	.835
5. The majority of talent is developed internally as opposed to externally hired	-.860	.053
Extraction Method: Principal Component Analysis		
Rotation Method: Varimax with Kaiser normalisation		
a. Rotation converged in 3 iteration		

5.5.4.3 Staffing

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regards to staffing (see Table 5.21). Figure 5.3 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Only one variable had eigenvalues greater than one.

Table 5.21: KMO and Bartlett's Tests for "Staffing"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.954
Bartlett's Test of Sphericity	Test of	Approx. Chi-Square	2484.007
		df	10
		Sig.	.000

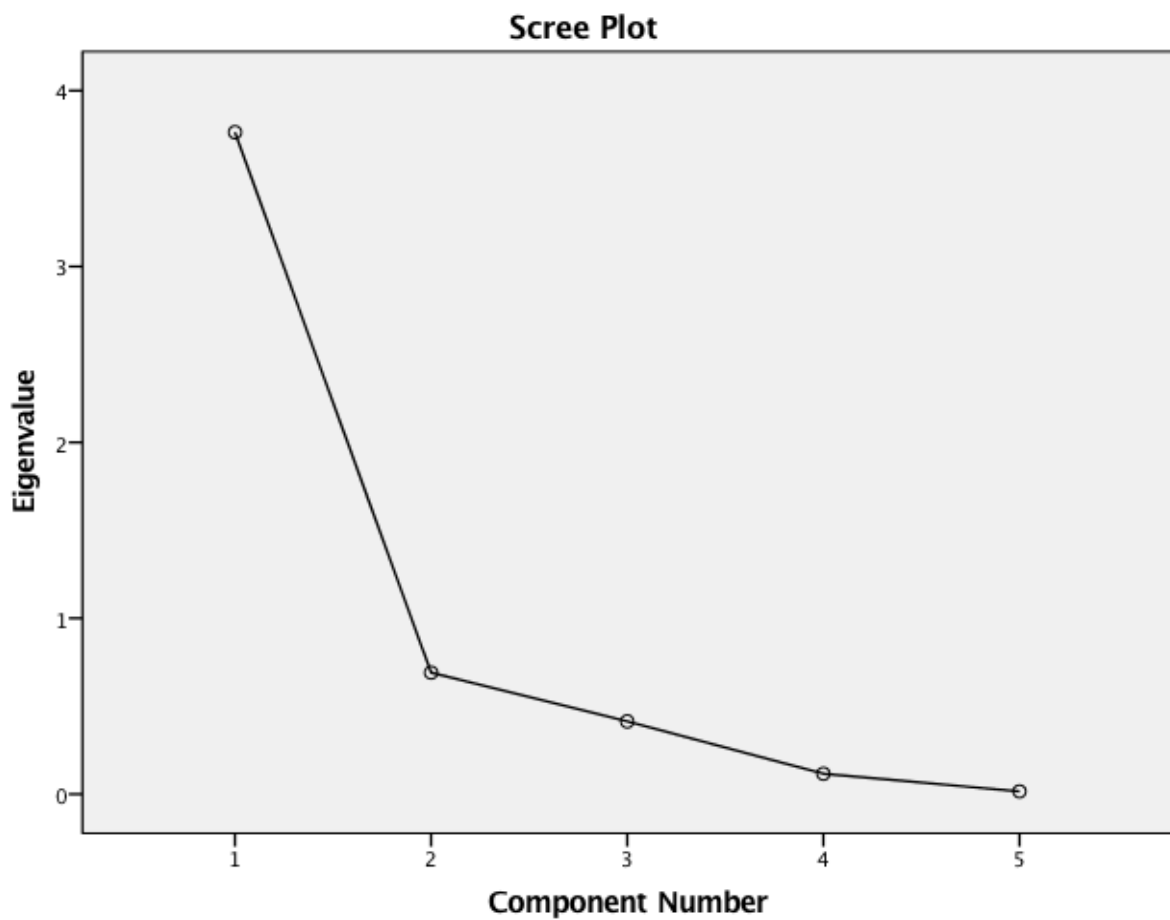


Figure 5.3: Component of eigenvalues for "Staffing"

Using Varimax with Kaiser normalisation, the study found that the variable that was critically important was: The compensation levels are competitive.

Table 5.22: Component Matrix^a for Staffing

Component Matrix^a	
	Component
	1
1. The organisation is staffed at the right levels	.926
2. The compensation levels are competitive	.938
3. The company's workforce is diverse and includes people from different backgrounds, perspectives and experiences	.676
4. Diversity is properly represented in senior management and executive levels	.856
5. "All Jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices	.914
Extraction Method: Principal Component Analysis	
a. One Component extracted	

5.5.4.4 Talent Acquisition

The KMO and Bartlett's tests showed that the data were adequate for factor analysis with regard to talent acquisition (see Table 5.23). Figure 5.4 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Two variables had eigenvalues greater than one.

Table 5.23: KMO and Bartlett's Tests for "Talent Acquisition"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.937
Bartlett's Test of Sphericity	Test of	Approx. Chi-Square	2384.341
		df	10
		Sig.	.000

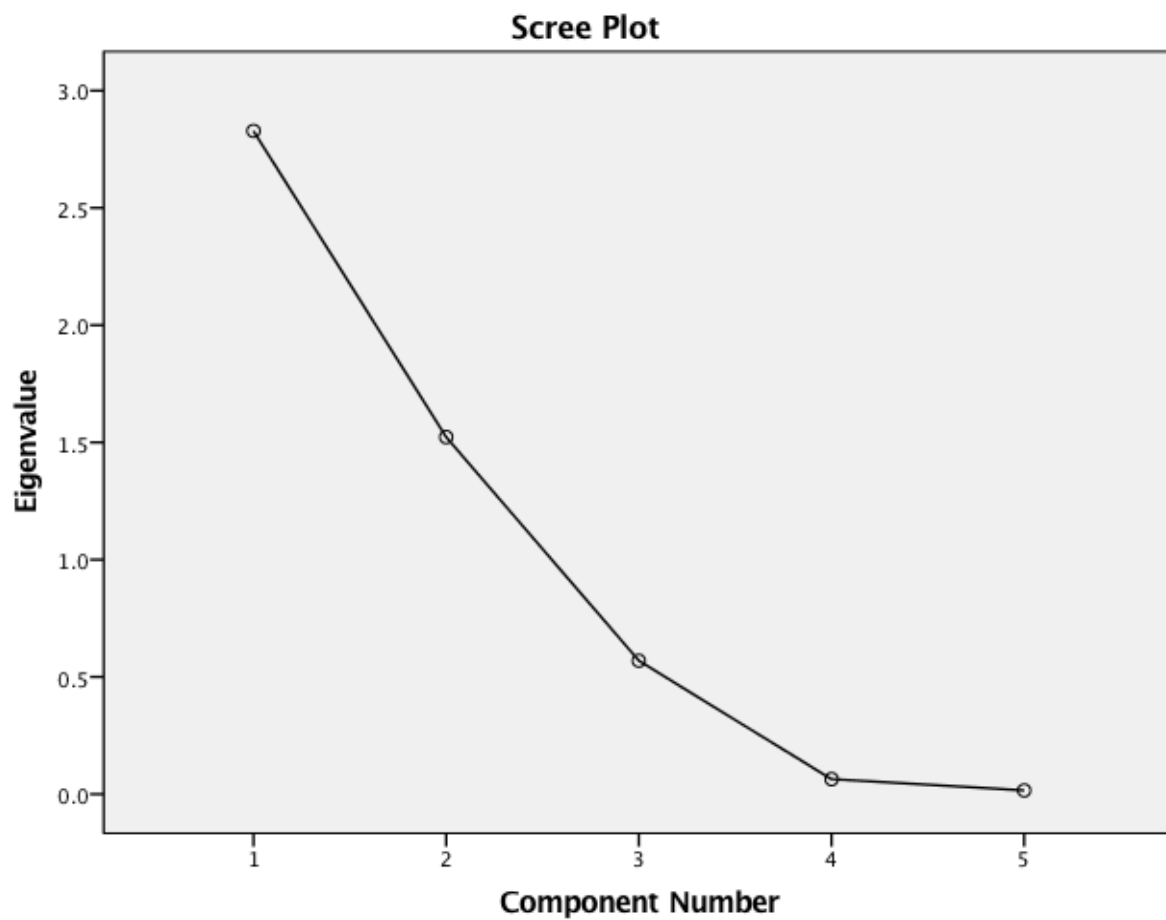


Figure 5.4: Component of eigenvalues for "Talent Acquisition"

Using Varimax with Kaiser normalisation, the study found that the variables that were critically important were: The organisation can attract top talent and Internal employee referral programs are widely used to bring in new employees (see Table 5.24).

Table 5.24: Rotated Component Matrix for “Talent Acquisition”

Rotated Component Matrix^a		
	Component	
	1	2
1. The organisation can attract top talent	.956	-.056
2. The employment brand is strong and compelling among prospective employees	.836	.355
3. Newly hired employees get off to a fast and productive start	.834	-.452
4. Internal employee referral programs are widely used to bring in new employees	-.018	.971
5. The hiring process is efficient, effective and focuses on “quality of hire”	.693	.534
Extraction Method: Principal Component Analysis		
Rotation Method: Varimax with Kaiser normalisation		
a. Rotation converged in 3 iterations		

5.5.4.5 Talent Engagement

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to talent engagement (see Table 5.25). Figure 5.5 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Two variables had eigenvalues greater than one.

Table 5.25: KMO and Bartlett's Tests for "Talent Engagement"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.951	
Bartlett's Test of Sphericity	Approx. Chi-Square	2404.692	
	df	10	
	Sig.	.000	

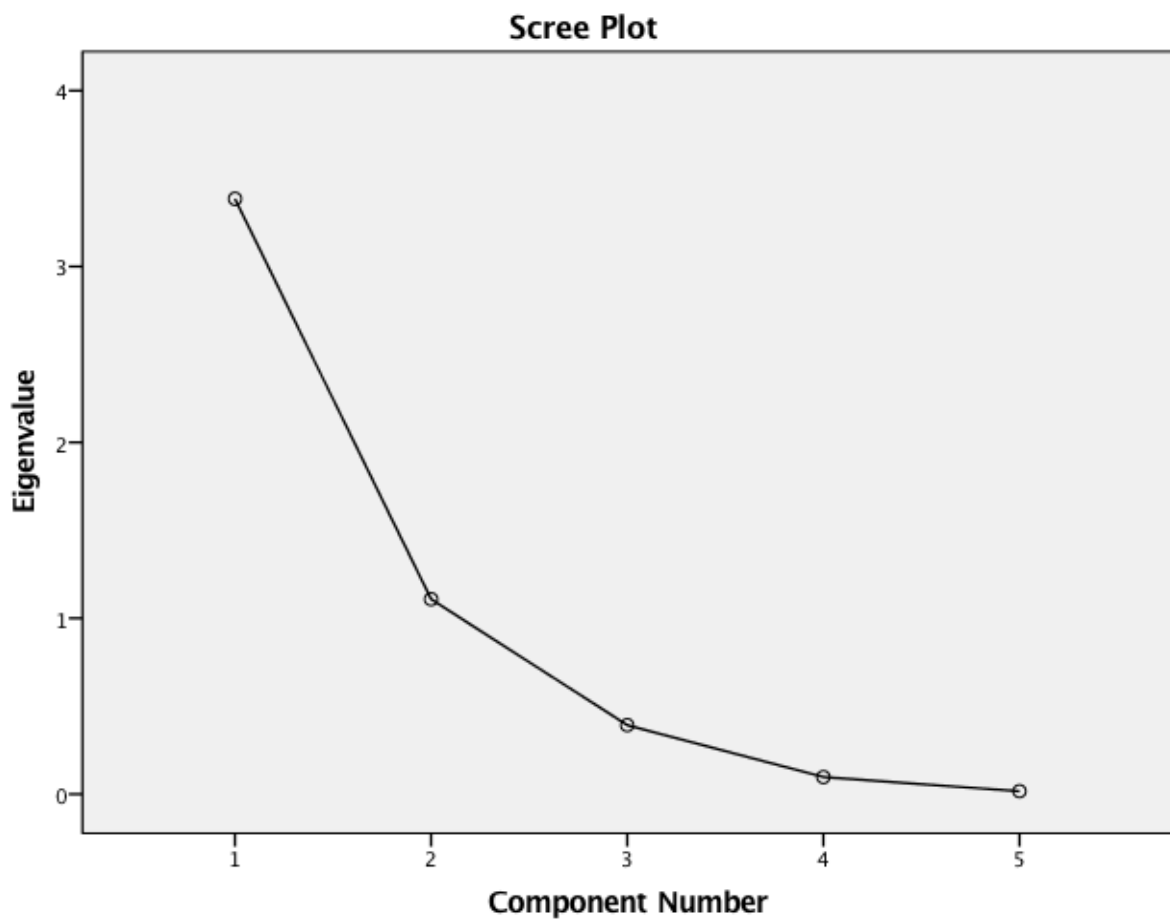


Figure 5.5: Component of eigenvalues for "Talent Engagement"

Using Varimax with Kaiser normalisation, the study found that the variables that were critically important were: The Company is featured on “Best Places to Work” lists that are highly respected and Innovative products and services are being developed in the company (see Table 5.26).

Table 5.26: Rotated Component Matrix for “Talent Acquisition”

Rotated Component Matrix^a		
	Component	
	1	2
1. The majority of employees are fully engaged and committed to the company	.809	.343
2. Engagement levels are tracked across different talent levels, jobs, departments and location	.949	.179
3. The company is featured on “Best Places to Work” lists that are highly respected	.958	.175
4. Innovative products and services are being developed in the company	.112	.950
5. The organisation participates in activities that are vital to the community and the well-being of others	.394	.877
Extraction Method: Principal Component Analysis		
Rotation Method: Varimax with Kaiser normalisation		
a. Rotation Converged in 3 iterations		

5.5.4.6 Talent Development

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to talent development (see Table 5.27). Figure 5.6 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Only one variable had eigenvalues greater than one.

Table 5.27: KMO and Bartlett's Tests for "Talent Development"

KMO and Bartlett's Tests		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.956
Bartlett's Test of Sphericity	Approx. Chi-Square	2422.138
	df	10
	Sig.	.000

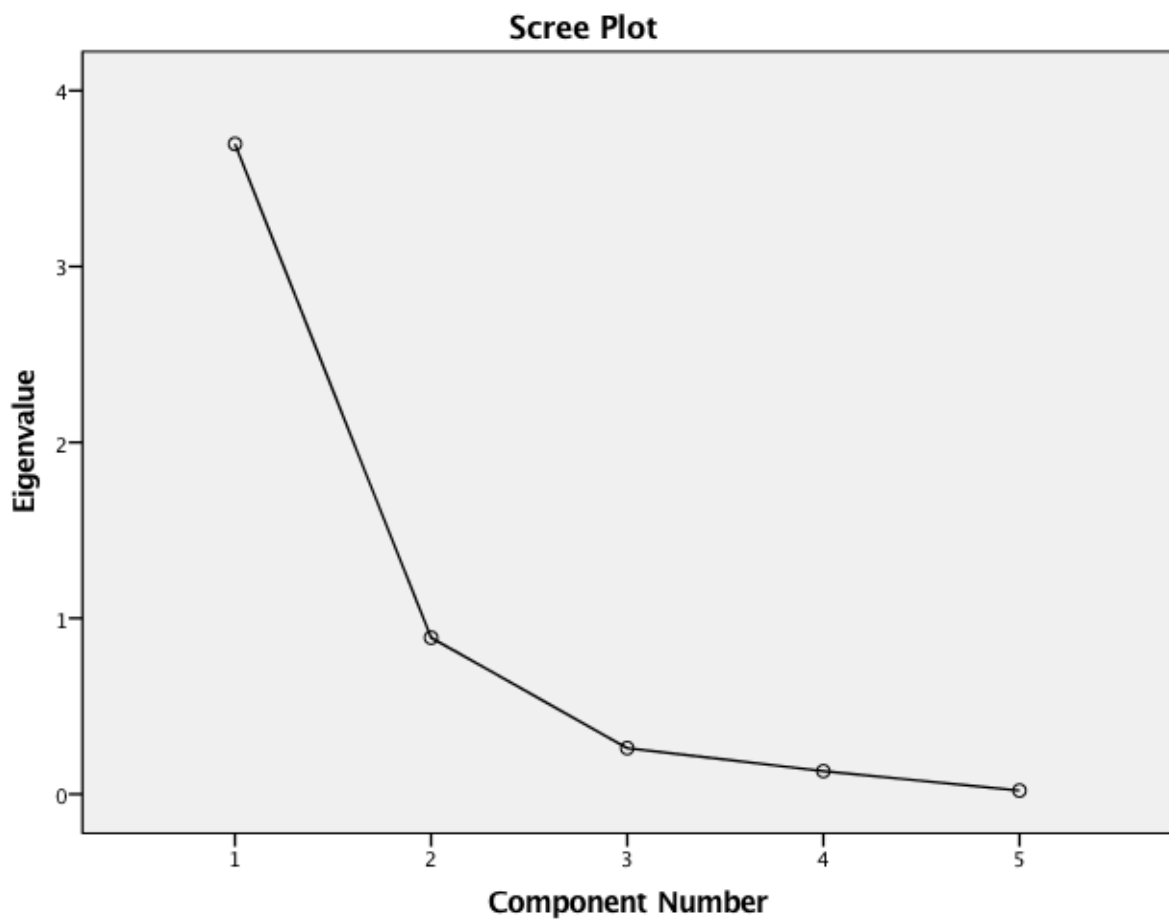


Figure 5.6: Component of eigenvalues for "Talent Development"

Using Varimax with Kaiser normalisation, the study found that the variable that was critically important was: Communication to employees is frequent, meaningful and two-way.

Table 5.28: Component Matrix^a for “Talent Development”

Component Matrix^a	
	Component
	1
1. Top performers are challenged to improve skills and take the next steps in their careers	.892
2. Coaching, mentoring and challenging assignments are primary development approaches	.849
3. Communication to employees is frequent, meaningful and two-way	.972
4. Individual development plans are in place for all employees	.954
5. Managers are held accountable for the development of their employees	.570
Extraction Method: Principal Component Analysis	
a. One component extracted	

5.5.4.7 Talent Deployment

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to talent development (see Table 5.29). Figure 5.7 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Only one variable had eigenvalues greater than one.

Table 5.29: KMO and Bartlett's Tests for "Talent Deployment"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.961
Bartlett's Test of Sphericity	Approx. Chi-Square		1853.684
	df		10
	Sig.		.000

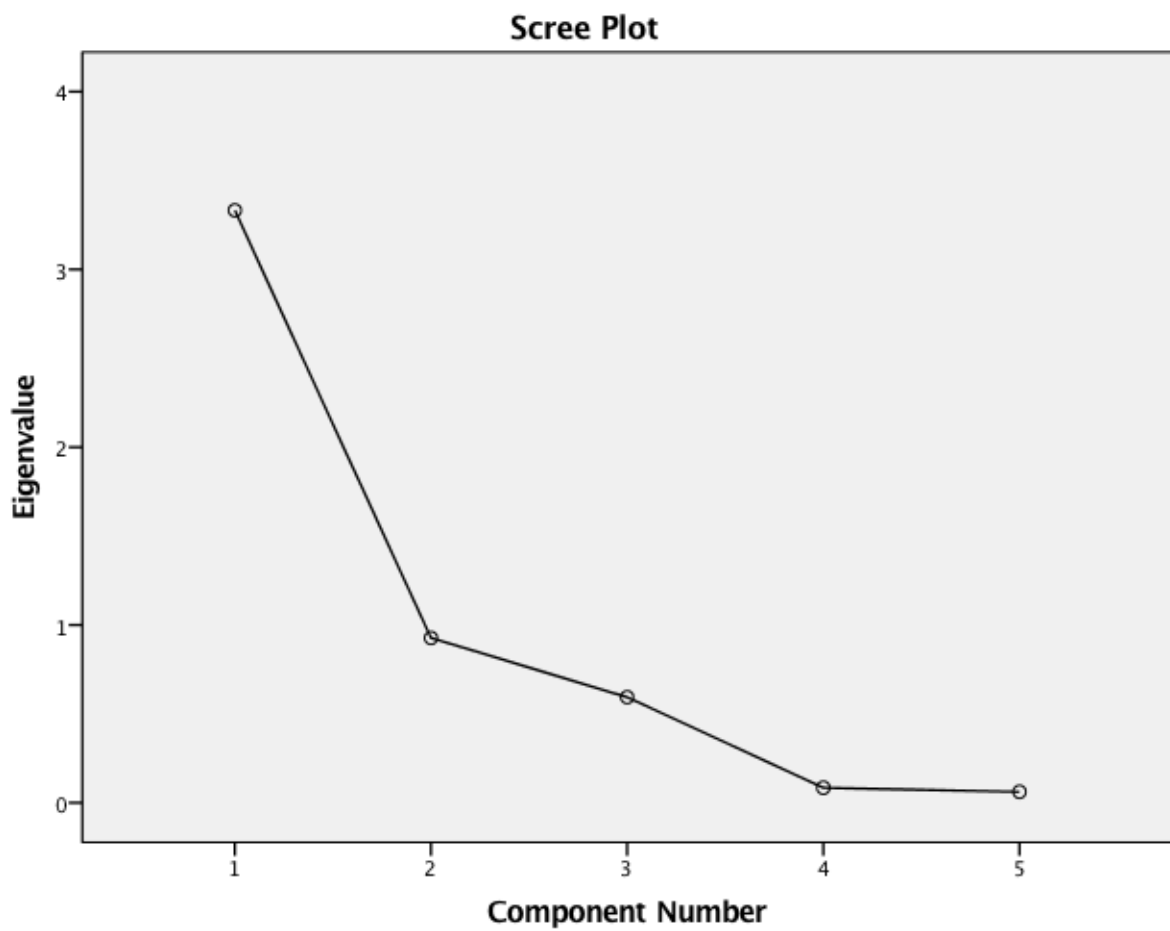


Figure 5.7: Component of eigenvalues for "Talent Deployment"

Using Varimax with Kaiser Normalisation, the study found that the variable that was critically important was: Employees are given the opportunity to do what they do best.

