Evaluating the Effectiveness of Talent Management Strategies in Rural Municipalities in the Eastern Cape

by

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I, Owethu Krexe 210150106, hereby declare that the thesis for Masters in Business Administration is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

Owethu Krexe

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ABSTRACT

South Africa has three spheres of government, of which all are battling with the delivery of services to the population due to a number of challenges (Koketso and Rust, 2012). The local sphere of government was established in 1996 by the constitution of South Africa, for promoting social and economic development at municipal-based jurisdictions (Valeta and Walton, 2008).

Pillay, Subban and Qwabe (2008) state that the South African public service lacks the skills required to perform their duties effectively and this is a key restraint. To emphasise this lack of skills, in an earlier study Meyer and Babb (2005) stated that management in the public sector is faced with a challenge of attracting employees with suitable skills for the job.

Therefore, talent management has been identified as one of the strategies rural municipalities can use to improve performance. For this study, talent management is defined as a strategic process of attracting, recruiting, developing and retaining individuals who have the capability to make a significant difference to the current and future performance of the institution.

The primary objective of the study was to evaluate the effectiveness of current talent management strategies used by rural municipalities and to provide these municipalities with a talent management model that can be of benefit to these institutions. This study analysed whether rural municipalities have talent management strategies and how effective those strategies were, by evaluating their current ways of attracting, developing and retaining their talent.

A structured questionnaire was used as the measuring instrument. The study concluded by providing a talent model that could be used by rural municipalities.
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CHAPTER 1

1.1 INTRODUCTION

South Africa has three spheres of government, of which all are battling with the delivery of services to the population due to a number of challenges (Koketso and Rust, 2012). The local sphere of government was established in 1996 by the constitution of South Africa, for promoting social and economic development at municipal-based jurisdictions (Valeta and Walton, 2008).

One of the core challenges for the local sphere of government is the public’s perception that the public sector is inefficient. In support of this opinion Pillay, Subban and Qwabe (2008) state that the South African public service lacks the skills required to perform their duties effectively and this is a key restraint. To emphasise this lack of skills, Meyer and Babb (2005) state in an earlier study that management in the public sector is faced with a challenge of attracting employees with suitable skills for the job.

Based on the above it is evident that municipalities need to attract and place the right people into the right jobs. However, the intense competition for talent between the public and private sector has led to public sector employees leaving the public sector to join private institutions which provide jobs that are of interest to these people (Kahn and Louw, 2010). Therefore, attracting and placing the right people into the right jobs is not sufficient to retain these employees.

Human capital is a key restraint in service delivery. This study will investigate the effectiveness of talent management strategies in rural municipalities, by identifying deficiencies in these strategies and consequently producing a talent management model that can be used by these municipalities.

1.2 PROBLEM STATEMENT

Recently the public sector has been under severe criticism for its lack of service delivery. Citizens are under the impression that the public sector is inefficient in
providing basic services. According to Kahn and Louw (2010) poor service delivery is not due to the inefficiency of the public service, but in most instances competent and qualified people are not appointed to relevant positions due to political appointments and nepotism, while competent employees are leaving the public service.

This study will seek to analyse whether rural municipalities have talent management strategies and how effective these strategies are, by evaluating their current ways of attracting, developing and retaining their talent. This will then assist managers in public institutions that are faced with the reality of skills shortage, as they need to attract, recruit, develop and retain talent.

Public institutions need to attract, develop and retain talented employees to ensure a skilled workforce that will improve service delivery. Municipalities have guidelines on how to improve service delivery. As stated in the white paper on local government, municipalities need to build on existing capacity (Department of Local Government, 1998). It has been suggested that public institutions will continue to lose key personnel to the private sector, which then leaves these public institutions with high costs of replacing these employees (Vermeulen, 2008).

This leads to the following main problem:

Are the current talent management strategies used by rural municipalities effective?

1.3 Subproblems

To solve the main research problem the following subproblems have been identified:

Subproblem one

What is talent management?

Subproblem two

Why is talent management important in rural municipalities?
Subproblem three

Which factors affect the implementation of talent management in rural municipalities?

Subproblem four

What is the role of employee value proposition in retaining talented employees?

1.4 DEMARCATION OF THE STUDY

Demarcating the research serves the purpose of making the research topic more manageable from a research point of view. The omission of certain topics does not imply that there is no need to research them.

1.4.1 Organisational demarcation

The empirical component of this study was limited to rural municipalities in the Eastern Cape and specifically those in the OR Tambo region.

1.4.2 Target group demarcation

The study targeted the middle managers and senior managers of the selected organisations.

1.4.3 Scope of study

The study was limited to examining talent management and the variables that encompass talent management which include the following:

- Talent attraction and recruitment;
- Training and development;
- Talent retention.

In addition, the impact of leadership on talent management was examined.
1.5 Objectives of the research

1.5.1 Primary objective

The primary objective of the study was to evaluate the effectiveness of current talent management strategies used by rural municipalities and providing these municipalities with a talent management model that can be of benefit to these institutions.

1.5.2 Secondary objectives

To achieve the above primary objective the following secondary objectives were looked at:

- Definition of talent management and the variables that encompass talent management.
- Discussion of the importance of talent management in rural municipalities.
- Factors that affect the implementation of a talent management strategy were discussed.
- The role of employee value proposition in retaining talented employees was investigated.

1.5.3 Research design objectives

To achieve the primary and secondary objectives the following research design objectives were pursued in the study.

- Secondary literature was reviewed to be able to explain and understand the variables under review.
- A measuring instrument was designed, namely a questionnaire.
- The study was piloted at OR Tambo District municipality by giving 5 respondents the questionnaire to read, to test for reliability and errors. Necessary corrections to the questionnaire were then made.
- A questionnaire was used as the main source of data collection.
- Data was captured on MS Excel.
- Data was analysed using Statistica Version 10.
- Results were recorded.
The results were interpreted followed by conclusions and recommendations for management.

1.6 Methodology of the study

1.6.1 The research paradigm

Collis and Hussey (2009) define a research paradigm as a philosophical framework that guides how scientific research should be conducted. The two research paradigms are referred to as the positivist and phenomenological paradigms (Saunders, Lewis and Thornhill, 1997).

Quantitative research, also referred to as positivist research, is an objective approach that includes collecting and analysing numerical data and applying statistical tests (Collis and Hussey, 2009). The sample used to test the relationships is large to be able to generalise the results. Quantitative research is carried out to test relationships between the independent and dependent variable and is done by using questionnaires (Pellisier, 2007). Positivist research normally uses quantitative data and it employs controls to allow the testing of hypotheses (Saunders et al., 1997). Collis and Hussey (2009) further explain positivism as being strengthened by the belief that reality is independent of us and its goal is the discovery of theories, based on empirical research (observation and experiment).

Phenomenological research is subjective because it is based on the way people experience a social phenomenon in the world they live in (Saunders et al., 1997). The researcher attempts to understand what is happening and why it is happening. Furthermore, the researcher uses in depth one on one interviews and focus groups to gather information (Pellisier, 2007). In this research paradigm a small sample is used to understand the phenomena (Collis and Hussey, 2009). The purpose of this study was to improve the performance of human capital by investigating talent management strategies that could be used by rural municipalities.
1.6.2 The sample

A sample is a subset of the population with some, but not all the elements of the population forming the sample (Sekaran, 2000). Careful consideration has to be taken when selecting a sample as the results of any research depend largely on the sample data. The larger the sample the more representative it is in terms of the population it tries to emulate (Pellisier 2007).

Selecting a sample is a fundamental element of a positivist or quantitative study. The target respondents are senior managers, which are referred to as section 57 managers and middle managers in four rural municipalities in the Eastern Cape. This is based on the premise that section managers and middle managers are the key decision makers in municipalities. Thus, they would play a key role in driving talent management, as they also know the skills requirements in their respective departments.

A structured questionnaire was distributed on hard copy to all the participants. Anonymity and confidentiality were strictly guaranteed. Questions on this questionnaire were anchored on a Likert scale and dichotomous questions were used.

A convenience sample was used to select a sample of 100 respondents. These respondents were made up of the senior managers, the Section 57 managers and middle managers in municipalities. To ensure that the population was fully represented; questionnaires were directed to the envisaged sample and follow-ups were done to ensure that they reached the target audience.

1.6.3 The measuring instrument

A self-constructed questionnaire was used and the first section of the questionnaire focused on gathering demographic information about the respondent and his or her organisation. This information was used to identify the relationship between the nature of the organisation and the responses in the balanced scorecard.
Based on the literature review and in an attempt to answer the research question the following variables were measured in rural municipalities:

- Talent management
- Recruitment and selection
- Talent retention
- Attracting talent
- Training and development
- Who is talent managed

The above-mentioned variables were measured on a scale rating. According to Collis and Hussey (2009), a Likert scale is the most frequently used measuring scale. A five-point Likert scale was used ranking from one to five, where one represents “strongly disagree” and five “strongly agree”. Factual questions that seek an opinion of the respondent had “yes” or “no” options since this is regarded as the simplest form to obtain answers (Collis and Hussey, 2009).

Data collected using this measuring instrument was captured on Microsoft Excel. The data was then analysed using a statistics programme namely Statistica Version 10. The results were then interpreted and conclusions and recommendations were made to management.

1.7 OUTLINE OF THE CHAPTERS

The study is divided into the following chapters:

Chapter 1 outlined the scope of the study, the problem statement, the objective of the study and the research methodology which was briefly discussed.

In Chapter 2 a literature review was conducted on talent management, leadership, training and development, employee retention and recruitment and selection.

Chapter 3 discussed the research methodology of the study.

In Chapter 4 empirical results were interpreted.
Chapter 5 reported the findings and then made conclusions and recommendations for management.

1.8 CONCLUDING REMARKS

In this chapter the objectives of the study and the problem statement were introduced as well as the outline of the study. A theoretical overview of talent management will be discussed in the next chapter.
Chapter 2

2.1 Introduction

In the previous chapter the objectives of the study, the problem statement and the outline of the study were done. In this chapter a theoretical overview of talent management will be provided to obtain a clear understanding of talent management and the variables that encompass talent management.

Vermeulen (2007) believes that the public sector institution’s strength lies in its human capital and therefore it is vital to coordinate human action for public interest, as well as to ensure optimal institutional effectiveness. Olaniyan and Ojo (2008) concur with this view as they state that both public and private organisations depend on the expertise of their employees to compete satisfactorily and indeed gain the competitive advantage. It is therefore important for public entities to source and retain the best available talent to attain their respective goals.

Through a preliminary literature review talent management has been identified as one of the key strategies to improve the performance of organisations by making sure that public institutions have the right personnel to provide basic services as efficiently as possible. The chapter begins with the definition of talent management and the variables that comprise talent management, and concludes by identifying why talent management is important for public institutions.

2.2 Talent management defined

Lewis and Heckman (2006) assert that it is difficult to identify the precise meaning of talent management because of the confusion regarding definitions and terms and the many assumptions made by authors who write about talent management. For this reason, this study will explore the different definitions of talent management to obtain an understanding of talent management and compile a definition for this study. However, the study will first look at the definition of the term talent.
Tansley et al. (2007) cited by Tansley (2011) state that even though there has been substantial research undertaken on talent management by authors such as Howe (1998), Lewis and Heckman (2006), Sumardi and Othman (2009); Scullion et al. (2010) and Hoglund (2012), researchers are rarely precise about what they mean by the term “talent” in organisations and the implications of defining talent for talent management practice. Furthermore, in highlighting the importance of defining the term talent, Tansley (2011) states that a working definition of talent is important for robust talent management policies and practices that are shared across the organisation and vital for the employee development specialist designing development interventions. The next section of the study will focus on attaining a definition of the term talent.

2.2.1 Meaning of the term “talent” in talent management

The word “talent” is thousands of years old and lexicologists have identified how the term has varied greatly with time, people and locality (Tansley, 2011). This word formerly referred to a unit of mass or currency and was used especially by the ancient Romans and Greeks (Concise Oxford Dictionary, 2013). This meaning changed to refer to people possessing natural aptitude or skill with those seen as talented being able to demonstrate outstanding accomplishments in the mental and physical domain (Tansley, 2011).

However, contemporary dictionaries define talent in different ways, but indicate a common meaning that focuses on a person’s ability. The Longman Dictionary of contemporary English (2009) defines talent as “a natural ability to do something well”, while the Concise Oxford Dictionary (2013) defines talent as “people possessing natural aptitude or skill”.

According to Tansley (2011) there are different ways in which talent may be defined within a particular organisation. The definition is highly influenced by the type of industry and the nature of its work. Factors to be considered include, but are not limited to, a person’s behavioural aspects, skills, knowledge, competencies and cognitive ability. For this reason, this study will seek to define what talent means for public institutions.
Boudreau and Ramstad (2007) define talent as the resource that includes the potential and realised capacities of individuals and groups and how they are organised, including those within the organisation and those who might join the organisation. Another definition of talent by Morton (2005) is “Talent equals individuals who have the capability to make a significant difference to the current and future performance of the company and the integration of categories of initiatives with each other”.

Furthermore, Chuai et al. (2008) identify two definitions of talent that are relevant to this study. They define talent as key employees with distinguished performance and competence. They further state that another definition of talent is all employees who meet their job requirements. The latter definition may be contrary to a study done by Collings and Mellahi (2009) as they argue that it is neither desirable nor appropriate to fill all positions within the organisation with top performers, because it would result in an over investment in non-pivotal roles in the organisation. Talented individuals are seen to be optimistic of their organisation.

A person’s talent is made up of four elements, which interact and influence one another in an infinite number of combinations (Joubert, 2007). These elements are potency, truest interest (passion), alpha skill intelligence and virtue intelligence.

**Truest interest** refers to a person having enough creative flair to create new realities and experiences and thus new knowledge.

**Potency** relates to a person’s power, influence and capability to achieve results. This is a behavioural aspect such as having a can-do attitude (Tansley, 2011).

**Alpha skill intelligence** implies the mental, physical learning and performance abilities to compete, conquer and survive. In addition, an integral part in a person’s talent, irrelevant of the job role, is having diversity of thought and a particular state of mind that matches organisational requirements (Tansley, 2011).

**Virtue intelligence** suggests moral excellence and integrity (Dijk, 2008). Based on this description of a person’s talent it is evident that public institutions need such people as
there has been an outcry about the lack of service delivery and corruption within this sector.

Using the elements that make up a person’s talent, an organisation can create a talent specification for a position to be able to deploy people in the appropriate jobs. This talent specification can be used as a source for selecting, comparing and ranking talent.

Having reviewed the relevant literature on the definition of talent, the working definition of talent for this study are those employees with distinguished performance and competence within an organisation. These employees may not occupy key positions, which is not an ideal situation, as it is important for organisations to have the best performing employees in key positions.

### 2.2.2 Talent management

Talent management is the sourcing, screening, selection, onboarding, retention, development, deployment and renewal of the workforce with analysis and planning as the adhesive, overarching ingredient according to Shweyer as cited by Brewster, Carey, Holland and Warnich (2008). Oosthuizen and Nienaber (2010) support this definition as they define talent management as an integrated system of recruitment, development and retention of the required human capital at all organisational levels. The two definitions show talent management as a process, with no results being envisioned. This has led to a further interrogation of literature to find other definitions of talent management.