Table 5.30: Component Matrix^a for “Talent Deployment”

Component Matrix^a	
	Component
	1
1. The best people are focused on the most important jobs	.750
2. There is a strong match between an employee’s competencies and job requirements	.722
3. Employees are given the opportunity to do what they do best	.963
4. Technology is used to assist in the effective deployment of talent	.676
5. The transition from job to job within a company goes smoothly	.930
Extraction Method: Principal Component Analysis	
a. One component extracted	

5.5.4.8 Performance Management

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to performance management (see Table 5.31). Figure 5.8 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Two variables had eigenvalues greater than one.

Table 5.31: KMO and Bartlett's Tests for "Performance Management"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.945
Bartlett's Test of Sphericity	Test of	Approx. Chi-Square	3031.005
		df	10
		Sig.	.000

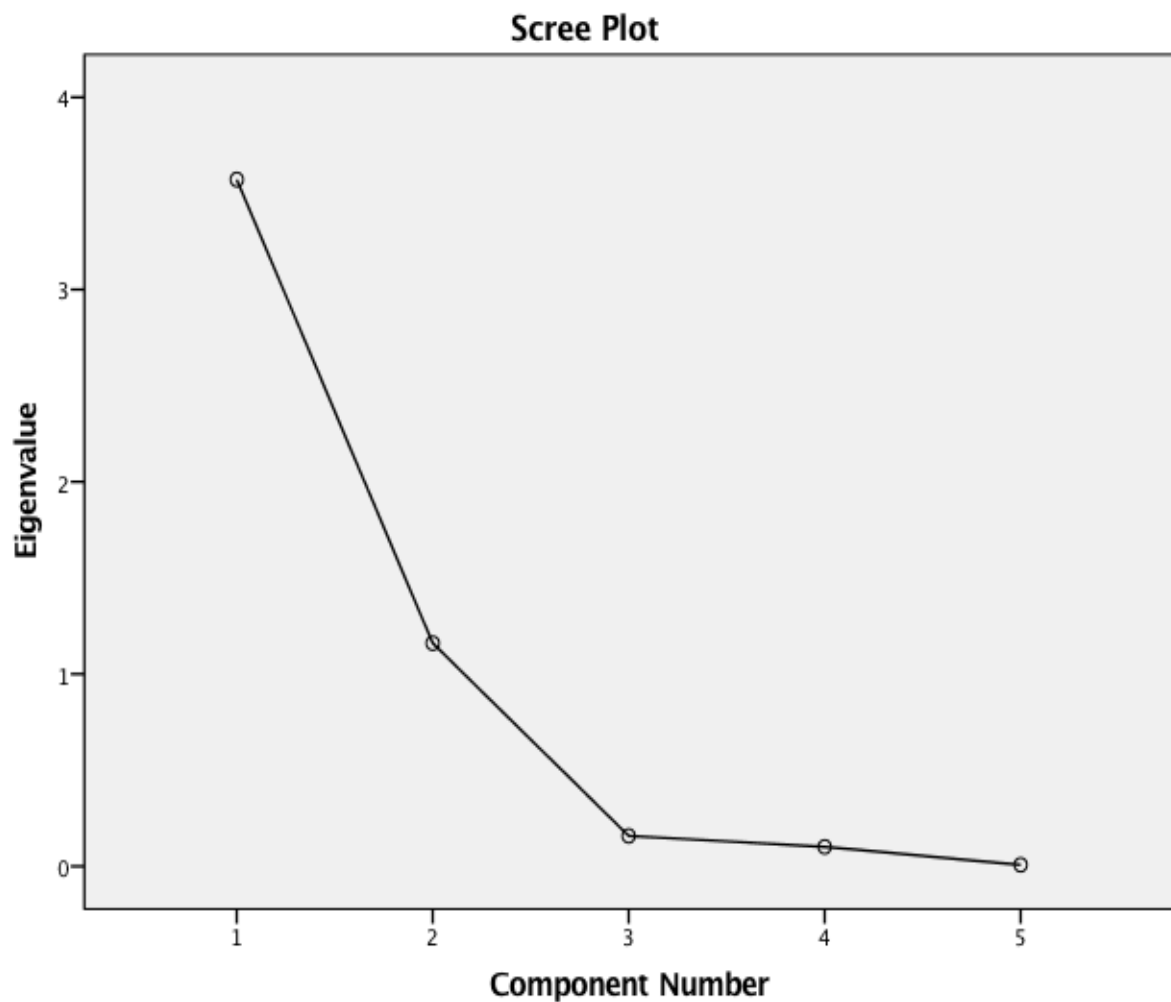


Figure 5.8: Component of eigenvalues for "Performance Management"

Using Varimax with Kaiser normalisation, the study found that the variables that were critically important were: Top performers are paid more for the value they provide and Non-financial rewards are effectively used to reinforce excellent performance (see Table 5.32).

Table 5.32: Rotated Component Matrix for “Performance Management”

Rotated Component Matrix^a		
	Component	
	1	2
1. There is a “line of sight” between employees jobs and the company’s strategic goals	.519	.799
2. Coaching and feedback discussions with managers are on-going, frequent and candid	.953	.267
3. The company provide a range of interesting and challenging assignments, jobs, rotations and team activities	.934	.289
4. Top performers are paid more for the value they provide	.045	.976
5. Non-financial rewards are effectively used to reinforce excellent performance	.966	.055
Extraction Method: Principal Component Analysis		
Rotation Method: Varimax with Kaiser normalisation		
a. Rotation converged in 3 iterations		

5.5.4.9 Talent Retention

The KMO and Bartlett’s tests showed that the data were adequate for factor analysis with regard to talent retention (see Table 5.33). Figure 5.9 shows eigenvalue distribution of all the statements for the dimension. It is important to note that variables with eigenvalues one or higher were further subjected to statistical analysis. Only one variable had eigenvalues greater than one.

Table 5.33: KMO and Bartlett's Tests for "Talent Retention"

KMO and Bartlett's Tests			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.767
Bartlett's Test of Sphericity	Test of	Approx. Chi-Square	4808.095
		df	10
		Sig.	.000

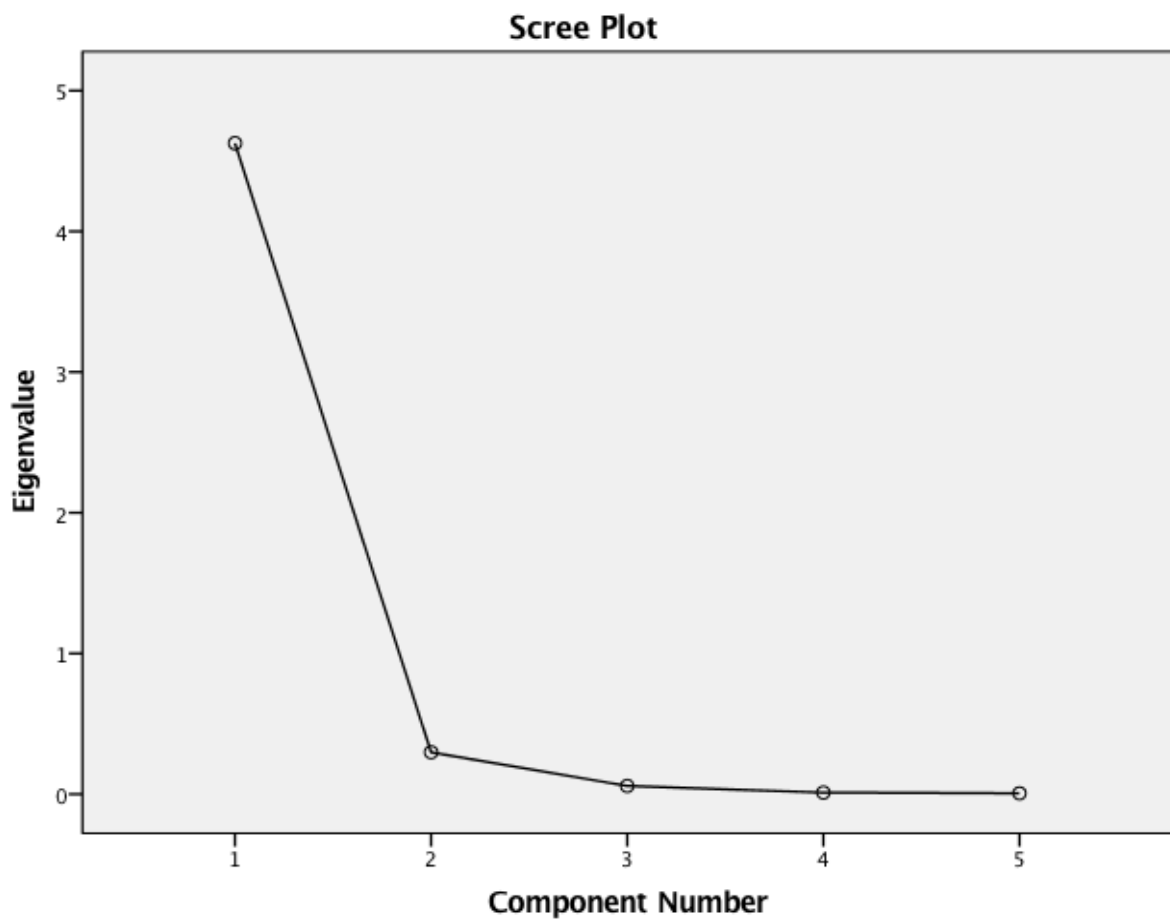


Figure 5.9: Component of eigenvalues for "Talent Retention"

Using Varimax with Kaiser normalisation, the study found that the variable that was critically important was: Managers hold retention conversations with employees frequently.

Table 5.34: Component Matrix^a for “Talent Retention”

Component Matrix^a	
	Component
	1
1. The organisation can retain our best performers	.925
2. Turnover is tracked across divisions, locations, talent levels and managers	.957
3. The reasons people leave, especially top performers, are recorded and addressed	.958
4. Managers hold retention conversations with employees frequently	.986
5. Managers are held accountable for losing top performers	.984
Extraction Method: Principal Component Analysis	
a. One component extracted	

5.6 Presentation of Qualitative data

The preceding presentation was on quantitative data and the following presentation is going to focus on qualitative data.

5.6.1: Demographic profiles of participants for semi-structured interviews

Table 5.35 shows the demographic profiles of the participants of the semi-structured interviews, which comprised seven directors and three representatives from lecturing, administration and support staff.

Table 5.35: Demographical details of participants for semi-structured interviews

Respondent	Department	Designation	Gender	Number of years of experience
R1	Medicine	Director	Male	11-15 years
R2	Marketing	Director	Male	6-10 years
R3	Institutional Planning	Director	Male	11-15 years
R4	Pharmacy	Director	Male	6-10 years
R5	Human Resources	Director	Female	11-15 years
R6	Finance	Director	Male	11-15 years
R7	Science of Technology	Director	Male	6-10 years
R8	Psychology	Lecturer	Male	3-5 years
R9	Administration	Administrator	Female	3-5 years
R10	Support	General Worker	Female	11-15 years

As presented above, the demographic details are displayed in Table 5.35; the degree of similarity in terms of the responses of participants is represented by the following Dendrogram.

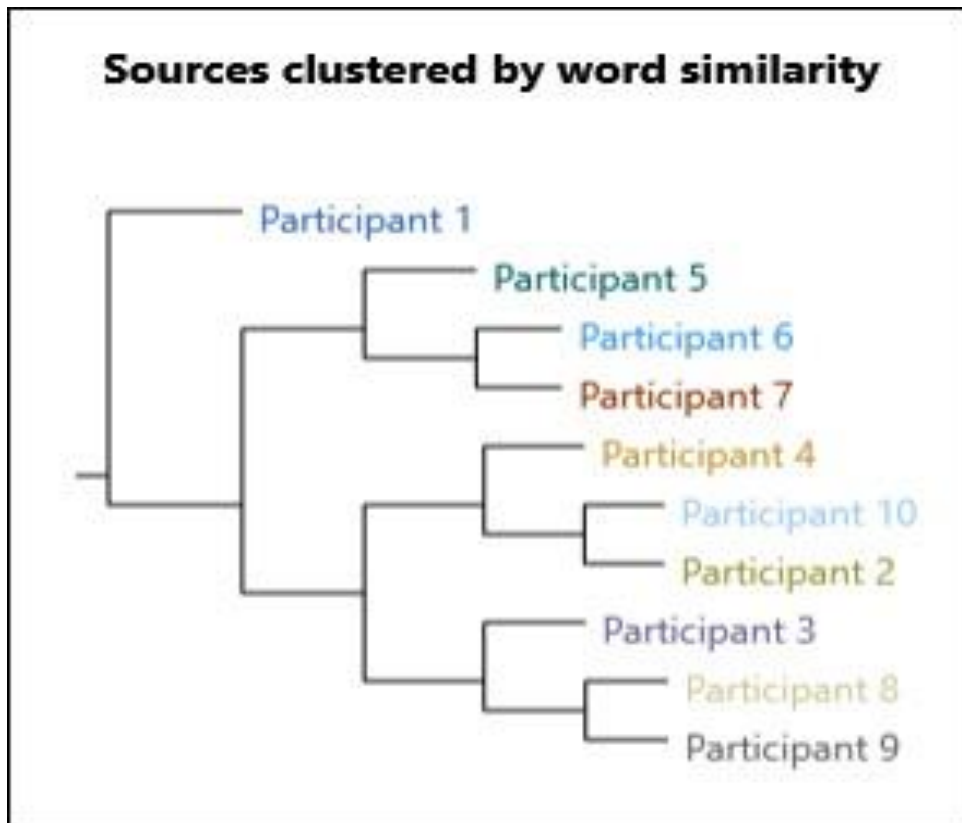


Figure 5.10: Dendrogram of semi-structured interview participants

The dendrogram of word similarities shows the level of agreement among the pairs of participants. The dendrogram in Figure 5.10 shows that there is a strong correlation among most of the participants with regard to their perceptions about talent management practices at SMU. An analysis of the dendrogram above shows that there is a strong correlation between participants 8 and 9, 2 and 10, 8 and 9 and 6 and 7. A moderate correlation was noticed between participants 10 and 1, 3 and 1, 5 and 1 and 9 and 1, etc. In terms of their views in relation to talent management practices at SMU.

Table 5.36: Word Similarity Cluster using the Pearson's Correlation Coefficient

Source A	Source B	Pearson correlation coefficient
Internals\\Respondent 2	Internals\\Respondent 10	0.712259
Internals\\Respondent 9	Internals\\Respondent 8	0.694988
Internals\\Respondent 4	Internals\\Respondent 2	0.687125
Internals\\Respondent 8	Internals\\Respondent 2	0.678814
Internals\\Respondent 7	Internals\\Respondent 6	0.677249
Internals\\Respondent 6	Internals\\Respondent 4	0.674422
Internals\\Respondent 9	Internals\\Respondent 3	0.642432
Internals\\Respondent 8	Internals\\Respondent 4	0.625974
Internals\\Respondent 6	Internals\\Respondent 2	0.625402
Internals\\Respondent 7	Internals\\Respondent 3	0.622015
Internals\\Respondent 9	Internals\\Respondent 2	0.611418
Internals\\Respondent 3	Internals\\Respondent 2	0.587384
Internals\\Respondent 2	Internals\\Respondent 1	0.586482
Internals\\Respondent 4	Internals\\Respondent 10	0.586241
Internals\\Respondent 9	Internals\\Respondent 4	0.581187
Internals\\Respondent 8	Internals\\Respondent 3	0.579491
Internals\\Respondent 8	Internals\\Respondent 1	0.57189
Internals\\Respondent 6	Internals\\Respondent 3	0.56475
Internals\\Respondent 6	Internals\\Respondent 10	0.564567
Internals\\Respondent 3	Internals\\Respondent 10	0.562472
Internals\\Respondent 4	Internals\\Respondent 1	0.556922
		0.555725

Internals\\Respondent 6	Internals\\Respondent 5	
Internals\\Respondent 7	Internals\\Respondent 4	0.55416
Internals\\Respondent 5	Internals\\Respondent 4	0.543755
Internals\\Respondent 9	Internals\\Respondent 7	0.542583
Internals\\Respondent 5	Internals\\Respondent 2	0.535954
Internals\\Respondent 9	Internals\\Respondent 6	0.532464
Internals\\Respondent 4	Internals\\Respondent 3	0.528071
Internals\\Respondent 7	Internals\\Respondent 2	0.522289
Internals\\Respondent 7	Internals\\Respondent 5	0.51365
Internals\\Respondent 8	Internals\\Respondent 7	0.511091
Internals\\Respondent 8	Internals\\Respondent 6	0.502563
Internals\\Respondent 9	Internals\\Respondent 10	0.495938
Internals\\Respondent 7	Internals\\Respondent 10	0.481124
Internals\\Respondent 5	Internals\\Respondent 3	0.477689
Internals\\Respondent 8	Internals\\Respondent 5	0.471733
Internals\\Respondent 8	Internals\\Respondent 10	0.468256
Internals\\Respondent 9	Internals\\Respondent 5	0.466228
Internals\\Respondent 6	Internals\\Respondent 1	0.458495
Internals\\Respondent 5	Internals\\Respondent 10	0.455509
Internals\\Respondent 7	Internals\\Respondent 1	0.454303
Internals\\Respondent 9	Internals\\Respondent 1	0.42851
Internals\\Respondent 5	Internals\\Respondent 1	0.426187
Internals\\Respondent 3	Internals\\Respondent 1	0.390069
Internals\\Respondent 10	Internals\\Respondent 1	0.382975

The above Table 5.36 of word similarities shows the level of agreement among the 45 pairs of respondents. There is a strong correlation among 32 pairs (69.57%) ranging from 0.503 – 0.712 implying strong agreement. The remaining 13 pairs (30.43%) portrayed moderate correlation ranging from 0.383 – 0.496 implying moderate agreement. The presentation that follows provides the major themes and sub-themes that emerged from the research through the use of the NVIVO software version 11 with the aid of the principles of Content Analysis.

5.7 Themes from semi-structured interviews

Respondents in the semi-structured interviews were interested in contributing to the study in a meaningful way as they were showing enthusiasm in answering the questions. The diverse views, perceptions and opinions of the participants were considered critical for answering the research questions and meeting some of the research objectives.

The NVIVO software version 11 through the principles of Content analysis was used to analyse qualitative data. The main themes and sub-themes that emerged in the study will be presented in this chapter and will be supported by direct verbatim from the respondents where necessary. The following presentation will look at the major themes that came out during data collection.

5.7.1 To investigate the current talent acquisition strategies used at SMU

Respondents had mixed feelings regarding the current talent acquisition strategies employed at SMU. In summary, the word cloud below shows the general view regarding talent acquisition at SMU.

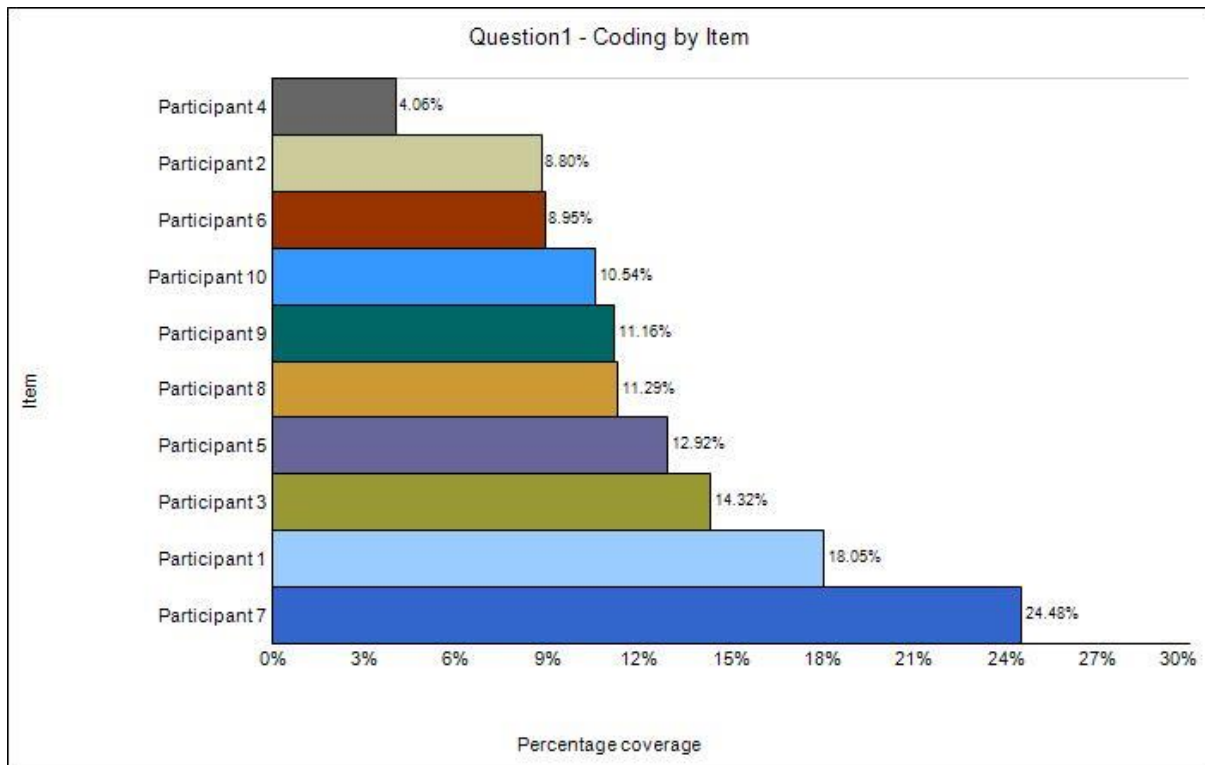


Figure 5.12: Percentage contribution by the respondents for talent acquisition

A further analysis of the percentage contribution by the respondents for talent acquisition in Figure 5.12 above shows that respondent 7 contributed 24.48% of the response, followed by respondent 1 with 18.05% and respondent 3 with 14.32%.

In a broad sense, participants highlighted that the two main strategies of acquiring talent as follows:

Theme 1: Internal Method

Some of the respondents noted that SMU normally tries to identify talent within the organisation before vacancies are posted in national newspapers.

Sub-theme 1.1: Notice boards

The transcribed data from the semi-structured interviews reveal that SMU relies on the use of the notice board if talent is to be acquired within the university. This is evident in the following comment:

“Under the internal method, we normally post our positions on the notice boards and we also promote from within the university”. (R3)

This comment was supported by another respondent who said that as soon as the decision to acquire a new employee is determined, SMU will then decide if the new employee can be acquired from within or externally. This is evident when the participant said that:

“Once the need to fill a vacancy has been identified within the organisation, what HR usually looks at is whether or not to acquire the required people internally or externally. So now if they identify potential candidates internally, the vacancy can be advertised within the organisation and opportunities will be limited to those that currently work in the organisation as a means of empowering them or promote them because it is usually not acceptable when you have an individual staying in the same position for more than 20 years”. (R5)

The respondent's view is that SMU prioritises employees who are from within the organisation if they qualify for a vacancy that arises. In light of the above, this will provide a good platform for employees to grow since they anticipate promotional opportunities.

Theme 2: External Methods

Respondents had the view that if the internal method of finding personnel fails at SMU, the university will not have any option but to recruit from outside the organisation through the use of national newspapers, recruitment agencies, headhunting and referrals.

Sub-theme 2.1: National Newspapers

The use of national newspapers in advertising post has been noted as one of the methods of attracting talent from the external world at SMU. Some respondents stated that the university utilises national newspapers if they want to advertise and acquire talent. One of the respondents stated that:

“We advertised a post and then two people answers because it was in December; we have only put it in the newspaper”. (R1)

This statement was supported by another respondent who said that if the university decides to hire externally, they advertise in various media platforms like the newspaper. This is evident when the participant said that:

“In instances whereby we see to recruit from outside, we advertise on relevant media platforms like newspapers”. (R5).

The idea of the university advertising in newspapers is widely supported by respondents as evident in the comments from one of the respondents who stated that:

“To be honest, I don’t think there is really much to say about the major talent acquisition strategy used at SMU than to advertise in newspapers”. (R4)

The overall view from respondents is that SMU priorities the use of national newspapers when the university decides to recruit externally. The greatest advantage of recruiting externally is that new employees from the outside will bring new perspectives and experience. Also, recruiting from outside provides a good platform for the organisation to choose from a wider pool of job applicants.

Sub-theme 2.2: Recruitment Agencies

Some respondents stated that the university uses recruitment agencies if they want to acquire talent from outside. Although the use of recruitment agencies can be seen to be costly to SMU, it possesses the advantage that the university is likely to get well-qualified and talented staff since recruitment agencies specialise with the selection of competent staff. This is evident when one of the respondents had this to say:

“If you have a specific need that you have to fill, you can go to a recruitment agency, for example, you can always approach them and say listen I have an employment opportunity for you which you will be interested in even if you work somewhere else”. (R7)

The use of recruitment agencies has been supported by a number of respondents as evidenced by one of the respondents who stated that:

“Sometimes for some reasons another method that we can also use as an external method is that we can contact recruitment agencies. I cannot mention them by names but we also use recruitment agencies so that they help us to find a suitable candidate for a particular position”. (R3)

The view of the respondents above indicates that the use of recruitment agencies is the most commonly used method of acquiring external talented employees at SMU. Although costly, recruitment agencies are specialists in helping organisations to search for talent.

Sub-theme 2.3: Headhunting

The use of headhunting has also been seen as a common method if SMU needs to acquire talent externally. Some respondents stated that SMU uses headhunting if they want to acquire talent from outside. One of the respondents stated that:

“Those who are hunting for jobs will see on our website and hence they will respond directly and we will conduct interviews. For top positions, for instance, positions of Vice-Chancellor (CV) or Deputy Vice-Chancellor (DVC), those people are very few in the country with qualities that match the position of a VC in terms of experience and academic merit. Normally we use other methods like headhunting”. (R3)

Headhunting has been viewed as one of the common methods of attracting talent externally. In support of the above notion, one of the respondents stated that:

“I think at the highest, they do headhunting, I am not sure if they do that at lower level but definitely for DVC and VC, I think they do a little bit of headhunting but at departmental level, I don't think so”. (R1)

The general perception from the comments from the respondents above shows that headhunting is an effective way of acquiring talent externally. It gives an organisation an opportunity to hunt for the best talent in the job market.

Sub-theme 2.4: Referrals

Some respondents stated that SMU uses referrals if they want to acquire talent from outside. One of the research respondents has this to say:

“We also consider getting referrals from other organisations, but we will only prefer referrals if it happens that there was an attempt to advertise before but we didn’t get responsive CVs, in other words, CVs that actually meet our requirements”. (R5)

In light of the above comment, the respondent had a view that referrals are only considered at SMU if all other methods are tried and do not yield any positive results. Although referrals are cheap, they have a disadvantage that the referee can refer a person with less qualifications and experience hence putting the organisation at risk of underperformance from the incumbent.

5.7.2 To investigate the current talent retention strategies used at SMU

Respondents had different feelings regarding the current talent retention strategies employed at SMU. In summary, the word cloud below shows the general view regarding talent retention strategies used at SMU.

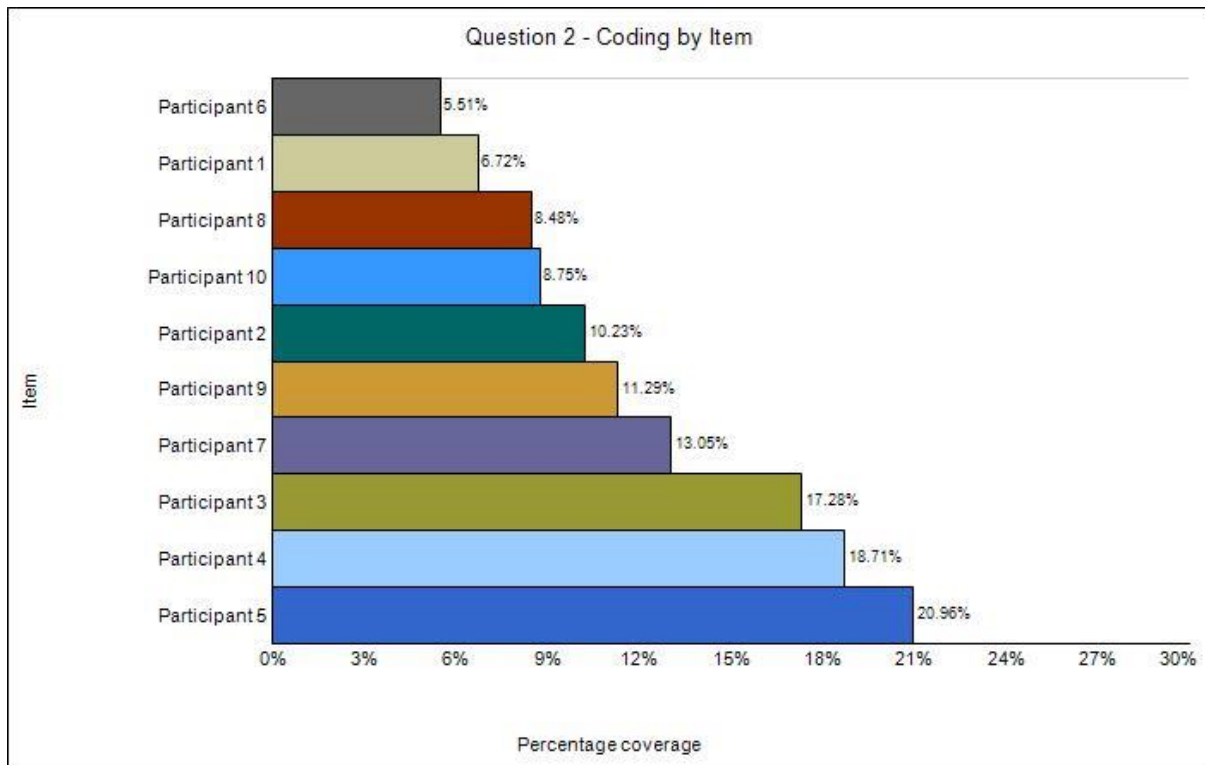


Figure 5.14: Percentage contribution by the respondents for talent retention

A further analysis of the percentage contribution by the respondents for talent retention in Figure 5.14 above shows that respondent 5 contributed 20.96% of the response, followed by respondent 4 with 18.71% and respondent 3 with 17.28%.

In a broad sense, respondents highlighted that there are two main strategies of retaining talent, namely financial rewards and non-financial rewards, which include counter offers used to ensure that competent staff remain.

Theme 3: Financial Rewards

Some respondents stated that SMU uses financial rewards if they want to retain talent in the organisation. The use of attractive remuneration has been seen as an attractive way of retaining key personnel who are able to drive the strategic objectives of an organisation.

Sub-theme 3.1: Basic Salary and attractive total guaranteed package

Some participants perceived the use of salary and attractive total guaranteed package as one of the most important tools in attracting top talent at SMU. When asked about the talent retention strategies used at SMU, one of the respondents stated that:

“We have an attractive total guaranteed package that is commensurate with a lot of position but obviously in terms of our compensation structure, it is very competitive in the labour market”. (R5)

The use of an attractive salary package is being used in many organisations in the 21st century to attract top talented employees who can drive the organisation forward. In support of the above idea, one of the research participants stated that:

“...we have a basic salary that is competitive”. (R3)

The views expressed above shows that respondents felt that the use of salary and attractive total guaranteed package as a common method of retaining key staff. The statements raised above make sense since most of the people are working to earn a living hence a good salary will make them live up to their fullest potential.

Sub-theme 3.2: Performance Bonus

Some respondents stated that SMU uses performance bonuses as a way of retaining talent in the organisation. One of the respondents said:

“There is a performance bonus if an employee, for instance, exceeds the expectation of his or her role. Obviously, we give that employee performance bonus and for academics in particular, if there is a good research output there would be a bonus for that”. (R3)

The view expressed above shows that employees need to be recognised for a job well done. Performance bonus is often given to employees who show exceptional performance. A performance bonus is seen as a token of appreciation for excellent work for those employees who receive it. A performance bonus is a motivating tool to those employees who wish to receive it but their performance might not be exceptional because these employees will always aim to work very hard for management to recognise them in future.

Theme 4: Non-Financial Rewards

Apart from the provision of financial rewards, respondents felt that money alone cannot be the only motivator for employees to come to work. In other words, the use of financial rewards only cannot retain talented employees of the organisation. Some respondents stated that SMU uses non-financial rewards if they want to retain talent in the organisation.

Sub-theme 4.1: Generous leave

Some respondents felt that the provision of generous leave makes SMU being able to attract and retain top talent. When asked about the non-financial rewards offered at SMU, one of the respondents stated that:

“We get quite a lot of leave which most of the people in the corporate environment wouldn’t get”. (R2).

The perception of the use of generous leave to retain key personnel has been shared by another respondent. In support of the view of generous leave, one of the research respondents stated that:

“We have generous leave. For instance, if an academic want to write articles, we have sabbatical leave for some professors so that they can enhance their research ability in their respective departments. We also have maternity leave according to the Basic Conditions of Employment Act which is up to four months”. (R3)

As enshrined in the Basic Conditions of Employment Act not 75 of 1997 (as amended), the provision of leave to employees is one of the key fundamentals required from the employers. The provision of leave ensures that employees will have time to rest at home and have their families. The views expressed above from different respondents show that employees value leave the most as a way of retaining key personnel of the organisation.

Sub-theme 4.2: Study Assistance

Some respondents stated that SMU uses study assistance as a way of retaining talent in the organisation. One of the respondents stated that study assistance is often considered as they have this to say:

“Yes, benefits are there, for instance, those who got kids in school (I mean University), their kids get a certain percentage which changed. But before it was better because I think they are getting about 100% if they enrolled at any institution but now that benefit has been reduced to only if they enrol at this institution and if they go somewhere else, I think it’s about 40%. I suppose it emanated from abuse because that benefit was good actually but people were abusing it because it was even including accommodation for the children where they are studying at other institutions”. (R4)

The issue of study assistance received great support from other respondents during data collection. Respondents viewed study assistance as one of the tools for retaining key personnel. In support of the idea mentioned above regarding study assistance, one of the respondents noted that:

“We also have study assistance for a staff member or for his or her dependent and that is also a non-financial benefit that we ensure that we are trying as much as possible”. (R3)

To reduce the burden of employees paying for their dependants’ study fees, employees at SMU are offered study assistance to their dependents and as such this may ensure the retention of SMU staff as they will be anticipating this benefit.

Theme 5: Counter Offer

Some respondents stated that SMU uses financial rewards if they want to retain talent in the organisation. When asked about the talent retention strategies used at SMU, one of the participants stated that counteroffer is often considered as they have this to say:

“If a person is currently earning R20 000 and the other organisation is offering R30 000, we try to match it even exceed it lets say by R5000, we can even offer him R35 000 for him to stay”. (R5)

In support of counter offering, one of the respondents stated that:

“I don’t think there is any retention strategy in place except to say that when someone gets a new offer somewhere, the university tends to match but at the same time they are not really willing to keep what they have by providing probable incentives”. (R4)

Counteroffer has been viewed as the major retention strategy used at SMU to retain staff that will be on the verge of leaving the university as one of the respondents mentioned that:

“So far, normally when people get offers from other institutions, SMU actually makes a counter-offer to retain the expertise. (R6)

The views expressed above shows that the majority of respondents perceive the use of a counter-offer as a strategic tool for retaining key personnel if they show signs of quitting SMU.

5.7.3 To determine the perceived challenges that might be experienced in implementing the integrated talent management strategy at SMU

Respondents highlighted various challenges in implementing an integrated talent management strategy at SMU. In summary, the word cloud below shows the general views regarding challenges in implementing an integrated talent management strategy at SMU.

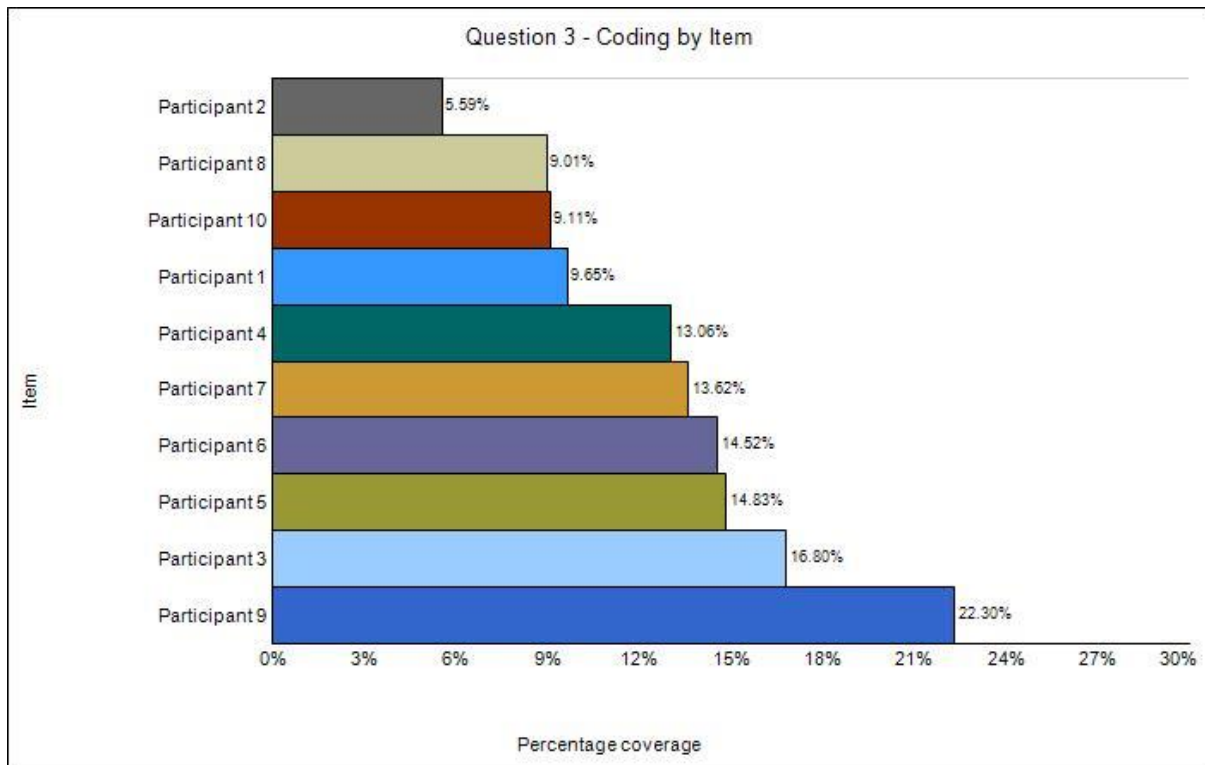


Figure 5.16: Percentage contribution by the respondents for perceived challenges that might be experienced in implementing the integrated talent management strategy

A further analysis of the percentage contribution by the respondents for perceived challenges that might be experienced in implementing the integrated talent management strategy in Figure 5.16 above shows that respondent 9 contributed 22.30% of the response, followed by respondent 3 with 16.80% and respondent 5 with 14.83%.

Respondents reported a myriad of perceived challenges that might be experienced in the implementation of an integrated talent management strategy at SMU. The major challenges reported include budget, lack of management commitment, unionism and resistance to change.