Vermeulen (2007) further defines talent management as “a strategic integrated approach to managing human capital throughout the career cycle: attracting, retaining, developing and transitioning the organisations human assets”. Newhouse, Lewis and Jones (2004), however, refer to talent management as strategic talent management, which ensures that a sufficient supply of talent is available across the organisation to achieve competitive advantage, enhanced corporate performance, and maximising the productivity of an organisation’s talent pool. This is because an organisation’s workforce
is its most important enabling resource. The definitions of talent management provided by the above mentioned authors view talent management as an output and a decision.

Furthermore, Joubert (2007) defines talent management as a virtue that enables and empowers people to induce and gain personal mastery in the positions that nourish their truest interest and feeling of personal interest. This definition is not contrary to the above definitions, but it enforces the need to attract, deploy and retain the right people in suitable positions.

For the purpose of this study, talent management is defined as a strategic process of attracting, recruiting, developing and retaining individuals who have the capability to make a significant difference to the current and future performance of the institution. It is important for public institutions to address the needs of talent at all levels of the organisation (Meyer and Cillie-Schmidt, 2009). This facilitates the creation of a pool of talent that can be used to fill vacancies at all levels within the organisation. The success of talent management depends on the support from all stakeholders of an organisation and should not only be left to the human resource department. In an earlier study, Vermeulen (2008) states that the secret to a successful talent management programme lies within the communication and collaboration among all departments and managers, driven and supported by senior managers. This allows institutions to fit jobs to people as employees with potential can be identified from any department and be placed in the department to fit his or her expertise.

Having defined talent management in general and concluded with defining talent management for the purpose of this study, four variables that encompass talent management have been identified. These variables are attracting, recruiting, developing and retaining talent. The study will first attempt to answer the question of whether organisations should implement talent management strategies for all its employees or positions, which may be regarded as key positions.
2.2.2 Creating a talent pool

According to Berger (2004) cited by Chuai, Preece, and Iles (2008) employees should be distinguished from each other in terms of their performance, potential and core competencies. Non-performers should not be treated in the same way as people who perform. By recognising performance and discouraging none-performance the motivation of the workforce will be improved.

Collings and Mellahi (2009) argue that before an organisation identifies individuals to apply talent management strategies to, it should rather identify key positions within the organisation that differentially contribute to the organisation’s sustainable competitive advantage. Becker, Beatty and Huselid (2005) state that a better approach to talent management is to first identify strategically critical jobs and then invest proportionately to ensure that the right people doing the right things are in those positions. Coulson-Thomas (2012) supports the notion of identifying key positions as he further states that focusing on particular jobs and tasks makes it easier to identify high performers. This study agrees with this view in that organisations should first identify key positions, and then identify individuals that would be talent managed.

In the case of public institutions, key positions are positions that significantly contribute to the delivery of basic services to the community. Once these positions have been identified, an organisation can develop a talent pool to fill them. A disadvantage to identifying key positions is the assumption that organisations’ objectives will not change, but this inherent risk is not significant for public institutions, as their objectives or roles will not change in the medium to long term.

The traditional human resource activities will ensure that those employees not in key positions are not neglected, because according to Human Research Management (HRM) all employees are treated in the same way.

Based on the definition of talent, it is evident that not every employee within the organisation can or must be talent managed. Furthermore, if the talent management system is applied to all employees, it is difficult to differentiate talent management from conventional human resource management (Collings and Mellahi, 2009). The aim of
this study is to evaluate the effectiveness of talent management strategies within the public sector. As proposed by Collings and Mellahi (2009) this study will apply talent management systems on selected individuals to differentiate talent management from conventional human resources.

Uren (2011) suggests that organisations should use a talent grid to identify and segment talent. Furthermore, Uren (2011) argues that this talent grid action encourages a wider, deeper conversation about who should be in the talent pool and it helps organisations to think through the actions they need to take to engage and develop their most valued individuals. In using the talent grid action, public institutions will be able to identify those persons who should be in their talent pool. These individuals will then be used to fill the pivotal positions within the organisation.

This talent grid action will further be used in grouping talented individuals to create an employee value proposition specific for talented individuals. The value proposition for employees that are not talent managed will be the role of the human resource department. This further illustrates that individual employees are different and require different approaches to engage them. An employee value proposition will be discussed in detail at a later stage in the study.

Differentiation between employees using the talent grid action will be as follows:

**Thriving leaders**: meet the leadership criteria of the organisation, but may need to improve some aspects before they can be promoted into senior positions.

**Key contributors** are individuals who have not yet met the value generating status but still make a key contribution and they need to be developed steadily to realise their full potential.

**Potential top leaders** are individuals with leadership talent who are ready for new challenges. Furthermore, these individuals have the ambition and ability to fill the most senior positions. Because of their ambitions they will look for positions elsewhere if no senior positions are available within the organisation.
**Major value generators** make up the core of an organisation’s workforce and contribute to the realisation of the company’s goals and objectives.

**New appointees** are persons who have just joined the organisation, thus their assessment may be difficult. The organisation needs to develop these individuals to get the best out of them.

**Job masters** are people who excel in a specific job and may be very difficult to replace. The organisation needs to retain such individuals and ensure that they continue to develop talent to fill these positions.

**Underperformers and underachievers** are individuals who are not performing to the best of their ability and they need to be assessed to determine what the cause of their lack of performance is. Once the reason for their underperformance has been determined, the necessary steps should be taken to rectify the problem. Figure 2.1 is a diagrammatic representation of the talent grid action.

Figure 2.1 Talent Grid Action (Uren, 2011)
2.2.3 Usefulness of the Talent Grid Action

As stated by Uren (2011) the talent grid action will be used to identify and segregate talent. Furthermore, Deloitte Development LLC (2012) states that the talent grid action is also used to evaluate and plot a company’s talent pool, based on two factors, which most commonly are performance and potential. It is useful in that once talent has been identified it can be grouped in an attempt to ensure that the necessary resources are allocated to individuals. Furthermore using this talent grid action ensures transparency in that individuals are grouped according to their abilities and within that category there
are actions that need to be followed. This also ensures that talent is not misplaced or wrongly allocated to a specific talent programme.

In conclusion, talent management systems should be implemented on high potential and high performing employees as this will contribute to the best utilisation of the organisation's resources (Collings and Mellahi, 2009). The following section of the study will focus on the variables that encompass talent management. In addition, the study will clarify how organisations attract talent, how this talent is recruited, what organisations must do to retain talent and lastly how talent is developed.

2.3 Attracting talent

This section of the study explains what public institutions should do to attract the best available talent in the market. Kahn and Louw (2010) state that talent generates high performance, which in turn attracts new talent. This means that high performing organisations are considered attractive to work for by current and prospective employees.

In addition to being a high performing organisation, the public organisation has to build a positive image that conforms to the business strategy and culture of the organisation to attract the right talent (Thite, 2004). Furthermore, Thite (2004) states that it is not a glossy advertisement or the wording of the advertisement that attracts potential employees. Instead, they are interested in knowing clearly, where the company stands on aspects such as training, opportunities to work on challenging assignments, balanced work-life, criteria for judging performance and the basis for a range of monetary and non-monetary rewards. This information can be obtained from current employees of the organisation. The previous statement asserts the belief that the current employees of an organisation can contribute to the identity of the organisation.

Managers need to construct strategies on how to attract the right people to work for their organisation. These strategies should be able to provide the company with an idea of what type of person they want to attract. The employees who are already within the
organisation create the identity, character and personality of an organisation. It is important therefore for public institutions to create an employer brand.

2.3.1 Employer branding

Sullivan (2010) defines employer branding as a strategic practice that involves managing the perception of the organisation among targeted talent populations to attract top talent and foster the engagement of existing top talent. In addition, Wilden, Gudergan and Lings (2010) define employer branding as the package of psychological, economic and functional benefits that potential employees associate with employment within a particular company. Furthermore, Sokro (2012) states that an employer brand gives everyone in the organisation a handle on what they are, and everyone interested in joining the organisation a clear picture of what to expect. Therefore managers can use employer branding as a shade under which they can channel different employee recruitment and retention activities into a coordinated human resource strategy (Sokro, 2012).

The aim of a brand image is to position the company as an employer of choice. Factors identified by Sokro (2012) that contribute to being an employer of choice are the provision of a reasonable degree of security; enhanced future employability because of the reputation of the organisation as one that employs and develops high quality people, as well as the learning opportunities it provides; employment conditions that satisfy work-life balance needs; a reward system that recognises and values contributions and provides competitive pay and benefits; interesting and rewarding work; and opportunities for learning, development and career progression.

It is imperative for public institutions to understand what prospective employees are looking for and to map what they can provide to them (Gray, 2009). Public institutions create a brand by having adequate policies, values that current employees espouse to, and proper systems in place (Wilden et al., 2010). Systems and policies should not just be in place, but should be used as a guideline for executing duties.
In addition to the brand image that has to be created, public organisations should develop a number of value propositions for future and current employees. This is needed because an employee value proposition shows how well the organisation fulfils the employees’ needs, expectations and aspirations (Brewster, Carey, Holland, & Warnich, 2008).

This leads to a further discussion of employee value proposition, as it is evident to play a critical role in attracting future employees and retaining those who are already within the organisation.

### 2.3.2 Employee value proposition (EVP)

An employee value proposition (EVP) can be defined as a set of attributes that the labour market and employees perceive as the value they gain through employment in an organisation (Vermeulen, A Quest for the best: Talent management as strategic priority, 2008). Furthermore Brewster et al. (2008) state that an employee value proposition is everything an employee experiences within an organisation, including both intrinsic and extrinsic satisfaction, values, ethics and culture. Public sector institutions must learn from institutions that have had success in creating an employee value proposition to determine which factors to include in an employee value proposition (Vermeulen, A Quest for the best: Talent management as strategic priority, 2008).

A good employee value proposition contains elements that appeal to different groups of employees from different cultures, age groups and functions (TalentSmoothie, 2012). It is essential for organisations not to create a one size fits all EVP as employees have different needs. It is not possible for an organisation to create an EVP for each individual within an organisation, but they can combine the needs of key segments of the workforce to form a universal brand, which is then communicated through the best channel for each segment (TalentSmoothie, 2012). By using the talent grid action mentioned earlier in the study, public institutions can group their employees to construct an employee value proposition.
The following is a diagrammatic representation of the key elements of an employee value preposition as shown by Brewster et al. (2008).

Figure 2.2 (Adapted from Brewster et al., 2008)

Four key factors that employee value proposition focuses on that have been identified by authors Gakovik and Yardley (2007:204), Messmer (2006:13), Scle (2005:3) and cited by Vermeulen (2008) are reward and recognition, career and development, work environment and work-life balance. In an earlier study Frank and Lewis (2002) identified work that is challenging, opportunities for advancement, financial rewards and good
working conditions, as some of the elements that have been identified to attract employees to public institutions.

The employee value proposition model proposed by Brewster et al. (2008) is useful for both public and private sector organisations as it covers both intangible and tangible employee needs. Furthermore, this model clearly demonstrates what an organisation has to offer an individual. Public institutions can adopt this model and use it to construct an employee value proposition that is organisation specific.

However, a disadvantage of this model is that not all employees want the same things. The talent grid action will however be used to construct an EVP for talented employees.

The next section of the study will discuss the processes that need to be followed to ensure that the talent that the organisation was able to attract, is suitable and placed in the right positions within the organisation.

2.4 Recruitment and selection of talent

The administrative arm of municipalities cannot afford to be staffed by senior managers who fail to add value and appropriately deliver on their performance objectives. This is unacceptable as it hinders efforts to accelerate the delivery of basic services (Koma, 2010). Therefore, it is essential for public institutions to recruit people who can assist in achieving the organisation’s mission.

Before an organisation can manage its talent, it first has to acquire this talent, namely people with knowledge, skills and attitudes required by the organisation (Henderson, 2008). Recruitment and selection is a strategic process of matching the individual to a job (Leopold, Harris and Watson, 2005). Talent management can be contextualised by taking two main strategic choices, which are aligning people with roles and aligning roles with people (Kahn and Louw, 2010).

Aligning people with roles is what public institutions have been doing as they prefer to recruit talent from outside the organisation. In aligning roles with people public
institutions need to create an enabling work environment to utilise its current talent. By aligning roles with people, the institution provides opportunities for advancement, which is one of the components employees value in a company.

Recruitment and selection are discussed as separate variables. Recruitment focuses on attracting prospective candidates while selection targets the evaluation of suitable candidates.

2.4.1 Recruitment

Recruitment is defined as the initial stage of the process of finding and hiring the best-qualified candidate from within the organisation or externally to fill a vacancy (Henderson, 2008). This process includes the examination of the vacancy, the consideration of suitable candidates, making contact with those candidates and attracting an application from them. In addition, recruitment is, according to Stone (2005) the process of seeking and attracting a pool of qualified candidates for a job vacancy. Furthermore, Erasmus, Van Wyk and Schenk (2005) define recruitment as those human resource management activities undertaken to attract sufficient job candidates who have the necessary ability, competencies and traits to fill job needs and to assist the organisation in achieving its objectives.

The above definitions include the process of attracting talent, which has already been discussed as a process on its own. It must be noted that this study will focus on two activities, which are selecting suitable talent and the place from where this talent will be sourced.

One of the key principles highlighted by Vermeulen (2007) is that public institutions should recruit correctly. This means that line managers should be closely involved in the recruitment process and make selected organisational documents available to potential employees to ensure that they are aware of institutional policies and procedures. In addition to this, it is of great importance for public institutions to recruit people with ability and the positions that they are employed in should allow them to display their talent and ability.
Furthermore, Dijk (2008) states that traditional recruitment and retention strategies are not sufficient and organisations should focus on what their talent regards as important. Individuals view different matters as important but their own development, learning and growth are general components that matter to talented individuals.

Muller-Carmen, Croucher and Leigh (2008) put emphasis on the need to check legal issues when recruiting and selecting talent to provide opportunities for all. South Africa has a history of inequality, thus the constitution provides for affirmative action, which is a statutory requirement for filling vacancies (Erasmus et al., 2005). The aim of affirmative action is to provide equal opportunities for all and to decrease the inequality within our workforce. The challenge is that a company may not be able to source the best talent, as it is obliged to conform to the legal requirements.

The first part of the discussion will deal with from where talent can be sourced, and then a discussion on how public institutions should select talent will ensue.

### 2.4.1.1 Sources of talent

There are two broad sources of talent, the internal and the external source of talent. Cappeli (2008a) cited by Collings and Mellahi (2009) further states that organisations should combine internal development and external recruitment in filling talent pools. The organisation’s existing employees make up the internal source of talent and gain advancement opportunities when this source of talent is used. The external source of talent is the people that do not constitute the current workforce of an organisation (Graham and Bennett, 1998). The two broad sources of talent have not changed as Erasmus et al. (2005) also mention the two basic sources of talent as internal, the current employees, and external, those individuals not currently working for the organisation.

### 2.4.1.2 Internal source of talent

For an organisation to use this source of talent as effectively as possible, it has to have a skills inventory system where the skills base of an organisation will be stored and which then could be used to search for appropriate candidates (Graham and Bennett,
Through career development an organisation can ensure that employees with proper qualifications and experience are available when needed.