Theme 6: Budget

Some respondents stated that one of the greatest challenges that can be experienced in implementing an integrated talent management strategy at SMU is budgetary constraints. One of the respondents had this to say:

“It is always difficult to implement something when there is lack of budget so one of the challenges that might derail the implementation of an integrated talent management strategy at this university you know because of the fees must fall issue, we need funding from Government.” (R3)

Views from other respondents supported the idea that lack of financial support hampers the proper implementation of an integrated talent management strategy at SMU. In support of the idea highlighted, one of the respondents stated that:

“In the first instance, I think it will be financial resources. We all know that the students had issues with high fees and not paying fees at all. So I think as a result of that, the financial pressure on the university is quite a lot. So finance is a problem because good people come at a price”. (R8)

Evidence from the comments above suggests that respondents felt that lack of financial resources in the form of a budget is presumed to hamper the implementation of an integrated talent management strategy at SMU. With the “fees must fall” in South Africa, universities are seemingly failing to fund their own initiatives and have to rely on the Department of Higher Education and Training for financial support.

Theme 7: Lack of management commitment

Some respondents stated that one of the perceived challenges that can be experienced in implementing an integrated talent management strategy at SMU is lack of management commitment. One of the respondents stated that:

“The other challenge that I perceive that might affect the implementation of a talent management strategy is lack of management commitment. Yes, you can come up with a very good idea but top management might not commit to what is on paper”. (R3)

The view expressed above shows that some respondents felt that lack of management commitment is one of the greatest reasons that may hamper the implementation of a proper integrated talent management strategy at SMU.

Theme 8: Unionism and Resistance to change

Some respondents stated that one of the greatest challenges that can be experienced in implementing an integrated talent management strategy at SMU is unionism and resistance to change. One of the respondents stated that:

“I don’t think people are willing to change and also the issue of unionism, they are so powerful especially NEHAWU in particular. Those are the people who are mainly the cleaners and gardeners in the majority so they always resist because of their qualifications I suppose and again as I said, people are not willing to change to the new system”. (R4)

The above view shows that some respondents perceive unionism and resistance to change as some of the major challenges hampering the implementation of an integrated talent management strategy at SMU. Since SMU has gone through change in recent years, it seems to be true that some employees resist this change hence causing the implementation of an integrated talent management strategy to be difficult.

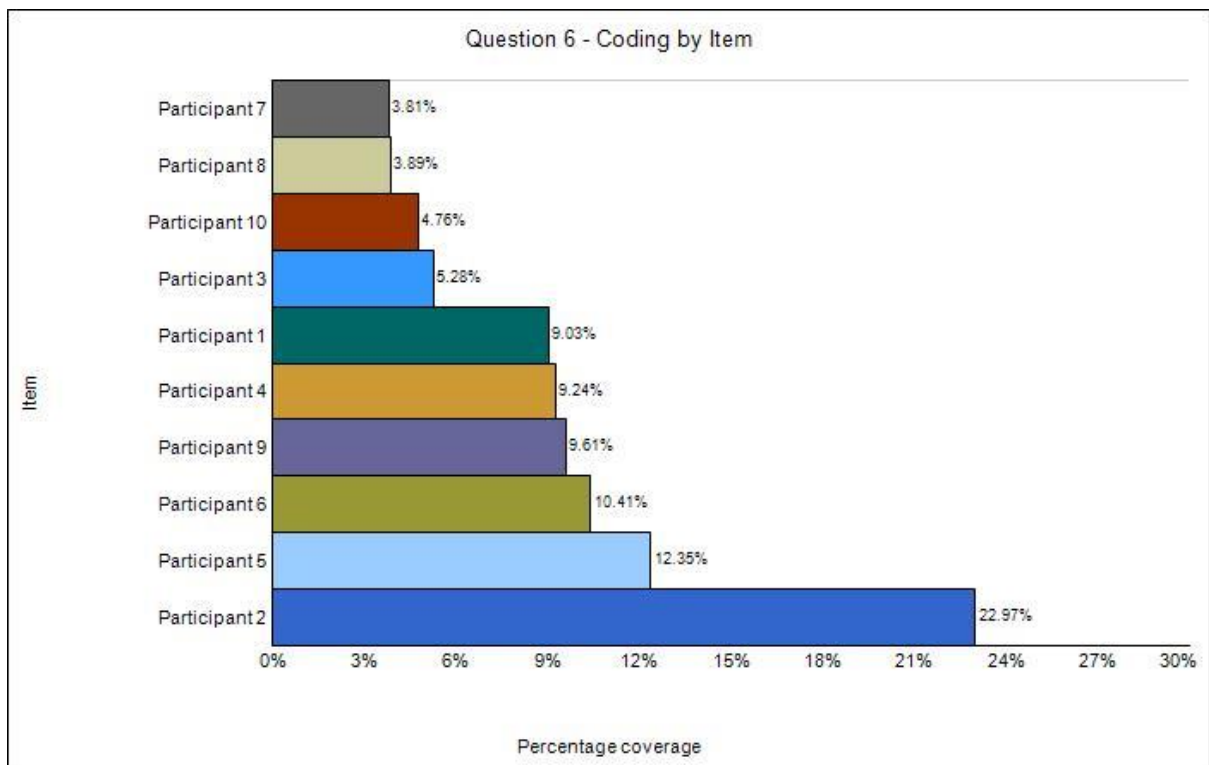


Figure 5.18: Percentage contribution by the respondents for the perceived benefits of an integrated talent management strategy at SMU

A further analysis of the percentage contribution by the respondents for perceived benefits of an integrated talent management strategy in Figure 5:18 above shows that respondent 2 contributed 22.97% of the response, followed by respondent 5 with 12.35% and respondent 6 with 10.41%.

In a broad sense, respondents highlighted that the major perceived benefits of an integrated talent management strategy at SMU include good university reputation as discussed below:

Theme 9: Good University Reputation

Some respondents stated that a good university reputation is one of the benefits that SMU can enjoy when an integrated talent management strategy is implemented. One of the respondents stated that a good university reputation is one of the major benefits to be enjoyed at SMU and had this to say:

“I would say that it will come down to a better workforce. If you treat people well, the retained force is going to be rather better. The image of the university will be good and the university will be more visible”. (R8)

In support of a good university reputation, one of the research the respondents reported that: *“Also when you look at the service which you get from staff which you have retained, it will advertise the university to other stakeholders such that you will recruit the best. And definitely, the reputation of the university will be improved and it might be among the best in the World and in South Africa”. (R3)*

Another respondent supported the notion mentioned above and had this to say:

“A well-coordinated talent management strategy helps because it improves the image of the university. It makes staff function better and it would once again allow employees to ask for clarity with regards to their work and might influence their work satisfaction”. (R7)

5.8 Summary of quantitative and qualitative results

Table 5.37 Summary of quantitative results

Application of Talent Management Practices	
1. Strategy	The results show that the application of the dimension “ <i>strategy</i> ” of the talent management practices is applied on average to good which shows that the university is doing well on this dimension.
2. Talent review process	All the statements relating to the dimension “ <i>Talent review process</i> ” of the talent management practices show that this dimension is applied poorly to fairly which shows that the university is not doing well on this dimension.
3. Staffing	The results show that the application of the dimension “ <i>staffing</i> ” of the talent management practices is applied on average to good which shows that the university is doing well on this dimension.
4. Talent acquisition	The results show that the application of the dimension “ <i>Talent acquisition</i> ” of the talent management practices is applied on average to good which shows that the university is doing well on this dimension.
5. Talent engagement	All the statements relating to the dimension “ <i>Talent engagement</i> ” of the talent management practices show that this dimension is applied poorly to fairly which shows that the university is not doing well on this dimension.
6. Talent development	All the statements relating to the dimension “ <i>Talent development</i> ” of the talent management practices show that this dimension is applied poorly to fairly which shows that the university is not doing well on this dimension.
7. Talent deployment	The results show that the application of the dimension “ <i>Talent deployment</i> ” of the talent management practices is applied on average to good which shows that the university is doing well on this dimension.
8. Performance management	All the statements relating to the dimension “ <i>Performance management</i> ” of the talent management practices show that this dimension is applied poorly to fairly which shows that the

	university is not doing well on this dimension.
9. Talent retention	All the statements relating to the dimension " <i>Talent retention</i> " of the talent management practices show that this dimension is applied poorly to fairly which shows that the university is not doing well on this dimension.

Table 5.38 Summary of qualitative results

Talent Management issues	
1. Talent acquisition strategies employed	The findings of the study show that in acquiring talent, SMU relies on the internal and the external methods. One of the methods used as an internal method includes the use of the notice board. The external method of acquiring talent at SMU include the use of national newspaper, recruitment agencies, university website and referrals.
2. Talent retention used	The findings of the study reveal that in retaining talent, SMU relies on financial, non-financial methods and counter offer. Some of the methods used as a financial method include the use of the basic salary and performance bonus as a way of retaining talent. Non-financial method of retaining talent at SMU include the use of generous leave, study assistance,
3. Perceived challenges in implementing an integrated talent management strategy	The findings of this study highlight that there are a number of perceived challenges experienced at SMU that are hampering the implementation of an integrated talent management strategy. Some of the challenges include, among others, budget, lack of management commitment and unionism and resistance to change.
4. Perceived benefits of an integrated talent management strategy	The findings of the study show that one of the perceived benefits expected to be enjoyed at SMU after implementing an integrated talent management strategy at SMU is a good university reputation which has an advantage on university ranking.

5.9: Conclusion

This chapter presented the results of the study focusing mainly on demographic details of participants, perceptions about the application of talent management practices and the importance of these practices at SMU. Quantitative data were analysed using the Statistical Package for Social Sciences version 25 whilst qualitative data were analysed using the NVIVO software version 11. The T-test, Gap Analysis, Multivariate Analysis of Variance as well as the Principal Component Analysis with the aid of Factor Analysis were also used to determine the perceptions of staff regarding the application and importance of talent management practices at SMU. The NVIVO software version 11 was used to analyse qualitative data through the principles of Content analysis. The next chapter will discuss the research results.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.1 Introduction

This chapter presents the discussion of findings from a questionnaire and semi-structured interviews conducted and draws a comparison with other studies of a similar context. This chapter also provides the interpretation of the results as this is crucial in making conclusions and making of generalisations about the findings to the problem statement. The research findings also provide valuable insights into original knowledge which offers the basis and impetus for developing an integrated talent management strategy that helps ensure the efficient and effective running of SMU and any other university in South Africa or beyond.

6.2 Discussion of quantitative data

The collection of data in this research was sequential in nature with quantitative data collected first followed by qualitative data second hence the discussion of results will also follow the same format.

6.3 Reliability of the Human Capital Index

In this research, the reliability statistics show a Cronbach Alpha Coefficient of 0.971 from 45 items used from the adapted version of the Human Capital Index of talent management practices. The reliability analysis done in this research is consistent with the one that was conducted by Barkhuizen, Mogwere and Schutte (2014).

In a study conducted by Barkhuizen *et al.* (2014), the adapted Human Capital Index questionnaire has been declared to have adequate reliability. The adapted Human Capital Index has adequate reliability for items like Management commitment (0.917), Talent review process (0.902), Workforce planning (0.901), Staffing (0.822), Talent acquisition (0.871), Talent development (0.948), Performance management (0.910) and Retention strategies (0.842).

Barkhuizen (2014) further conducted a research about talent management in South African Local Government Institutions and also found good to excellent reliability of the HCI. In this research, the following reliabilities were reported; Management commitment (0.898), Talent review process (0.886), Workforce planning (0.856), Staffing (0.751), Talent acquisition (0.720), Talent development (0.801), Performance management (0.716) and Talent retention (0.810), respectively.

6.3.1 Demographic Details for quantitative data

The total number of participants for quantitative data collection was 402. There were more females (61.2%) than males (38.8%). This is because during data collection, females who participated in the study were (246) compared to males who were (156). The majority of the respondents were in the age range of 31-40 years and they constitute 36.1% while the lowest number of participants falls in the age range of 30 years and below. This is because during data collection employees within the age ranges of 31-40 years were (145) which was the highest compared to other age groups.

Furthermore, the majority of the research participants were academics (51.2%) compared with the minority who were the support staff (11.7%). In addition, the majority (43.3%) of the participants have more than 16 years in service at SMU and the minority were those who have between 11-15 years in service (9.0%).

An analysis of participants' profile in relation to educational qualifications reveals that the majority of the respondents were master's degree holders (31.8%), doctoral degree holders were (22.4%). Honours holders were (13.7%), matric holders were (8.0%) and degree holders were (7.2%), respectively.

Table 6.1: Summary of demographic details of participants

Variable		Frequency	Percentage
Gender	Male	156	38.8%
	Female	246	61.2%
Age	30 years and below	49	12.2%
	31-40 years	145	36.1%
	41-50 years	103	25.6%
	51years and above	105	26.1%
Race	Black African	319	79.4%
	Coloured	8	2.0%
	Indian	9	2.2%
	White	66	16.4%
Marital Status	Divorced	25	6.2%
	Married	204	50.7%
	Re-Married	13	3.2%
	Single	160	39.8%
Work strata	Academic	206	51.2%
	Support	47	11.7%
	Administration	149	37%
Experience	Less than 2 years	79	19.7%
	2-5 years	63	15.7%
	6-10 years	50	12.4%
	11-15 years	36	9.0%
	16 years and above	174	43.3%
Qualification	Certificate/Matric	32	8.0%
	Diploma	68	16.9%
	Degree	29	7.2%
	Honours	55	13.7%
	Masters'	128	31.8%
	Doctoral Degree	90	22.4%

The discussion that follows will focus on the key findings related to the talent management practices at SMU.

6.4 Discussion on the findings related to Talent Management Practices

As seen in the previous chapter, key findings were reported in both a quantitative and qualitative nature. This section of this chapter will present the discussion of these key findings. Since data collection was sequential in nature, the discussion of the key findings will also be sequential meaning to say quantitative data will be presented first followed by qualitative.

(a) Differences between the current application of Talent Management Practices and the Importance

After the reliability test was done on the HCI, gap analysis and T-tests were performed to determine if there were any significant differences between the current application of talent management practices and the importance thereof as reported in Table 6.2.

Table 6.2: Gap Analyses between current application and importance of Talent Management Practices at SMU

	Mean			<i>P</i>
	Current	Importance	Gap	
Strategy	3.059	4.262	-1.2030	0.000*
Talent review Process	2.440	3.881	-1.4403	0.000*
Staffing	3.099	3.774	-0.6751	0.000*
Talent Acquisition	2.836	4.088	-1.2522	0.000*
Talent Engagement	2.950	4.402	-1.4517	0.000*
Talent Development	2.341	4.108	-1.7677	0.000*
Talent Deployment	2.568	4.024	-1.4562	0.000*
Performance Management	2.141	3.782	-1.6408	0.000*
Talent Retention	2.333	4.148	-1.2694	0.454

* Differences- $p \leq 0.05$

As shown in Table 6.2, employees at SMU were of the view that all talent management practices are poorly applied. Major gaps were reported in the following areas: Strategy, Talent review process, Staffing, Talent Acquisition, Talent Engagement, Talent Development, Talent Deployment and Performance Management.

In light of the above observation, Barkhuizen *et al.* (2014) conducted a study and reported that larger gaps existed between the importance of talent management practices and the application thereof. The largest gaps were reported for Talent Review Process, Talent Development, Talent Retention and Management Commitment.

In this study, a considerable gap between the application and importance of the dimension of strategy with a mean difference of (-1.2030) and a *p* value of (0.000), which shows that this result was significant. In a study conducted by Barkhuizen *et al.* (2014), the dimension of a strategy of talent management practice did not show any significant difference.

In addition, this study noted a larger gap between the application and importance of the dimension of the talent review process with a mean difference of (-1.4403) and a *p* value of (0.000), which shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014), the dimension of the review process of talent management practice shows a significant difference with a mean difference of (-2.5303) and a *p* value of (0.029). This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with the talent review process at the South African Police Service.

This study also reported a significant gap between the application and importance of the dimension of staffing with a mean difference of (-0.6751) and a *p* value of (0.000) which shows that this result was significant. In a research conducted by Barkhuizen, *et al.* (2014), the dimension of staffing of talent management practice did not show any significant difference with a mean difference of (-1.3512) and a *p* value of (0.201). This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with the staffing at the South African Police Service.

Literature supports the view that an organisation should be staffed at the right level for the attainment of organisational objectives (Mogwere, 2014). In a study conducted by Strauss (2012), it was reported that if teachers in rural schools are inadequately staffed, it impacts the ability of the remaining teachers to perform their jobs to the best of their ability and meet the expectation of school children (Mogwere, 2014; Strauss, 2012).

A considerable gap between the application and importance of the dimension of talent acquisition with a mean difference of (-1.2522) and a p value of (0.000) shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014) the dimension of talent acquisition of talent management practice did not show any significant difference with a mean difference of (-1.8850) and a p value of (0.340). This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with talent acquisition at the South African Police Service. In light of this observation, it was reported that if talent acquisition is poorly applied in an organisation, it allows the organisation to work with poor calibre staff thereby impeding on the attainment of organisational objectives (Kumudha & Priyadarshin, 2016; Kahn & Louw, 2010; Saurombe *et al.*, 2017).

The research also reported a significant gap between the application and importance of the dimension of talent engagement with a mean difference of (-1.4517) and a p value of (0.000), which shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014) the dimension of talent engagement of talent management practice did not show any significant difference. This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with talent engagement at the South African Police Service. Although talent engagement is poorly applied at SMU, literature reports that engaged employees take action to improve the attainment of organisational objectives and these employees are committed to the organisation (Habraken, 2013; Piansoongnern, Anurit & Kulyawattananonta, 2011).

The study also reveals a major gap between the application and importance of the dimension of talent development with a mean difference of (-1.7677) and a p value of (0.000) which shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014) the dimension of talent development of talent management practice did not show any significant difference with a mean difference of (-2.3089) and a p value of (0.919).

The findings above are similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with talent development at the South African Police Service. In light of the observation,

despite the fact that talent development is poorly applied at SMU, evidence from literature points to the fact that talent development plays a crucial role in the attainment of organisational objectives. Lesenyeho (2017) reported that talent development opportunities promote the retention of early career academics in tertiary education institutions. Barkhuizen (2014), on the other hand, reported that career development opportunities are the major determinants considered for generation Y employees when choosing their employer of choice (Barkhuizen, 2014; Lesenyeho, 2017).

The study also noted a larger gap between the application and importance of the dimension of talent deployment with a mean difference of (-1.4562) and a p value of (0.000) which shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014), the dimension of talent deployment of talent management practice did not show any significant difference. This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be dissatisfied with talent deployment at the South African Police Service.

The study further reported a larger gap between the application and importance of the dimension of performance management with a mean difference of (-1.6408) and a p value of (0.000) which shows that this result was significant. In a research conducted by Barkhuizen *et al.* (2014), the dimension of performance management of talent management practice did not show any significant difference with a mean difference of (-2.2642) and a p value of (0.263). This finding is contrary to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be satisfied with the performance management system at the South African Police Service because it created opportunities for succession planning and personal development. Although performance management was reported to be poorly applied at SMU, literature has the view that an organisation with a good performance management system surely will be able to identify developmental opportunities and ensure the proper implementation of succession planning (Barkhuizen, 2015; Makhuzeni & Barkhuizen, 2015; Lawler & Ulrich, 2008).

The study revealed a small gap between the application and importance of the dimension of talent retention with a mean difference of (-1.2694) and a p value of (0.454) which shows that this result was not significant. In a research conducted by

Barkhuizen *et al.* (2014) the dimension of talent retention of talent management practice shows a significant difference with a mean difference of (-2.6574) and a *p* value of (0.005). This finding is similar to the findings of Chiloane and Barkhuizen (2017) as it is reported in their study that participants in their study seemed to be satisfied with the talent retention at the South African Police Service because it created opportunities for succession planning and personal development. The above finding is contrary to many research findings that reported that the retention of staff is a major challenge in many government institutions due to high labour turnover. The loss of skilled and talented staff has been reported as the major threat to the sustainability and performance of most organisations (Barkhuizen, 2015; Madimabe *et al.*, 2017; Nafei, 2015; Public Service Commission Report, 2015).

Table 6.3: Descriptive statistics for Strategy

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The organisation's business strategy and human capital strategy are aligned	17.2	18.9	25.9	38.1	0
2. The organisation's reward and recognition programs are aligned with strategy	17.7	18.7	24.4	39.3	0
3. The organisation is very good at implementing and executing strategy	15.7	20.4	63.9	0	0
4. Strategic goals are effectively communicated to all employees	0.2	3.0	30.3	66.4	0
5. The company's mission and values recognise the importance of talent to achieving business objectives	1.5	3.2	40.8	54.5	0

According to the findings of the dimension "*Strategic goals are effectively communicated to all employees*", most participants (96.7%) felt that this practice is applied from average to good whilst the dimension "*The company's mission and values recognise the importance of talent to achieving business objectives*" is also applied on average to good at SMU.

Table 6.4: Descriptive statistics for Talent Review Process

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The organisation knows who the best performers are	19.2	4.5	25.4	51.0	0
2. Talent is segmented based on performance, value and potential	15.7	6.0	78.4	0	0
3. Rewards and opportunities are provided to talent based on their contribution	31.6	15.9	23.1	29.4	0
4. Succession plans provide for two qualified candidates for key positions	55.0	43.3	1.7	0	0
5. The majority of talent is developed internally as opposed to externally hired	22.9	31.1	16.9	29.1	0

The dimension “*rewards and opportunities are provided to talent based on their contribution*” was perceived to be poorly and fairly applied by participants at SMU. 98.3% of the participants further perceived the dimension “*succession plans provide for two qualified candidates for key positions*” as also poorly to fairly applied at SMU.

With regards to the application of rewards, Makhuzeni and Barkhuizen (2015) recommended the application of a total reward strategy considering a combination of benefits, work-life balance, training and development opportunities, compensation and performance management system. Nthebe *et al.* (2015) further highlighted the importance of a reward strategy in the retention and motivation of key personnel in an organisational context.

Table 6.5: Descriptive statistics for Staffing

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The organisation is staffed at the right levels	31.3	3.2	41	24.4	0
2. The compensation levels are competitive	32.8	3.0	41.3	22.9	0
3. The company's workforce is diverse and includes people from different backgrounds, perspectives and experiences	1.5	13.9	0	45	39.6
4. Diversity is properly represented in senior management and executive levels	1.5	13.9	59.7	0.4	24.4
5. "All Jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices	13.9	1.5	58.2	26.4	0

According to the dimension, "*diversity is properly represented in senior management and executive levels*" shows that 73.6% of the participants felt that this practice is applied from fair to average whilst the dimension "*all Jobs (Most critical jobs) are given priority in terms of bench strength and hiring practices*" also show that participants (59.7%) have a feeling that this practice is applied fairly to average.

In light of the above, Mampane (2019) underscored the importance of diversity in a tertiary institution. Mampane (2019) further maintained that when the institution of higher learning is composed of diverse employees, it enables diverse experiences and ideas thereby enabling the organisation to have a competitive advantage (Council of Higher Education, 2016; Dike, 2013; Mampane, 2019).

Table 6.6: Descriptive statistics for Talent Acquisition

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The organisation can attract top talent	34.3	4.7	0.2	60.7	0
2. The Employment Brand is strong and compelling among prospective employees	15.4	4.7	40.3	29.6	10
3. Newly hired employees get off to a fast and productive start	0.2	34.3	31.1	22.9	11.4
4. Internal employee referral programs are widely used to bring in new employees	23.1	16.9	14.7	45.3	0
5. The hiring process is efficient, effective and focuses on “quality of hire”	34.3	36.1	1.5	27.9	0.2

Participants had mixed feelings regarding some dimensions of talent acquisition. The majority of participants (60.9%) felt that the dimension “*the organisation can attract top talent*” is applied on average or good at SMU. On the other hand, the majority of participants (70.4%) perceive that the dimension “*the hiring process is efficient, effective and focuses on quality of hire*” is applied poorly or fairly.

In a study conducted by Kumudha and Priyadarshin (2016), it was reported that talent acquisition plays an important role in the success of an organisation. It was further reported that ineffective recruitment results in poor selection because the process may go ahead with a pool of poorly qualified candidates (Saurombe, Barkhuizen & Schutte, 2017; Kahn & Louw, 2010; Kumudha & Priyadarshin, 2016).

Table 6.7: Descriptive statistics for Talent Engagement

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The majority of employees are fully engaged and committed to the company	13.9	11.4	25.9	20.6	28.1
2. Engagement levels are tracked across different talent levels, jobs, departments and location	58.7	11.7	1.5	0	28.1
3. The company is featured on “Best Places to Work” lists that are highly respected	71.6	0.2	0	28.1	0
4. Innovative products and services are being developed in the company	3.0	34.3	10	29.6	23.1
5. The organisation participates in activities that are vital to the community and the well-being of others	13.9	0	18.9	16.2	51

The study reveals that most of the participants felt that most of the dimensions of talent engagement are poorly applied at SMU. 70.4% of the participants felt that the dimension “*engagement levels are tracked across different talent levels, jobs, departments and location*” is poorly applied whilst the dimension “*the company is featured on best places to work lists that are highly respected*” is also poorly applied at SMU.

Although talent engagement is poorly applied at SMU, literature reports that engaged employees are reported to be able to take action to improve organisational results. It is also reported that engaged employees are committed and predisposed to strengthen their commitment to the organisation (Habraken, 2013; Kulyawattananonta, 2011).

Table 6.8: Descriptive statistics for Talent Development

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. Top performers are challenged to improve skills and take the next steps in their careers	19.2	4.5	46.8	1.5	28.1
2. Coaching, mentoring and challenging assignments are primary development approaches	16.9	40.3	13.2	29.4	0.2
3. Communication to employees is frequent, meaningful and two-way	64.2	4.7	1.5	29.4	0.2
4. Individual development plans are in place for all employees	67.2	3.0	1.7	28.1	0
5. Managers are held accountable for the development of their employees	51.7	0.2	32.3	15.4	0.2

In the study, it is evident that most of the participants felt that most of the dimensions of talent development are poorly applied at SMU. 68.9% of the participants felt that the dimension “*communication to employees is frequent, meaningful and two-way*” is poorly applied whilst the dimension “*individual development plans are in place for all employees*” is also poorly applied at SMU.

Although talent management was poorly applied in the context of SMU, Lesenyo (2017) reported that the availability of training and development opportunities in an organisation enhances talent retention since employees see the opportunity for growth within the organisation. It is also important that relevant training interventions are necessary for the different career stages of employees (Barkhuizen, 2014; Born & Heers, 2009; Mello, 2008).

Table 6.9: Descriptive statistics for Talent Deployment

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The best people are focused on the most important jobs	17.4	17.2	63.9	1.5	0
2. There is a strong match between an employee's competencies and job requirements	15.4	0	46.5	37.8	0.2
3. Employees are given the opportunity to do what they do best	31.3	37.6	30.8	0	0.2
4. Technology is used to assist in the effective deployment of talent	41.8	12.9	2.0	13.9	29.4
5. The transition from job to job within a company goes smoothly	54.2	0	14.7	3.2	27.9

Table 6.19 illustrates that most of the participants felt that most of the dimensions of talent deployment are poorly applied at SMU. 68.9% of the participants felt that the dimension “*employees are given the opportunity to do what they do best*” is poorly applied whilst the dimension “*technology is used to assist in the effective deployment of talent*” is also poorly applied at SMU.

In a study conducted by Erasmus *et al.* (2017), it was echoed that talent deployment includes internal movement of staff to ensure person-job fit as well as person-organisation fit. In light of the above observation and what is currently happening at SMU, talent deployment is poorly applied hence reduces the opportunities of employees to grow within the organisational context. Although, on the other hand, the use of technology as a supporting tool for employees is available to execute their jobs to the best of their abilities, this technology might be outdated and not compatible with the latest technological innovations in the market.

Table 6.10: Descriptive statistics for Performance Management

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. There is a “line of sight” between employees jobs and the company’s strategic goals	42	0	57.7	0	0.2
2. Coaching and feedback discussions with managers are on-going, frequent and candid	55.7	0.2	12.9	3.2	27.9
3. The company provide a range of interesting and challenging assignments, jobs, rotations and team activities	54.2	12.9	3.2	29.4	0.2
4. Top performers are paid more for the value they provide	52	30.8	16.9	0.2	0
5. Non-financial rewards are effectively used to reinforce excellent performance	36.1	24.4	10	29.6	0

Results from Table 6.10 show that most of the participants felt that most of the dimensions of performance management are poorly applied at SMU. 67.1% of the participants felt that the dimension “*the company provides a range of interesting and challenging assignments, jobs, rotations and team activities*” is poorly applied whilst the dimension “*top performers are paid more for the value they provide*” is also poorly applied at SMU.

Despite the fact that performance management was poorly applied at SMU, Dhanabhakym and Kokilambal (2014) reported that a good performance management system may act as a positive way to identify developmental opportunities and enhance the implementation of an effective succession planning process (Lawler & Ulrich, 2008; Makhuzeni & Barkhuizen, 2015).

Table 6.11: Descriptive statistics for Talent Retention

Statements	% Responses				
	Poor	Fair	Average	Good	Excellent
1. The organisation can retain our best performers	1.7	10	60.2	0	28.1
2. Turnover is tracked across divisions, locations, talent levels and managers	33.1	37.3	0	29.6	0
3. The reasons people leave, especially top performers, are recorded and addressed	33.1	35.8	3.0	28.1	0
4. Managers hold retention conversations with employees frequently	70.4	1.5	0	0	28.1
5. Managers are held accountable for losing top performers	70.4	1.5	28.1	0	0

Table 6.11 shows that most of the participants felt that most of the dimensions of talent retention are poorly applied at SMU. 71.9% of the participants felt that the dimension “*managers hold retention conversations with employees frequently*” is poorly applied whilst the dimension “*managers are held accountable for losing top performers*” is also poorly applied at SMU.

The results of this study in relation to talent retention are similar to the findings of Barkhuizen (2015), as it was reported that the retention of the talented workforce remains a great challenge for many public institutions in South Africa. Literature further reports that organisations that do not have talent retention policies in place are at risk of poor performance (Barkhuizen, 2015; Madimabe et al., 2017; Nafeli, 2015).

6.5 Factor Analysis of the research instrument

Factor analysis was performed to determine if the variables of the measuring instruments were separate constructs. Schmitt (2012:119) noted that “Factor analysis is a set of methods used to examine how the underlying mathematical models influence the responses (x) on the number of variables (y) measured”. It is vital to note that factor analysis is performed to identify various factors that describe outstanding variables that provide detailed meaning during the interpretation phase.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartlett's Test of Sphericity were utilised to determine if the data were adequate for factor analysis. Naong (2009) postulates that the Kaiser-Meyer-Olkin (KMO) criterion can be used for factors with Eigenvalues of the correlation matrix that are usually greater than one. The scree plot was used to validate the decision in the extraction of statistically significant data by looking at the point of inflection on the curve. Varimax with Kaiser normalisation was also used to further determine the significance of the variables in the study. Schmitt (2012) noted that Varimax is determined to be the most popular and reliable method in an orthogonal rotation that culminates in uncorrelated factors.

6.5.1 Interpretation of factor analysis for “Strategy”

Table 5.18 shows that two variables that were applied better at SMU were: “*The organisation’s business strategy and human capital strategy are aligned*” and “*Strategic goals are effectively communicated to all employees*”. This is consistent with the findings of the research as 64% of participants felt that the variable “*The organisation’s business strategy and human capital strategy are aligned*” was applied on average to good whilst 96.7% of participants felt that the variable “*Strategic goals are effectively communicated to all employees*” was also applied on average to good at SMU.

In a study conducted by Chiloane and Barkhuizen (2017:39), it was noted that “developing a strategy to determine what the organisation needs to meet the current and future demands of the business plan” was crucial to an organisation, which therefore is consistent with the findings of this particular study to ensure the competitiveness and sustainability of organisations of the 21st century.

6.5.2 Interpretation of factor analysis for “Talent Review Process”

Results in Table 5.20 show that two variables that were applied better at SMU include: “*Rewards and opportunities are provided to talent based on their contribution*” and “*Succession plans provide for two qualified candidates for key positions*”. This is consistent with the findings of this research as 47.5% of participants perceived the variable “*Rewards and opportunities are provided to talent based on their contribution*” were applied on average to good at SMU whilst 98.3% of participants felt that the variable “*Succession plans provide for two qualified candidates for key positions*” was also applied on average to good.

In a study conducted by Barkhuizen and Mogwere (2014), it was reported that the talent review process was poorly applied amongst support staff in an institution of higher learning in South Africa. Barkhuizen and Mogwere (2014) further reported that the mean difference between current application of talent practice and the importance of these talent management practices shows a difference of (-2.5303) with a p value of (0.029).

6.5.3 Interpretation of factor analysis for “Staffing”

Table 5.22 shows that one variable that was applied better at SMU was: “*The compensation levels are competitive*”. This is consistent with the findings of the research as 64.2% of the participants perceive the variable “*The compensation levels are competitive*” as applied on average to good at SMU.

The above finding is consistent with the findings of a study conducted by Barkhuizen and Mogwere (2014). In this study, it was reported that staffing was adequately applied amongst support staff in an institution of higher learning in South Africa. Barkhuizen and Mogwere (2014) further reported that the mean difference between current application of talent practice and the importance of these talent management practices shows a difference of (-1.3512) with a p value of (0.201) which denotes that staffing was adequately provisioned.

6.5.4 Interpretation of factor analysis for “Talent Acquisition”

Results of Table 5.24 shows that two variables that were applied better at SMU include: “*The organisation can attract top talent*” and “*Internal employee referral programs are widely used to bring in new employees*”. This is consistent with the findings of this research as 60.9% of participants perceived the variable “*The organisation can attract top talent*” were applied on average to good at SMU whilst 60% of participants felt that the variable “*Internal employee referral programs are widely used to bring in new employees*” was also applied on average to good.

Literature notes that the aim of talent acquisition is to develop workers perceived to be valuable to the organisation. It is important to note that the need for talent acquisition is driven by several strategic reasons which, *inter alia*, include the rapid movement of employees and transformation as well as growth in diversity at workplaces (Beechler & Woodward, 2009; Brunila & Baedecke Yllner, 2013).

6.5.5 Interpretation of factor analysis for “Talent Engagement”

Table 5.26 shows that 71.8% of participants felt that the variable “*The Company is featured on best places to work lists that are highly respected*” is poorly applied at SMU whilst 52.7% of participants perceived the variable “*Innovative products and services are being developed in the company*” is applied from good to excellent.

Although the above finding is inconsistent with the findings of Mbona (2012), it was reported that good organisational image is important for giving the organisation a competitive advantage (Mbona, 2012; Musakuro, 2018).

6.5.6 Interpretation of factor analysis for “Talent Development”

Results from Table 5.28 show that one variable that was applied poorly at SMU was: “*Communication to employees is frequent, meaningful and two-way*”. This is consistent with the findings of the research as 68.9% of the participants perceive the variable “*Communication to employees is frequent, meaningful and two-way*” is applied poorly at SMU.

Although talent development is poorly applied at SMU, it is important that training and development are vital in relation to talent management. Mello (2008) noted that training and development interventions are required in relevant stages of a career path of skilled employees for them to achieve their optimum potential. In a research conducted by Barkhuizen (2014), it was reported that generation Y employees consider career development when they select their employer of choice. In a study conducted by Lesenyeho (2017), it was reported that the availability of training and development enhances the retention of academics in their early career phase.

6.5.7 Interpretation of factor analysis for “Talent Deployment”

Table 5.30 shows that one variable that was applied poorly at SMU was: “*Employees are given the opportunity to do what they do best*”. This is consistent with the findings of the research as 68.9% of the participants perceive the variable “*Employees are given the opportunity to do what they do best*” is applied poorly at SMU.

In a study conducted by Barkhuizen and Mogwere (2014), it was reported that talent deployment is poorly applied amongst support staff in an institution of higher learning in South Africa. Barkhuizen and Mogwere (2014) further reported that the mean difference between current application of talent practice and the importance of these talent management practices shows a difference of (-2.3089) with a *p* value of (0.919).

6.5.8 Interpretation of factor analysis for “Performance Management”

Table 5.32 shows that two variables that were poorly applied at SMU include: “*Top performers are paid more for the value they provide*” and “*Non-financial rewards re effectively used to reinforce excellent performance*”. This is consistent with the findings of this research as 82.8% of participants perceived the variable “*Top performers are paid more for the value they provide*” were applied on average to good at SMU whilst 60.5% of participants felt that the variable “*Non-financial rewards re effectively used to reinforce excellent performance*” was also applied poorly at SMU.

Although performance seems to be poorly applied at SMU, Chioane and Barkhuizen (2017) noted that a good performance management system acts as a positive way to identify developmental opportunities and implement an effective succession planning system in an organisation. Lawler and Ulrich (2008) highlighted that an organisation that fails to focus on performance management finds it difficult to maintain a competitive advantage in the market.

6.5.9 Interpretation of factor analysis for “Talent Retention”

Table 5.30 shows that one variable that was applied poorly at SMU was: “*Managers hold retention conversations with employees frequently*”. This is consistent with the findings of the research as 71.9% of the participants perceive the variable “*Managers hold retention conversations with employees frequently*” is applied poorly at SMU.

Although this research reported poor retention strategies at SMU, Reddick and Cogburn (2008) maintained that an effective compensation system within the organisation seeks to attract talented employees, retaining performers and motivating performance. Nthebe, Barkhuizen and Schutte (2016) propose a total rewards strategy that includes an amalgam of benefits, performance management system and training and development opportunities.

The Public Service Commission Report (2015) government institutions in South Africa are significantly losing a considerable number of talented employees because of poor retention strategies in place. Chioane and Barkhuizen (2017) further proposed the development of talent retention policies and practices that seek to attract and retain talented employees within the organisational context.

6.6 Discussion of qualitative data

As described in Chapter 5 of this study, qualitative data were collected from 10 senior employees of SMU through semi-structured interviews who work in different departments. The transcribed data were further analysed through the NVIVO version 11 computer software that identified themes and sub-themes utilising the principles of content analysis. The results of qualitative data show that SMU has some challenges in implementing some of the talent management strategies at SMU.

6.6.1 Current talent acquisition strategies used at SMU

The findings of this study reveal that there are two major methods used to acquire talent at SMU that include the internal and external methods. This finding is consistent with the findings of Erasmus, Schenk and Tshilongamulenzhe (2014) who also proposed two main methods of acquiring talented staff as discussed below:

6.6.1.1 Internal Sources of searching for Talent

The study found that the use of the notice boards is one of the methods used in acquiring talent at SMU especially when promotion within the university needs to take place. This finding is consistent with the findings of Erasmus, Schenk and Tshilongamulenzhe (2014) who believed that notice boards play a crucial role in enticing employees for promotional purposes.

Although career inventory did not come out as a research outcome in the particular research, Armstrong (2006) postulated that career inventory plays an important role in acquiring talented staff. Cascio (2018) maintained that career inventory is simply a record listing of employees with specialities and capabilities in various fields where potential job candidates are drawn from.

6.6.1.2 External Sources of searching for Talent

In the research, it was found out that recruitment agencies play a pivotal role in acquiring talent within an organisational context like SMU. This finding is consistent with literature as Beardwell and Claydon (2007) noted that these recruitment agencies work on behalf of job hunters for a fee. It is vital to note that recruitment agencies create a pool of potential job candidates over a period of time.

The findings of this research reveal that internet plays a major role in acquiring talented employees of SMU. This finding is consistent with the finding of Cascio (2018) who reported that the internet has become the major recruitment method since millions of potential job candidates are surfing various webs to explore possible opportunities for work.

Although walk-ins did not come out as a method of acquiring staff in this study, literature posits that prospective employees often apply directly to the organisation of their choice by filling in forms with the hope that vacancies will arise (Erasmus, Schenk and Tshilongamulenzhe, 2014).

Professional bodies also play a very crucial role in the acquiring of talented employees within the organisational context. Armstrong and Taylor (2014) noted that expert requiring fields like accounting, engineering and scientific institutions often look after the interests of their members by tracking all advertised positions in the field and informing its members.

Although headhunting did not come out significantly as a way of acquiring talented employees at SMU, it is reported in literature that headhunting is one of the most common methods of acquiring staff, especially for scarce skills. Cascio (2018) alluded to the fact that senior appointments within the organisational context are often done through specialised headhunting.

6.6.1.3 University Image and Talent Acquisition

The results of qualitative data show that one of the benefits that is likely to be enjoyed by SMU by implementing integrated talent management is a good university reputation. Literature shows that the university image or reputation plays a considerable role in enticing talented employees. Kim and Hyun (2011) maintained that there are several terms that are used to define the term “organisational image”

like institutional image, reputation, company image to name but a few. Organisation image has been defined as an “overall impression made on the minds of the public about an organisation” (Nguyen & LeBlanc, 2001:303; Richard & Zhang, 2012:572).

Massey (2003) in Botha (2006: 303) viewed organisational image as a “shared meaning, knowledge and opinions of the organisational stakeholders”. Organisational image is something that is both projected by the organisation and perceived by others. This finding is consistent with the research results of this particular study.