By employing an organisation's current workforce, the institution offers opportunity for advancement for its current workforce (Graham and Bennett, 1998). Opportunity for advancement has been identified as one of the aspects that employees look for in an organisation. By recruiting internally the organisation therefore keeps to its promise of providing employees with these opportunities. This in turn increases the morale of all employees who believe that the organisation will reward successful performance and they will be promoted to higher positions (Carrell, Elbert, Hatfield, Grobler and Wärnich, 2006).

Furthermore, current employees are well-known within the organisation, which makes recruiting them more reliable than recruiting an unknown person (Graham and Bennett, 1998). In addition to the reliability of current employees, no costly reference checks have to be done when it comes to these employees because they are within the organisation. At best, the organisation can only guess that the information received from other organisations is complete and objective (Carrell et al., 2006).

However, with internal recruiting the organisation uses its own records and sources of testing which then saves money. Organisations should use external sources of talent only for entry-level vacancies, as it is not necessary to experiment with unknown people at high levels in the organisations. Individuals have to prove themselves in lower positions first before being promoted, to ensure that the best people are running the organisation. The only problem that has been identified by Carrell et al. (2006) is that internal promotions create a glass ceiling. This internal barrier prevents certain people from being promoted beyond certain levels of management.

When a suitable candidate cannot be found within the organisation or when fresh blood, new ideas and experience are needed, then the organisation can look at external candidates (Muller-Carmen et al., 2008).
Furthermore, at senior level, employees sourced from outside introduce different norms and values, changing the culture of the organisation (Cappelli, 2008). If a public institution is looking at changing its culture then external persons should be considered. Using internal sources of talent is mostly critical for providing opportunities of advancement for one’s own workforce. Furthermore using internally developed talent ensures that the talent being developed is put into use. However, there are cases where the talent pool does not have a person with the necessary skills and expertise and then external recruitments must be considered.

2.4.1.3 External sources of talent

Carrell et al. (2006) identify four external sources of talent: these are employee referrals, employment agencies, walk-ins or direct applications and university/school campus hiring. Other sources identified by Erasmus et al. (2005) are professional bodies, headhunting and consultants. In this study the following sources will be discussed: employee referrals, university/campus hiring and headhunting because other sources of talent currently used, do not encourage talent management. Collings and Mellahi (2009) further state that external sourcing should not be disregarded, as it is possible to recruit a high performing individual from outside the organisation.

An external source of talent which public institutions are indeed encouraged to use is university/school campus hiring where they develop their own talent. This talent pool allows the organisation to teach and develop its own talent for the organisation to be successful. Because these candidates are fresh from university, most often they will be used for entry-level positions.

For middle management and senior positions, employee referrals can be used. According to Carrell et al. (2006) employee referrals are one of the best means of securing applicants. Present employees use word of mouth to refer candidates that are from outside the organisation (Erasmus et al., 2005).

In addition, employee referrals are an inexpensive technique that is effective in finding candidates with specific skills quickly. However, most human resource officials avoid
employee referrals because inbreeding and nepotism could cause employee morale decay in an organisation (Carrell et al., 2006).

A disadvantage highlighted by Carrell et al. (2006) is that employees who recommend applicants are dissatisfied when these applicants are rejected, and this may lead to these employees showing their dissatisfaction by not cooperating with the new employee. They go on to say before an organisation uses employee referrals as a recruitment option, the organisation should conduct objective recruiting that will ensure compliance with equity guidelines.

For senior positions, the institution can use headhunting as a source of talent if the appropriate candidate cannot be found within the institution. With headhunting the organisation knows the person they want to hire since the person most often has a proven record of accomplishment and is currently employed by another organisation. This can be expensive as the candidate may be dictating terms to the institution, as he or she is the one approached by the institution.

Because both recruitment methods can be used for filling a vacancy, there can be no set recruitment method that is deemed better. Therefore it is essential for the organisation to perform its own audit of recruitment channels in terms of cost, candidate quality and ultimate performance (Stone, 2005). Lastly, Dijk (2008) suggests that organisations should recruit people with the ability to build capacity in others and the person or team responsible for recruitment should be brave and hire good people who are brighter and more talented than the person responsible for recruitment. According to Kahn and Louw (2010) public institutions, however, struggle to do what Dijk is suggesting, because those employed in the public sector tend to appoint people with similar abilities, competencies and academic qualifications or those less qualified.

In conclusion both external and internal sources of talent are important as they help build up the talent pool of an organisation with each source of talent to be used to fill a specific position.
In building their talent pools organisations should ensure that they do not have an oversupply of talent as this drains the resources of an organisation. The institution may end up being a breeding ground for competitors to poach talent.

The following diagram depicts how both sources of talent assist in creating a talent pool and how that talent pool is utilised to breed incumbents for pivotal positions:

![Diagram of talent pool creation](image)

**Figure 2.3 Adopted from Collings and Mellahi (2009) Sources of talent**

Recruiting brings prospects for consideration after which the critical decision of selecting talent follows (Phillips & Edwards, 2009). The discussion below arises from the previous statement.

**2.4.2 Selection**

Human capital is of little economic value unless it is deployed in the implementation of the organisation's strategic intent according to Becker and Huselid (2006), Boxall and Purcell (2008) cited by Collings and Mellahi (2009).
Selection is the process of choosing a candidate from a group of applicants who best meet the selection criteria for a particular position (Zohurul and Sununta, 2010).

In addition to the above definition Graham and Bennett (1998) state that selection is the process of assessing candidates and making a choice on which candidates will be employed. Organisations should have a person specification for a position which includes which experience and qualifications competencies the candidate should possess, and which ability would be ideal for the position (Muller-Carmen, Croucher and Leigh, 2008). This person specification is matched to the job profile to select the best candidate.

Furthermore, Leopold, Harris and Watson (2005) define selection as the way of measuring differences between the candidates that were attracted, to find the person that has a profile that matches the person specification as indicated by the job profile.

Huselid (1995) has found that organisational productivity and high performance depend on the selection of the right person, which is also a pathway to reduced turnover. Furthermore hiring someone who does not fit a particular job or who does not suit the culture of the organisation is likely to have serious negative consequences (Leopold, Harris and Watson, 2005). Moreover, an organisation’s strategic business objectives and its culture should determine the people selected since an organisation’s success depends on having the right people in the right jobs at the right time (Stone, 2005).

Stone (2005) further states that for an organisation to achieve its human resource objectives, selection decisions must conform to corporate policy. This policy is essential as it clearly communicates what a company’s selection goals are, thereby reducing the risk of non-deserving candidates being selected. In addition, the policy is used to ensure that the selection is consistent, because an inconsistent selection method can be challenged and it may be difficult to defend it when challenged.

After the organisation has established or identified a selection criterion, it must then establish how it will evaluate whether an applicant meets these requirements (Amos Ristow, Ristow and Pearce, 2008). Therefore it is imperative for organisations to gather
information about a candidate’s past behaviour, as well as the behaviour that an applicant displays in the selection process.

This information can be gathered from an applicant’s curriculum vitae, the interview process and reference checks (Amos et al., 2008). It is important that proper selection procedures be followed to ensure that an organisation has the right people placed in the correct jobs. Selection procedures should be guided by a job profile.

After having sourced and acquired talent, the organisation has a mandate to train and develop its talent to enhance its performance. Olaniyan and Ojo (2008) state that employees need to be equipped with the relevant skills and knowledge to be able to perform their duties efficiently and effectively and in this way make a meaningful contribution to the success of an organisation.

2.5 Training and development of talent

Training and development are two separate variables. Training focuses on the current job and incumbents are required to be trained. Development, however, is a voluntary task that focuses on future changes to the employee’s career and skills which are mostly acquired through work experience (Noe, 2008). Talent development is the most important variable for talent management as it prepares employees for future job prospects. Furthermore, employee development should focus on the broader context of the organisation, rather than having a particular role in mind, to prevent developing employees to fit narrow, specialised roles Cappelli (2008b) cited by Collings and Mellahi (2009).

2.5.1 Training

Training refers to a planned effort by a company to facilitate employees’ learning of job related competencies that are critical for successful job performance (Noe, 2008). Buckely and Caple (2007) refer to training as a systematic effort to modify or develop knowledge, skill and attitude through learning experience, to achieve effective performance in a range of activities. Two concepts clear from the above definitions are that training has to be planned and systematic. Moreover, the main goal of training is for
employees to acquire skills, knowledge and behaviours that are emphasised in training programmes for them to apply in their respective jobs (Noe, 2008).

The benefits and effects of training on the organisation’s performance can only be experienced to the full if training is not only managed professionally but also linked to corporate mission or purpose (Buckely and Caple, 2007). This point is emphasised by Noe (2008) as he states that training has to be designed in such a way that it is linked to organisational performance improvement or business strategy. A similar view is held by Mampane and Ababio (2010) as they state that training is an essential component of an institution and a major management tool to develop the full effectiveness of employees. Linking training to a corporate mission reduces the risk of just investing in training because it is deemed good to train.

In addition to the above, Vermeulen (2007) states that all staff members should receive relevant training, their training should be well planned and customised for each employee’s needs. Some organisations use high-leverage training, namely training linked to the strategic business goals and objectives of the organisation and which compares or benchmarks the company’s training programmes against those of other companies.

2.5.2 Talent development

Competencies are not static, therefore it is essential for public institutions to continue developing new capabilities and competencies of its talent to meet current and future corporate challenges (Kahn and Louw, 2010). Based on this all staff members should have a personal development plan and regular appraisals should take place (Vermeulen, 2007). Development refers to formal education, job experiences, relationships and assessments of personality and abilities that help employees perform effectively in their current or future job and company (Noe, 2008). Moreover, Buckley and Caple (2007) concur with the above definition as they refer to development as a general enhancement and growth of an individual’s skills and abilities through conscious and unconscious learning. In addition to these definitions, Henderson (2008) defines
development as a continuing improvement of an individual's effectiveness in terms of his or her role beyond the immediate task or job.

For development to be successful, the organisation has to assess the needs, create a positive development environment, ensure employees’ readiness for development, identify the objectives for development, and choose a combination of development activities that will help achieve the development objectives (Noe, 2008). The reason for the assessment is that traditional channels of education and training are no longer providing skills in sufficient numbers, nor are they necessarily aligned to organisational needs (Pillay, Subban and Qwabe, 2008). These needs will be identified by determining the individual's strengths and weaknesses.

Younger and Smallwood (2007:21-25) cited by Vermeulen (2008) identify nine qualities that differentiate branded talent developers for organisations. Public institutions can learn and customise some of these qualities to suit them. Some of the qualities identified, are:

- Employee development is a key element to organisational strategy. Public institutions need to incorporate employee development into their strategy, to ensure that they have the human resources to support the organisation’s strategic intent.
- Growth from within the organisation must be emphasised. This means that public institutions must develop its current workforce for these employees to perform better and hence provide opportunities for advancement. These employees will play a key role in building the brand of the public institutions.
- Employee competencies and qualities that matter are clear. Public institutions should have an employee profile that will identify the type of individual that will succeed in the public sector and this must be made public.
- These organisations are passionate about training. Such an organisation does not train employees to comply with legislations, but rather to perform their roles better and help improve organisational performance.
• These organisations demand performance managers. In most public institutions performance management is aimed at senior managers. This should be cascaded down to the lower level staff members to identify and acknowledge high performing individuals. Non-performing employees can also be identified and employee assistance programmes can be crafted to boost their performance.

• Management coaching and mentoring are taken extremely seriously. Coaching and mentoring are regarded as some of the best tools for developing employees for future positions. It is therefore imperative for public institutions to have a formal coaching and mentoring programme to help develop its workforce.

In conclusion the above nine qualities identified by Younger and Smallwood (2007:21-25) cited by Vermeulen (2008) enforce the need for public institutions to develop its talent pool. It is however essential for public institutions to identify which competencies matter and encourage their employees to focus on those competencies, since not all development undertaken by employees would be of benefit for public institutions.

It is the role of the public institution’s talent developers to identify its employees’ developmental needs through performance evaluation. Some development needs may come from the employees, but these needs need to be assessed to ensure they are in line with the organisation’s goals. An important mechanism for self-development is self-awareness, which is the ability to process the feedback gained and using it to improve one’s effectiveness (DuBrin, 2010). Double-loop learning is an in-depth type of learning that occurs when people use feedback to obtain an understanding of why something is done, and what should be done to correct the situation. This type of learning would improve the effectiveness of public institution employees.

Talent development is extremely important in a talent management strategy, as it ensures that the talent being managed is prepared for future positions. Furthermore, if talent were just being identified but not developed, the employee competencies would become static and not required by the institution in future. A key form of talent development that public institutions should engage in is mentoring and coaching. This
form of development helps to prepare employees for future positions as they are being coached by individuals with experience in those positions.

2.6 Talent retention

The *Employment Equity Act, 1998* (Act 55 of 1998) defines staff retention as a process that uses various techniques to ensure that employees do not leave an institution. This act places emphasis on staff members with valuable skills and experience in demand and in a critical field. In a study conducted in 2000, Cappelli (2000) states that traditional strategies for employee retention are unsuited to a world where talent runs free. This means that organisations have to be innovative and come up with ways to retain key personnel. Public institutions should understand that people do not only work for money, but offer their best when they feel that they are making a meaningful contribution towards the vision of the organisation (Dijk, 2008). On occasions where organisations cannot retain talented employees, they need to have suitable replacements.

The public sector faces challenges in retention such as the high brain drain, a shortage of skilled people and a high turnover of staff (Vermeulen, 2007). Samuel and Chipunza (2009) have also observed that organisations will continue to lose valuable employees to competitor organisations until managers are able to identify and apply appropriate retention strategies that will help in reducing the frequent turnover of key employees. Therefore, it is essential for public sector institutions to regard it as a strategic priority to ensure that not only the required skills are recruited and selected, but also that competent, skilled staff is retained (Vermeulen, 2008). That being said public institutions should also accept that they will not be able to shield their employees from attractive opportunities and aggressive recruiters (Cappelli, 2000).

Baker, Kubal and O'Rourke (2006) explain five innovative techniques that companies and also public institutions can use to retain talent:

**Acknowledge the retention problem:** Organisations should acknowledge that retention is a problem since good employees are highly likely to find better opportunities elsewhere. Cappelli (2008) suggests that institutions should balance the interests of the employees and the employer by having employees share in advancement decisions.
Know what your employees are thinking: Organisations’ top performers and newest hires are more vulnerable to departure than the others. Therefore, it is important that organisations perform regular surveys to determine what their employees want and which improvements need to be made. These surveys also determine whether the current value proposition is still relevant to its employees. Based on these scores the organisation can build an impact plan on areas that need improvement. Horowitz as cited by Vermeulen (2007) states that it is of outmost importance for institutions to understand that each employee has unique needs that must be taken into consideration to conduct a successful retention strategy. These unique needs are most often than not the needs that attracted the employees to work for the organisation in the first place. Public institutions should therefore conduct continuous feedback programmes to see if their current employees still value that which attracted them to the institution.

Monitor new employees’ opinions: According to Baker et al. (2006) individuals have over the years accepted jobs as a means of income fulfilment above their career plans. The organisation should concentrate on new employees from the start and help them feel valuable by, for example, assigning a mentor to each of them.

Revisit reward plans: Organisations should use the surveys conducted to find out what employees think. In this way the institution can check whether their current reward systems are still regarded as useful among employees. To address the retention challenge, public institutions should listen and respond to employees’ concerns and ideas, but more often than not retention challenges require a broader long-term plan (Vermeulen, 2007). Creating an enabling work environment for employees is essential to effective retention (Dijk, 2008).