The results of this study show that the university image is important in luring talented staff. It is important to note that an organisation with a good brand or image stands to attract top talent as well as ensuring that the competitive advantage of that organisation is maintained and as such a university is no exception. This finding is consistent with the finding of Saurombe, Barkhuizen and Schutte (2017) who noted that the image of Higher Education Institutions (HEIs) emanates from the transference of excellent ideas from the private sphere to the academia and hence gives a university competitive advantage in attracting top talent (Waeraas & Solbakk, 2009).

Harsh and Shah (2011) alluded to the fact that the higher education brand is often regarded as supreme because of various judgements based on outlook, opinion and image associated with the university brand in the minds of ordinary citizens and audience over a period of time.

Stolz, Hendel and Horn (2010) noted that the internationalisation of HEIs has also contributed positively to the global ranking of the university in the international arena. It is vital to note that the top management of HEIs should disclose the mission, vision and strategy of the university to all concerned stakeholders in an effective way possible (Balmer, 2012).

Biraghi and Gambetti (2015) maintained that organisational branding is regularly regarded as the most important resource which organisations possess to differentiate themselves from their competitors. Amzat (2015) posits that organisational branding is important for the sustainability of HEIs and the offering of unique products and services that are superior as compared to those of their competitors. HEIs should therefore be in a position to attract qualified staff that ensures sustainability and quality in the long overhaul (Makondo, 2014; Pienaar & Bester, 2008).

Onah and Anikwe (2016) highlighted that although HEIs strive to maintain excellence, finding qualified scholars remain hamstrung by a number of challenges. Universities in Africa are operating in conditions that are under-resourced (Selesho & Naile, 2014). Mapesela and Strydom (2005) maintained that employment equity and remuneration policies remain significant in the attraction and retention of academics.

Makondo (2014) noted that organisational image of HEIs remains stalled by unattractive remuneration policies and lack of incentives in the production of knowledge (Wangenge-Ouma, Lutomiah & Langa, 2015). Covey and Merrill (2006) alluded to the fact that despite all this, organisational image increases the trust, reliability, talents and strategies for the future in the minds of stakeholders.

6.6.2 Current talent retention strategies used at SMU

The study found a number of retention strategies employed at SMU which include, among others: financial rewards, non-financial rewards and counteroffer. An interrogation with literature shows that despite the retention strategies found in this research, there are other methods that can be used by management to retain talented employees.

6.6.2.1 Financial Rewards

This research found the use of financial rewards as one of the retention strategies that can be used to retain talented staff at SMU. This finding is consistent with the findings of Schlechter, Hung and Bussin (2014) who defined remuneration or financial rewards as the cash payments provided by the employer to the employee in exchange for the labour offered to the organisation. Schlechter, Hung and Bussin (2014) further noted that the most common form of remuneration is a salary or a fixed pay and the amount is often determined by the organisation's pay structure.

It is important to note that money is viewed in three components, namely, affective, symbolic and behavioural. The affective aspect suggests that some people view money as valuable whilst, on the other hand, there are some people who view money as evil and bad. The symbolic component suggests that money is associated with characteristics that most people strive for which include among others achievement, recognition, status, respect, freedom and control of power. The behavioural component focuses on people's actions such as investing the money they get (Mitchell & Mickel, 1999).

Schlechter, Hung and Bussin (2014) noted that remuneration has been considered as the major determinant that employees of the organisation consider the most when they want to make a move to leave their current job. In this particular research, it was reported that remuneration in the form of a total guaranteed package and performance bonus has a lot of influence on retaining staff at SMU.

6.6.2.2 Non-Financial Benefits

This research also found the use of non-financial benefits/rewards as one of the retention strategies used at SMU. This finding is consistent with literature as the WorldatWork (2011:5) postulates that non-financial or employee benefits are “programs an employer uses to supplement the cash compensation that employees receive”. Warnich, Carrel, Elbert and Hatfield (2015) point out that non-financial rewards or benefits provide quantifiable value for employees and include, *inter alia*, pension schemes, health and welfare plans and sick pay or company cars or company houses.

Warnich, Carrel, Elbert and Hatfield (2015) further report that non-financial rewards serve as an attracting tool for employees and potential employees of an organisation as they provide for the actual or perceived needs of employees such as security and assets, for instance, company cars and houses in addition to pay.

It is vital to note that employees view the non-financial rewards they receive as the extent to which the organisation values their input into the organisation (Jensen, McMullen & Stark, 2007). WorldatWork (2007) conducted a research on employee attraction and retention and it was reported that 95% of the research participants indicated that medical plans have a moderate to high impact on employee attraction and retention.

Literature found the role of recognition as retention strategy used by many organisations in retaining its key personnel (Elebge, 2010). Elebge (2010) further noted that employees and managers consider performance appraisal as a process of obtaining a salary increase or cash bonuses as a reward for their performance and as such if it is not linked to pay or rewards, it will become valueless.

Literature further posits that rewards and a robust recognition system form the core panacea of retaining talent in a university. Rewards offered to top-performing employees can promote the talent management initiative set by the organisation if they are well administered (Kirkland, 2007). Richman, Janet, Civiana, Laurie, Shannona, Hillb and Brennan (2008) highlighted that employees value incentives and bonus packages unlike promotion which removes them from the positions they like the most.

Rewards are provided to deserving employees based on merit because they become a motivating factor in promoting employees to continue with required behaviour (Locke & Latham, 1990). In light of that observation, management should strive to ensure that rewards and recognition given to employees are actually valuable to them.

Coetsee (2004) noted that managers should always try to find out what motivates employees so that these employees will even do work to the best of their ability. On the other hand, employees should regard rewards as important for them to be greatly inspired by the gesture.

6.6.2.3 Counter Offer

In this research, it was also reported that counteroffer also plays a critical role in retaining key employees at SMU. With counteroffer, employees' salaries are matched with those of the potential employer or even more to ensure that they do not leave the organisation.

Coetsee (2004) further stated that linking rewards with good performance is of paramount importance and ensuring that the provision of rewards to deserving employees encourages them to work hard and therefore this will have a positive effect on motivating employees.

6.7 Discussion on challenges of implementing an integrated talent management Strategy

6.7.1 Perceived challenges in implementing an integrated talent management strategy at SMU

This research reported a myriad of perceived challenges in the implementation of an integrated talent management strategy at SMU. The major challenges that came out in this research include, among others, budget, lack of management commitment and

too much unionism in the organisation that result in employee resistance of some positive initiatives taken by top management of the institution.

In this research, it was pointed out that lack of budget remains a great challenge experienced by the university to put in place robust talent management initiatives and strategy. It is common cause that issues related to retaining key talent within the organisational context requires the organisation to have an adequate budget that ensures that this initiative is well-supported.

In this research, it was reported that one of the greatest challenges that can be anticipated in implementing an integrated talent management strategy at SMU is lack of management commitment. It is reasonable to argue that a good plan can be put on paper but implementation is difficult. Most of the research participants highlighted that management at SMU is good at making promises but fails to implement promises made.

Unionism and resistance to change have also been highlighted as some of the challenges experienced in implanting an integrated talent management strategy at SMU. It was noticed during data collection that the work environment at SMU is highly unionised hence making employees very rigid to allow change to happen especially if the change is not in line with the belief of the employees (Makondo 2014; Pienaar & Bester, 2008).

Contrary to some key findings of this research, Koketso and Rust (2012) reported that the following reasons contribute to challenges experienced in implementing talent management initiatives in the public sector in the South African context. Van Zyl *et al.* (2017) reported that the retention of key personnel is one of the challenges especially in areas of critical skills. This was evident in areas like engineering and information technology. It is vital to note that the retention of talented academics and key university personnel is difficult given the reason that their skills are highly sought in the job market (Makondo 2014; Pienaar & Bester, 2008).

Koketso and Rust (2012) further reported that unions and management are often seen at loggerheads in relation to issues of talent management. Van Zyl *et al.* (2017) maintained that unions and management normally do not agree on succession planning, especially on nominating who amongst employees deserves to be promoted. Literature also posits that the bureaucratic nature of the public service sector provides a great challenge if talent management is to be implemented within this sector as employees stick to the rule within the work context (Van Zyl *et al.*, 2017).

Koketso and Rust (2012) maintained that it is difficult to implement talent management initiatives when the workforce is aging and as such issues like succession planning will have an impact on management. Van Zyl *et al.* (2017) highlighted that even young employees are affected in a way because they come with all the energy and new ideas but will eventually lose all that when they are not recognised. This research reported that the majority of employees at SMU are in their 40s and 50s hence making the implementation of an integrated talent management strategy difficult.

In a study conducted by Koketso and Rust (2012) on perceived challenges of talent management in the city of Cape Town, it was reported that lack of performance incentives is one of the greatest challenges that undermine all efforts of implementing talent management initiatives. It was further reported that the city has an annual performance bonus but most of the participants felt that the city can come up with ways of rewarding top talent. Most of the participants suggested that the city can try merit allowance and showing recognition and issuing certificates for employees who go an extra mile regarding their work.

Koketso and Rust (2012) noted that affirmative action policies in the City of Cape Town overemphasises experience at the expense of qualification. This, as they report, poses a great challenge in trying to put talent management initiatives in place in the City of Cape Town. It was further reported that both experience and qualification should have the same weight and not allow one issue to be dominant.

Communication has also been reported as one of the challenges experienced in implementing an integrated talent management initiative. In a study conducted by Koketso and Rust (2012), it was reported that communication in the form of giving employees regular feedback has been identified as one of the greatest challenges that

affect the proper implementation of talent management in the City of Cape Town (Koketso & Rust, 2012). It was further reported that some employees go beyond the call of duty and even risk their lives but management does not seem to recognise these employees by giving them regular feedback.

6.8 Findings on the benefits of talent management

6.8.1 Perceived benefits of talent management practices at SMU

The research findings revealed that the greatest advantage of implementing talent management effectively at SMU might be a good university reputation. Literature posits that an organisation with a good brand or image stands to attract top talent as well as ensuring that the competitive advantage of that organisation is maintained and as such a university is no exception. Saurombe *et al.* (2017) noted that the image of Higher Education Institutions emanates from the transference of excellent ideas from the private sphere to academia (Waeraas & Solbakk, 2009).

Harsh and Shah (2011) noted that the higher education image or reputation is often regarded as supreme because of various judgements based on outlook, opinion and image associated with the university brand in the minds of ordinary citizens and audiences over a period of time. Stolz, Hendel and Horn (2010) posit that the internationalisation of HEIs has also contributed to the global ranking of the university in the international arena. It is therefore important to note that the top management of HEIs should divulge the mission, vision and strategy of the university to all concerned stakeholders in an effective way possible (Balmer, 2012).

Biraghi and Gambetti (2015) maintained that organisational branding is often regarded as the most important resource which organisations possess to differentiate themselves from their competitors. Amzat (2015) noted that organisational branding is important for the sustainability of HEIs and the offering of unique products and services that are superior as compared to those of their competitors. HEIs should therefore be in a position to attract qualified staff who ensure sustainability and quality in the long overhaul (Makondo, 2014; Pienaar & Bester, 2008).

6.9 Conclusion

This chapter provided a discussion of the research results focusing mainly on key findings. The chapter started by providing a brief background followed by the main

findings of this study. It proffers discussion of descriptive statistics as found in the research, meaning of the factor analysis performed in the study, current talent acquisition strategies used at SMU and the perceived challenges of implementing an integrated talent management strategy at SMU. This chapter also discussed the various benefits that can be reaped at SMU by implementing an integrated talent management strategy. Lastly, the chapter concluded by presenting the developed integrated talent management strategy and proffers a discussion on the key features of the integrated talent management strategy. The last chapter provides the conclusion and recommendations of the study.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

SMU continues to lose “talented employees” because of lack of strategies to retain these employees coupled with poor working conditions, uncompetitive salary, lack of employee recognition which play a critical role in employee retention (Koketso & Rust, 2012). Against the above background, literature has shown that tertiary institutions lag behind industry in the application of talent management practices (Lynch, 2007; Rudhumbu & Maphosa, 2015). Despite the strategic importance of offering tertiary institutions a proven and practical way for driving competitive advantage, there is little that is known about integrated talent management strategies that are deployed to support university operations, particularly in South Africa. Against this background, the aim of this study was to develop an integrated talent management strategy that can be used for acquiring and retaining staff at SMU.

To achieve the aforementioned goal, this study employed a mixed methodology with quantitative data collected first followed by qualitative data. Data analysis was also sequential in nature with quantitative data analysed first followed by qualitative data. This study examined the application and importance of talent management initiatives at SMU. The study found out that some dimensions of talent management practices such as strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment and performance management are poorly applied at SMU.

This Chapter provides a summary of the chapters that were discussed in this study followed by how the research objectives set in this study were addressed, the key contribution of this study and the developed integrated talent management strategy. The key components of the developed integrated talent management strategy will also be discussed in this chapter. Lastly, this chapter proffers the limitation of this study and provides firm recommendations and conclusions.

7.2 Summary of chapters

Chapter 1 presented a brief background of the study. It also proffers the rationale of the study, problem statement and the expected contribution of this research to the

body of knowledge. The research aim, objectives and research questions were delineated in this chapter. Lastly, this chapter provides a brief outline of each chapter.

Chapter 2 presented literature that focuses on the overview of talent management in the higher sector in South Africa and beyond. In this chapter, global literature was firstly revealed followed by the South African literature that helps in understanding the study problem.

Chapter 3 proffers a literature review that focuses on the key pillars of talent management. This chapter exhaustively discussed and elaborated on the underlying theories related to talent management, chief among them, Kahn's model of employee engagement, job demands-resources (JD-R) model and Whittington and Galpin's integrative model of engagement. This chapter also focuses on motivation theories that help in talent retention for talented employees at SMU.

Chapter 4 presented the research methodology employed in this particular study. The research design and data collection methods were exhaustively discussed in this chapter. This chapter however, discussed various research paradigms followed by a detailed analysis of the various types of research design present in as far as execution of research is concerned. Sampling procedures used in this study were discussed in detail followed by data collection instruments and data collection methods.

Chapter 5 presented the results of the study focusing mainly on demographic details of participants, perceptions about the application of talent management practices and the importance of these practices at SMU. In this research, quantitative data were analysed using the Statistical Package for Social Sciences version 25. The reliability of the Human Capital Index was determined by the Cronbach alpha coefficient. Descriptive statistics were used to summarise the demographic details of participants as well as the perception of staff about the application and the importance of talent management practices at SMU. The T-test, Gap Analysis, Multivariate Analysis of Variance as well as the Principal Component Analysis with the aid of the Factor Analysis were also used to determine the perceptions of staff regarding the application and importance of talent management practices at SMU. Qualitative data were analysed using the NVIVO version 11 software through the principles of Content analysis.

Chapter 6 presented the discussion of findings from a questionnaire and semi-structured interviews conducted and draws a comparison with other studies in similar contexts. This chapter also provides the interpretation of the results as this is crucial in making conclusions and making of generalisations about the findings to the problem statement.

Chapter 7 presented the contributions of this research to the body of knowledge and provides recommendations to the management at SMU about a myriad of challenges faced at the university with regard to talent management practices. Lastly, this chapter presented the developed integrated talent management strategy and the key features of the strategy. It also provides an exhaustive discussion.

7.3 Addressing research objectives

This study identified five research objectives in Chapter 4 with the aim of gaining an insight into developing an integrated talent management strategy for SMU with the prerogative of attracting and retaining talented employees.

Research objective 1: To investigate the current talent acquisition and retention strategies used at SMU

The research findings revealed that there are two main methods used at SMU to acquire talent that include both internal and external. The use of the notice board has been viewed as the most effective way of acquiring talent at SMU. On the other hand, the use of recruitment agencies, national newspapers and the university website also play a pivotal role as external methods of acquiring talent at SMU.

The use of national newspapers and websites is one of the methods that most organisations use in an effort to acquire talented employees. Some organisations rely on the use of recruitment agencies to help employers find talented staff. Referrals and headhunting are often used in most organisations if most of the methods mentioned are used and seem to be ineffective.

The findings of this research also reveal that there are three main methods of retaining talent at SMU. The use of financial rewards, non-financial rewards and counteroffers has been reported to be the major talent retention strategies employed at SMU.

Literature shows that a combination of financial and non-financial methods is effective in retaining university employees. In a study conducted by Ng'ethe *et al.* (2012), it was stated that salary, work environment, leadership, Distributive justice, promotional opportunities, training and development, recognition and autonomy are among the key determinants of academic staff retention.

Research objective 2: To determine the most important talent management practices employed at SMU

The study results revealed that all talent management practices are important but the most important include, among others:

- Talent acquisition
- Talent engagement
- Talent development
- Talent deployment
- Performance management
- Talent retention

Despite the fact that talent acquisition, talent engagement, talent development, talent deployment, performance management and talent retention are important, the findings of the study reveal that most these practices are poorly applied at SMU which causes a challenge in putting SMU on the map with regard to its competitiveness amongst other public universities.

Research objective 3: To determine the challenges in implementing the integrated talent management strategy at SMU

In this research, it was reported that SMU suffers from a myriad of challenges with regard to the application of talent management practices. The major perceived challenges associated with the implementation of an integrated talent management strategy include budget constraints, lack of management commitment, unionism and resistance to change.

The poor application of an integrated talent management strategy causes SMU to spend huge amounts of money on recruitment and selection processes. The

importance of employee commitment is undervalued in this regard where the “war for talent” is rife and skilled employees have a greater chance of employment both locally and abroad.

Research objective 4: To determine the benefits of an integrated talent management strategy at SMU

The research findings revealed that the major benefit of an integrated talent management strategy is that the university reputation will increase which actually puts SMU at global competition hence improves its ranking.

The higher education image or reputation is often regarded as supreme because of various judgements based on outlook, opinion and image associated with the university brand in the minds of ordinary citizens and audience over a period of time. Stolz, Hendel and Horn (2010) stated that the internationalisation of HEIs has also contributed to the global ranking of the university in the international arena. It is therefore important to note that the top management of HEIs should divulge the mission, vision and strategy of the university to all concerned stakeholders in an effective way possible (Balmer, 2012).

Organisational branding is often regarded as the most important resource which organisations possess to differentiate themselves from their competitors and a university is no exception (Biraghi & Gambetti, 2015). Amzat (2015) noted that organisational branding is important for the sustainability of HEIs and the offering of unique products and services that are superior as compared to those of their competitors. Tertiary education institutions should therefore be in a position to attract qualified staff who ensure sustainability and quality in the long overhaul.

Research objective 5: To develop an integrated talent management strategy at SMU

Results from the study as well as a thorough literature review informed the development of an integrated talent management strategy (see Figure 7.1 on page 269) that consists of six talent management dimensions that include talent acquisition, talent engagement, talent development, talent deployment, performance management and talent retention. The developed strategy further suggested that the implementation of the key dimensions of talent management strategy should be informed by the career

stages of the talent pool at SMU. The integrated talent management strategy suggested an evaluation measure that should be taken by all key stakeholders at SMU to ensure the effective implementation of the strategy.

Although the integrated talent management framework for the private sector developed by Van Zyl *et al.* (2017:16) has some similarities with the integrated talent management strategy developed by the researcher, it should be acknowledged that the key features of the integrated strategy were developed based on the findings of this particular study. It is imperative to note that the dimensions of talent management, as well as the implementers of the strategy, are different because of the different environments in which the talent management strategy is applied. Also of importance is to understand that the developed integrated talent management was also informed by recent literature in the field of talent management.

7.4 The study's key contributions and implications

This research contributed significantly in various ways which include the following:

(a) Knowledge development

The study emphasised the importance of an integrated talent management strategy at SMU in ensuring that they are run competitively. It also managed to bring to light critical factors that should be taken into consideration to ensure that universities can achieve successful implementation of an integrated and comprehensive talent management strategy. The strategy strives to guide talent management practices at SMU and improve the application of talent management practices at this university.

The research also underscores the importance of the application of talent management practices at SMU to ensure the stability and sustainability of the university in the long run. The study has contributed to the body of knowledge by considering talent management in the public universities as a key ingredient of ensuring the survival of tertiary institutions since talent management is highly regarded as a corporate ideology (Erasmus *et al.* 2017).

Since there is no research to date that developed an integrated talent management strategy at SMU, this study therefore provides valuable insights on the ways in which SMU should manage its talent for competitive advantage. The study also underscores

the importance for employers to be considered “employer of choice” for the attainment of organisational objectives.

The research also made a valuable contribution to talent management literature at SMU and beyond. Erasmus *et al.* (2017) suggest that most research on talent management in Higher Education Institutions focuses mostly on academics and elite groups that are believed to be “talent” and driving the strategic objectives of an organisation. This study also contributed to the body of knowledge by including all employees as they form an integral component of an organisation. Mishra (2008) posits that the majority of workers in an organisation forms a portion of the pool of neglected talent whilst if appropriately engaged, these employees drive the organisation forward. This research also added to literature by underscoring the value that talent management adds for all university employees to the success of the university and identifying the talent management needs of university staff and provide recommendations for future research endeavours. The inclusivity method adopted in this particular study is worthwhile because of the wide perception that every employee has the ability to contribute towards the organisation in a meaningful way (Meyers, Woerkom & Dries, 2013).

Notwithstanding an enormous degree of practitioner and academic curiosity, the idea of talent management is lacking theoretical foundation and is underdeveloped (Collings & Mellahi, 2009; Festing & Schafer, 2014; Ariss, Cascio & Paauwe, 2014). On the other hand, there is increasing evidence in literature that talent management is often talked about in Higher Education Institutions despite poor implementation (Rudhumbu & Maphosa, 2015; Erasmus *et al.*, 2017). Against this background, this study attempted to bridge the literature gap in the proper implementation of an integrated talent management strategy at a tertiary institution in South Africa.

This study contributed theoretically to the field of human resources in South Africa. Festing and Schafer (2014) stated that despite the popularity and undisputed strategic importance of talent management for the corporate world, research on talent management is lacking in its theoretical foundation and as such this research made a valuable contribution through the development of an integrated talent management strategy for all employees; that is useful for South African universities and beyond.

The results of this particular study will go a long way in helping SMU management in considering innovative ways of attracting, retaining and developing talented staff for the sustainability of the university. Lastly, the results of this study may provide solutions to South African universities which are experiencing problems in talent management for university staff.

(b) Practice

The study has been able to deliver an integrated talent management strategy that will guide and support any talent management initiative that can be considered at SMU or any other South African university. The integrated talent management strategy is comprehensive in the sense that it covers the most important dimensions of talent management and the ways of evaluating the developed strategy.

This study contributed practically in the field of human resources in South Africa because Festing and Schafer (2014) assert that despite the popularity and undisputed strategic importance of talent management for the corporate world, research on talent management is lacking in its theoretical foundation and as such this research makes a valuable contribution through the development of an integrated talent management strategy that will be useful for South African universities and beyond.

From a practical point of view, management at SMU may benefit from the integrated talent management strategy developed as it guides the best practice for talent management amongst employees in an institution of higher learning. The talent management strategy will also allow human resources practitioners to retain the highly talented pool of university employees to ensure the university's survival and competitiveness.

Since there is a dilemma in defining what can be considered as "talent", this research considered "talent" as all the employees of the organisation in the sense that they all contribute significantly to their organisation for the realisation of organisational objectives.

The study further highlighted the key dimensions of talent management that propels or drives the competitive advantage of the organisation. The major dimensions of talent management identified in this study include:

- Talent acquisition
- Talent engagement
- Talent development
- Talent deployment
- Performance management
- Talent retention

The study also emphasised the importance of the implementers of the integrated talent management strategy that include:

- Vice-chancellor
- Deputy vice-chancellors
- Deans
- Directors
- Departmental managers
- Human Resources department
- Head of departments
- Talented staff

The study also identifies the importance of universities in using information technology in supporting talent management initiatives. An excellent information system will perfect the integration and coordination of talent management initiatives in an organisation.

The developed integrated talent management strategy serves as a tool that guides other policies, processes and procedures in as far as the management of personnel is concerned at SMU and other South African universities.

Since the overall aim of this study was to develop an integrated talent management strategy, the proposed integrated talent management strategy was developed based on key findings and recommendations of this study with the aim of addressing a plethora of challenges experienced at SMU with regard to talent management. This strategy seeks to present dynamics of talent management at SMU as well as to illustrate the relationships and influence of various stakeholders both internally and externally. Figure 7.1 below shows the developed integrated talent management strategy for SMU.

Planning			
External Environmental Analysis Technological developments Competition from other universities Student needs University ranking	University Strategy Mission, vision, values Goals and university objectives Excellent service Ways of acquiring many students Talent planning	Integrated talent management strategy Skills forecast Talent forecasting Methods of sourcing staff Planning of talent activities Development of staff	Talent success Profile Potential ability Performance Values/ethics Leadership skills Management skills Competences Service

Dimensions of integrated Talent Management Strategy

Key pillars of the integrated talent management and strategies to be implemented					
Talent Acquisition Developing employer brand Excellent remuneration packages Job security Generous leave Flexi Time (Family life balance) Excellent recruitment strategy Fair selection	Talent Engagement Career pathing Networking Job design Knowledge management	Talent Development Conference attendance Individual development Executive development Transparent performance management Effective career planning coaching and mentoring interventions	Talent Deployment Organisational and job design Person-job fit Internal mobility Skills audits Succession planning	Performance Management University mission and vision Key performance areas Objectives setting Performance evaluations Assessment of behavioural and technical deliverables	Talent Retention Excellent conditions of service Flexible employment conditions Excellent awards Attractive organisational culture Favourable leadership style Attractive working environment

Implementation of the dimensions of the integrated talent management strategy is guided by the career stages of the employees

Early career Specialist development Basic management skills Basic leadership skills	Mid-career Advanced leadership skills Advanced management skills Executive development	Late career Conference attendance Professional updates Utilise them as coaches and mentors
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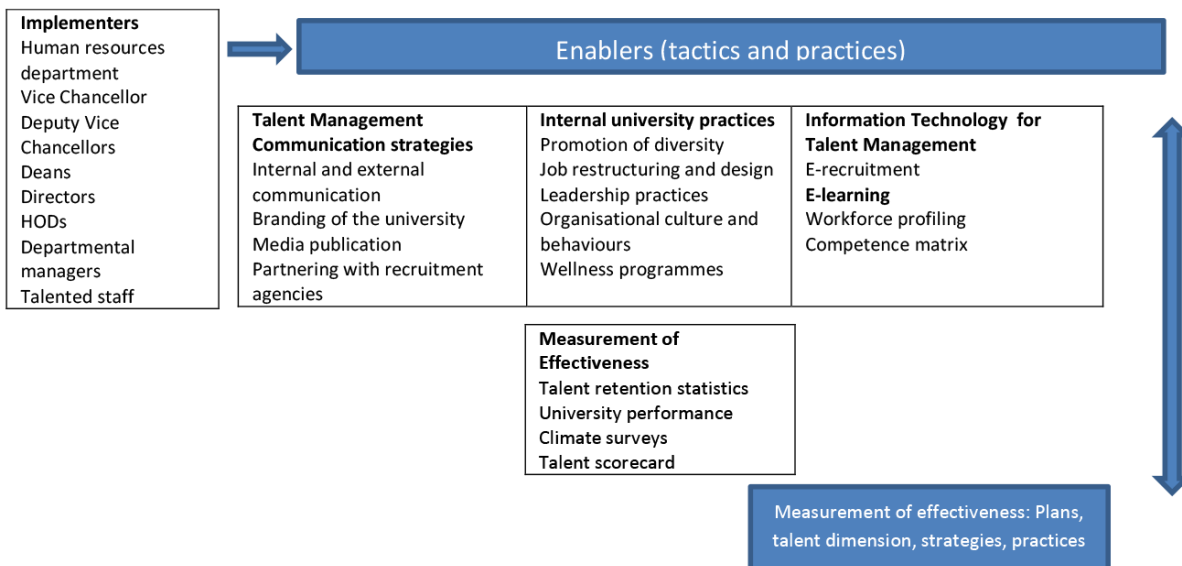


Figure 7.1: Integrated Talent Management Strategy for SMU

Source: Adapted from van Zyl *et al.* (2017:16)

7.4.1 Elements of the integrated talent management strategy

The integrated talent management strategy developed by the researcher was built and expanded on the previous talent management framework developed by van Zyl *et al.* (2017) but differ on a number of elements as discussed:

The integrated talent management strategy consists of the following elements:

Planning - includes external environmental analysis, university strategy, integrated talent management strategy and talent success profile.

Dimensions of integrated talent management strategy - includes talent acquisition, talent engagement, talent development, talent deployment, performance management and talent retention.

Implementation in relation to career stages - includes early career (Generation Y), mid-career (Generation X), and late-career (Baby Boomers).

Enablers - this includes talent management communication strategies, internal university practices and information technology for talent management.

Implementers - these are the people who are responsible for implementing the integrated talent management strategy. The people include, among others, experts in the human resources department, vice-chancellor, deputy vice-chancellors, deans, directors, head of departments, departmental managers and talented staff.

Measurement of effectiveness - this deals with evaluating how well the integrated talent management strategy is implemented at SMU.

The horizontal and up-down arrows in the diagram show the connections, relationships and interdependence of the integrated talent management. The planning process in the strategy is vital for the proper implementation of the integrated strategy. The major elements of the integrated talent management strategy are discussed in detail as follows:

(a) Planning

Planning involves the process of defining goals, establishing a strategy for reaching those goals and developing action plans to develop and integrate activities.

(i) External environmental analysis

Before the planning process begins, an external environmental analysis should be done to identify the external variables that might have a direct or indirect impact on the operations of SMU. These variables include, among others, the political, economic, social and technological aspects. The external environmental analysis is important because the external environment of the university is vulnerable to change.

(ii) University strategy

Once the external environment is analysed, the university should now come with a strategy that will drive talent management. This university strategy should define the purpose of the university and this is normally enshrined in the mission and vision statement of the university.

(iii) Integrated talent management strategy

The integrated talent management strategy is normally driven by the university strategy. In order to ensure the survival of the university, ways of attracting and retaining talented staff are crucial because they will entail the success of the developed integrated talent management strategy. The development of acquired staff is also crucial because competent staff ensure the sustainability of the organisation.

(iv) Talent success profile - defining talent is crucial at this stage because it informs the talent needed at SMU. The talent success profile provides the major characteristics of talent in the form of attitude, achievement and actions. Proper articulation of the talent success profile informs and supports training and development interventions of staff.

(b) Dimensions of Integrated talent management strategy

The dimensions of integrated talent management strategy developed by the researcher differ from the one developed van Zyl *et al.* (2017) in the sense that the key dimension reported in this research include, among others, talent acquisition, talent engagement, talent deployment, performance management and talent retention as discussed below:

(i) Talent acquisition

There is concomitant growth for organisations of the 21st century to use the internet for acquiring talented staff in the job market. The use of technology in searching talent eliminates the lengthy, tedious and paper-driven process of talent acquisition.

On the other hand, the employer should develop a quality brand name that will attract prospective job applicants in the job market. Developing an employer brand ensures the enticement of external applications and it is considered as one of the human capital best practices. Proper sourcing of talented employees therefore entails:

- Identification of proper channels of sourcing personnel like employment agencies, referrals, professional bodies and executive search firms.
- The process of recruitment may start with succession planning, for instance, after considering late-career employees who are about to retire.
- The requirements of the job need to be clearly defined like qualifications needed, experience and extra competencies if any.
- After careful consideration the advertisement of the position can be done internally or externally using various media platforms.
- Shortlisting and assessment of the candidates will follow which will then inform the selection process.

(ii) Talent engagement

Talent engagement is considered as a positive and self-fulfilling work-related state of mind that is characterised by vigour, absorption and dedication (Pitt-Catsouphes & Matz-Costa, 2008). Employee engagement also refers to the process through which employees can harness themselves to their work roles and express themselves physically, cognitively and emotionally through the execution of their duties.

It is imperative to note that employees are better engaged when the working conditions are favourable. In this case, employees need to be fully supported by the management team in order for them to fully commit to the organisational objectives and as such the university is no exception. This implies that management at SMU and the talent management team should fully support talented employees for organisational goals to be realised.

(iii) Talent development

Charan (2008) posits that talent development is a crucial element of talent management. In the university context, the growth and development of academics is often associated with an ability to perform tasks as a “talented academic” by showing the required academic competence. It is vital to note that higher education institutions are developing their staff not only to meet their individual need but providing a good platform for effective teaching and learning (Charan, 2008).

Talent development strategies

Effron, Greenslade and Salob (2005) conducted a study where participating organisations could not determine a set of best practices to nurture talent. The researchers agreed on a framework based on successful methods of nurturing talent that include the following:

- Leaders at all levels should be accountable for developing employees and showing competencies (skills and knowledge) that are used to assess the effectiveness of talent development.
- Leaders should be involved in the development of talent in an organisational context.

- Organisations should always utilise both human and capital resources available to develop talent within the organisational context.

Riccio (2010) emphasised the importance of addressing the exceptional features and development needs of high-potential employees through various techniques. The most common development techniques include, among others, personality and leadership skills assessment, coaching, mentoring and on-the-job exercises. To serve the purpose of this particular research study, the following talent development methods, techniques and initiatives are explained:

- *Career Pathing* - Career pathing is one of the most common talent development initiatives utilised in an academic institution. Career pathing also referred to as talent tracking provides a platform for employees to advance their careers within the organisational context (Charan, 2008; Smart, 2005).
- *Succession Planning* - Gay and Sims (2006) maintained that succession planning is a talent management strategy that ensures the planning of replacing current leadership positions in an organisation.
- *On the Job and off the job training* - McCauley and Hezlett (2001) point out that on- and off-the-job training includes courses and programmes that organisations use to develop employees that are required in an organisational context.
- *Action learning* - Action learning is a type of learning where employees are given experiential assignments or tasks to complete (Fulmer & Conger, 2004). It is important to note that most of today's learning sessions take place in work situations. Work assignments normally include forced assignments, challenging tasks, deployments and job transition (Maurer, 2002; Poell, Van Dam & de Berg, 2004).
- *Talent pools* - McKinsey and Company (2001) proposed that managers should play an important role in building and managing talent pool.
- *Coaching and Mentoring* - Mentoring is defined as a relationship that exists when a more experienced employee provides necessary advice and support to a junior or less experienced employee in a work environment (Steinmann, 2006). The relationship can thus be formal or informal or can even take many forms in the work context.

- *Individual development plans (IDPs)* - IDP is a process that helps employees to assess the skills that are required to support their career goals (Lee, 2007). The individual developmental plan is a hybrid between a learning contract, career planning form and performance contract.

(iv) Talent deployment

The aim of talent development is to ensure that new employees of the organisation become familiar with the organisation within a short space of time through a socialisation process. In this regard, a social mentor can be nominated who will then help the newly appointed employees to get to know the organisation better. The following steps can be followed to help newly appointed employees:

- Within the first or second month of employment, the newly appointed employee has to be boarded and oriented to the organisation.
- On-the-job training can take place through the use of experienced staff members of the organisation.
- Generic information about the organisation can be cascaded down to the employee including the vision and mission statement of the organisation.

(v) Performance management

Performance management is considered an important building block for the development and identification of talent. Continuous feedback and communication about performance is the catalyst for effective performance management. The following are recommended for effective performance management to take shape:

- Interpretation of the university's strategic objectives should be cascaded down to employees as this forms the integral component of performance areas.
- The performance management process should be a two-way communication platform where the line manager and the employee concerned should be involved and the line manager should not dictate all the time.
- Communication and regular feedback form the integral component of performance management.

- Performance evaluation should be done objectively between the employee and the line manager.
- Areas of employee weakness should be addressed by regular training until the expected performance is reached.

(vi) Talent retention

The retention of university employees is of serious concern mainly because a high labour turnover of these employees poses a major challenge to these institutions (Selesho & Naile, 2014). High labour turnover of academic staff in the university context has negative effects on university stakeholders who struggle to receive better services when positions are vacated and occupied by less experienced incumbents (Powell, 2010).

Netswera *et al.* (2005) reported that in order to promote staff retention in institutions of higher learning, the following elements should be considered for effective and efficient human resource management:

- Communicating how each employee contributes to the corporate vision and mission of the university
- Developing a climate of trust
- Improving the skills level of the managers who supervise professional staff
- Providing management training by emphasising development
- Clarifying the understanding of employees' needs and reinforcement of frequent communication
- Clarifying roles and responsibilities to accelerate contribution
- Investing and maintaining ongoing commitment by paying the best talent what they are worth considering their contribution to the organisation.

It is important to note that if talented staff are to be retained in the university community, adequate remuneration and opportunities to grow must be put in place.

7.4.2 Implementation of the integrated talent management strategy which is informed by the career stages

During the implementation phase of the integrated talent management strategy at SMU, university leadership and human resources executive should take cognisance of the unique needs and characteristics of employees in different career stages. The generational theory considers people who are in their early career stage as Generation Y, those in the middle as Generation X and those in their late-career stage as Baby Boomers. In the application of the dimensions of talent management, sensitivity should be considered the most because of the unique needs of the talent pool. The following is recommended:

Early career stage

- Provision of structured learning that needs in developing employees in the early career stage to be specialists
- Provision of basic management skills
- Provision of basic leadership skills
- Remuneration should be market-related to avoid turnover of this group
- Job design and job structuring

Mid-career stage

- Provision of advanced leadership skills
- Provision of advanced management skills
- Provision of executive development opportunities

Late career stage

- Ensure conference attendance for old academics
- Professional updates
- Utilise old and experienced staff as coaches and mentors
- Salary packages may be adjusted to allow savings towards retirement
- Allow flexible working hours
- Avoid long working hours

7.4.3 Implementers

Although the implementers of talent management framework for the private sector developed by van Zyl *et al.* (2017) looks like the one developed by the researcher, it differs in the sense that the key implementers of the integrated talent management strategy at SMU include the university leadership, human resources department and talented staff of the university as discussed below:

University Leadership: the leadership of the university should be responsible for developing strategic objectives which drive the entire university. The university leadership should, among others, delegate the responsibility of implementing talent management initiatives to the human resources department since there are experts in this particular department in as far as talent management is concerned.

Human Resources Department: The executive director of the human resources department as his/her team is responsible for developing the integrated talent management strategy in line with the university strategy and also guiding the university leadership in applying the tools, system and process of talent management. The human resources executive should thrive to lead the talent review meetings and ensure that audits are done in the university to drive the implementation of the integrated talent management strategy.

Talented employees: Talented employees are usually drawn from the university talent pool of employees. The talented employees should play an active role in acquiring skills, knowledge and experience to help in their career growth with the aim of assisting in the implementation of the integrated talent management strategy at SMU.

7.4.4 Best-practices enablers (tactics and practices)

Best-practices enablers are the ingredients that ensure the easy implementation of an integrated talent management strategy at SMU. The best-practices enablers include, among others, talent management communication strategies, internal university practices and information technology for talent management as discussed below:

Talent management communication strategies

The communication of talent management initiatives to all stakeholders has been considered to be important in an organisation. Communication of the talent management initiatives to various stakeholders is vital because it allows buy-in from line managers, employees and top management.

Since SMU operates in an open system, there should be both internal and external ways of communication. Examples of effective communication might include:

- The use of social media such as Facebook, Twitter and the university website about the university's mission and vision.
- The use of high-quality brochures in advertising the university
- Provide an opportunity for 360-degree feedback from stakeholders regarding the services rendered at SMU.
- Sharing of the university values, vision and mission statement to all relevant stakeholders.
- Partnering with employment agencies in search for talented employees.

Internal university practices

In order for the proper implementation of the integrated talent management strategy at SMU, internal university practices should be put in place. Some of the internal university practices include:

- Promotion of diversity
- Job design and restructuring
- Leadership practices
- Organisational culture and behaviours
- Wellness programs

Information technology for talent management

The use of technology in a modern-day organisation is a common phenomenon with regard to talent management, and SMU is no exception. Common methods that can be used include:

- E-recruitment
- E-learning
- Workforce profiling
- Competency matrix

7.4.5 Measurement of the effectiveness of the talent management practices, process and systems

The effectiveness of the talent management practices can be evaluated by a number of ways which include, among others; talent retention statistics, university overall performance, climate surveys and talent scorecard. Talent management should be evaluated at SMU just like any other strategic initiatives so that it brings the intended benefits to the operation of SMU. A number of suggestions have been recommended for the evaluation of the effectiveness of talent management practices as follows:

- Determine if the external environmental analysis inform the university strategy
- To check if the talent forecast is derived from the university requirements
- To determine if the university is implementing the dimensions of talent management
- To check if the implementers of talent management initiatives are providing enough support for the implementation of the integrated talent management strategy at SMU
- Are the talent enablers well-communicated by all stakeholders?
- Are all talent management initiatives well-aligned and coordinated?

It is imperative to note that the evaluation of the implementation of talent management initiatives is measured against some set criteria to determine its success.

7.5 Other significant findings

The findings from this study reveal that most of the talent management practices are poorly applied at SMU. Some key findings reveal that variables such as strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment and performance management are poorly applied at SMU and management should take serious action against this. The following discussion highlights some of the key findings of the study.