Say thank you: Saying thank you is another way of showing recognition to employees and a critical way of recognising an employee’s loyalty. It helps to encourage employees as they feel that their efforts are being noticed. This is also useful with employees who seek recognition.

Management style has been identified as the main reason behind employees leaving public institutions, even if what they value at the organisation is still being met (Bratton,
2003:1) cited by Vermeulen (2008). These leaders lack interpersonal skills and essential leadership qualities, there is no workplace civility and they refuse to give acknowledgement and recognition (Bratton, 2003:1; Rau-Foster, 2004:702 cited by Vermeulen, 2008). Based on the information highlighted by the above-mentioned authors it is also important for public institutions to develop their managers’ leadership skills. Leadership will be discussed further in the following paragraphs.

2.7 Leadership

“We NEED LEADERS “, insists the American historian David McCullough,” and not just political leaders. We need leaders in every field, every institution, in all kinds of situations” (McCullough, 2008)

The importance of leadership within an organisation cannot be ignored, as it is critical to the organisation success. Leadership is defined as the ability to inspire confidence and support among the people who are needed to achieve organisational goals (DuBrin, 2010). The way managers manage their teams has a significant impact on a number of business outcomes such as employee engagement and employee retention (Ellehuus, 2012). Therefore it is important that managers or leaders make decisions that support the business objectives which include treating employees fairly.

There are two broad leadership styles suggested by DuBrin (2010). These styles are:

**Participative leadership**: The leader shares decision-making with group members and works side by side with the group members, but the leader retains responsibility. This form of leadership is highly suited for talented individuals as they want a degree of autonomy and be able to make decisions.

**Autocratic leadership**: Contrary to participative leadership, autocratic leaders retain most of the power and authority. These leaders make decisions confidently and assume that group members will comply and they are not concerned with group members’ attitudes towards a decision. This form of leadership style discourages group involvement and any form of autonomy as employees are told what to do and do not
have any input. Therefore this leadership style is not suited for talented individuals and leaders practicing this form of leadership would deter talent management.

However, as stated by DuBrin (2010) there is no single perfect leadership approach. Therefore DuBrin (2010) suggests that leaders should have a contingency approach to leadership because the situational forces, including group member characteristics, influence leadership behaviour. Public institution leaders should adopt a leadership trait that suits the situation and not just have one approach to leadership.

Ellehuus (2012) states that many leaders underestimate the importance of talent management and their role in it, while many managers fail to make a link between strong talent management skills and the success of the business. The role of managers in talent management is to identify and support talent and the talent management process.

Municipalities have two leadership arms, the administrative arm and the political leaders who are councillors who perform oversight duties. According to Nombembe (2013) the Auditor-General has criticised the political leaders of Eastern Cape municipalities, saying they were the worst contributors to instability in provincial councils. This study will concentrate on the administrative arm of the municipality, as these are the leaders responsible for running the municipality. One of the key roles these leaders need to perform is identifying talent within the organisation. According to Palmer and Gignac (2012) leaders in public institutions have to have high emotional intelligence, meaning that they have to be conscious of the impact they could have on others.

Ellehuus (2012) identifies four different approaches to talent management by leaders which are discussed below:

**Talent champions:** These managers are committed and effective at talent management. Only six per cent of their employees are at risk to leave the organisation which proves that talent management strategies implemented in the correct way and supported by managers, are successful in retaining talent.
**Strivers**: These managers are characterised by a strong belief in the importance of talent management but they lack effectiveness in critical talent management activities. Furthermore, they do want to implement talent management, but do not have the necessary skills. It is thus imperative for institutions to develop their leaders to make them talent management champions. The Human Resources department of the organisation should ensure a closer link between the organisation’s strategic plans and its talent plan.

**The half-hearted**: These managers are yet to be convinced that talent management solves business challenges, but they are effective at critical talent management activities regardless of their lack in commitment. In the case of these managers the organisation needs to produce results to prove that talent management does improve the organisation’s results. Furthermore, the organisation needs to support its leaders in identifying, developing and managing its high potential employees more effectively.

**Talent rejecters**: These managers are neither effective nor committed to talent management. Organisations should establish a culture of accountability of talent outcomes by requesting employees to rank and publicise their managers’ effectiveness at retaining talent or engagement levels among staff (Ellehuus, 2012).

In conclusion, leadership quality does not just have an effect on profit; it also affects employee retention and engagement (Newhall, 2012). Organisations should develop their leadership talent, as the results of ineffective leadership can be detrimental in the implementation of an organisation’s strategic objective. The next section of the study will discuss the importance of talent management.

### 2.8 Importance of talent management

Talent management is not an end in itself, it exists to support the organisation’s overall objective (Cappelli, 2008). Talent management is also important because it raises the average performance of individuals (Becker, Beatty, & Huselid, 2005). Yapp (2009) further argues the importance of talent management as she states that talent management ensures a sustainable pipeline of future high performing employees.
However, to ensure continued successes in talent management, organisations are encouraged to revisit their talent management strategies to ensure that they are still relevant.

Furthermore, talent management helps to address the shortage of talent within an organisation (Yapp, 2009). This is done by ensuring that the right people are available to do the right jobs with extensive recruitment strategies. In a survey done by Xancam cited by Yapp (2009), it is argued that talent management helps to respond to the competition for talent. Hence, it is essential for institutions to differentiate themselves from their competition by ensuring that they are regarded as the chosen company to work for by current and future employees.

2.9 Challenges to talent management

Managers are faced with on-going talent management challenges that are critical to their achievement of business goals (Vidyewari and Nair, 2009). Vidyewari and Nair (2009) identify six challenges to talent management which are not only faced by private sector managers. Koketso and Rust (2012) also identified the same challenges within the South African public sector. Another challenge identified by PeopleAdmin (2011) in the survey conducted, is that public institutions struggle to select the most qualified candidates.
The six challenges are depicted in figure 2.4 (Vidyeswari and Nair, 2009)

Attracting high quality candidates
Identifying and developing high performers for key positions
Retaining top performing employees
Filling high-impact positions to support their company’s growth
Keeping employees engaged and focused on high priority goals
Optimising compensation to serve the business

2.10 Conclusion

Public institutions must have access to competent and talented employees to be able to perform its constitutional mandate. If these institutions want to provide quality services to the population, they should not only identify talent and raise the bar of performance in all people continuously. They should also retain talent and benchmark the best public and private organisations nationally or internationally to meet their standards (Vermeulen, 2008). Human capital inspiration, enthusiasm, skills and reliability, combined with good leadership, are the drivers of public institutions that perform well (World public sector report, 2005: v cited by Vermeulen, 2007).

A theoretical understanding of talent management and the variables that encompass talent management has been gained. Most importantly, the chapter arrived at a
definition of talent management and what is deemed as talent for public institutions. Furthermore, the chapter helped in gaining insight into the ways in which public institutions can improve its talent management strategies.

In addition, the chapter assisted in answering the question of who should be talent managed. The author agreed with the literature that critical positions should first be identified, and then a talent pool should be created to fill these positions. The talent grid action will be mostly used to identify and group talent.

Furthermore, the model proposed by Brewster, et al. (2008) was identified for creating an employee value proposition for all employees of public institutions. By using the talent grid action, also introduced in this chapter, public institutions can create an employee value proposition that is specific for talented employees.

Lastly, the authors cited in the chapter have emphasised that talent management strategies should not be for all employees, as this blanket approach would not differentiate talent management from traditional Human Resource systems.

In the next chapter, the study will focus on defining the methodology that will be used to evaluate the talent management strategies of rural municipalities in the Eastern Cape.
Chapter 3
RESEARCH METHODOLOGY

3.1 Introduction

The main research objective of the study is to evaluate the effectiveness of talent management strategies in rural municipalities in the Eastern Cape. Having reviewed literature on talent management and variables that encompass talent management, the researcher has to gather information on the status of talent management in rural municipalities and compare it to the literature reviewed. A literature review on talent management and variables that encompass talent management was provided in chapter 2.

Collis and Hussey (2009) state that there is no consensus in the literature on how research should be defined. However, Collis and Hussey (2009) further affirm that from the definitions offered, there is a general agreement that research is a process of enquiry and investigation. It is also systematic and methodological. Furthermore, the aim of research is to increase knowledge. The main objective of the study was to evaluate the effectiveness of talent management strategies in rural municipalities within the Eastern Cape. This will increase knowledge on how effective talent management is in rural municipalities.

The purpose of this chapter is to identify and discuss the research methodology most applicable to address the research problem. This will be done by discussing the research design, the methodology, the population and sampling techniques employed to gather data for this study. Furthermore, the author will discuss the measuring instrument and reasons for selecting a questionnaire as a measuring instrument.

3.2 Research design

According to Cooper and Schindler (2011) there are many definitions of research design, but no single definition imparts the full range of important aspects. For this reason, the author will explore different definitions of research design.
Research design constitutes the blueprint for the collection, measurement and analysis of data (Cooper and Schindler, 2011), while Coldwell and Herbst (2004) state that a research design is the strategy for the study and the plan by which the strategy is to be carried out. A simpler definition of a research design provided by Saunders, Lewis and Thornhill (2007) is that a research design is a general plan of how you will go about answering your research question(s).

However, even though research design definitions differ, together they give essentials of research design (Cooper and Schindler, 2011):

- An activity and time-based plan
- A plan always based on the research question
- A guide for selecting sources and types of information
- A framework for specifying the relationships among the study’s variables
- A procedural outline for every research activity

Quantitative researchers are more concerned about issues of design, measurement, and sampling because their deductive approach emphasises detailed planning prior to data collection and analysis (Neuman, 2006). Qualitative researchers on the other hand are more focused on issues of richness, texture and the feeling of raw data, because their inductive approach emphasises the development of insights and generalisations out of the data collected (Neuman, 2006). According to Neuman (2006), even though qualitative research and quantitative research differ they complement each other as well. One of the key differences is that qualitative research deals with soft data in the form of impressions, words, sentences, photos and symbols while quantitative research involves hard data in the form of numbers (Neuman, 2006).

Having identified the essentials of a research design, this study will follow a descriptive research design since it was based on defining a subject (talent management) and asking a question about the existence of a variable (talent management) (Coldwell and Herbst, 2004).
3.3 Research methodology

3.3.1 Research paradigm

A research paradigm is a framework that guides how research should be conducted based on people’s philosophies and their assumptions about the world and the nature of knowledge (Collis and Hussey, 2009). Saunders, Lewis and Thornhill (1997) and Collis and Hussey (2009) state that there are two research paradigms, namely the positivistic and interpretivist paradigm.

Quantitative research, which is also referred to as positivist research, is an objective approach that includes collecting and analysing numerical data and applying statistical tests (Collis and Hussey, 2009). The sample used to test the relationships is large to be able to generalise the results. Quantitative research is carried out to test relationships between the independent and dependant variable which is done using questionnaires (Pellisier, 2007). Positivist research normally uses quantitative data and it employs controls to allow the testing of hypotheses (Saunders, Lewis, and Thornhill, 1997). Collis and Hussey (2009) further explain positivism as being strengthened by the belief that reality is independent of us and the goal is the discovery of theories, based on empirical research (observation and experiment).

The positivist paradigm originated in the natural sciences. It rests on the assumption that social reality is singular and objective, and is not affected by the act of investigating it. This research involves a deductive process with a view to providing explanatory theories to understanding social phenomena (Collis and Hussey, 2009). Since it is assumed that social phenomena can be measured, positivism is associated with quantitative methods of analysis.

The positivism paradigm has been criticised with some of the criticism levelled against positivism including, but not limited to the following (Collis and Hussey, 2009):

- Capturing complex phenomena in a single measure is misleading.
- Researchers are not objective, but part of what they observe. They bring their own interests and values to the research. This means that these researchers tend to bias towards their own views.
• A highly structured research design imposes constraints on the results and may ignore other relevant findings.
• People cannot be understood without examining the perceptions they have of their own activities.
• It is impossible to separate people from the social contexts in which they exist.

Due to the perceived inadequacy of the positivistic paradigm, the interpretivist paradigm was developed (Collis and Hussey, 2009). As stated above the interpretivist paradigm emerged in response to criticisms of positivism and rests on the assumption that social reality is in our minds and is subjective and multiple (Collis and Hussey, 2009).

Phenomenological research is based on the way people experience a social phenomenon in the world they live in meaning it is subjective (Saunders, Lewis, & Thornhill, 1997). The researcher attempts to understand what is happening and why it is happening. Furthermore, the researcher uses in depth one on one interviews and focus groups to gather information (Pellisier, 2007). In this research paradigm, a small sample is used to understand the phenomena (Collis and Hussey, 2009).

The purpose of this study is to evaluate the effectiveness of talent management strategies in rural municipalities in the Eastern Cape and therefore the study will follow the positivist paradigm.

3.3.2 Population and sample selection

This section of the study will provide an in-depth understanding of the population of the research project and how the sample was selected to answer the research question

3.3.2.1 Population

Collis and Hussey (2009: 62) define population as “a precisely defined set of people or objects under consideration for statistical purposes”.

Another definition of a population given by Cooper and Schindler (2011) is that a population is the total collection of elements about which inferences are made. For this
research, a population would constitute all senior and middle managers in all rural municipalities in the Eastern Cape. However, Saunders, Lewis and Thornhill (2012) state that due to restrictions of time, money and access, it may be impossible for the researcher to collect and analyse all potential data. Therefore, a sample would be needed to make some inferences. Furthermore Cooper and Schindler (2011) argue that sampling possesses a better possibility of testing and more thorough investigation of missing, wrong or suspicious information.

3.3.2.2 Sample

A sample is a subset of the population with some but not all elements of the population forming a sample (Sekaran, 2000). In addition to this definition, Collis and Hussey (2009) state that a sample is an unbiased subset that represents the population. Data that is collected and analysed from every possible case or group member is called a census (Saunders, et al., 2012). Sampling techniques enable the researcher to reduce the amount of data one needs to collect, by considering data from a subgroup rather than all possible cases or elements (Saunders, et al., 2012).

Careful consideration has to be taken when selecting a sample, as the results of any research depend largely on the sample data. The larger the sample, the more representative it is in terms of the population it tries to emulate (Pellisier 2007). Collis and Hussey (2009) nevertheless highlight that there is no need to select a sample if it is feasible to study the population. For the purpose of this study, however, a sample representative of the population was used for the following reasons:

- Budget constraints would make it impossible to survey the entire population
- It would have been impossible to survey the entire population
- Time constraints would have prevented the researcher from surveying the entire population (Saunders, et al., 2012)

Selecting a sample is a fundamental element of a positivist or quantitative study. The total planned sample size of the study was 100 respondents in rural municipalities. The sampling method used to select these respondents was convenience sampling. Even
though this form of sampling is perceived to be dangerous, the researcher wanted to include only senior and middle managers in rural municipalities in the Eastern Cape. This was done because the study focuses on talent management systems being applied on selected individuals to differentiate talent management from conventional human resources.

3.4 Data collection and questionnaire design

3.4.1 Data collection

According to Collis and Hussey (2009) the two main data collection methods are self-completion questionnaires and interviews. A questionnaire is a method of collecting primary data in which respondents are asked carefully structured questions with a view to elicit reliable responses (Collis and Hussey, 2009). An interview, on the other hand, is a method of collecting primary data in which a sample of interviewees are asked questions via telephone or face-to-face to find out what they think or feel (Collis and Hussey, 2009). For the purpose of this study, a questionnaire was used to obtain responses.

Collis and Hussey (2009) identify two major problems associated with using questionnaires in a survey, namely:

- Questionnaire fatigue which refers to the reluctance of many people to respond to questionnaire surveys, because they are flooded with unsolicited requests by post, email or telephone. For this research the questionnaire were hand-delivered at each of the four selected municipalities.

- The second problem is the non-response bias which presents when some questionnaires are not returned. To limit the none-response bias follow-up phone calls were made to the contact person in each municipality to ensure that respondents returned the questionnaires.

3.4.2 Questionnaire design

Most data collection methods rely on questions as a vehicle for gathering research data according to Collis and Hussey (2009). When conducting a study, the researcher must
gain a considerable amount of knowledge about the subject to be able to ask relevant questions (Collis and Hussey, 2009).

A structured questionnaire, which was aligned to both the research questions and literature that had been reviewed, was designed. The questionnaire was divided into two parts, namely part A (demographic information) and part B being the main questions used to gather information about the research question. The questionnaire was accompanied by a covering letter, which introduced the researcher, then narrated the purpose and significance of the study. The covering letter further guaranteed the confidentiality and anonymity of respondents as per the ethical requirements of NMMU.

The questions on part B were kept as simple as possible and anchored on a Likert-type scale (one to five) where the numbers would mean the following:

1 – Strongly disagree
2 – Disagree
3 – Neither agree nor disagree
4 – Agree
5 – Strongly agree

Furthermore, negative questions were avoided and only one question was asked at a time. A structured questionnaire was distributed on hard copy to all the participants. Anonymity and confidentiality were strictly guaranteed. Questions on this questionnaire were anchored on a Likert scale and dichotomous questions were used.

3.5 Reliability and validity issues

When using rating scales in questions that a researcher use for testing, the researcher needs to ensure that these ratings will measure the respondent’s views consistently (Collis and Hussey, 2009).
3.5.1 Reliability

According to Collis and Hussey (2009) reliability is concerned with the findings of the research being able to produce the same results should you or another researcher repeat the study. In addition, Saunders, et al. (2012) state that reliability refers to whether the data collection techniques and analytical procedures would produce consistent findings if they were repeated on another occasion or if another researcher repeated them.

Saunders, et al. (2012) further state that threats to reliability include factors such as:

- **Participant error:** Any factor which adversely alters the way in which a participant performs.

- **Participant bias:** Any factor which induces a false response. One factor that the researcher ensured that would not induce a false response was to guarantee anonymity.

- **Researcher error:** Any factor which alters the researcher’s interpretation.

- **Researcher bias:** Any factor which induces bias in the researchers recording of responses.

For this study, the researcher reported each part of the study in a fully transparent way. This allowed others to judge for themselves and to replicate the study if they wished to do so (Saunders, Lewis, and Thornhill, 2012). According to Gliem and Gliem (2003), the Cronbach alpha coefficient of internal consistency is the measure of internal consistency when all scale items have been standardised. Nunally (1978) states that the coefficients of all the measuring instruments are considered acceptable compared to the guideline of $\alpha > 0.70$. This is supported by Gliem and Gliem (2003) as they state that Cronbach alpha ranges from zero to one and the closer to one, the value of the Cronbach alpha coefficient, the greater the internal consistency of the items in the scale and anything below 0.6 is considered poor.
The following table shows the Cronbach alpha for the variables measured.

<table>
<thead>
<tr>
<th>QUESTIONNAIRE SECTION</th>
<th>CRONBACH’S ALPHAS (α)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent management</td>
<td>0.89</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>0.75</td>
</tr>
<tr>
<td>Talent retention</td>
<td>0.86</td>
</tr>
<tr>
<td>Attracting talent</td>
<td>0.87</td>
</tr>
<tr>
<td>Who is talent-managed?</td>
<td>0.80</td>
</tr>
<tr>
<td>Training and development</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Table 3.1 Cronbach alpha

The calculated Cronbach alphas are above 0.7, which shows that reliable measuring scales were used to measure the variables under investigation.

3.5.2 Validity

According to Collis and Hussey (2009) validity is important and refers to whether the data collected, represents a true reflection of what is being studied. This definition is supported by Cooper and Schindler (2011), as they state that validity is the extent to which a test measures what it actually is supposed to measure.

Cooper and Schindler (2011) classify validity in three major forms:

a. Content validity: The extent to which the measuring instrument provides adequate coverage of the investigative questions guiding the study.

b. Criterion-related validity: This form of validity reflects the success of measures used for prediction or estimation.

c. Construct validity: In this form of validity both theory and the measuring instrument being used, are considered.
For this study both content and construct validity were considered. The construct validity was supported by the point that the measuring instrument was designed based on theory. Although the research question was based on talent management the variables that encompass talent management were also dealt with. The content validity was supported by the fact that it was ensured that all questions were guided by the literature reviewed.

3.6 Objectivity and integrity

Opportunities for being biased, dishonest or unethical exist in all research (Neuman, 2006). However, the issue of objectivity and integrity in quantitative research is addressed by relying on objective technology such as precise statements, standard techniques, numerical measure, statistics and replication (Neuman, 2006). A form of objective technology that was used in this research is the statistics programme Statistica version 10.

3.7 Pilot study

Before conducting the pilot study (see annexure C) the questionnaire was evaluated and scrutinised by Dr Michelle Mey who is a subject expert. From the suggested changes made by Dr Mey, subsequent changes were made. The aim of the pilot study is to ensure that respondents will understand questions and eliminate errors on the measuring instrument. The questionnaire was given to five employees who represent the sample, but were not part of the selected sample.

3.8 Ethical consideration

Cooper and Schindler (2011) define ethics as norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others. Furthermore Neuman (2006) states that the researcher has a moral and professional obligation to be ethical, even when the research subjects are unaware of or unconcerned about ethics.
Collis and Hussey (2009) state that in principle a researcher must offer anonymity and confidentiality to all participants in the research. This was duly followed as the anonymity and confidentiality of respondents were ensured.

Furthermore the measuring instrument did not provide for any information that may be used to identify an individual. Lastly the mandatory ethical clearance and approval were obtained from the NMMU Ethics Committee (refer to annexure B). All factors were considered and the full ethics clearance approval was not required.

3.9 Administering of the questionnaire

The questionnaire (see annexure A) with the covering letter attached was hand-delivered to the target group. The respondents were given five working days to complete the questionnaire and thereafter the researcher would collect the questionnaires. Constant reminders to ensure a good response rate were regularly made. It took 30 days to have the questionnaires completed and ready for collection.

3.10 Response rate

The researcher hand-delivered 100 questionnaires. Seventy-five completed questionnaires were received which gave a 75% response rate. Of the 75 questionnaires received, only three were not fully completed, which meant that 96% of all questionnaires were fully answered other than non-refusal or no answer. Saunders, et al. (2012) refer to a response of above 80% as a complete response.

Baruch and Holton (2008) cited by Saunders, et al. (2012) state that for most academic studies involving individuals or organisations’ representatives, a response rate of between 50% and 35 to 40 per cent respectively are reasonable. Cooper and Schindler (2011) support these approximated figures as they state that response rates lower than 50% can be expected in a business survey. That being said, a response rate of 75% may be deemed excellent. One of the reasons for this response rate in this study was the constant reminders and follow-ups.
3.10 Conclusion

In conclusion, this chapter assisted in identifying the most appropriate research design, which was a descriptive research design. This is because the study was based on defining a subject (talent management) and asking a question about the existence of a variable (talent management) (Coldwell and Herbst, 2004).

Furthermore the sample as measuring instrument was discussed. A convenience sampling method was used. The next chapter will report on the results and findings of the study.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected using the questionnaire and the interpretation of results. The previous chapter dealt with the research methodology of the study.

The researcher distributed 100 questionnaires and 75 respondents from the different municipalities responded to these questionnaires. The questionnaire had two parts, namely part A, which constituted the demographic information, and part B, which were the main questions, used to gather information about the research question.

The questions in part B were designed to measure the existence of talent management in rural municipalities. Furthermore, questions on recruitment and selection, employee retention, how talent is attracted, training and development and who is talent managed were asked to determine the effectiveness of talent management.

Reporting on the results from part B will assist in resolving the main research problem. The findings from both part A and part B of the questionnaire are organised in the same order as in the measuring instrument. Dr Danie Venter, from the unit for Statistical Consultation at NMMU, analysed the data using the software package Statistica Version 10. Descriptive statistics were used to summarise the data. Relationships between the municipalities were identified using the chi square t-test and analysis of variance (ANOVA) tests.
4.2 Analysis and interpretation of biographical section

This section of the study reports on the demographic data of the respondents who participated in the survey. However, a brief summary will be given on the response rate and the number of respondents from each municipality. A frequency distribution table and a pie chart will be used to depict the data.

**Table 4.1 Respondents per municipality**

<table>
<thead>
<tr>
<th>MUNICIPALITY (n=75)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR Tambo District Municipality</td>
<td>30</td>
<td>40%</td>
</tr>
<tr>
<td>Alfred Nzo District Municipality</td>
<td>10</td>
<td>13.33%</td>
</tr>
<tr>
<td>Lundini Local Municipality</td>
<td>16</td>
<td>21.33%</td>
</tr>
<tr>
<td>Nkonkobe Local Municipality</td>
<td>19</td>
<td>25.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.1 reflects the breakdown of responses. The majority of respondents were from OR Tambo District Municipality (40%) and the least number of respondents from Alfred Nzo District Municipality (13.33%). Furthermore, the demographic information of respondents was analysed according to gender, age, occupation within the organisation, education level and years of service in the organisation.

Of the 75 questionnaires received only three were not fully completed, however, the demographics section of the questionnaire was fully completed.
From chart 4.1, it is reflected that 39% of respondents are female and 61% male. This can largely be attributed to the fact that males still dominate senior positions in rural municipalities.

From chart 4.2, it is evident that 73% of respondents are middle managers, while 27% are senior managers.
Chart 4.2 shows the managerial level of respondents with 27% of respondents, senior managers and 73%, the majority, middle managers. The reason for this is that in most municipalities each directorate has one senior manager and at least three sub-directorates which are managed by middle managers.

From chart 4.3 it is evident that only one per cent of the respondents are 25 years of age or younger and only five per cent 56 years or more. The majority of the respondents (73%) are between 26 and 45 years of age. For development purposes, these municipalities can still invest in these employees as they still have at least ten years before they can retire.
Chart 4.4 shows that 57% of the respondents have a postgraduate qualification which has become the minimum requirement for managerial positions in local government. Therefore, the 43% without postgraduate qualifications have to be encouraged to further their studies. However, even though some of the respondents do not possess postgraduate qualifications it can be concluded that all respondents were educated.
Chart 4.5 shows the number of years the respondents have been with their organisations. Eight (11%) of the respondents have been with their organisation for less than three years while the majority of the respondents (73%) have been with their organisations for more than six years. Therefore, these respondents would be best suited to give a clear indication of what happens within their organisation as they have been with the organisation for a longer period.

4.3 Analysis and interpretation of the results of part B

This section of the study reports on the responses to the following:

1. Talent management
2. Recruitment and selection
3. Talent retention
4. Attracting talent
5. Who is talent managed?
6. Training and development

Different questions were asked to ascertain an understanding of the status of the aforementioned variables. For questions where there is a significant difference between municipalities, the author will report on both the individual municipalities and the combined results from all the municipalities. All questions on this section of the questionnaire were anchored on a Likert scale which ranged from strongly disagree (one) to strongly agree (five).

Descriptive statistics were used to report on the results. Statistica Version 10 which is a statistics and analytics software package that provides data analysis, data management, data mining, and data visualisation procedures, was used to analyse the raw data gathered using the questionnaire.

As stated in chapter 3 the calculated Cronbach’s alpha for all the variables were above 0.7 which showed that reliable measuring scales were used to measure the variables under investigation.
4.3.1 Discussion of the results for the questions on talent management

Table 4.2 reflects the response to the question of the existence of a talent management strategy in rural municipalities.

**Table 4.2 Talent management**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 My organisation has a talent management strategy in place</td>
<td>n 17</td>
<td>26</td>
<td>8</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>% 23%</td>
<td>35%</td>
<td>11%</td>
<td>22%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 4.2 indicates that 58% of the respondents disagreed with the statement and thus stated that their organisations do not have a talent management strategy in place. Thirty-one per cent of the respondents agreed that their organisations do have a talent management strategy in place. The remaining 11% neither agreed nor disagreed with the statement. Therefore, it can be deduced that rural municipalities do not have a talent management strategy as perceived by the majority of respondents.

**Table 4.3 Communication**

<table>
<thead>
<tr>
<th></th>
<th>n= number of respondents</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Our talent management strategy is communicated amongst all departments</td>
<td>n 16</td>
<td>29</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% 22%</td>
<td>39%</td>
<td>12%</td>
<td>16%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.3 indicates that 61% of respondents did not believe that the strategy is communicated among all departments which relates to the perception that rural municipalities do not have a talent management strategy. Twelve per cent of the respondents were neutral and the remaining 27% believed that their organisation’s talent management strategy was communicated among all departments.

Consequently, by not communicating their talent management strategy, these organisations are in contradiction to Vermeulen (2008) as he states that the secret to a successful talent management programme lies within the communication and collaboration among all departments and managers.

**Importance of talent management**

Respondents were asked whether they agreed with the following statement about the importance of talent management:

- Talent management is critical to the success of our organisation

The results for this question indicate that 75% of respondents agreed that talent management is critical for the success of their organisation, irrespective of their organisation not having a talent management strategy. The remainder of the respondents either disagreed with the statement or were neutral. This is presented in chart 4.6
Chart 4.7 Our senior managers support and engage in talent management activities

Chart 4.7 indicates that 50% of respondents disagreed that senior managers support and engage in talent management strategies. Altogether 20.3% of respondents were neutral and the remaining 29.7% agreed that senior managers engage in and support talent management activities. This statement had an average rating of 2.7 that shows that a majority of respondents disagreed with this statement. Therefore, talent management in rural municipalities may fail, because it does not have the support of
senior managers. Vermeulen (2008) emphasises this as he states for talent management to be successful, it must be driven and supported by senior managers.

**Chart 4.8 Our middle managers support and engage in talent management activities**

<table>
<thead>
<tr>
<th>Our middle managers support and engage in talent management activities</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43.2%</td>
<td>18.9%</td>
<td>37.8%</td>
</tr>
</tbody>
</table>

This statement had a rating average of 3.15. Altogether 43.2% respondents agreed that middle managers support and engage in talent management activities, 37.8% disagreed and 18.9% were neutral. This rating average shows that middle managers support and engage in talent management activities. Because middle managers are also stakeholders of an organisation, talent management can be successful in these organisations. Meyer and Cillie-Schmidt (2009) maintain this as they state that the success of talent management depends on the support from all stakeholders of an organisation and it should not only be left to the human resource department.

There is a direct correlation between table 4.2 and chart 4.7. In table 4.2 respondents indicated that their organisations do not have a talent management strategy. When one then considers the responses on the question of talent management being supported by senior management, it is clear that senior managers do not support talent management. There is therefore no talent management while senior managers should in fact be the key drivers of talent management.

Even though middle managers do support talent management, they are not the key drivers of talent management and hence respondents in table 4.2 indicated that there is no talent management.
4.3.2 Recruitment and selection

Table 4.4 presents the results of the questions posed on recruitment and selection. Different questions were asked to respondents to ascertain whether the recruitment and selection process of rural municipalities does support talent management. Descriptive statistics were used to report the results. The mean and standard deviation were calculated for 74 respondents.
Table 4.4 Descriptive statistics for recruitment and selection

<table>
<thead>
<tr>
<th>RECRUITMENT AND SELECTION</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organisation has a well-communicated recruitment and selection policy</td>
<td>11%</td>
<td>23%</td>
<td>14%</td>
<td>30%</td>
<td>23%</td>
<td>3.31</td>
<td>1.34</td>
</tr>
<tr>
<td>For senior positions we use internal employees</td>
<td>29%</td>
<td>47%</td>
<td>13%</td>
<td>8%</td>
<td>3%</td>
<td>2.08</td>
<td>1.00</td>
</tr>
<tr>
<td>For entry level positions we use external sources</td>
<td>9%</td>
<td>20%</td>
<td>28%</td>
<td>33%</td>
<td>9%</td>
<td>3.13</td>
<td>1.13</td>
</tr>
<tr>
<td>Line managers are closely involved in the recruitment process</td>
<td>5%</td>
<td>15%</td>
<td>17%</td>
<td>55%</td>
<td>8%</td>
<td>3.45</td>
<td>1.02</td>
</tr>
<tr>
<td>Managers know of the available skills base within the organisation</td>
<td>4%</td>
<td>21%</td>
<td>21%</td>
<td>36%</td>
<td>17%</td>
<td>3.41</td>
<td>1.13</td>
</tr>
<tr>
<td>Employee referrals are used in my organisation to fill vacancies</td>
<td>13%</td>
<td>41%</td>
<td>29%</td>
<td>12%</td>
<td>4%</td>
<td>2.52</td>
<td>1.00</td>
</tr>
<tr>
<td>University/campus hiring is highly utilised in my organisation</td>
<td>16%</td>
<td>31%</td>
<td>24%</td>
<td>23%</td>
<td>7%</td>
<td>2.73</td>
<td>1.18</td>
</tr>
<tr>
<td>My organisation has a person specification for an advertised position</td>
<td>9%</td>
<td>17%</td>
<td>37%</td>
<td>28%</td>
<td>8%</td>
<td>3.08</td>
<td>1.08</td>
</tr>
<tr>
<td>The selection procedures are guided by a job profile</td>
<td>1%</td>
<td>3%</td>
<td>16%</td>
<td>63%</td>
<td>17%</td>
<td>3.92</td>
<td>0.75</td>
</tr>
<tr>
<td>Our selection criteria conforms to a recruitment and selection policy</td>
<td>3%</td>
<td>7%</td>
<td>26%</td>
<td>41%</td>
<td>24%</td>
<td>3.77</td>
<td>0.99</td>
</tr>
</tbody>
</table>
Only two statements received a high mean score. The statements listed below reflect from the highest to the lowest mean score:

- **The selection procedures are guided by a job profile.** The mean score for this statement was 3.92, which indicates that respondents agreed with this statement. The standard deviation for this statement was 0.75, which indicates that the responses were closer to the mean.

- **Our selection criteria conform to recruitment and selection policy.** The mean score was 3.77 which indicates that the respondents agreed that the selection criteria conform to recruitment and selection policy of their organisation. The standard deviation for this statement was 0.99, which indicates that the responses were slightly spread for this section.

The three statements that received the lowest mean scores are the following:

- **For senior positions, we use internal employees.** A mean score of 2.08 indicates that respondents disagreed with this statement, meaning that their organisations do not hire internal employees for senior positions. By not recruiting internal employees for senior positions, these organisations are not offering their current employees opportunities for advancement. Graham and Bennett (1998) state that by employing an organisation’s current workforce, the institution offers opportunity for advancement for these employees.

- **Employee referrals are used in my organisation to fill vacancies.** This statement had a mean score of 2.52 which also indicates that respondents disagreed with this statement. According to Carrell et al. (2006) employee referrals are one of the best means of securing applicants.

- **University/campus hiring is highly utilised in my organisation.** A mean score of 2.72 indicates that respondents disagreed with this statement. University/campus hiring is an external source of talent that Carrell et al. (2006) suggest that institutions should use to support talent management as this allows institutions to develop their own talent and create a talent pool.
4.3.3 Talent retention

In this section of the questionnaire, respondents were asked questions on how talent is retained in their organisations. Table 4.5 depicts the results for each question. Descriptive statistics were also used to report the results. The mean score and standard deviation were also calculated.

Table 4.5 Descriptive statistics on talent retention

<table>
<thead>
<tr>
<th>TALENT RETENTION</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B3.01 We retain our best employees</td>
<td>25%</td>
<td>33%</td>
<td>15%</td>
<td>23%</td>
<td>4%</td>
<td>2.47</td>
<td>1.21</td>
</tr>
<tr>
<td>B3.02 Key personnel are given challenging tasks</td>
<td>1%</td>
<td>20%</td>
<td>24%</td>
<td>43%</td>
<td>12%</td>
<td>3.44</td>
<td>0.99</td>
</tr>
<tr>
<td>B3.03 We continuously engage our employees to ascertain what they think of the organisation</td>
<td>12%</td>
<td>29%</td>
<td>24%</td>
<td>29%</td>
<td>5%</td>
<td>2.87</td>
<td>1.13</td>
</tr>
<tr>
<td>B3.04 Our rewards plans are reviewed annually</td>
<td>24%</td>
<td>35%</td>
<td>13%</td>
<td>20%</td>
<td>8%</td>
<td>2.53</td>
<td>1.28</td>
</tr>
<tr>
<td>B3.05 New employees’ opinions are monitored in my organisation</td>
<td>20%</td>
<td>32%</td>
<td>23%</td>
<td>23%</td>
<td>3%</td>
<td>2.56</td>
<td>1.13</td>
</tr>
<tr>
<td>B3.06 In my organisation we recognise good performance</td>
<td>15%</td>
<td>28%</td>
<td>23%</td>
<td>24%</td>
<td>11%</td>
<td>2.88</td>
<td>1.24</td>
</tr>
<tr>
<td>B3.07 In my organisation we acknowledge that employee retention is a problem</td>
<td>4%</td>
<td>8%</td>
<td>15%</td>
<td>41%</td>
<td>32%</td>
<td>3.89</td>
<td>1.07</td>
</tr>
<tr>
<td>B3.08 We ensure that our employees feel valued</td>
<td>17%</td>
<td>17%</td>
<td>23%</td>
<td>36%</td>
<td>7%</td>
<td>2.97</td>
<td>1.23</td>
</tr>
</tbody>
</table>
Table 4.11 shows that two questions had an average rating above three. These questions are listed below and the results will also be interpreted.

- **In my organisation, we acknowledge that employee retention is a problem.** Table 4.5 shows a mean score of 3.89, with 73% of respondents either agreeing or strongly agreeing that their organisations acknowledge that employee retention is a problem (Baker, Kubal and O’Rourke, 2006).

- **Key personnel are given challenging tasks.** This question had a mean score of 3.47, with 55% of respondents agreeing that key personnel are given challenging tasks.

The following three statements received low mean scores ranging from 2.47 and 2.56. A low mean score indicates that a majority of respondents disagreed with the statement.

- **We retain our best employees.** Table 4.5 shows that this statement had a low mean score of 2.47 with 55% of respondents disagreeing with this statement, meaning their organisations do not retain their best employees. This finding is synonymous with the challenge identified by Vermeulen (2007) as he stated that the public sector faces the challenge of retention such as the high brain drain, a shortage of skilled people and a high turnover of staff.

- **Our rewards plans are reviewed annually.** This statement had a mean score of 2.53 and 59% of respondents disagreed that reward plans are reviewed annually. This means that public institutions do not revisit their reward plans as suggested by Baker, Kubal and O’Rourke (2006).

- **New employees’ opinions are monitored in my organisation.** With a mean score of 2.56, 52% of respondents disagreed and 23% were neutral. This shows that new employee’s opinions are not monitored to ascertain whether the organisation is what they thought it was as per the organisation’s brand as employer.
The remaining questions had mean scores that indicated that the respondents were unsure of where their organisations stood in terms of the statements posed about talent retention.

### 4.3.4 The attraction of talent

Table 4.6 reflects the perception of respondents on questions relating to how talent is attracted in rural municipalities

**Table 4.6 Responses on questions relating to how talent is attracted in rural municipalities**

<table>
<thead>
<tr>
<th>ATTRACTION TALENT</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4.01 We attract the very best employees</td>
<td>3%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>28%</td>
<td>3.51</td>
<td>1.21</td>
</tr>
<tr>
<td>B4.02 My organisation is a place where people prefer to work</td>
<td>7%</td>
<td>20%</td>
<td>28%</td>
<td>35%</td>
<td>9%</td>
<td>3.20</td>
<td>1.09</td>
</tr>
<tr>
<td>B4.03 My organisation has a good work-life balance culture</td>
<td>8%</td>
<td>30%</td>
<td>27%</td>
<td>30%</td>
<td>5%</td>
<td>2.95</td>
<td>1.07</td>
</tr>
<tr>
<td>B4.04 Our compensation and rewards philosophies are attractive</td>
<td>14%</td>
<td>34%</td>
<td>22%</td>
<td>27%</td>
<td>4%</td>
<td>2.74</td>
<td>1.12</td>
</tr>
<tr>
<td>B4.05 My organisation provides promotion opportunities</td>
<td>15%</td>
<td>30%</td>
<td>28%</td>
<td>22%</td>
<td>5%</td>
<td>2.73</td>
<td>1.13</td>
</tr>
<tr>
<td>B4.06 My organisation provides opportunities to work on challenging tasks</td>
<td>7%</td>
<td>4%</td>
<td>22%</td>
<td>55%</td>
<td>12%</td>
<td>3.62</td>
<td>0.99</td>
</tr>
<tr>
<td>B4.07 Potential employees have a clear view of what makes my organisation different and desirable as an employer</td>
<td>7%</td>
<td>19%</td>
<td>26%</td>
<td>42%</td>
<td>4%</td>
<td>3.18</td>
<td>1.01</td>
</tr>
</tbody>
</table>
Table 4.6 indicates that two statements received mean scores that indicated that respondents tended to disagree with these statements or were neutral. These statements are:

- **My organisation provides promotion opportunities.** This statement received the least mean score (2.73) as 45% of respondents believed that their organisation does not provide promotion opportunities and 28% were neutral. This is consistent with an earlier question asked about the use of internal employees for senior positions where respondents also indicated that their organisations do not use internal employees for senior positions.

- **Our compensation and rewards philosophies are attractive.** This statement had the second lowest mean score of 2.74 with 48% of respondents disagreeing with this statement and 22% being neutral. The perception of respondents for this question correlates with the deduction made by respondents that rewards systems are not revisited annually. This shows that rewards systems in these institutions are out-dated.

Furthermore table 4.6 reflects that one statement received a high mean score of 3.62.

- **My organisation provides opportunities to work on challenging tasks.** Altogether 67% of respondents agreed that their organisations do provide opportunities to work on challenging tasks. This is what talented employees look for in an organisation according to Sokro (2012).

Even though these organisations do provide opportunities to work on challenging tasks, they should continuously revisit their reward programmes and ensure that these are continuously updated to suit the current needs of employees. Furthermore opportunities for advancement have been identified as one of the key elements talented individuals look for in an organisation. These organisations should ensure that for senior positions they employ from within. For this to happen the organisation’s talent pool have to be continuously developed to suit the organisation’s future needs.
4.3.5 Discussion of the results for the questions on who should be talent managed in rural municipalities.

Table 4.7 shows the responses to questions posed to respondents on who is talent managed in their organisations.

- **Key positions are identified in my organisation.** The mean score for this question was 3.72. Only eight respondents disagreed with the fact that key positions are identified in their organisations. A significant number of respondents agreed or strongly agreed that key positions are identified in their organisation. Respondents therefore concurred with Collings and Mellahi (2009) that organisations should identify key positions within themselves.

- **A well-documented mechanism is used to identify talent.** This statement had the lowest mean score of 2.60. In addition, 51% of respondents disagreed with this statement and 31% of the respondents were neutral. This shows that even though these organisations identify key positions, they do not have a documented mechanism to identify talent that will fill these key positions.
### Table 4.7 Who should be talent managed

<table>
<thead>
<tr>
<th>WHO SHOULD BE TALENT MANAGED</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5.01 Managers distinguish between high and low performers</td>
<td>n</td>
<td>4</td>
<td>13</td>
<td>13</td>
<td>41</td>
<td>4</td>
<td>3.37</td>
</tr>
<tr>
<td>%</td>
<td>5%</td>
<td>17%</td>
<td>17%</td>
<td>55%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5.02 Key positions are identified in my organisation</td>
<td>n</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>46</td>
<td>9</td>
<td>3.72</td>
</tr>
<tr>
<td>%</td>
<td>3%</td>
<td>8%</td>
<td>16%</td>
<td>61%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5.03 Talent management is applied to individuals who will fill the key positions</td>
<td>n</td>
<td>6</td>
<td>28</td>
<td>16</td>
<td>29</td>
<td>5</td>
<td>2.87</td>
</tr>
<tr>
<td>%</td>
<td>8%</td>
<td>37%</td>
<td>21%</td>
<td>27%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5.04 A well-documented mechanism is used to identify talent</td>
<td>n</td>
<td>8</td>
<td>30</td>
<td>23</td>
<td>12</td>
<td>2</td>
<td>2.60</td>
</tr>
<tr>
<td>%</td>
<td>11%</td>
<td>40%</td>
<td>31%</td>
<td>16%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In summary, table 4.7 indicates that even though rural municipalities do not have a talent management strategy in place, they do follow some of the talent management processes. However these processes are not coordinated to form a talent management strategy.

### 4.3.6 Discussion of the results for the questions on training and development in rural municipalities

Only one question in this section had a definite answer where 60 respondents out of the 75 agreed with the statement. The purpose of the question was to ascertain if employee development was part of the organisation's strategy.
Chart 4.9 shows that 80% of respondents agreed that in their organisation training and development is part of organisational strategy. The results from these respondents support the incorporation of employee development into their strategy according to Younger and Smallwood (2007:21-25) cited by Vermeulen (2008). Of the remaining respondents eight per cent were neutral and 12% disagreed with this statement.

The following statement had the least average rating of 3.09: Managers have career development conversations with employees

Table 4.8

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers have career development conversations with employees</td>
<td>n</td>
<td>4</td>
<td>21</td>
<td>20</td>
<td>24</td>
<td>6</td>
<td>3.09</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>5%</td>
<td>28%</td>
<td>27%</td>
<td>32%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8 shows that 40% of respondents agreed that managers have career development conversations with employees. However 60% of respondents were either neutral or disagreed with the statement. Therefore, careful consideration has to be taken when reading these results.

4.3.7 Summary of results for part B

The following table provides a summary of the results for each of the variables that was measured.

**Table 4.9**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TALENT MANAGEMENT</td>
<td>2.92</td>
<td>1.05</td>
</tr>
<tr>
<td>2. RECRUITMENT AND SELECTION</td>
<td>3.28</td>
<td>0.64</td>
</tr>
<tr>
<td>3. TALENT RETENTION</td>
<td>2.95</td>
<td>0.83</td>
</tr>
<tr>
<td>4. ATTRACTING TALENT</td>
<td>3.13</td>
<td>0.82</td>
</tr>
<tr>
<td>5. WHO IS TALENT MANAGED?</td>
<td>3.14</td>
<td>0.79</td>
</tr>
<tr>
<td>6. TRAINING AND DEVELOPMENT</td>
<td>3.30</td>
<td>0.89</td>
</tr>
</tbody>
</table>

The questionnaire was distributed to employees in four rural municipalities in the Eastern Cape, with the aim to evaluate the effectiveness of talent management strategies in these rural municipalities.

In the first section of part B of the questionnaire respondents were asked questions relating to talent management to determine whether these organisations had a talent management strategy and whether this strategy was supported by management. Table 4.9 indicates that this section of the questionnaire had a mean of 2.92 with a mean between 2.6 and 3.4 indicating that respondents were neutral, that is they either agreed
or disagreed with the statement. However, 38% disagreed with the statements posed about talent management and 29% agreed, with the remainder being neutral.

The second section of part B posed questions in relation to recruitment and selection. Table 4.9 indicates that 46% of the respondents agreed that their institutions’ recruitment and selection procedures support talent management and only 16% of the respondents disagreed with this statement. The remainder were neutral with a rating average of 3.28 confirming this. One would, however, deduce that respondents agreed that their organisations recruitment and selection procedures would support talent management if such a strategy were in place.

In the third section of the questionnaire respondents answered questions that were posed to determine how effective talent retention was in rural municipalities. Table 4.9 indicates a mean score of 2.95. Furthermore, 36% of the respondents disagreed, 33% were unsure or neutral and 31% agreed. The results of this section indicate that respondents were neutral on the effectiveness of talent retention in rural municipalities.

Section four of the questionnaire posed questions to respondents on how talent is attracted in rural municipalities. The results show that respondents are neutral on whether their organisations have adequate ways of attracting talent.

In the section where respondents were asked questions on who is talent managed in their institutions, 43% of the respondents agreed that the procedures to determine who should be talent managed are in line with those suggested by literature. Therefore the process of determining who should be talent managed in those cases, would support talent management as a whole. Altogether 32% of the respondents were neutral while the remaining respondents disagreed with the procedures.

The last section of the questionnaire posed questions on training and development of talent. The mean for this section was 3.30, indicating that 51% of respondents agreed that training and development supports talent management, 23% of the respondents were neutral and the remaining respondents disagreed with the training and development employed in their institutions.
4.4 Conclusion

The empirical results were presented in this chapter in the form of descriptive statistics. From these statistics the following conclusions may be drawn:

- Regarding talent management, the views of respondents differed about its existence in rural municipalities with 38% stating that it does not exist and 34% neither agreeing nor disagreeing. There could be many reasons for this uncertainty but the author would not assume any reasons for this since it was not part of the research.

- On recruitment and selection, 46% of the respondents agreed with the recruitment procedures of their institutions which indicates that these rural municipalities do have the necessary processes to support talent management. However, 39% of respondents neither agreed nor disagreed with the recruitment processes in their institutions and this high percentage could indicate many different issues about which the author would not want to speculate about the reasons.

- Talent retention had a rating average of 2.95 which indicates that respondents neither agreed nor disagreed with talent retention strategies in their organisations.

- With a rating average of 3.13 on talent retention the vast majority of respondents were also neutral on this statement or agreed with the retention strategies of their organisations.

- On who should be talent managed, a rating average of 3.14 indicates that a majority of respondents were either neutral or agreed on who should be talent managed while the others neither agreed nor disagreed.

- On training and development, 51% of respondents agreed that training and development in their organisations support talent management with only 26% of respondents disagreeing on this matter.

The following chapter will discuss the findings, conclusions and recommendations of the study.
CHAPTER 5
Findings, recommendations and conclusions

5.1 Introduction
The purpose of the previous chapter was to discuss the findings of the empirical research and to draw conclusions from there. This chapter will present recommendations based on the findings and literature. Furthermore, this chapter highlights the limitations of the study and make recommendations for future research.

5.2 Resolution of the main and subproblems
The main objective of the study was to evaluate the effectiveness of talent management strategies at rural municipalities in the Eastern Cape. To solve the main research problem the following secondary research objectives were dealt with:

- A definition of talent management and the variables that encompass talent management were shared.
- The importance of talent management in rural municipalities was discussed.
- Factors that affect the implementation of a talent management strategy were dealt with.
- The role of employee value proposition in retaining talented employees was investigated.

Chapter 1 of the study introduced the study and identified the main research objective. Furthermore, the secondary objectives of the study were also identified as well as the need to conduct the study.

Chapter 2 provided a literature review on talent management and the variables that encompass talent management. This led to the creation of a definition of talent management in rural municipalities. In addition, the literature review helped identify who should be talent managed in rural municipalities and how talent pools should be created. A discussion on employee value proposition (EVP) was also conducted to assist rural municipalities in designing such a proposition for their talented individuals.
Chapter 3 provided an overview of the research methodology followed in the study as well as the research paradigm. Furthermore, this chapter discussed how the measuring instrument was constructed and an overview of the sample of the study was given as well as how the sample was administered. The questionnaire was distributed to 100 respondents and 75 questionnaires were returned.

In chapter 4 the results of the empirical study were presented using descriptive statistics and frequency distributions of talented employees.

5.3 Findings of the empirical study

In this section of the study, the findings on the perceptions of respondents on the following variables will be discussed:

1. Talent management
2. Recruitment and selection
3. Talent retention
4. Attracting talent
5. Who is talent managed?
6. Training and development

5.3.1 Findings on talent management

The results in this section showed that a majority of respondents either disagreed or were uncertain whether there was talent management in their institutions. However, even though the existence of talent management could not be confidently proven, an overwhelming majority of respondents agreed that talent management is critical for the success of their organisations.

5.3.2 Recruitment and selection

The aim of this section of the empirical study was to determine whether the recruitment and selection process of rural municipalities supported talent management.
The results of this section of the study indicate that respondents tended to agree that their recruitment and selection processes do support talent management, even though their organisations do not have a talent management strategy in place. However there were also a number of respondents who neither agreed nor disagreed with their recruitment and selection strategies. A number of factors could have contributed to their perception, but the author would not conclude as to the reasons for this neutral perception on the matter.

5.3.3 Talent retention

The results of this section were widely spread, which indicates that respondents were not certain on whether their organisations did enough to retain their talent. However, on one of the statements posed to respondents on whether organisations do retain their key talent, respondents disagreed with the statement, meaning these organisations were not retaining their best talent. Since this was not the only question to be asked on talent retention, based on the empirical results, it may be concluded that respondents were unsure of the state of talent retention in their institutions.

5.3.4 Attracting talent

The results of this section show that respondents are unsure whether their organisations have the best methods to attract talent. The respondents disagreed with statements on opportunities for advancement and remuneration. This means that these organisations are not using their internal source of talent for senior positions and furthermore they do not revisit their compensation and rewards philosophies.

5.3.5 Who is talent managed?

In this section of the study, the results also indicate that respondents are neutral or unsure of whom should be talent managed. Most respondents, however, indicated that key positions should first be identified and then individuals to fill those positions should be talent managed. However the process of identifying these individuals is not well
documented in rural municipalities. This may result in some individuals not being aware of the criteria used to identify talent.

**5.3.6 Training and development**

The results of this section indicate that respondents were neutral on whether training and development activities do support talent management. However, a majority of the respondents agreed that training and development is part of their organisations’ strategy. This means that these institutions do have a plan for the development of their employees, but the execution could be the reason for an overall neutral perception on training and development.

**5.4 Recommendations**

This section of the study provides recommendations for the above findings which are in line with the literature review of the study.

**5.4.1 Talent management**

It is therefore recommended that rural municipalities should have a talent management strategy in place which should be communicated and collaborated among all departments, and the key drivers should be senior managers. Senior managers should also have the support of middle managers to have a successful talent management programme. Furthermore, a talent management strategy should form part of the organisational strategy.

This recommendation is in line with Vermeulen (2008) who states in an earlier study that the secret to a successful talent management programme lies within the communication and collaboration among all departments and managers, driven and supported by senior managers.

**5.4.2 Recruitment and selection**

Rural municipalities should have a well-communicated recruitment and selection policy supporting talent management. One of the ways this policy may support talent
management is to ensure that growth opportunities are provided for internal employees. This policy may outline that for senior positions, internal employees must be considered first, only when no suitable candidate has been found within the organisation then external candidates may be considered. Furthermore rural municipalities should ensure that line managers are closely involved in the recruitment process to ensure that they recruit people with ability. Vermeulen (2007) supports this as he states that public institutions should recruit correctly. In addition the recruitment and selection policy must state that the most qualified individuals must be considered for positions. Lastly the recruitment and selection policy must ensure that all recruitment and selection practices are transparent, dependable and equitable and in line with relevant legislation (Muller-Carmen et al., 2008).

Rural municipalities should create talent through a talent pool which they could use to fill vacancies. Regular assessments should be done to ensure that this pool can fulfil the organisation’s future needs.

5.4.3 Talent retention

Among the techniques used by Baker, Kubal and O’Rourke (2006) rural municipalities only used one technique to retain talent. The study recommends that they use the remaining four which were discussed in the literature review, namely the following:

- Know what your employees are thinking
- Monitor new employees’ opinions
- Revisit reward plans
- Say thank you

In addition to the techniques suggested by Baker, Kubal and O’Rourke (2006) rural municipalities should use the employee value proposition adapted from Brewster et al. (2008) to craft an EVP for their talent managed individuals.

5.4.4 Attracting talent

It should be recommended that rural municipalities promote a good work-life balance culture. One of the ways that these municipalities can promote a work life balance is to
promote telecommuting. Telecommuting is defined as the ability for employees to work from home enabling employees to cut down stress and unproductive time lost due to a commute (Hakala, 2008). However for this to be implemented fairly there should be a policy in place to determine which duties allow for this. Another way to promote a balance work life is to encourage employees to take vacation as often as possible and ensure that those employees who do not take vacation are put on forced vacation.

Furthermore as stated in the retention of employees, rural municipalities should continuously revisit their reward plans to ensure that they are attractive for future employees. In addition, these organisations should provide opportunities for advancement which future employees should be able to see. A way for these municipalities to ensure that they provide opportunities for advancement is to ensure that their policies allow for promotion to senior positions and internal employees are considered for senior positions even though they will be competing with external employees. In ensuring that the above are in place these municipalities ensure that their brand image is attractive (Sokro, 2012).

Lastly, rural municipalities should ensure that their organisations are high performers as high performing organisations attract talent (Kahn and Louw, 2010).

5.4.5 Who is talent managed?

One of the findings of the empirical study was that key positions are identified in rural municipalities, which was in agreement with the literature study. The study recommends that rural municipalities use the talent grid action to identify and segment talent as suggested by Uren (2011). This will allow for transparency and fairness.

5.4.6 Training and development

Even though the study found that training and development was part of the organisational strategy, it is recommended that managers should have career development conversations with employees and ensure that employees have their own personal development plans. Career development conversations can also assist in
identifying talent and segmenting it and must be used in conjunction with the talent grid action.

Furthermore, institutions should distinguish between the training and development conducted by human resources from that which would be aimed at talent-managed individuals. This is because training and development for talent-managed individuals should be done to address the future needs of the key positions identified within the organisation. Lastly the development of employees should be continuous and evaluated to ensure that employee competencies are improved.
5.4.7 Proposed talent management model

Having done a literature review and an empirical study the following talent management model is proposed for rural municipalities. Figure 5.1

1. Identify key positions

2. Create a talent pool
   This talent pool is made up of an organisation’s current employees and employees that will be sourced from outside the organisation

2.1 Organisational internal labour market

2.2 External market

2.2.1 Attract talent
2.2.2 Recruitment and selection

3. Engage in training and development activities

4. Retain the talent

5. Continuous evaluation of the talent to ensure it meets organisational needs
To ensure the success of the proposed talent management model, rural municipalities should have a talent management strategy which will be supported by the proposed talent model.

1. The first step of this model is to identify key positions. This approach is supported by authors such as Becker, Beatty and Huselid (2005) who state that a better approach to talent management is to first identify strategically important or critical positions. These positions support the core business of the organisation or its reason for existence. When an organisation has identified the strategically important positions a talent pool can be created which will then be used to fill these positions.

2. Having identified key positions, organisations need to create a talent pool which can be made up of the organisation's internal labour market. This is done to ensure that growth opportunities are provided for internal employees. For entry level positions the organisation can use the external labour market. However, for an organisation to attract external employees, it has to promote a good work-life balance culture. Furthermore as stated in the retention of employees, rural municipalities should continuously revisit their reward plans to ensure that they are attractive for future employees. In addition, these organisations should provide opportunities for advancement which future employees should be able to see. Current employees are also the ones responsible for building the image of the organisation. These organisations should therefore ensure that what they promise to future employees is that which they are already implementing to retain their current workforce.

3. When these employees form part of the talent pool, they have to be continuously developed and trained. Furthermore managers should have career development conversations with employees.

4. Lastly, due to the ever-changing work demands and organisational strategic direction, organisations should continuously evaluate its talent and ensure that its
current talent pool still meets the needs of the organisation. Managers should continuously provide support and feedback to its talent to ensure that their career development and goals are aligned with the needs of the organisation.

5.4 Limitations of the study

Firstly, a major limitation was the unwillingness of municipal managers to grant permission for the empirical study to be conducted in their municipalities. This caused a delay in the finalisation of the empirical study. However, even though the sample size was sufficient to generalise, it is indeed possible that there are some rural municipalities with effective talent management strategies. This sample was limited to four rural municipalities.

The second limitation was that none of the rural municipalities had a talent management strategy, which made the evaluation of its effectiveness difficult. However, it should be noted that rural municipalities were engaging in activities that do support talent management, but these were not integrated.

5.5 Opportunities for future research

Because this research was limited to just four rural municipalities there are many opportunities for future research, including:

- Future research may be conducted at the same rural municipalities to determine if they have since this study implemented their talent management strategies.
- Future research may also be conducted in all the municipalities of the Eastern Cape to enable a larger response rate and to determine the effectiveness of talent management in municipalities in the Eastern Cape.
- Furthermore, future research can be done to evaluate whether the proposed talent management model does indeed work in rural municipalities.
5.6 Conclusion

Overall the study was a success, even with the challenges highlighted in the limitations of the study. It is clear that talent management is still a new phenomenon in rural municipalities. However, as shown by the empirical study some of the activities conducted by rural municipalities do support talent management even though they are not integrated.

Furthermore rural municipalities should have a talent management strategy in place which should be communicated and collaborated among all departments, and the key drivers should be senior managers. Senior managers should also have the support of middle managers to have a successful talent management programme.

Lastly, a talent management strategy should form part of the organisational strategy and the senior managers should ensure that the strategy is implemented and supported by all within the organisation. Continuous evaluation of the success of the talent management strategy must be done to ensure that the strategy meets the current and future needs of the organisation.
REFERENCE LIST


[Accessed 28June 2013].


Dear Respondent

My name is Owethu Mziwabantu Krexe, I am doing an MBA at the Nelson Mandela Metropolitan University (NMMU). I am conducting research under the supervision of Dr M Mey. I am requesting assistance with completing a questionnaire which will assist in evaluating the effectiveness of talent management strategies in rural municipalities in the Eastern Cape. Your participation in this study will enable a deeper understanding of the state of talent management in rural municipalities.

You are part of a selected sample of respondents whose views we seek on the above-mentioned matter. We would therefore appreciate it if you could answer a few questions in this regard, which should not take more than Ten minutes of your time.

Thank you for agreeing to participate in this research. The results of this research will be submitted to the Nelson Mandela Metropolitan University (NMMU) in partial fulfilment of a Master’s degree in Business Administration (MBA). The outcomes of this study will also be made available to the public by the university at a given time.

The survey is strictly confidential and the respondents will remain anonymous. Please answer the questions as accurately as possible. For each statement, tick the box which best describes your experience, there are no correct or incorrect answers.

It will be highly appreciated if the questionnaire is returned within 5 business days. Should you require further information, please contact me at owethuk@hotmail.com or 073 299 4296.
PART A

The information requested in this section of the questionnaire is important in assisting with the contextualization of the data provided in Part B of the questionnaire. Please read through the information requested below and place an X opposite the category that best describes your view. The information provided in this form remains anonymous and is only for purposes of this study, so information such as your name will not be required.

Demographic information

A.1 GENDER STATUS

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>MALE</td>
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<td>2</td>
<td>FEMALE</td>
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A.2 AGE GROUP (YEARS)

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<td>3</td>
<td>36-45</td>
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<td>4</td>
<td>46-55</td>
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<td>5</td>
<td>MORE THAN 56</td>
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A.3 LEVEL OF EDUCATION

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<tr>
<td>1</td>
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<td>2</td>
<td>NATIONAL DIPLOMA DEGREE</td>
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<td>4</td>
<td>POSTGRADUATE</td>
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A.4 YEARS OF SERVICE

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<tr>
<td>1</td>
<td>LESS THAN 3 YEARS</td>
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<td>2</td>
<td>3-5 YEARS</td>
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<td>3</td>
<td>6-10 YEARS</td>
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<tr>
<td>4</td>
<td>MORE THAN 10 YEARS</td>
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A.5 OCCUPATIONAL LEVEL

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<tbody>
<tr>
<td>1</td>
<td>SENIOR MANAGER</td>
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<td>2</td>
<td>MIDDLE MANAGER</td>
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PART B

1. TALENT MANAGEMENT

Talent management is a strategic process of attracting, recruiting, developing and retaining individuals who have the capability to make a significant difference to the current and future performance of the institution. Successful talent management program requires communication and collaboration among all departments and managers and is driven and supported by senior managers.

To what extent do the following statements represent your organisation?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1.1 My organisation has a talent management strategy in place</td>
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<td>1.2 Our talent management strategy is communicated amongst all departments</td>
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<td>1.3 Talent management is critical to the success of our organisation</td>
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<td>1.4 Our Senior managers support and engage in, talent management activities</td>
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<td>1.5 Our middle managers support and engage in, talent management activities</td>
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<td>1.6 We make Talent management a top priority</td>
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</table>
### 2. RECRUITMENT AND SELECTION

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – **Strongly Disagree**  
2 – **Disagree**  
3 – **Neither agree or disagree**  
4 – **Agree**  
5 – **Strongly Agree**  

(Illustration with an X)

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<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>2.1</td>
<td>My organisation has a well communicated recruitment and selection policy</td>
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<tr>
<td>2.2</td>
<td>For senior positions we use internal employees</td>
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<tr>
<td>2.3</td>
<td>For entry level positions we use external sources</td>
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<td>2.4</td>
<td>Line managers are closely involved in the recruitment process</td>
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<tr>
<td>2.5</td>
<td>Managers know of the available skills base within the organisation</td>
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<tr>
<td>2.6</td>
<td>Employee referrals are used in my organisation to fill vacancies</td>
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<td>2.7</td>
<td>University/ campus hiring is highly utilized in my organisation</td>
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<tr>
<td>2.8</td>
<td>My organisation has a person specification for an advertised position</td>
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<td>2.9</td>
<td>The selection procedures are guided by a job profile</td>
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<td>2.10</td>
<td>Our selection criteria conforms to recruitment and selection policy</td>
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### 3. TALENT RETENTION
Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

**3. Retaining Talent**

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>3.1</td>
<td>We retain our best employees</td>
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<td>3.2</td>
<td>Key personnel is given challenging tasks</td>
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<td>3.3</td>
<td>We continuously engage our employees to ascertain what they think of the organisation</td>
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<td>3.4</td>
<td>Our rewards plans are reviewed annually</td>
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<td>3.5</td>
<td>New employees opinions are monitored in my organisation</td>
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<td>3.6</td>
<td>In my organisation we recognize good performance</td>
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<td>3.7</td>
<td>In my organisation we acknowledge that employee retention is a problem</td>
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<tr>
<td>3.8</td>
<td>We ensure that our employees feel valued</td>
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**4. Attracting Talent**

<table>
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<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
<tr>
<td>4.1</td>
<td>We attract the very best employees</td>
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<td>4.2</td>
<td>My organisation is a place where people prefer to work</td>
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<td>4.3</td>
<td>My organisation has a good work-life balance culture</td>
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<td>4.4</td>
<td>Our compensation and rewards philosophies are attractive</td>
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<tr>
<td>4.5</td>
<td>My organisation provides promotion opportunities</td>
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</tbody>
</table>
4.6 My organisation provides opportunities to work on challenging tasks

4.7 Potential employees have a clear view of what makes my organisation different and desirable as an employer

<table>
<thead>
<tr>
<th>5. WHO IS TALENT MANAGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where</td>
</tr>
<tr>
<td>1 – Strongly Disagree</td>
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<tr>
<td>2 – Disagree</td>
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<tr>
<td>3 – Neither agree or disagree</td>
</tr>
<tr>
<td>4 – Agree</td>
</tr>
<tr>
<td>5 – Strongly Agree</td>
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<tr>
<td>(Indicate with an X)</td>
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<table>
<thead>
<tr>
<th>5.1 Managers distinguish between high and low performers</th>
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<tbody>
<tr>
<td>5.2 Key positions are identified in my organisation</td>
</tr>
<tr>
<td>5.3 Talent management is applied to individuals who will fill the key positions</td>
</tr>
<tr>
<td>5.4 A well-documented mechanism is used to identify talent</td>
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</tbody>
</table>

<table>
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<tr>
<th>6. TRAINING AND DEVELOPMENT</th>
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<tbody>
<tr>
<td>Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where</td>
</tr>
<tr>
<td>1 – Strongly Disagree</td>
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<tr>
<td>2 – Disagree</td>
</tr>
<tr>
<td>3 – Neither agree or disagree</td>
</tr>
<tr>
<td>4 – Agree</td>
</tr>
<tr>
<td>5 – Strongly Agree</td>
</tr>
<tr>
<td>(Indicate with an X)</td>
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</tbody>
</table>
Managers help their employees grow and develop in their careers

Managers hold career development conversations with employees

Employee development is part of the organisation’s strategy

Our training programs are linked to organisational performance improvement

Training is well planned and customized for each employee’s needs

Our staff members have a personal development plan

Development needs are assessed regularly

Development objectives are clearly identified

Employee competencies are continuously developed

Thank you for your participation in the survey
ANNEXURE B (Ethics clearance)
ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESES

Please type or complete in black ink

FACULTY: Business & Economic Sciences

SCHOOL/DEPARTMENT: Business School

I. (surname and initials of supervisor) M. Mey

the supervisor for (surname and initials of candidate) Krexe 0.M

_________________________ (student number) 210150106

a candidate for the degree of: Masters in Business Administration


Evaluating the effectiveness of talent management strategies at rural municipalities in the Eastern Cape
considered the following ethics criteria (please tick the appropriate box):

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Is the study based on a research population defined as ‘vulnerable’ in terms of age, physical characteristics and/or disease status?</td>
<td>✓</td>
<td></td>
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</tbody>
</table>
| 2.1 Are subjects/participants/respondents of your study:  
  (a) Children under the age of 18?  
  (b) NMMU staff?  
  (c) NMMU students?  
  (d) The elderly/persons over the age of 60?  
  (e) A sample from an institution (e.g. hospital/school)?  
  (f) Handicapped (e.g. mentally or physically)?  
  (g) Socially/economically disadvantaged? |    | ✓ |
| 3. Does the data that will be collected require consent of an institutional authority for this study? (An institutional authority refers to an organisation that is established by government to protect vulnerable people) | ✓ |    |
| 3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)? | ✓ |    |
| 4. Will the participant’s privacy, anonymity and confidentiality be disclosed/revealed? | ✓ |    |
| 4.1 Are you administering a questionnaire/survey that:  
  (a) Collects sensitive/identifiable data from participants?  
  (b) Does not guarantee the anonymity of the participant?  
  (c) Does not guarantee the confidentiality of the participant and the data?  
  (d) Will be distributed electronically (e.g. online via email/website)? | ✓ |    |
| 5. Will feedback be given to participants (excluding the treatise, dissertation or thesis which will be placed in the NMMU Library)? If you are working in a school or other institutional setting, will you be providing teachers, schools, authorities or equivalent party a copy of your results (e.g. distribution of a formal report)? | ✓ |    |

Please note that if ANY of the questions above have been answered in the affirmative (YES) the student will need to complete the full ethics clearance form (REC-H application) and submit it with the relevant documentation to the Faculty Ethics Co-ordinator.
and hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

SUPERVISOR/PROMOTER

HEAD OF DEPARTMENT

STUDENT

Please ensure that the research methodology section from the proposal is attached to this form.
ANNEXURE C (Pilot questionnaire)

PART A

The information requested in this section of the questionnaire is important in assisting with the contextualization of the data provided in Part B of the questionnaire. Please read through the information requested below and place an X opposite the category that best describes your view. The information provided in this form remains anonymous and is only for purposes of this study, so information such as your name will not be required.

Demographic information

A.1 GENDER STATUS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MALE</td>
</tr>
<tr>
<td>2</td>
<td>FEMALE</td>
</tr>
</tbody>
</table>

A.2 AGE GROUP (YEARS)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>LESS THAN 25</td>
</tr>
<tr>
<td>2</td>
<td>26-35</td>
</tr>
<tr>
<td>3</td>
<td>36-45</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
</tr>
<tr>
<td>5</td>
<td>MORE THAN 56</td>
</tr>
</tbody>
</table>

A.3 LEVEL OF EDUCATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>MATRIC</td>
</tr>
<tr>
<td>2</td>
<td>NATIONAL DIPLOMA DEGREE</td>
</tr>
<tr>
<td>4</td>
<td>POSTGRADUATE</td>
</tr>
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</table>

A.4 YEARS OF SERVICE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>LESS THAN 3 YEARS</td>
</tr>
<tr>
<td>2</td>
<td>3-5 YEARS</td>
</tr>
<tr>
<td>3</td>
<td>6-10 YEARS</td>
</tr>
<tr>
<td>4</td>
<td>MORE THAN 10 YEARS</td>
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</tbody>
</table>

A.5 OCCUPATIONAL LEVEL

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>SENIOR MANAGER</td>
</tr>
<tr>
<td>2</td>
<td>MIDDLE MANAGER</td>
</tr>
</tbody>
</table>
PART B

1. TALENT MANAGEMENT

Talent management is a strategic process of attracting, recruiting, developing and retaining individuals who have the capability to make a significant difference to the current and future performance of the institution. Successful talent management program requires communication and collaboration among all departments and managers and is driven and supported by senior managers.

To what extent do the following statements represent your organisation?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 My organisation has a talent management strategy in place</td>
<td></td>
<td></td>
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<tr>
<td>1.2 Our talent management strategy is communicated amongst all departments</td>
<td></td>
<td></td>
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<tr>
<td>1.3 Talent management is critical to the success of our organisation</td>
<td></td>
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<tr>
<td>1.4 Our Senior managers support and engage in, talent management activities</td>
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<td></td>
<td></td>
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<tr>
<td>1.5 Our middle managers support and engage in, talent management activities</td>
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<tr>
<td>1.6 We make Talent management a top priority</td>
<td></td>
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</tbody>
</table>
2. RECRUITMENT AND SELECTION

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

(Indicate with an X)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>My organisation has a well communicated recruitment and selection policy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.2</td>
<td>For senior positions we use internal employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>For entry level positions we use external sources</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.4</td>
<td>Line managers are closely involved in the recruitment process</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.5</td>
<td>Managers know of the available skills base within the organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Employee referrals are used in my organisation to fill vacancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.7</td>
<td>University/ campus hiring is highly utilized in my organisation</td>
<td></td>
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<tr>
<td>2.8</td>
<td>My organisation has a person specification for an advertised position</td>
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<tr>
<td>2.9</td>
<td>The selection procedures are guided by a job profile</td>
<td></td>
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<tr>
<td>2.10</td>
<td>Our selection criteria conforms to recruitment and selection policy</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3. TALENT RETENTION

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

(Indicate with an X)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>We retain our best employees</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3.2 Key personnel is given challenging tasks

3.3 We continuously engage our employees to ascertain what they think of the organisation

3.4 Our rewards plans are reviewed annually

3.5 New employees opinions are monitored in my organisation

3.6 In my organisation we recognize good performance

3.7 In my organisation we acknowledge that employee retention is a problem

3.8 We ensure that our employees feel valued

4. ATTRACTING TALENT

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

(Indicate with an X)

| 4.1 We attract the very best employees |
| 4.2 My organisation is a place where people prefer to work |
| 4.3 My organisation has a good work-life balance culture |
| 4.4 Our compensation and rewards philosophies are attractive |
| 4.5 My organisation provides promotion opportunities |
| 4.6 My organisation provides opportunities to work on challenging tasks |
| 4.7 Potential employees have a clear view of what makes my organisation different and desirable as an employer |
### 5. WHO IS TALENT MANAGED?

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

(Indicate with an X)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Managers distinguish between high and low performers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Key positions are identified in my organisation</td>
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<tr>
<td>5.3</td>
<td>Talent management is applied to individuals who will fill the key positions</td>
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<tr>
<td>5.4</td>
<td>A well-documented mechanism is used to identify talent</td>
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</tbody>
</table>

### 6. TRAINING AND DEVELOPMENT

Please indicate to the best of your knowledge how strongly you agree or disagree with the following statements on a scale of 1 to 5 where

1 – Strongly Disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree

(Indicate with an X)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Managers help their employees grow and develop in their careers</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.2</td>
<td>Managers hold career development conversations with employees</td>
<td></td>
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</tr>
<tr>
<td>6.3</td>
<td>Our training programs are linked to organisational performance improvement</td>
<td></td>
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<td></td>
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<tr>
<td>6.4</td>
<td>Training is well planned and customized for each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee’s needs</td>
<td></td>
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<td>------------------</td>
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<tr>
<td><strong>6.5</strong> Our staff members have a personal development plan</td>
<td></td>
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<tr>
<td><strong>6.6</strong> Development needs are assessed regularly</td>
<td></td>
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<tr>
<td><strong>6.7</strong> Development objectives are clearly identified</td>
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</tr>
<tr>
<td><strong>6.8</strong> Employee competencies are continuously developed</td>
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</tbody>
</table>

Thank you for your participation in the survey