7.5.1 Significant differences between current application of talent management practices and the importance

The difference between the current application of talent management practices and the importance of these practices was determined through a gap analysis. It was noted in the analysis that there were huge gaps in some of the talent management practices such as strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment and performance management. A small gap of little significance was also reported for talent retention.

7.5.2 Relationship between talent management practices and demographic details of participants

In this particular study, a Multivariate Analysis of Variance was performed to determine if there was a relationship between talent management practices and demographic details of participants. A further post-hoc analysis was performed and it revealed that there were no significant differences for gender perceptions of the application of talent management practices.

In terms of age, the Wilks' Lambda for age shows that age differs significantly in terms of talent retention practices as participants from 31 to 40 years perceived that talent management practices were effectively applied at SMU compared with participants who fall in the age category between 41 to 50 years.

In relation to position within the organisation, the Wilks' Lambda for position within the organisation shows that position differs significantly in terms of talent acquisition. Senior managers perceive SMU as having good strategies in talent acquisition as compared to other positions.

In relation to job experience, the Wilks' Lambda for job experience shows that job experience differs significantly in terms of staffing. Participants with less than two years of work experience perceive SMU as being staffed at the right level compared with other employees in the organisation.

With regards to position educational qualification, the Wilks' Lambda for educational qualification shows that educational qualification differs significantly in terms of the talent review process. Participants with a Master's degree perceive SMU as having a good talent review process compared to other employees.

7.5.3 Perception of staff regarding the application of talent management practices at SMU

The findings of the study reveal that employees at SMU are generally dissatisfied with the way talent management practices are applied at their workplace. Areas that need serious attention include:

- Talent review process
- Talent engagement
- Talent development
- Performance management
- Talent retention

7.5.4 Poor application of talent management practices

Findings from this particular study reveal that there is a poor application of talent management practices at SMU, thereby compromising service delivery in the form of teaching and learning. Poor application of talent management practices has been reported in areas such as strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment and performance management.

The above finding is consistent with the findings of Barkhuizen and Schutte (2014) as it was reported that some dimensions of talent management practices that were poorly applied in institutions of higher learning included talent review process, talent retention, talent development and management commitment.

7.5.5 Perceived Challenges of implementing an integrated talent management strategy

This research reported a number of perceived challenges in the implementation of an integrated talent management strategy at SMU. The major challenges reported include, among others, budget, lack of management commitment and too much unionism in the organisation that result in employee resistance of some positive initiatives taken by top management of the institution.

In a research conducted by Koketso and Rust (2012), it was reported that the following reasons contribute to challenges experienced in implementing talent management initiatives in the public sector in the South African context:

Koketso and Rust (2012) reported that the retention of talented personnel is one of the challenges especially in areas of critical skills. This was evident in areas like engineering and information technology. It is important to note that the retention of talented academics and talented university personnel is difficult given the reason that their skills are highly sought in the job market (van Zyl *et al.*, 2017).

Van Zyl *et al.* (2017) further reported that unions and management are often seen at loggerheads in relation to issues of labour relations, including talent management. Koketso and Rust (2012) reported that unions and management normally do not agree on succession planning especially on nominating who amongst employees deserves to be promoted.

Literature also points out that the bureaucratic nature of the public service sector poses a great challenge if talent management is to be implemented within this sector as employees stick to the rule within the work context (Koketso & Rust, 2012).

Van Zyl *et al.* (2017) maintained that it is difficult to implement talent management initiatives when the workforce is aging and such issues like succession planning will have an impact on management. Koketso and Rust (2012) further highlighted that even young employees are affected in a way because they come with all the energy and new ideas but will eventually lose all that when they are not recognised. This research reported that the majority of employees at SMU are in their 40s and 50s

hence making the implementation of an integrated talent management strategy difficult.

In a study conducted by Koketso and Rust (2012) in Cape Town, it was reported that lack of performance incentives is one of the greatest challenges that undermine all efforts of implementing talent management initiatives. Koketso and Rust (2012) noted that affirmative action policies in the City of Cape Town overemphasise experience at the expense of qualification. This, as they report, poses a great challenge in trying to put talent management initiatives in place in the City of Cape Town. It was further reported that both experience and qualification should have the same weight and not allow one issue to be dominant.

Communication has also been reported as one of the challenges experienced in implementing an integrated talent management initiative. In a study conducted by Koketso and Rust (2012), it was reported that communication in form of giving employees regular feedback has been identified as one of the greatest challenges that affects the proper implementation of talent management in the City of Cape Town (Koketso & Rust, 2012). It was further reported that some employees go beyond the call of duty and even risk their lives but management does not seem to recognise these employees by giving them regular feedback.

Although a number of challenges have been reported in implementing an integrated talent management strategy and poor application of talent management practices at SMU, it is recommended that management should commit themselves in ensuring proper application of talent management practices by proper planning, setting teams that drive talent management initiatives and frequent communication is necessary. The following recommendations are made based on the study's findings.

7.6 Planning

The study findings of this research are consistent with the old adage that goes like “failing to plan is planning to fail” and as such this research recommends that for proper management of talent at SMU, planning should play a pivotal role to ensure efficient service delivery. It is vital to note that for proper planning to take place, SMU management should conduct an effective external environmental analysis where they should look at the current university ranking and come up with ways of improving. Also, management should consider the use of technology in service delivery at SMU to ensure its national and global competitiveness amongst other universities.

In the planning process, it is recommended that the university strategy should be considered by looking at the university mission, vision and values. In line with reaching the mission and vision of the university, emphasis should be put in ways of attracting many students and talented employees.

7.6.1 Setting talent management teams

The study recommends the setting of teams that will drive the talent management initiatives within the university. It is important to note that for effective talent management to take place it must start from the top of the organisation; as such, it should start from the office of the vice-chancellor. It is further recommended that the teams that drive the talent management initiatives should be drawn from various SMU departments.

The responsibility of setting the talent management teams rests with the following:

- Vice-Chancellor
- Human Resources Department
- Deputy Vice-Chancellor
- Deans
- Directors
- HoDs
- Departmental managers
- Talented staff

7.6.2 Frequent communication

The study further recommends that frequent communication regarding all efforts pertaining to talent management practices should be communicated to all relevant stakeholders both internally and externally. In order to communicate all talent management practices, talent management communication strategies in the form of branding the university, media publication and partnering with recruitment agencies serve as the nerve to market the university. Communication should frequently take place with the staff members of the university regarding talent management initiatives as well as external stakeholders like the community, civic society and the government.

7.6.3 Integrated talent management approaches

The study recommends an integrated talent management approach to attract and retain talented staff at SMU. It is vital to note that this integrated talent management strategy should take into account the diversity of employees and should be flexible to accommodate change since the higher education sector is ever-changing in South Africa. The current talent management practices at SMU requires an integrated approach where talent management teams will be set at SMU to drive talent management initiatives to ensure the attraction and retention of key personnel. This integrated talent management strategy should promote inclusivity since all employees at SMU are considered as vital assets of the university.

It is important to note that the integrated talent management strategy should focus on the methods of sourcing talented staff and the development of staff. It should also address the forecasting of skills within the university community to ensure the sustainability of the university in future.

7.7 Limitations of the study

The study was only conducted at SMU. Therefore, the experiences of staff at SMU might be very unique to the experiences of staff in other South African universities. As such, the generalisation of the research results is also difficult because South Africa has twenty-six public universities.

7.8 Recommendations for future research

The researcher recommends the following for future research projects:

Further research can be done in other institutions of higher learning in South Africa or beyond to provide other insights and perspectives on the topic. Since this study only focused on one tertiary institution in South Africa, the results cannot be generalised to other universities. Therefore, the researcher recommends that the inclusion of other universities in future research endeavours will help in the generalisation of the results.

Future research could focus on developing an integrated talent management strategy in a private university. Since the current study focuses on a public university, maybe the inclusion of a private university is recommended because it might give diverse views regarding talent management issues.

The current study brought to the fore the importance of integrating different pillars of talent management as well as integrating different employees in different career stages. For this reason, it is recommended that future research should focus on examining integrated talent management approaches and the associated impact on universities.

Since a gap was identified in the application of talent management initiatives, future research projects may perhaps interrogate the reasons why universities are lagging behind in the application of talent management practices.

Future research projects can develop models of talent management frameworks that can be used by universities in ensuring the proper running of the universities.

7.9 Conclusion

The study was aimed at developing an integrated talent management strategy at SMU and the recommendations based on the study findings as well as the integrated talent management strategy developed by the researcher could possibly make a significant contribution towards attracting and retaining key employees at SMU. This study highlighted a plethora of perceived challenges in implementing an integrated talent management strategy at SMU that need urgent attention in order to ensure optimal service at SMU. The proposed talent management strategy recommends that an integrated approach at SMU is critically vital to improving the attraction and retention of talented staff. Transformation of the education sector is highly needed and expected and therefore this study has made a positive contribution towards transforming universities into effective, efficient and innovative institutions of higher learning that strive to improve teaching and learning.

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ANNEXURES

ANNEXURE A: INFORMED CONSENT LETTER

Informed Consent Letter 3C

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP
DBA Research Project
Researcher: Owen Zivanai Mukwawaya (0784027765)
Supervisors: Prof Cecile Gerwel Proches (0312608318)
Prof Paul E Green (0842068767)
Research Office: Ms P Ximba (0312603587)**

Dear Respondent,

I, Owen Z Mukwawaya am a Doctor of Business Administration Degree student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: “*Developing an integrated talent management strategy at Sefako Makgatho Health Sciences University in Pretoria, South Africa*”. The aim of this study is to develop an integrated talent management strategy at Sefako Makgatho Health Sciences University.

Through your participation I hope to understand the possibility of developing an integrated talent management strategy at Sefako Makgatho Health Sciences University. The results of the interview and questionnaire were intended to contribute to the development of an integrated talent management strategy at Sefako Makgatho Health Sciences University.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview and questionnaire. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about participating in the interview or questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The interview may take about 45-60 minutes to an hour and the questionnaire about 10 to 15 minutes to complete. I hope you will take the time to participate.

Sincerely

Investigator's signature _____ Date _____

**ANNEXURE B: PARTICIPANT CONSENT FORM
UNIVERSITY OF KWAZULU-NATAL**

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

DBA Research Project

Researcher: Owen Zivanai Mukwawaya (0784027765)

Supervisor: Prof Cecile Gerwel Proches (0312608318)

Prof Paul E Green (0842068767)

Research Office: Ms P Ximba (0312603587)

CONSENT

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT

DATE

.....

This page is to be retained by the researcher

**ANNEXURE C: INTERVIEW QUESTIONS
UNIVERSITY OF KWAZULU-NATAL**

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

DBA Research Project

Researcher: Owen Zivanai Mukwawaya (0784027765)

Supervisor: Prof Cecile Gerwel Proches (0312608318)

Prof Paul E Green (0842068767)

Research Office: Ms P Ximba (0312603587)

**Developing an integrated talent management strategy for Sefako Makgatho
Health Sciences University, Pretoria**

Interview Questions

- In your own view, explain the major talent acquisition methods used at SMU.
- In your own view, explain the major talent retention strategies used at SMU.
- In your own understanding, explain the major perceived challenges that might be experienced in implementing an integrated talent management strategy at SMU.
- In your own view, how do you think perceived challenges associated in implementing talent management strategy can be addressed?
- In your view, what do you think makes a good integrated talent management strategy for all employees at SMU?
- In your understanding, what are the perceived benefits of an integrated talent management strategy at SMU?
- What are the other issues that need to be addressed in relation to staff to make SMU a better workplace?

ANNEXURE D: DBA SURVEY QUESTIONNAIRE

HUMAN CAPITAL INDEX OF 45 TALENT PRACTICES QUESTIONNAIRE

PURPOSE

The purpose of this questionnaire is to give you a chance to tell how you feel about talent management practices at Sefako Makgatho Health Sciences University.

Your cooperation in completing this questionnaire is highly appreciated. You will not be remunerated in any way for participating in the study. Please be frank and honest. Give a true picture of your feelings.

CONFIDENTIALITY

Information from this study will be kept confidential and will only be used for the purposes of completing a Doctor of Business Administration Degree with a title: **Developing an integrated talent management strategy for Sefako Makgatho Health Sciences University, Pretoria**. Results from this study will be made available to all interested stakeholders.

INSTRUCTIONS

This questionnaire consists of two sections. Section A, you must tell us about yourself without revealing your identity. Section B has questions that elicit talent management practices at Sefako Makgatho Health Sciences University.

		SECTION A: DEMOGRAPHIC INFORMATION				
		<i>Please mark the appropriate answer with an X</i>				
Gender	Male			Female		
Age Category	30 years and below	31 to 40 years	41 to 50 years	51 to 60 years and above		
Race	Black African	White	Indian	Coloured	Asian	
Marital Status	Single	Married	Divorced	Widowed	Remarried	
Position within the Organisation	Academic J. Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> S. Lecturer <input type="checkbox"/> Ass Prof <input type="checkbox"/> F. Professor <input type="checkbox"/>			Support G. worker <input type="checkbox"/> <input type="checkbox"/> Supervisor <input type="checkbox"/> <input type="checkbox"/> Manager <input type="checkbox"/> <input type="checkbox"/>		Administration Administrator <input type="checkbox"/> Low Management <input type="checkbox"/> Middle Management <input type="checkbox"/> Senior Management <input type="checkbox"/>
Job Experience in the current Organisation	Less than 2 years	2 to 5 years	6 to 10 years	11 to 15 years	16 years and above	
Educational Qualification	Certificate or Matric	Diploma	Bachelor's Degree	Honours	Master's Degree	PhD

SECTION B: TALENT MANAGEMENT PRACTICES

Decide how you feel about the following statements: indicate your response with an X

- ✓ If you feel that the statement is much more than you expected in relation to talent practices at your workplace, then mark **Excellent**
- ✓ If you feel that the statement is less than expected with the statement in relation to talent practices at your workplace then mark, **Poor**
- ✓ If you feel that the statement is much more than expected in relation to talent practices at your workplace then mark, **Critical**
- ✓ If you feel that the statement is much less than expected in relation to talent practices at your workplace then mark, **Not**

Section B: Talent Practices

	Current Status					Importance				
	1 Poor Good	2 Fair Excellent	3 Average	4	5	1 Not High	2 Low Critical	3 Medium	4	5
Strategy										
1. The organisation's business strategy and human capital strategy are aligned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The organisation's reward and recognition programs are aligned with strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The organisation is very good at implementing and executing strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strategic goals are effectively communicated to all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The company's mission and values recognise the importance of talent to achieving business objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent Review Process										
1. The organisation knows who the best performers are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Talent is segmented based on performance, value and potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rewards and opportunities are provided to talent based on their contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Succession plans provide for two qualified candidates for key positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The majority of talent is developed internally as opposed to externally hired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Average	Good	Excellent	Not High	Low	Medium	Critical	
Staffing										
1. The organisation is staffed at the right levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The compensation levels are competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company's workforce is diverse and includes people from different backgrounds, perspectives and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Diversity is properly represented in senior management and executive levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "All Jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent Acquisition										
1. The organisation can attract top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Employment Brand is strong and compelling among prospective employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Newly hired employees get off to a fast and productive start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Internal employee referral programs are widely used to bring in new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The hiring process is efficient, effective and focuses on "quality of hire"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Ave	Good		Not High	Low	Medium	Critical	
Talent Engagement										
1. The majority of employees are fully engaged and committed to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engagement levels are tracked across different talent levels, jobs, departments and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company is featured on "Best Places to Work" lists that are highly respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Innovative products and services are being developed in the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The organisation participates in activities that are vital to the community and the well-being of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent Development										
1. Top performers are challenged to improve skills and take the next steps in their careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Coaching, mentoring and challenging assignments are primary development approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication to employees is frequent, meaningful and two-way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Individual development plans are in place for all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managers are held accountable for the development of their employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1 Poor Good	2 Fair	3 Average	4 Excellent	5	1 Not High	2 Low Critical	3 Medium	4	5
Talent Deployment										
1. The best people are focused on the most important jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a strong match between an employee's competencies and job requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Employees are given the opportunity to do what they do best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Technology is used to assist in the effective deployment of talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The transition from job to job within a company go smoothly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance Management										
1. There is a "line of sight" between employees jobs and the company's strategic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Coaching and feedback discussions with managers are on-going, frequent and candid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company provide a range of interesting and challenging assignments, jobs, rotations and team activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Top performers are paid more for the value they provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Non-financial rewards are effectively used to reinforce excellent performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Average	Good	Excellent	Not High	Low	Medium	Critical	
Talent Retention										
1. The organisation can retain our best performers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Turnover is tracked across divisions, locations, talent levels and managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The reasons people leave, especially top performers, are recorded and addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Managers hold retention conversations with employees frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managers are held accountable for losing top performers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEXURE E: PERMISSION TO USE HCI QUESTIONNAIRE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

**Department Human Resource Management
Economic and Management Sciences**

15 February 2018

Dear Owen Z Mukwawaya

PERMISSION TO USE THE TALENT MANAGEMENT QUESTIONNAIRE

The above matter as well as your email dated 9 February 2018 refers.

I confirm that I do give permission to use the adapted HCI assessment of Talent Practices Questionnaire for the research entitled "Towards developing an integrated talent management strategy for Sefako Makgatho Health Sciences University".

Please do not hesitate to contact me, should you need any clarification.

Sincerely,



Prof Karel Stanz

**Lecturer Talent Management
Dept Human Resource Management**

Seconded Project Coordinator: Insourcing
Office of the Vice Principal
University of Pretoria/Universiteit van Pretoria
Lynnwood Road, Pretoria 0002 South Africa
Former HOD: Human Resource Management
Pass President and Lifetime Honorary Member: Society for Industrial and Organisational Psychology of South Africa (SIOPSA)
Founding Exco: Africa Academy of Management
Editor in Chief: South African Journal of Human Resource Management

ANNEXURE F: PERMISSION TO CONDUCT STUDY AT SMU



SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY

**Research & Postgraduate Studies Directorate
Sefako Makgatho University Research Ethics Committee (SMUREC)**

Mr OZ Mukwawaya
Sefako Makgatho Health Sciences University
PO Box 182
MEDUNSA
0204

Dear Mr Mukwawaya

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SEFAKO MAKGATHO HEALTH SCIENCES (SMU)

SMUREC NOTED your e-mail requesting a letter of approval to conduct a study at Sefako Makgatho Health Sciences University (SMU).

Study Title: Towards developing an integrated talent management strategy for Sefako Makgatho Health Sciences University

Researcher: Mr OZ Mukwawaya
University: University of KwaZulu-Natal
Graduate School of Business and Leadership

Supervisor: Dr C Proches
Prof PE Green

Degree: Doctor of Business Administration

SMUREC **GRANTED** the researcher permission to conduct the above mentioned study at Sefako Makgatho Health Sciences University

Yours

PROF. DANIEL
DEPUTY CHAIRPERSON SMUREC



SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY
SMU Research Ethics Committee
Chairperson

Date: 02/02/2018 02 February 2018

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ANNEXURE G: EDITORIAL CERTIFICATE



Author: Owen Zivanai Mukwawaya

Document title: Towards Developing an Integrated Talent Management Strategy for Sefako
Makgatho Health Sciences University

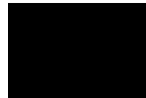
Date issued: 24/01/2020

SUPREME EDITOR

This document certifies that the above manuscript was proofread and edited by
Dr Gift Mheta (PhD, Linguistics).

The document was edited for proper English language, grammar, punctuation, spelling and overall style. The editor endeavoured to ensure that the author's intended meaning was not altered during the review. All amendments were tracked with the Microsoft Word "Track Changes" feature. Therefore, the authors had the option to reject or accept each change individually.

Kind regards



Dr Gift Mheta (Cell: 073 954 8913)



SUPREME EDITOR

ANNEXURE H: ETHICAL CLEARANCE CERTIFICATE



8 March 2018

Mr Owewn Zivanai Mukwawaya 217036056
Graduate School of Business and Leadership
Westville Campus

Dear Mr Mukwawaya

Protocol reference number: HSS/0154/018D

Project title: Towards developing an integrated talent management strategy for Sefako Makgatho Health Sciences University

Full Approval – Expedited Application

In response to your application received on 20 February 2018, 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 discipline/department for a period of 5 years.

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

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

Yours faithfully

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

/pm

cc Supervisor: Dr Cecile Gerwel Proches & Prof Paul E Green
cc Academic Leader Research: Dr M Hoque
cc. School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville