Talent Management Practices in Selected Federal Civil Service Institutions in Addis Ababa: The Case of Ministry of Finance and Economic Development and Ministry of Education

Nebiat Gizaw

A Thesis Submitted to

The Department of Educational Planning and Management

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts (Human Resource and Organizational Development)

Addis Ababa University

Addis Ababa

June 2012

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by Nebiat Gizaw titled: *Talent Management Practices in Selected Federal Civil Service Institutions in Addis Ababa: The Case of Ministry of Finance and Economic Development and Ministry of Education* and submitted in partial fulfillment of the requirements for the degree of Degree of Masters of Arts (Human Resource and Organizational Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner Dr. Dessu Wirtu Signature _____ Date 02/07/12

Examiner Hussien Kedir Signature _____ Date 02/07/2012

Advisor Kenenissa Dabi Signature _____ Date 02/07/2012

Yekuno A

Chair of Department or Graduate Program Coordinator

Abstract

Talent Management Practices in Selected Federal Civil Service Institutions in Addis Ababa: The Case of Ministry of Finance and Economic Development and Ministry of Education

Nebiat Gizaw
Addis Ababa University, 2012

The purpose of this study was to identify gaps and challenges in talent management practices of MoFED & MoE and forward possible suggestions on the basis of talent management literature concept. In this regard, the study employed mixed research approach with a concurrent triangulation strategy or model and a descriptive research survey design. The basic questions the research set out to examine were: the practices of talent management; the alignment of talent management practices to the overall business strategy and policies; the policies and systems that were in place to implement talent management; and the key challenges faced by the ministries in their approach to talent management. The study employed both primary & secondary sources of data. The total sample size was 232 of whom 129 were from MoFED and 103 were from MoE. The sampling techniques used were Stratified simple random sampling and purposive techniques were employed for the quantitative and qualitative data respectively. The major data collecting instrument was questionnaire along with interview and document analysis used to triangulate the survey data from the questionnaire. In addition, different statistical data analysis methods such as mean, percentage, and one way ANOVA were used for analysis and interpretation of data. In the study, it was found out that the leadership and management of these two ministry offices lack a wide & clear knowledge and understanding of talent management concept. The existing positions lacked further differentiation and organization in to pivotal job groups so that it could be given the appropriate focus and attention. In addition, there were no proactive separate developments of talent pool of high potential and high performing employees. It was found out that the existing human resource architecture were not adequately differentiated to purposefully attract, recruit, develop, deploy and retain strategically high performing and high potential employees. Overall, it was concluded that the ministry offices were not practicing talent management practices in accordance to the concept's central theme. It was then suggested for the ministry offices' leadership and management to establish talent focus through organizational talent management definitions, values, principles and business context by developing a talent management strategy. It was also the recommendation of the researcher that the ministry offices identify and organize key strategic positions and group them together, establish pivotal talent pool and attract and select employees who are high performing and high potential for these positions. Finally, it was suggested that the ministry offices develop the appropriate differentiated HR architectures that are policies, procedures, systems etc that would allow them to manage the these employees in accordance with their strategic contribution.

Acknowledgements

I wish to express my heartfelt appreciation for my thesis advisor, Ato Kenenisa Dabi, for his guidance, constructive feedback and scholarly criticisms which I have exploited fully to make this paper viable.

I am also sincerely thankful for Ato Asfaw Mekonnen, Director of HRM & Administration Directoriate at MoE and Ato Atlabachew Director of HRM at MoFED, Ato Yared Tegegne at MoFED, W/ro Meseret at MoE and all other employees who actively cooperated with filling the questionnaires unwearyingly, supplying information and giving the necessary assistance during data gathering.

My deepest and special gratitude goes to my mother, Genet Mengistu, for whom I am so indebted to all her psychological, financial, material support and unconditional love that she has given me throughout my life and especially during this research paper.

I also wish to acknowledge my aunt W/ro Alemzewed and her husband Dr. Fisseha Demoze for their genuine care and support that they have given me. In addition, my brothers, Mesfin and Dagmawi and my sister-in-law, Martha also deserves my gratitude for their understanding and family support throughout my study. My thanks also goes to Kiflu Yemiru for his positive support during this study. Last but not least, much appreciation goes to my friends Asrat at AAU for his support with SPSS application, and Behailu for his moral support in this research study.

Nebiat Gizaw

Table of Contents

List of tables and figure

List of Acronyms

Chapter One 1

Introduction 1

1.1 Background of the Study 1

1.2 Statement of the Problem 6

1.3 Objectives of the Study 8

1.3.1 General objective 9

1.3.2 Specific objectives 9

1.4 Significance of the Study 9

1.5 Delimitation of the Study 10

1.6 Limitations of the Study 10

1.7 Operational Definitions of Key Terms 11

1.8 Organization of the Study 13

Chapter Two 14

Review of Related Literature 14

2.1 The Concept of Talent Management 14

2.2 Streams of Thought around Talent Management 16

2.3 Perspectives on Talent Management 20

2.3.1 Exclusive-people 20

2.3.2 Exclusive-positions 22

2.3.3 Inclusive-people 23

2.3.4 Social capital 24

2.4 The Global Context of Talent Management 25

2.5 Talent Management (TM) Vs Human Resource Management (HRM) ---------- 31

2.6 Elements of Talent Management 34
2.6.1 The Resourcing Strategy 34
2.6.2 Attraction and retention policies and programmes 34
2.6.3 Talent Audit 35
2.6.4 Role design 35
2.6.5 Talent Relationship Management 35
2.6.6 Performance Management (PM) 36
2.6.7 Learning and development 36
2.6.8 Management succession planning 37
2.6.9 Career management 37
2.6.10 Employee Engagement 37
2.7 Competency-Based HRM 43
2.7.1 Types of Competencies 44
2.8 Total Reward & Compensation 46
2.8.1 Total Rewards Components 48
Chapter Three 50
Research Design & Methodology 50
3.1 Research Design 50
3.2 Sources of Data 52
3.3 Sampling Technique and Sample Size 52
3.3.1 Sampling Technique 52
3.3.2 Sample Size 53
3.4 Data Gathering Tools 55
3.4.1 Questionnaire 55
3.4.2 Pilot Test 56
3.4.3 Interview 57
3.4.4 Document Analysis 58

3.5 Procedures of Data Collection 58
3.6 Ethical Considerations 59
3.7 Methods of Data Analysis 59
Chapter Four 61
Presentation, Analysis and Interpretation of Data 61
4.1 Demographic Characteristics of the Respondents 62
4.1.1 Respondents' Sex Profile 62
4.1.2 Respondents' Age Profile 63
4.1.3 Respondents' Profile by their Respective Positions' Category 64
4.1.4 Respondents' Educational Qualification Profile 65
4.1.5 Respondents' Work-Experience Profile 66
4.2 Talent Management Practices 67
4.2.1 HRM Office Organization and Function 67
4.2.2 Talent Management Strategy 77
4.2.3 Leadership & Management Focus and Organizational Strategy 84
4.2.4 Resourcing Strategy, Attraction, Retention Policies & Talent Audit 89
4.2.5 Role Design 93
4.2.6 Talent Relationship Management 96
4.2.7 Performance Management 98
4.2.8 Reward & Compensation 101
4.2.9 Learning & Development 104
4.2.10 Career Management & Succession Planning 106
4.2.12 Employee Engagement 109
Chapter Five 112
Summary, Conclusion and Recommendation 112
5.1 Summary of Findings 112
5.1.1 Practice of Talent Management 113

5.1.2 The Alignment of Talent Management with Business Strategy 122

5.1.3 Development or Existence of Differentiated Human Resource Architecture 122

5.1.4 Summary of Key Challenges Faced by the Ministry Offices 122

5.2 Conclusions 123

5.3 Recommendations 128

References ---------- 132

Appendices ---------- 137

List of Tables

Page

Table 1: Sample Size of Respondents ---------- 54

Table 2: Respondents' Gender Profile ---------- 62

Table 3: Respondents' Age Profile ---------- 63

Table 4: Respondents' Position Category Profile ---------- 64

Table 5: Respondents' Educational Qualification Profile ---------- 65

Table 6: Respondents' Work Experience Profile---------- 66

Table 7: Mean & ANOVA for HRM Offices' Organization---------- 69

Table 8: Mean & ANOVA for HRM Offices' Function---------- 74

Table 9: Mean & ANOVA for Talent Management Strategy---------- 78

Table 10: Mean & ANOVA for Leadership/Management Focus and Organizational Strategy 86

Table 11: Mean & ANOVA for Resourcing, Attraction, Retention & Talent Audit--------- 90

Table 12: Mean & ANOVA for Role Design---------- 94

Table 13: Mean & ANOVA for Talent Relationship Management---------- 97

Table 14: Mean & ANOVA for Performance Management---------- 100

Table 15: Mean & ANOVA for Reward Management---------- 103

Table 16: Mean & ANOVA for Learning & Development---------- 105

Table 17: Mean & ANOVA for Career Management & Succession Planning ---------- 108

Table 18: Mean & ANOVA for Employee Engagement---------- 111

Acronyms and Abbreviations

BSC – Balanced Score Card

BPR – Business Process Re-engineering

CEO - Chief Executive Officer

CIPD - Chartered Institute of Personnel and Development

CPD - Core Process Directors

CPE - Core Process Experts

DDI - Development Dimensions International

DPMD - Development Policy Management Division

ECA - Economic Commission for Africa

GTP – Growth & Transformation Plan

HRD – Human Resource Development

HRE - Human Resource Experts

HRM - Human Resource Management

HROD – Human Resource & Organizational Development

MoE - Ministry of Education

MoFED - Ministry of Finance & Economic Development

SHRM - Strategic Human Resource Management

SPD - Support Process Directors

STM - Strategic Talent Management

TM - Talent Management

Chapter 1

Introduction

Talent Management is the additional management, processes and opportunities that are made available to people in the organization who are considered to be 'talent' (Blass, 2007). This shows us that this concept is something additional designed to put in place a strategy to help deliver strategic objectives. According to Blass (2009), this does not mean that one should not be concerned with the more general processes human resources that are available to everyone in the organization, but the talent management system is the additional elements that are afforded to high potentials/high performers, or however else the organization chooses to define talent. In this context of general framework the researcher discussed below the stipulation and background of talent management along with the objective, significance delimitation and limitation of the study.

1.1 Background of the Study

Talent, broadly speaking, refers to the skills or capabilities that allow a person to perform a certain task (Hatum, 2010). Since a group of McKinsey consultants coined the phrase the *War for Talent* in 1997 (Michaels et al., 2001), the topic of talent management has received a remarkable degree of practitioner and academic interest. Talent Management, therefore, as the name itself suggests, is managing the ability, competency and power of employees within an organization. The concept is not restricted to recruiting the right candidate at the right time but it extends to exploring the hidden and unusual qualities of employees and developing and nurturing them to get the desired results (Hatum, 2010). Hiring the best talent from the market may be a

big concern for the organizations today but retaining them and most importantly, transitioning them according to the culture of the organization and getting the best out of them is a much bigger concern that we see in many organization or civil service institutions.

Over time, talent management has become less of a simple managerial matter dealt with by a department, and more of a huge problem with an enormous impact on the future of organizations' sustainability. The 1950s are often looked back upon as the era of 'lifetime employment' (Capelli, 2008a) in which people were proud and happy to be a part of a company. This era was also characterized by business stability and growth. At that time, it was frequent to find a job and stay there for as long as once professional career lasted. Job-hopping was not considered something to be proud of; indeed, it was judged to be a marker of career failure. Consequently, organizations had to develop talent within the firm, as it was very difficult to hire qualified personnel from outside the firm (Hatum, 2010).

But the context has changed and with it the role of talent in organizations. Since the 1990s, a new business context has emerged, characterized by macro-environmental changes, changes in the way firms are organized and demographic transformation (Hatum, 2007). The macro-environmental changes affecting businesses have further been shaped by acceleration in the rate of change in the economic, social, technological, and political worlds.

The aim of talent management in this regard is to counter the dynamic changes in the environment by linking an organization's enterprise-wide talent to its business

strategy. To put a talent management strategy into practice, an organization first has to address the question of who will be in charge of this process. Common sense might suggest that the HR department should lead the process. However, common sense is not always the best evaluator or guide (Hatum, 2010).

The reason is that the difficulties that a talent management process may face do not stem from the HR office only, but from the degree of commitment and from collaboration among the CEO, top managers, and line managers. An organization wide 'talent mindset' (Michaels et al., 2001; Cheese et al., 2008) that starts at the top is key to the successful implementation of a talent management strategy. Hence, implementation of the organization's talent management strategy should be conducted at every level of the organization, and thus the firm's top management should lead the way for the rest to follow. In this context, Human Resources department is an enabler, a catalyst; the area most involved in strategic talent decisions. Talent management thus provides a great opportunity to show the strategic importance of HR department (Hatum, 2010).

This follows that since a talent mindset requires the engagement of the entire organization, starting from the top, it is imperative that the CEO and top management team have a talent agenda. A talent agenda makes talent issues part of top management's daily responsibilities. Further, a talent agenda helps make top management accountable for establishing talent standards for the organization. This is important because it helps leaders recognize that talent management requires investment of real money and that talent reviews are strategic issues. The organizational view of talent management is very demanding in that it requires

commitment throughout the organization, a well-knit talent management strategy, and a skilled business and talent partner to deploy and implement such a talent management plan (Hatum, 2010).

Talent management in terms of our country's point of view in general could be viewed with the next five years growth and transformation plan (GTP 2011-2015) of Ethiopia, towards which civil service institutions were expected to work in line with the missions' of the respective ministry offices.

The GTP's plan has development plan objectives such as meet the MDG target by maintaining at least an 11 percent annual average economic growth and by addressing emerging development bottlenecks; social development strategy will continue to expand access and improve quality of basic services and meet the MDG targets in educational and health service; institute a stable democratic and developmental state needed to facilitate sustainable development; and ensuring a stable macroeconomic environment needed to realize the above goals.

Subsequent to this, according to Ministry of Finance and Economic Development's website, the ministry was established, among others, to initiate policies that ensure sustainable and equitable economic development as well as macroeconomic stability in the country; establish a system for the preparation and implementation of national development plan; follow-up and evaluate the performance of general, sectoral and multi-sectoral development plan; initiate macro-economic and fiscal policies that particularly serve as a basis for taxes and duties and follow-up implementation of the

same; prepare the Federal Government budget, make disbursements in accordance with the budget approved and evaluate the performance of the budget.

On the other hand, in accordance to the posting boards of Ministry of Education (MoE) inside and outside the ministry office, their vision states building an education and training system which assures quality and equity education by the year 2,020 that aims at producing competent citizens. In addition, its mission was through nurturing the execution capacity of the education and training sector, designing and assuring standards of efficiency, expanding well equipped higher education and publicizing all our activities, ensuring productive, equitable, participatory and quality education and training.

Therefore, the question was not only about having the right type of strategies for the implementation of these high level plans, it is also about how much the leadership or management of government institutions are taking the time and initiative to build the right momentum and energy by making such change or reform strategies as their priority & core job.

In this regard the researcher was interested to investigate the so called lack of more appropriate strategies in relation to talent management of organizations to deliver higher level strategic objectives, especially in civil service institutions. It is the argument of the researcher that leaders in civil service institutions of our country need to identify and invest in critical talent that provides a platform for success, growth and new opportunities to ultimately contribute their respective roles successfully. How

much there is such practice in the civil service institutions of our country is something the researcher tried to investigate by taking MoFED and MoE as examples.

1.2 Statement of the problem

The necessity for acquiring and maintaining the kind of personnel, who can deliver organizational expectations to achieve strategic objectives, as per the knowledge of the researcher, increases simultaneously with the emphasized difficulty and inability of institutions to purposefully manage their organizational talent. This includes workforce planning, acquiring talent, engaging, developing, deploying, measurement of performance, retention etc. Calls for reform infuse the field of public human resource management in our country.

According to Condrey, (2005), no longer can human resource managers be content to practice their profession in relative isolation. Increased pressures for relevance and oversight are now the norm. It appears that the language of downsizing, rightsizing, reinventing, reengineering, devolution, human capital, decentralization, outsourcing, and privatization has become part of the public human resource management lexicon. The National Academy of Public Administration (2002) makes note of the changing public sector environment: first, the nature of work and the workplace are dramatically changing due to technological advances, the ability to develop and access vast amounts of data, and the need to communicate more rapidly and on more levels than ever before. Second, expectations of the workforce reflect differences in generational attitudes toward work and careers, adding another dimension to the challenge of managing a diverse workforce. Third, the shape of the workforce is changing, emphasizing a more blended workforce of permanent civil servants,

temporary and intermittent employees, and contractors using a continuous process of public/private competition (Condrey, 2005).

In this regard, therefore, effective public institutions are central in the quest by developing countries such as ours to achieve goals of growth, poverty reduction and the provision of better services for our citizens. This fact, in the opinion of the researcher, is one area of serious challenge for our civil service institutions that mostly have resulted in the partial or significant failures of organizations' missions and objectives. As a result, the significance of this study goes far beyond how HR departments perform their activities but rather how institutions think that they can meet their strategic objectives. There could be serious of separate activities that organizations could be working very well on. However, unless such activities are linked by appropriate strategies that could have strategic impacts towards attaining institutes' objectives, in relative terms, being superior in one or two areas does little good for any institute in realizing its mission.

In the current global economic context where intense demographical, macro economical and technological changes are the norm of the day, any organizations especially Civil Service institutions have to transform how they manage their organizational talent management by making it a priority. Managers must invest a lot of time in creating strategies that attract, motivate and retain talent. However, the researcher presumes that this is not being practiced by civil service institutions of our country at the expected level and might not even be recognized as a priority.

However, it is clear that in the past few years, civil service institutions in our country have made investments in implementing some form of reforms and system changes to improve human resources capabilities to deliver best services to citizens. Such reform efforts are also expected to further be areas of strategic importance in achieving the growth and transformational plan of the country (GTP). The researcher, in this regard found no previous research in Addis Ababa University that has been conducted on talent management practices in either civil service institutions or other organizations for that matter to identify the distinction of this researcher as opposed to others.

Therefore, it was the intention of the researcher to assess talent management practice of Ministry of Finance and Economic Development (MoFED) & Ministry of Education (MoE) and answer the following basic questions:

- What do the practices of talent management look like in these ministry offices?
- What policies and systems are in place to implement talent management in the ministries?
- To what extent are talent management practices linked to the overall strategy and policies?
- What are the major challenges that have encountered the ministries with regards to talent management?

1.3 Objectives of the Study

The researcher had attempted to focus on attaining the following general and specific objectives.

1.3.1 General objectives

The general objective of this study was to assess the practice of talent management in the Ministry of Education and Ministry of Finance and Economic Development.

1.3.2 Specific objectives

Specific objectives of the study were:

- To identify what the practice of talent management look like by the two ministry offices.
- To identify if there is any link between talent management practice and overall strategies of the ministry offices.
- To identify the challenges faced by these ministry offices with regards to talent management.

1.4 Significance of the Study

The importance of this study is related with the fact that talent management is now widely considered to be a priority for top managers and leaders who held both the responsibility and authority to make a difference in what they do. In addition, the urgency nature of the study lies in the fact that it is no longer a time to stall and watch as the swift changes in the environment are taking control of whether an institution succeeds or not.

Therefore, this study may have the following significances:

- Since talent management is a recent and new concept that is drawing attention rapidly, this study will possibly help to create awareness by the ministry offices' officials and other concerned bodies on the subject matter.

- It could lay out important information about the possible challenges and problems faced by the ministry offices under study to possibly make further investigations about the way they handle their organizational talents.
- It may give policy makers, at the ministry offices, valuable feedback to make appropriate investigations and take appropriate strategic measures with regards to talent management. For this purpose, a copy of the research paper will be given to the ministry offices.
- It may serve as a starting point for other researchers to conduct further study about talent management practices in our civil services institutions and other private sectors.

1.5 Delimitation of the Study

The civil service institutions in the country are very large in terms of number and structure divided between Federal and Regional Institutions. However, this study is delimited to two selected Federal civil service institutions namely, Ministry of Education (MoE) and Ministry of Finance and Economic Development (MoFED). In addition, only the Head-office employees were incorporated in the study for obvious reasons of time, cost, and actual manageability factors. Finally, only talent management practices were taken as variable of the study as opposed to other operational functions of these institutions.

1.6 Limitations of the Study

The researcher had tried his best to control variables during the study; however, it was found out that there were limitations such as cost and lack of cooperation from some of the targeted respondents that limited the number of response rate causing

limitations on getting more data for the study. MoE's restrictions on access to the operational documents, in limiting the opportunity of making more triangulation among the data collected with questionnaire interview and the document analysis. In addition, the researcher planned to interview Directors from the core process but was unable to do so because of their time schedule and the work load they said they had in both ministry offices. As a result it was only possible to interview the HRM Directors of the two ministry offices. Hence triangulation of obtained data or supporting the information gathered from questionnaire was also limited to interview of the respective ministries' HRM directors only and the researcher worries that all these might affect the quality of the research output.

1.7 Operational Definitions of Key Terms

A) Talent

Talent is the sum of a person's abilities that is his skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also includes his or her ability to learn and grow.

B) Talent Management

The implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs (Lockwood, 2006).

C) Strategic Talent Management

Driven by business strategy, integrated with other processes, managed as a core business practice, engrained as a talent mindset, organizations are learning how

to design and implement talent management programs, processes and cultural norms to attract, develop, deploy, and retain the talent that is needed to achieve current and future strategic business objectives (*Silzer and Dowell 2010).*

D) Pivotal talent pool

This refers to the key roles that are placed in a group within organisations which differentiate performance.

E) HR Architecture

Refers to multiple HR systems and policies within organisations and the potential for these HR systems to yield different outcomes.

F) Human Capital

Human capital represents the human factor in the organization; the combined intelligence, skills and expertise that gives the organization its distinctive character.

G) Employee Engagement

This takes place when people at work are interested in and positive, even excited about their jobs and are prepared to go the extra mile to get them done to the best of their ability. In engagement, people employ and express themselves physically, cognitively, and emotionally during role performances

H) Human Resource Management (HRM)

HRM is an integrated and coherent approach to the employment, development, utilization and well-being of the people working in organizations.

I) Strategic HRM

This is an approach that defines how the organization's goals will be achieved through people by means of HR strategies and integrated HR policies and practices.

1.8 Organization of the Study

The thesis paper is organized into five chapters. The first chapter deals with the introduction part that is background of the study, statement of the problem, objective of the study, significance of the study, delimitation and limitation of the study. The second chapter presents review of related literature followed by the research methodology and design in chapter three. Chapter four will deal with presentation and analysis of data. Finally, in chapter five, there would be summary, conclusion and recommendation on the study.

Chapter Two

Review of Related Literature

2.1 The Concept of Talent Management

Talent, top talent, critical talent, and talent management are all related to the topic in question (Hatum, 2010). But therein, lies a problem in discussing talent. It seems that everyone has their own idea of what the word talent describes or captures. Michaels et al. (2001, p. xii) define talent as 'the sum of a person's abilities, his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also includes his or her ability to learn and grow.'

This being the case, Talent Management (TM) is a term that did not appear until the late 1990s, when McKinsey & Company first referred to it in their report "The War for Talent" (Michaels, Handfield-Jones, & Beth, 2001). Over recent years, organizations have widely adopted talent management programs and processes in an effort to attract, select, develop, deploy, engage, and retain talented employees who can help achieve business objectives. In a competitive marketplace, talent management is a primary driver for organizational success (Lockwood, 2006). Accordingly, Lockwood, (2006) broadly defines talent management as the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs.

At first glance, the broad adoption of talent management programs and initiatives seems to be a blind rush into a new Human Resource (HR) framework. However, the new focus on talent management is potentially a significant paradigm shift for both organizations and human resources (Silzer & Dowell, 2010). These scholars *Silzer & Dowell (2010)* believe that the significant paradigm shift that is coming for HR is *strategic talent management,* which they define as:

> *Driven by business strategy, integrated with other processes, managed as a core business practice, engrained as a talent mindset, organizations are learning how to design and implement talent management programs, processes and cultural norms to attract, develop, deploy, and retain the talent that is needed to achieve current and future strategic business objectives (p.24)*

We can see here that the components of talent management are nothing new. Human Resources departments have been grappling with all of the above functions for many years. What is new is an integrated, strategic and proactive approach to managing talent. Despite the various definitions like the ones above, there is said to be no universal definition of talent management that is applicable in all organizations.

A good definition of talent management, however, is more difficult to pin down (Hatum, 2010). As Lewis & Heckman (2006) also pointed out, it is very difficult to identify a precise meaning of talent management because of both confusion regarding definitions of terms used and differences in assumptions made by authors who write about the issue. According to Hatum, (2010), talent management is a strategic activity

aligned with the firm's business strategy that aims to attract, develop, and retain talented employees at each level of the organization.

On the other hand, chartered institute of personnel and development CIPD, (2006) also defines talent management as the systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organisation. In light of these scholars thought, we can say that all organizations need to make their own definition of talent management in their particular context.

2.2 Streams of Thought around Talent Management

Collings and Mellahi (2009) in their study of strategic talent management, a review and research agenda, claimed that a brief review of the talent management literature reveals a degree of debate as to the conceptual boundaries of the topic. However, Lewis and Heckman (2006) identified three key streams of thought around the concept of talent management.

First, as stated by Collings and Mellahi (2009), there are those who merely substitute the label talent management for human resource management. According to Collings and Mellahi (2009), studies in this aspect often limit their focus to particular HR practices such as recruitment, leadership development, succession planning and the like. The contribution of this literature is relatively limited beyond the strategic HR literature, as it largely amounts to a rebranding of HRM.

A second strand of literature emphasises the development of talent pools focusing on "projecting employee or staffing needs and managing the progression of employees through positions" (Lewis and Heckman, 2006). According to Collings and Mellahi (2009), studies in this respect typically build on earlier research in the manpower planning or succession planning literatures. While adopting a relatively narrow focus, studies in this tradition at least provide a degree of differentiation as to what talent management is vis-à-vis HRM (Collings and Mellahi, 2009).

The third stream focuses on the management of talented people. This literature argues that all roles within the organisation should be filled with "A performers", referred to as "top-grading" (Smart, 1999) and emphasises the management of "C players", or consistently poor performers, out of the organisation (Michaels, et al. 2001). While the third approach is highly influential, Collings and Mellahi (2009) recognise limitations to this approach and argue it is neither desirable nor appropriate to fill all positions within the organisation with top performers. Equally, according to Collings and Mellahi (2009), if the talent management system is applied to all of an organisation's employees that is including poor performers as well as top performing employees; it is difficult to differentiate talent management from conventional human resource management.

In addition to the above three streams of thought about talent management by different authors, there is an emerging fourth stream which emphasises on the identification of key positions which have the potential to differentially impact the competitive advantage of the firm (Boudreau and Ramstad, 2005; Hulesid et al.,

2005). The starting point here is identification of key positions rather than talented individuals per sae.

In this regard Collings and Mellahi (2009) resonates their theoretical orientations with Boudreau and Ramstad's (2007) theory and view an organizational talent management strategy as activities and processes that involve the systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage; the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization.

Therefore, when they break down these aspects of their definition of talent management, they say that it is premised on the idea that the starting point for any talent management system should be the systematic identification of the key positions which differentially contribute to an organisation's sustainable competitive advantage. This is consistent with an increasing recognition that there should be a greater degree of differentiation of roles within organisations, with a greater focus on strategic over non-strategic jobs (Becker and Huselid, 2006), or between those organizational roles which promise only marginal impact vis-à-vis those which can provide above-average impact (Boudreau and Ramstad 2007). This is in contrast to the existing situation in many organisations where over-investment in non-strategic roles is common (Boudreau and Ramstad, 2008; Huselid, Beatty and Becker, 2005).

The second element of their definition emphasises the development of a talent pool of high potential and high performing incumbents to fill the roles that differentially contribute to an organisation's sustainable competitive advantage. In line with the first aspect of their definition, they also argue that organisations should differentiate between employees who are strategic performers and those who are not. In order for strategic or pivotal jobs to have a differential impact on organisational performance, it is important that such jobs are filled with high performing or high potential employees.

This view stands in contrast to some of the earlier contributions which argued that all roles within the organisation should be filled with "A performers", referred to as "top-grading" (Smart, 1999). According to Collings and Mellahi (2009), it is neither practical nor desirable to fill all positions in an organisation with A performers. They claim that this would result in an over-investment in non-pivotal roles in the organisation. Similarly, they put forward that the focus of talent management systems should be on high-potential and high-performing employees operating in key roles and not all employees in the organisation. Such an approach will facilitate a more deliberate utilization of organisation resources (Collings and Mellahi, 2009).

The final element of their definition recognises the importance of differentiated human resource architecture to facilitate the filling of key positions within the organisation with competent incumbents and ensuring their continued commitment to the organisation. They claim that they draw insights from the strategic human resources literature in this regard (Becker and Huselid, 2006; Huselid et al, 2005; Lepak and Snell 1999; 2002). Once talent pool is identified, the challenge for the

organisation is to deploy appropriate human resource policies to ensure these individuals are strategically deployed and supported with appropriate HR policies.

In this regard, they argue that in contrast to strategic human resource management, which while recently recognising the differing contribution of different groups of employees within the firm, generally focuses on all employees within an organisation; strategic talent management focuses on those incumbents who are included in the organisation's pivotal talent pool and who occupy, or are being developed to occupy, pivotal talent positions.

According to Silzer & Dowell (2010), we are in fact entering the "age of strategic talent management," where human capital and talent decisions will be seen as highly critical business decisions. Strategic talent management will evolve into a more rigorous discipline with supportive evidence for making various talent decisions (Silzer & Dowell, 2010). Organizations have learned that, depending on what your business strategy is and what challenges you may face, at any given time you need the right talent to execute that strategy or deal with that challenge.

2.3 Perspectives on Talent Management

According to Iles, et al (2009), there are different perspectives of talent management: exclusive-people, exclusive-positions, inclusive-people and social capital.

2.3.1 Exclusive-people

This TM perspective takes a relatively narrow view of talent: those people who have the capability to make a significant difference to the current and future performance of the organization (Morton, 2005). It adopts a position similar to definition that 'TM

is integrated HRM with a selective focus'. Berger (2004) talks about the 'superkeeper': Superkeepers are a very small group of individuals, who have demonstrated superior accomplishments, have inspired others to attain superior accomplishments, and who embody the core competencies and values of the organisation. Their loss or absence severely retards organisation growth because of their disproportionately powerful impact on current and future organisation performance (Berger, 2004)

Based on this perspective, it is not possible for everyone in the organization to be considered as a talent and managed accordingly. Talented employees are seen as fundamentally different from others in terms of their current and past performance and competence, as well as their potential. Branham (2005) postulates the Pareto Principle, that is, 20% of the workforce can contribute 80% of the value.

The 'exclusive-people' perspective implies that talent is neither title nor position related; it is based on segmentation that is the division of the workforce into sections to be treated differently, such as through differentiated 'employee value propositions'. Without segmentation, managers would treat all employees as equally valuable, regardless of their performance, competence, potential, or other features, arguably leading to unnecessarily high costs for recruiting, hiring, training, developing, and compensating employees.

Therefore, the argument goes, it is both reasonable and essential to invest scarce developmental assignments and resources on the most promising talent; although this should not be at the expense or neglect of other employees (Walker, 2002). Ledford

and Kochanski (2004) argue that such segmentation is 'fundamental to talent management. Successful organizations tend to have a dominant talent segment, while their weaker peers have a bit of everything. But no company can be all things to all people'.

2.3.2 Exclusive-positions

This perspective on TM also takes a narrow/exclusive position, but on a different basis, going further in its focus on selectivity. Huselid, Beatty, and Becker (2005) is perhaps the most influential work here: for them, the talent defining process is loosely coupled with the identification of 'key positions' in the organization. It makes little sense to 'top-grade' or recruit solely 'A players' across the enterprise and removing all 'C' players.

The starting point of TM, here, is the identification of strategically critical jobs (what they call 'A positions'); only the people ('A players') occupying those positions can be considered talents. They should receive a disproportionate level of financial and managerial investment, providing extensive opportunities for development. Ideally a 'perfect match' of 'A players' and 'A positions' is then expected to contribute to 'A performance'.

Huselid et al. (2005) argue that, given the limited financial and managerial resources available to attract, select, develop and retain top performers, organizations simply cannot afford to have 'A' players in all positions. A portfolio approach is recommended, placing the best employees in strategic positions, and good performers

('B players') in support positions; 'nonperforming' jobs and employees ('C players') that do not add value are to be outsourced or eliminated.

This perspective has some common ground with the 'exclusive people' one in that it emphasizes 'workforce differentiation', the various 'players' should get disproportionate attention and investment according to the strategic importance of their positions for the organization.

2.3.3 Inclusive-people

In contrast to the two exclusive perspectives on TM, this one takes an 'inclusive' stance, often from 'humanistic' considerations, that potentially everyone in the organization has 'talent', and that the task is to manage all employees to deliver high performance. It asserts that, in the ideal organization, everyone has a role to play and something to contribute, whilst often offering little guidance on how to do so. Though perhaps closest to the first perspective, this inclusive 'whole workforce' approach to TM seems comparatively rare in practice (Clarke & Winkler, 2006).

According to Stainton (2005), TM should adopt a broad approach by recognizing that everyone has the capability and potential to display talent, therefore everyone, for example, should go through the same talent-identification process. Opportunities are essential, as talent requires an opportunity to be displayed; regular opportunities need to be provided for everyone to learn, grow and strive to fulfil their potential (Walker, 2002). Ashton and Morton (2005) argue that TM 'aspires to yield enhanced performance among all levels in the workforce, thus allowing everyone to reach his/her potential, no matter what that might be'.

2.3.4 Social capital

This perspective, according to Iles, et al (2009), views the majority of TM writing as too dependent on an individualistic orientation, which sees talent essentially as a form of human capital. This neglects the importance of context, social capital and organizational capital in relation to organizational performance. TM as usually defined is seen as over-stressing individual talents (attributes or characteristics of individuals), and downplaying the role of such factors or contingencies as teams, cultures, divisions of labour, leadership and networks in giving talent direction and opportunity.

Organizational capital, in the form of routines and processes, can also be influential here, as shown by Groysberg, Nanda, and Nohria (2004) work. They report the findings of a six year research project focused on tracking 'high-flying' CEOs, researchers, software developers and 'leading professionals' in professional services; when an organization hired a 'star' from out with the organization, the star's performance often plunged after time and they did not stay with the company for long. In addition, there was a sharp decline in the performance of the group the person worked with, and the organization's market value fell.

Therefore, the literature Iles, et al (2009) wrote, concludes that organizations should focus on growing talent internally and retaining the stars who emerge, as organization-specific factors impact on the stars' success, including resources and capabilities, systems and processes, leadership, internal networks, training and team membership.

The perspectives stated above have been developing and passing different stages to mature and it seems it still is passing changes with experiences of institutions and countries. In our country, however, we need to take bold stance and investigate the way we have been managing our human resources on the basis of these concepts and make our own determination on how to implement talent management. In the view of the researcher, the fourth perspective is something that might bring about changes in our country's context.

2.4 The Global Context of Talent Management

In an era characterized by workforce heterogeneity and fast-changing, fast-paced environments, talent has become an organizational issue of concern to top management, line managers, and human resources alike. Everybody is, or should be, involved in managing talent. Talent issues not considered previously now demanded attention (Hatum, 2010).

The outer context within which organizations were operating became both more competitive and more complex according to Hatum, (2010). Organizations' inner context then followed suit. Organizations needed to adapt quickly to the changes posed by the business environment and they also needed to transform radically. Thus, the era of stability was replaced by an era of rapid changes and turbulence. Moreover, the old homogeneous workforce became a heterogeneous one in which, as Gladwell (2008) points out, various generations worked and overlapped.

In this regard, three main changes have influenced talent in recent decades globally (Hatum, 2010): macro-environmental changes, new forms of organizing and demographic changes.

Macro-environmental changes, refers to such aspects as globalization, information technology, knowledge-based competition and political, economic, and financial uncertainty (Hatum, 2010). This means that macro-environmental changes affecting businesses have been shaped by acceleration in the rate of change in the economic, social, technological, and political worlds.

In this respect, four factors were underlined that have increased the degree of volatility and uncertainty in the environment in which firms operate: global linkages, that is, the business networks that cause global interdependencies to multiply and national boundaries to fade; information technology, which enhances the possibilities for co-ordinating and controlling organizations; knowledge-based competition, that is, the use of knowledge as a primary source of competitive advantage; and political uncertainty, that is, the loss of autonomy of the national state through a general loss of control of boundaries. Hence the increase in volatility and uncertainty is shaping the world in which we live. The financial and economic crisis of 2008/09, which has led to worldwide market declines of a scale not seen since the 1930s, may have yet-to-be-revealed consequences for the way we work, organize, and compete (Beechler & Woodward, 2009). In turn, talent management will surely be shaped by the way organizations ultimately deal with the current crisis (Hatum, 2010).

All these factors have caused competition to intensify, product lifecycles to shorten, and technological innovation to increase – in short, these factors have led to hyper competition. In this context, D'Aveni (1994) indicates that the choice is clear for managers: either stand still and resist the environmental changes, or actively adapt to the environment and take advantage of its opportunities. D'Aveni (1994, p. 356) notes that in a dynamic world, only dynamic firms that can adapt rapidly to hypercompetitive environments will survive (Hatum, 2010).

New forms of organizing have shifted the traditional hierarchical structure towards leaner and flatter organization. Over the last decade, management literature has called for new forms of organizing to confront uncertain and hypercompetitive environments (Hatum, 2010). Pettigrew et al. (2003) find that the most adaptable and innovative firms have combined changes in structure (e.g., more decentralization, delayering and project forms of organization), changes in processes (e.g., more horizontal communication, investments in information technology, and innovations in human resource practices), and changes in boundaries (e.g., more down scoping, outsourcing, and strategic alliances) (Hatum, 2010). This has resulted in viewing talent management differently than before.

Demographic changes require that organizations learn how to deal with three overlapping generations: Baby Boomers, Gen Xers and Gen Yers. Demographic changes have led to the talent challenges that organizations face today. Baby Boomers are heading towards retirement, Generation X (Gen X) is exhausted, and Generation Y (Gen Y), or the Millennial generation as it is also called, doesn't seem to care about the values of previous generations. Before the 1980s, employees valued stability. The

great downsizing and corporate transformation of the 1980s, however, destroyed employee loyalty to organizations. Thus, when the 1990s produced a surge of job opportunities, job-hopping became an important part of a person's career – no longer a sign of failure, as in the era of lifetime employment (Capelli, 2008a).

While Baby Boomers and Gen X have acknowledged this transition, the contrary can be said about Gen Y, who has quite different values compared with their parents. Previous generations were raised with principles such as commitment to the company, promotion from within, and the idea of a job for life. In contrast, Gen Y aims for self-gratification and instant enjoyment, along with the spoils that come with it, not wanting to suffer as their parents did (Hatum, 2010).

According to Hatum, (2010), the main consequences of the foregoing issues are lifetime employment is over, job-hopping is the new trend among the younger generation of workers and talent management is now of strategic importance for the whole organization.

In contrast, the 1950s are often looked back upon as the era of 'lifetime employment' (Capelli, 2008a) in which people were proud and happy to be a part of a company. This era until about the last two and half decades was also characterized by business stability and growth. At that time, it was frequent to find a job and stay there for as long as ones professional career lasted. Job-hopping was not considered something to be proud of; indeed, it was judged to be a marker of career failure (Hatum, 2010).

In 2007, the Boston Consulting Group, together with World Federation of Personnel Management Associations, completed an ample study on talent management in 17 countries of the world. The countries were Canada, USA, Argentina, Chile, Brazil, France, Germany, Italy, Russia, Spain, United Kingdom, South Africa, China, India, Japan, Singapore, South Korea, and Australia. The study, based on the participation of 4,741 respondents, pointed out the importance given to talent management is the key aspects of human resources management. As a result, talent management was ranked on the first place in the top of the most important aspects of Human Resources (HR) by 9 of the 17 countries in which the study was carried out, 16 of these placing talent management between the four most important preoccupations of HR.

It is nearly unanimous that HR can and should add more value to organizations. This can more possibly be accomplished by effective talent management, helping the organization with change management, influencing strategy and a host of other value-added activities that impact effectiveness (Lawler, 2005). Most organizational functions and capabilities must now demonstrate their strategic value to organizations.

The HR function is now under the same scrutiny. HR, like other corporate functions, has increasingly been judged by its contributions to a company's strategic objectives (Guthridge, Komm, and Lawson, 2008; Hewitt, 1997; Ulrich, 1997; Beer, 1997). Traditionally while HR is more concerned with consistency, compliance and treating everyone in the same fashion, talent management recognizes that different people make different contributions to institutions and that top talent is the key to mission accomplishment and competitive differentiation.

According to a report by Economic Commission for Africa's (ECA's) Development Policy Management Division (DPMD), 2004 on Public Sector Management Reforms in Africa, the public service (ministries and extra-ministerial departments) has always been the tool available to African governments for the implementation of developmental goals and objectives. It is seen as a pivot for growth of African economies. It is responsible for the creation of an appropriate and conducive environment in which all sectors of the economy can perform optimally, and it is this catalytic role of the public service that propelled governments all over the world to search continuously for better ways to deliver their services.

The same report states that many African countries such as Ethiopia, Ghana, Mauritius, Senegal and Uganda, have embarked on comprehensive reforms aimed at improving the quality of life of their citizens, and creating new government machineries to establish efficient and effective management systems. However, despite the tremendous efforts and resources allocated to reforms, many African countries have not come close to their goal of developing and transforming their societies to the same standards as developed countries. Public sector management reforms in Africa face a number of challenges that have limited the scope, speed and quality of services rendered. For example, corruption constitutes by far one of the biggest challenges in the public sector. Other challenges include multiple accountability, inadequate resource utilization and institutional capacity.

According to the main finding of a study by the Economist Intelligence Unit in co-operation with Development Dimensions International (DDI) 2006, the management

of a company's pool of talent is now too important to be left to the HR department alone and has become the responsibility of the top executive.

In terms of making talent management a priority, our country's experience and position need further investigation. However, in the opinion of the researcher, other than the obvious macro-economic changes, the demographic changes that were shaping the world, in light of generation Y employees, were also observant in our country as well.

2.5 Talent Management (TM) Vs Human Resource Management (HRM)

Human resources management responsibilities change as society changes. Today, public organizations are facing serious economic challenges, changes in the legal environment, and social, cultural, generational, and educational changes. A strategic human resources management system identifies these changes and challenges and develops effective human resources strategies to address them, Pynes, (2009).

Historically, HRM has been seen on the periphery, not integrated into the core of organizations' functions. Fitz-enz (1996) notes that historically personnel departments were either dumping grounds for "organizational casualties" that is likable employees who were not proficient in other tasks or staffed with employees from line functions, neither of whom had any formal education in personnel administration. He also attributes the peripheral relationship of HRM departments to other functional departments to the fact that for years, it was believed that organizations could not measure or quantify what the HRM department accomplished or contributed to the organization's objective. HRM departments did not speak in financial terms, the

common denominator of business language, and were not very good at communicating the relationship between successful HRM programs and organizational success. As a result, most HRM departments were denied access to the organization's strategic planning processes and forced into reactive activities instead of being allowed to collaborate with the other management teams to formulate policies and determine future objectives (Fitz-enz, 1996).

By invoking strategic human resource management (SHRM), organizations are better able to match their human resources requirements with the demands of the external environment and the needs of the organization. The human resources focus is not just an individual employee issue; it also encompasses integrating human resources into the organization's strategy and becomes part of the visionary process. Strategic planning, budgeting, and human resources planning are linked in SHRM, the integrative framework that matches HRM activities with strategic organizational needs (Pynes, 2009). It seems here, other than the maintenance of equity, integration, consistency, fairness, and etc, there is no segmentation or differentiation in the management of talent in the organization.

However, according to Michaels, Jones, & Axelrod, (2001), only 17% of all jobs in 1900 required knowledge workers. In today's business world, that figure is well over 60%. In this knowledge economy, the bottom line isn't what it used to be, it has shifted from being influenced by financial indicators such as earnings per share and net profit margin to include intangibles, such as corporate culture, leadership, and an organization's talent pool that drive corporate performance (Michaels, Handfield-Jones, & Axelrod, 2001). The percent of market value related to tangible assets in

1982 was 62 percent, with 38 percent for intangible assets. In 2000, the growing importance of intangibles is demonstrated in the fact that only 15 percent of market value is related to tangibles, while a whopping 85 percent is related to intangibles (Ulrich and Smallwood, 2003). The argument now is that these intangibles need to be measured and monitored, and subsequently tied to the bottom line which must be redefined to include intangibles such as leadership practices, organizational capabilities, and the ability to attract talented people. And as organizations continue to automate business processes using technology, in order to remain competitive against others that are doing the same, they must now focus on their talent.

In this regard, strategic talent management (STM) is thought to be the key to success in the new talent economy. As explained earlier, research done by McKinsey and Company in 1997 and 2000 shows that high-performing companies place management of organizational talent as a top three priority, utilize strategic talent management practices, and have leaders who possess a belief in the importance of talent as a foundation, while average-performing companies lack these qualities (Michaels, et al., 2001). The strategic management of talent is vital to the bottom line and managers must devote the majority of their time to managing this process.

According to Michaels et al (2001), five imperatives for talent management are creating a winning employee value proposition that will make the organization uniquely attractive to talent, moving beyond recruiting advertisement to build a long-term recruiting strategy, using job experience, coaching and mentoring etc to cultivate the potential in managers, strengthening the talent pool by investing in 'A players', developing 'B players' and acting decisively on 'C players' and central to this

approach is a pervasive mindset which is a deep conviction shared by leaders throughout the company that competitive advantage comes from having better talent at all levels.

2.6 Elements of Talent Management

The elements of talent management are the resourcing strategy, attraction and retention policies and programmes, talent audit, role design, talent relationship management, performance management, learning and development, management succession planning and career management, (Armstrong, 2009). Its elements are described below.

2.6.1 The Resourcing Strategy

The business plan provides the basis for human resource planning, which defines human capital requirements and leads to attraction and retention policies and programmes for internal resourcing that is identifying talented people within the organization and developing and promoting them, (Armstrong, 2009).

2.6.2 Attraction and retention policies and programmes

These policies and programmes describe the approach to ensuring that the organization both gets and keeps the talent it needs. Attraction policies lead to programmes for external resourcing that is recruitment and selection of people from outside the organization. Retention policies are designed to ensure that people remain as committed members of the organization. The outcome of these policies is a talent flow that creates and maintains the talent pool, (Armstrong, 2009).

2.6.3 Talent Audit

A talent audit identifies those with potential and provides the basis for career planning and development ensuring that talented people have the sequence of experience supplemented by coaching and learning programmes that will fit them to carry out more demanding roles in the future. Talent audits can also be used to indicate the possible danger of talented people leaving (risk analysis) and what action may need to be taken to retain them, (Armstrong, 2009).

2.6.4 Role design

Talent management is concerned with the roles people carry out. This involves role design that involves ensuring that roles provide the responsibility, challenge and autonomy required to create role engagement and motivation. It also means taking steps to ensure that people have the opportunity and are given the encouragement to learn and develop in their roles. Talent management policies focus on role flexibility that is giving people the chance to develop their roles by making better and extended use of their talents (Armstrong, 2009).

2.6.5 Talent Relationship Management

Talent relationship management is the process of building effective relationships with people in their roles. It is concerned generally with creating a great place to work, but in particular it is about treating individual employees fairly, recognizing their value, giving them a voice and providing opportunities for growth. The aim is to achieve 'talent engagement', ensuring that people are committed to their work and the organization (Armstrong, 2009). As Sears (2003) points out, it is 'better to build an existing relationship rather than try to create a new one when someone leaves'.

2.6.6 Performance Management (PM)

PM is usually described as the system through which organizations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs, and distribute rewards. PA, a subset of PM, refers to these activities applied to the individual employee and, traditionally, includes some type of manager–employee feedback session. All of these activities are central to management in general and to HRM in particular (Varma, Budhwar and DeNisi, 2008).

Performance management processes provide a means of building relationships with people, identifying talent and potential, planning learning and development activities, and making the most of the talent possessed by the organization. Properly carried out, performance management is a means of increasing the engagement and motivation of people by providing positive feedback and recognition (Armstrong, 2009).

2.6.7 Learning and development

Learning and development policies and programmes are essential components in the process of talent management in ensuring people acquire and enhance the skills and competencies they need. Policies should be formulated by reference to 'employee success profiles', which are described in terms of competencies and define the qualities that need to be developed. Employee success profiles can be incorporated in role profiles (Armstrong, 2009).

2.6.8 Management succession planning

Management succession planning is the process of assessing and auditing the talent in the organization in order to answer three fundamental questions. First, are there enough potential successors available – a supply of people coming through who can take key roles in the longer term? Second, are they good enough? Third, have they the right skills and competencies for the future? At different stages in their careers, potential successors may be ranked in order, such as, a) being ready to do the next job now, b) being ready for a certain higher-grade position in, say, two years' time, c) being ready for job rotation at the same level, and d) being ready for lateral assignments on temporary relief or project work. Succession planning is based on the information about managers gleaned from supply and demand forecasts, talent audits and performance and potential reviews, (Armstrong, 2009).

2.6.9 Career management

Career management is concerned with the provision of opportunities for people to develop their abilities and their careers in order to ensure that the organization has the flow of talent it needs and to satisfy their own aspirations, (Armstrong, 2009).

2.6.10 Employee Engagement

Engagement is a psychological state that employees can be in when they are performing their work roles. To describe engagement, Albrecht, (2010), used Kahn's conceptualization of engagement as a starting point, that "in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (Kahn, 1990).

When people are in an engaged state, they invest more of themselves in their work role, they are more likely to conduct their work with energy and enthusiasm. Schaufeliet et. al. (2006) defines work engagement as a "positive, fulfilling work-related state of mind that is characterized by vigour, dedication, and absorption". When engaged, people are attached to their work role, and are absorbed by enacting it. They invest a lot of their personal energy into performing the role, as it is an important part of their identity. They have internalized the goals and aspirations of the organization as their own.

In contrast, when people are disengaged, they are only physically present at work. They do not deploy their emotions, energies, and passion in conducting their work. They are like empty shells, just going through the motions. People who are disengaged have little or no emotional attachment to their work role, do not care about the organization's goals, and rarely find themselves engrossed in their work. They are more likely to feel burned out (Maslach, 1982), apathetic or detached (Goff man, 1961) and perform tasks in a robotic manner without putting in effort (Hackman and Oldham, 1980).

Engagement can change over time, particularly in response to situational changes at work such as starting a new job, having more responsibility or being affected by structural changes in the organization. Engagement can also be influenced by factors outside the job such as having to deal with personal issues which can distract and deplete energy, or in the case of positive events, result in approaching work with more enthusiasm, (Albrecht 2010).

Finally, an individual's level of engagement may also be affected by stable characteristics of the person (for example, generally being very energetic) as well as the physical, emotional and psychological resources available at a particular moment (Kahn, 1990). Engagement can therefore fluctuate to some extent but following Schaufeli et al. (2006) approach, engagement is not viewed as a momentary and very short- lived state, but as "a more persistent and pervasive affective- cognitive state that is not focused on any particular object, event, individual, or behaviour".

In this model, engagement is seen as a higher- order construct, which is a compound of several more specific constructs that have a clear heritage in established streams of theory and research in the organizational behaviour literature. Engagement is treated as a distinct construct in the sense that it is a novel recombination of established constructs, which describes an employee state that has criterion- relevant implications, (Albrecht, 2010).

Four components are used to describe the state of engagement in more detail, and these are located within a two- dimensional framework, Albrecht, (2010). The first dimension distinguishes between engagements with a job or task- related focus versus engagement with an organization focus. The job or task- related side of this dimension can be referred to as "job engagement" and is drawn mainly on concepts and research from the field of job involvement (for example, Lawler and Hall, 1970; Kanungo, 1982). The organization- related side of the first dimension can be referred to as "organization engagement", and is rooted in the organizational commitment literature (O'Reilly and Chatman, 1986; Meyer et al., 1993). The second dimension delineates

facets of engagement that have a stronger cognitive (thinking) versus affective (emotional, feeling) emphasis.

2.6.10.1 Job Engagement: Job- Related Facets of Engagement

Job engagement is related to the construct of job involvement. Absorption and energy, the two job- related engagement facets in this model, are similar to definitions that regard job involvement as a state that is related to one's present job situation. In Kanungo's (1982) definition, for example, job involvement stems from a motivational framework and can be viewed on a continuum where alienation and involvement represent bipolar end points. Job involvement is therefore regarded as a state, describing employees' psychological identification with his/her job. Similarly, Paullay et al. (1994) defined job involvement as "the degree to which one is cognitively preoccupied with, engaged in, and concerned with one's present job".

2.6.10.1.1 Job- Related Engagement Features with a Stronger Affective Emphasis

Energy refers to the sense of energy that employees draw from conducting their work, that is the degree to which they feel energized by their work, Albrecht, (2010). Employees who experience a strong sense of energy at work direct their motivational resources towards their work performance, rather than towards other activities (Baker et al., 2003; Cross et al., 2003; Quinn and Dutton, 2005).

Energy emphasizes the affective or emotional side of job- related engagement: emotions energize an individual physiologically and induce appropriate action

(Wallbott and Scherer, 1989). As Rich (2006) points out, "the individuals' engagement in their role is not possible without an emotional connection".

2.6.10.1.2 Job- Related Engagement Features with a Stronger Cognitive Emphasis

Absorption refers to the extent to which employees lose themselves in their work and experience a sense of engrossment when conducting their work. When absorbed, people can feel as if time stands still. This construct is closely related to the concepts of "flow" (Csikszentmihalyi, 1975) and "timelessness" (Mainemelis, 2001). It has a stronger emphasis on thinking rather than feeling. Individuals who are absorbed in their work are so "cognitively involved" that they notice their surroundings only peripherally.

2.6.10.2 Organizational Engagement: Organization- Related Facets of Engagement

Organizational engagement is closely related to the concept of organizational commitment, Albrecht, (2010). Organizational commitment has been defined as a psychological state that characterizes the employee's relationship with the organization, and has implications for his or her decision to continue or discontinue membership in the organization (Allen and Meyer, 1990). Allen and Meyer (1990); Meyer and Allen, 1991) conceptualized organizational commitment in terms of three distinct components: affective commitment (emotional attachment to the organization), normative commitment (perceived obligation to remain with the organization), and continuance commitment (evaluation of costs and benefits associated with leaving the organization). Of these three components, affective

commitment has shown higher correlations with job satisfaction, turnover and job performance (Meyer et al., 2002; Riketta, 2002) compared to the other two. In our engagement model, there are two engagement facets that are closely related to the organization: identification and alignment. Identification has a stronger affective (emotional) emphasis, while alignment is more cognitive in nature.

2.6.10.2.1 Organization-Related Engagement Features with a Stronger Affective Emphasis

Identification refers to the emotional bond an employee experiences with the organization, and is also referred to as "affective commitment" (Allen and Meyer, 1990). When employees experience a high degree of affective commitment, the organization features prominently in their work- related identity – characteristics of the organization are important for them in defining who they are. Employees with a high level of affective commitment will have a strong sense of belonging to the organization, and place great value on many of the intangible, symbolic, and relational aspects of the organization.

2.6.10.2.2 Organization-Related Engagement Features with a Stronger Cognitive Emphasis

Alignment focuses on the congruence between employees' beliefs about where the organization should be heading, what the goals and aspirations of the organization should be, and the actual direction of the organization. The more strongly employees agree with the strategic decisions of senior management, the more strongly their belief that the direction of the organization will be aligned with the actual direction of the organization. This process is more cognitive than affective as it involves an evaluation

in the first instance, which may then be followed by some affective state (for example, feeling happy or not happy about the way the organization is going).

The extent to which employees have a sense of alignment is likely to be related to how satisfied they feel about their job and especially the organization. It can also directly impact on their performance; as Kahn (1990) observed in his qualitative study, people's ambivalence about their fit with their organization and their purposes led to heightened insecurity and preoccupation, "leaving them little space, energy, or desire to employ or express themselves in moments of task performance".

In general, in order to implement talent management effectively, all of the elements of talent management needs to be taken in to account and hence this makes these components vital.

2.7 Competency-Based HRM

Competency-based HRM uses the notion of competency and the results of competency analysis to inform and improve the processes of recruitment and selection, employee development, performance management and employee reward. It therefore has an important part to play in all the major HR activities, (Armstrong, 2010).

The concept of competency is essentially about performance. Mansfield (1999) defines competency as 'an underlying characteristic of a person that results in effective or superior performance'. Rankin (2002) describes competencies as

'definitions of skills and behaviours that organizations expect their staff to practice in their work', and explains their meaning as:

> *Competencies represent the language of performance. They can articulate both the expected outcomes from an individual's efforts and the manner in which these activities are carried out. Because everyone in the organization can learn to speak this language, competencies provide a common, universally understood means of describing expected performance in many different contexts (p.187).*

2.7.1 Types of Competencies

There are two types of competencies namely behavioural competencies and technical competencies (Armstrong, 2010).

2.7.1.1 Behavioural Competencies

Behavioural competencies define behavioural expectations, in other words the type of behaviour required to deliver results under such headings as team working, communication, leadership and decision making. They are sometimes known as 'soft skills'. Behavioural competencies are usually set out in a competency framework (Armstrong, 2010).

The behavioural competency approach was first advocated by McClelland (1973). He recommended the use of criterion-referenced assessment. Criterion referencing or validation is the process of analysing the key aspects of behaviour which differentiate between effective and less effective performance. The leading figure in popularizing

the concept of competency was Boyatzis (1982). He conducted research which established that there is no single factor but a range of factors that differentiate successful from less successful performance. These factors included personal qualities, motives, experience and behavioural characteristics. Boyatzis (1982) defined competency as a capacity that exists in a person that leads to behaviour that meets the job demands within the parameters of the organizational environment and that, in turn, brings about desired results.

The 'clusters' of competencies he identified were goal and action management, directing subordinates, human resource management and leadership. He made a distinction between threshold competencies, which are the basic competencies required to do a job, and performance competences, which differentiate between high and low performance (Armstrong, 2010).

2.7.1.2 Technical Competencies

Technical competencies define what people have to know and be able to do (knowledge and skills) to carry out their roles effectively. They are related to either generic roles (groups of similar roles) or individual roles (as 'role-specific competencies'), (Armstrong, 2010).

The term 'technical competency' has been adopted to avoid the confusion that existed between the terms 'competency' and 'competence'. Competency was originally defined as being about behaviours, while Woodruffe (1991) defined competence as 'A work-related concept which refers to areas of work at which the person is competent. Competent people at work are those who meet their performance expectations.'

Competences are sometimes known as 'hard skills', (Armstrong, 2010). In the opinion of the researcher, it is crucial to base talent management practices on competency framework for acquiring, developing and deploying human resources.

2.8 Total Reward & Compensation

The definition of total rewards always sparks debate. For example from the figure below, it is easy to see how people can use the term in conversation only to find that what they are referring to is very different notions (Ruddy, 2007).

Generally speaking, there are two prevailing camps of definitions (Ruddy, 2007), narrow and broad definitions. Narrow definitions virtually always comprise compensation and benefits, and sometimes include other tangible elements (e.g., development). This sometimes is referred to as total compensation or total remuneration. Broad definitions can expand to encompass everything that is "rewarding" about working for a particular employer or everything employees get as a result of their employment. Sometimes terms such as value proposition or total value are used interchangeably with total rewards.

While the narrower definitions have been around for a long time, it is the broader notion that is generating buzz. Indeed, much of the current activity in total rewards involves companies moving to a broader definition. There are several reasons for this (Ruddy, 2007):

- **Erosion of the "core" elements of the package**. The traditional elements of rewards— pay, benefits, and stock awards—are no longer differentiating factors for organizations.

Competences are sometimes known as 'hard skills', (Armstrong, 2010). In the opinion of the researcher, it is crucial to base talent management practices on competency framework for acquiring, developing and deploying human resources.

2.8 Total Reward & Compensation

The definition of total rewards always sparks debate. For example from the figure below, it is easy to see how people can use the term in conversation only to find that what they are referring to is very different notions (Ruddy, 2007).

Generally speaking, there are two prevailing camps of definitions (Ruddy, 2007), narrow and broad definitions. Narrow definitions virtually always comprise compensation and benefits, and sometimes include other tangible elements (e.g., development). This sometimes is referred to as total compensation or total remuneration. Broad definitions can expand to encompass everything that is "rewarding" about working for a particular employer or everything employees get as a result of their employment. Sometimes terms such as value proposition or total value are used interchangeably with total rewards.

While the narrower definitions have been around for a long time, it is the broader notion that is generating buzz. Indeed, much of the current activity in total rewards involves companies moving to a broader definition. There are several reasons for this (Ruddy, 2007):

- **Erosion of the "core" elements of the package**. The traditional elements of rewards— pay, benefits, and stock awards—are no longer differentiating factors for organizations.

• **Pressure for operational efficiency and effectiveness.** Total rewards can represent a major cost element. As companies seek to manage costs tightly, there is more emphasis on ensuring that all costs are counted and managed.

• **Catering to diverse needs.** Companies today are managing a much more heterogeneous population. For the diverse workforce, no single component becomes a value driver. Employees have choices to make and a need for greater flexibility.

• **Need to more strongly reinforce business strategy.** Companies are concerned about sending clear business messages to employees. A properly structured total rewards package sends a key message—by aligning all the components of total rewards with the overall business vision, a company ensures its workforce is on the same page (Ruddy, 2007).

Given these factors, it is not surprising that a broader definition is gaining favor in the marketplace. Companies still need to decide how broadly they want to define total rewards, based on what they can adequately measure and manage (Ruddy, 2007).



Figure 1: Components of total reward management

2.8.1 Total Rewards Components

Compensation pay is that provided by an employer to an employee for services rendered (i.e. time, effort, and skill) includes both fixed and variable pay tied to levels of performance. Benefits Programs are those that an employer uses to supplement the cash compensation that employees receive. These health, income protection, savings, and retirement programs provide security for employees and their families (Ruddy, 2007).

Work-Life: A specific set of organizational practices, policies, and programs plus a philosophy that actively supports efforts to help employees achieve success at both work and home (Ruddy, 2007).

Performance and Recognition Performance: The alignment of organizational, team, and individual efforts toward the achievement of business goals and organizational success. It includes establishing expectations, skill demonstration, assessment, feedback, and continuous improvement (Ruddy, 2007).

Recognition: Acknowledges or gives special attention to employee actions, efforts, behavior, or performance. It meets an intrinsic psychological need for appreciation for one's efforts and can support business strategy by reinforcing certain behaviors (e.g. extraordinary accomplishments) that contribute to organizational success. Awards can be cash or non-cash (e.g. verbal recognition, trophies, certificates, plaques, dinners, tickets, etc.) (Ruddy, 2007)

Development: A set of learning experiences designed to enhance employees' applied skills and competencies. Development engages employees to perform better and engages leaders to advance their organizations' people strategies (Ruddy, 2007)

Career opportunities: A plan for employees to advance their career goals. May include advancement into a more responsible position in an organization. The organization supports career opportunities internally so that talented employees are deployed in positions that enable them to deliver their greatest value to their organization (Ruddy, 2007).

Overall, the literature review showed that talent management, coming through different stages, is an approach to derive the performance of an organization's valuable human resources to achieve strategic objectives by differentially attracting, recruiting, developing, retaining, measuring performance, rewarding and identifying high performers & successors for key positions through an integrated system.

Chapter Three

Research Design & Methodology

3.1 Research Design

The methodology of a research study emerges out of the nature of the problem and purpose of the study. According to Creswell (2009), mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. He further stated that the reason for combining quantitative and qualitative data was to better understand the research problem by triangulating broad numeric data from quantitative research and the detail of qualitative research.

In light of this, the purpose of this study was to assess the current practice of talent management at the MoE and MoFED. In this regard, the study employed mixed research approach with quantitative research taking the major part of the study. This approach was more than simply collecting and analyzing both kinds of data, it also involved the use of both approaches in cycle so that the overall strength of a study was greater than either qualitative or quantitative research.

Accordingly, the study followed a concurrent triangulation model with all the quantitative and qualitative data collected at the same time and brought together in data analysis. According to Creswell (2009), in the concurrent triangulation approach, the researcher collects both quantitative and qualitative data concurrently and then compares the two to determine if there was convergence, differences or some combination. Ideally, the weight is equal between the quantitative and qualitative

methods but often in practice, priority may be given to one or the other (Creswell, 2009).

Hence, the dominant method used in this research was the quantitative research followed by the qualitative one to add further information and triangulate the data collected from the former method. This approach, therefore, helped the researcher to interchangeably examine all of the four basic questions that are up for examination by way of questionnaire, interview and document analysis. This approach is therefore chosen as it was best suited to address the different levels of respondents mentioned in sample below and as it fitted the nature of the study in talent management practices of the MoFED and MoE. According to Creswell (2009), this side-by-side integration is often seen in published mixed method studies in which a discussion section first provides quantitative statistical results followed by qualitative quotes that support or disconfirm the quantitative results. The study, therefore, followed this logic and compared the two data sources simultaneously.

Survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population (Creswell, 2009). The researcher, therefore, used descriptive research survey design as he set out to describe, compare, classify, analyze and investigate the entities and the practices that constitute the various aspects of inquiry anticipated thereof. Hence, with this design the researcher collected both forms of data at the same time and integrated the information in the interpretation of the overall result.

In terms of qualitative research, the researcher used interview and document analysis to add more information on the quantitative data so as to triangulate the information obtained from the survey analysis and document analysis as it helped him to explore attitudes, behaviour and experiences by attempting to get an in-depth opinion.

3.2 Sources of Data

The nature of the study methods had made it relevant to use both the primary and secondary sources of data collection. The primary research involved the study of subject matter through firsthand investigation using questionnaire and interview. The primary sources of data were core process directors, support process directors, core process experts and human resource experts. The secondary sources of data were strategic plans and manuals, procedures, and BPR documents.

3.3 Sampling Technique and Sample Size

The following sampling technique and sampling size were identified in consistency with the nature of the study and the research methods selected.

3.3.1 Sampling Technique

The researcher opted for both probability and non-probability sampling techniques so that he was able to specify in advance each segment of the accessible targeted population and ensure that they were represented in the sample. Choosing these techniques was also useful for the researcher to be able to make generalizations, because it seeks representativeness of the wider targeted population. Therefore, for the quantitative research, being the major research method, the researcher had selected stratified simple random sampling technique that involved dividing the

population into homogenous groups, each group or strata containing subjects with similar characteristics. The individuals from the strata were further selected using simple random sampling.

The purposive sampling technique was chosen in selecting interview respondents who were expected to add further information on the matter under study and also further helped triangulate the information collected from questionnaire and document analysis. It was made purposive in order to access those interviewees who had in-depth knowledge about particular issues under study by virtue of their professional role, authority, expertise or experience.

3.3.2 Sample Size

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Morrison, 1993).

In order to relatively maintain appropriate quality of the research, the general background data of the two ministries was presented as follows. MoFED employs about 721 workers at the moment with an educational distribution of 3 PhD, 64 Second Degree, 270 First Degree, 166 Diploma and 218 workers with qualifications below Diploma. MoE on the other hand has about 622 employees with 2 PhD, 79 Second Degree, 149 First Degree, 158 Diploma, and 234 workers with qualifications below Diploma.

In this study, the structure of the two Ministry offices had been taken into consideration in stratifying the respondents into strata. The stratification had four groups namely core process directorate directors, support process directorate directors (management staff), Core staff and Human Resource Development & Administration Directorate Experts from support staff for both MoE and MoFED. The leadership or directors, the core staff and the Human Resource Development & Administration (HRD) Expert staff are taken as target samples because talent management, for one, basically looks at those areas that would directly bring results that can deliver the ministries' strategic objectives and offices that make this happen.

3.3.2.1 Population and Sample Size of Respondents

Table 1: Sample Size of Respondents

Ser No	Strata	Details of the Strata	MoFED			MoE		
			Accessible Population	Sample Size	%	Accessible Populations	Sample Size	%
1	Directorate Directors (Leadership)	Core Process	16	16	100%	12	12	100%
		Support Process	11	11	100%	12	12	100%
2	Core Staff	Experts	314	94	30%	226	67	30%
3	HRD Experts	Experts	8	8	100%	12	12	100%
	Total		351	**129**		270	**103**	

The sample for core and support process directors and that of human resource experts were taken 100% as their numbers were small. On the other hand, core experts sample were taken at 30% on the basis of Cohen et al, (2007) notation that there is no clear-

cut answer, for the correct sample size depends on the purpose of the study and nature of population under study. Thus typically an anticipated minimum of thirty cases per variable should be used as a "rule of thumb". With this in to account, the total sample size for the questionnaire analysis is 232 as can be seen from the above table.

The sample respondents for the interview from MoFED were the Director of HR, one Director each from Development Planning & Economic Administration Office, Government Finance Administration & Control Office and Foreign Resource & Income Administration Office. On the other hand, the sample respondents of interview for MoE were Director of HR, one Director from General Education Office, Higher Education Office and Technique & Vocational Office. The main reason for selecting these individuals holding these positions were in order to help counter check or triangulate the relevant information that had been gathered through secondary sources with their experiences of these personnel around the subject matter under study.

3.4 Data Gathering Tools

The data gathering tools that were used in the study were questionnaire, interview and document analysis.

3.4.1 Questionnaire

In the course of this study, a carefully self designed and well tested questionnaire was used to elicit reliable responses from the chosen samples. The self-developed questionnaire mostly had close-ended questions coupled with a few open ended ones

having a five scale points or Likert scale ranging from strongly agree to strongly disagree.

The weights for which the likert scale was set was: 5 Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree. In order to conduct the analysis, the range for which the likert scale was set was 4.5 to 5 Strongly Agree, 3.25 to 4.49 Agree, 2.76 to 3.24 Undecided, 1.51 to 2.75 Disagree, 1 to 1.5 Strongly Disagree. Accordingly, it was administered to the 232 respondents that were stated in the sample size. In order to ensure its validity and reliability, measures were taken as discussed below. In addition, to ensure the content of a test or instrument matches the actual situation that is being studied, the researcher as much as possible ensured that all the domains or contents under study were included in the questionnaire.

Furthermore, in order to secure its face validity that was the appearance of the questionnaire whether it looks "professional" or carelessly and poorly constructed an effort was made to more likely elicit the expected responses from the participants in this regard. In terms of checking the reliability, the logical pattern of questions was examined by asking the same question twice in different ways for some of the questions to ensure the internal consistency of the of the answers from the respondents.

3.4.2 Pilot Test

Pilot testing can provide information on understanding of the questions, respondent's reaction to questions, clarity of the questions, editing matters and sequencing and overall survey flow. Hence, in order to validate the above concerns, pilot test was

conducted on the questionnaire to ten people in a different institute namely Ethiopian Management Institute. First, after getting their consent, they were explained the purpose of the questionnaire and were asked to fill it and write their feedback on the back about clarity, simplicity, consistency, content and other comments they deemed necessary. From the feedbak obtained; the researcher was able to clarify the questions, edit some statements and made some sequencing arrangements to adjust the overall flow of ideas and make them more logical to respondents. In order to check reliability, the calculated Cronbach's alpha, using SPSS version 20, showed a result of 0.953 indicating high consistency.

3.4.3 Interview

A semi-structured interview method of data collection was deployed to find out what the respondents reply would be regarding the matter under study. It was administered face-to face with the participants by focusing on selected areas of the study that most requires triangulation. As stated in the sample size, the interviewees from MoFED were the Director of HR, one Director each from Development Planning & Economic Administration Office, Government Finance Administration & Control Office and Foreign Resource & Income Administration Office.

On the other hand, the sample respondents of interview for MoE were Director of HR, one Director from General Education Office, Higher Education Office and Technique and vocational Office. The main reason for selecting these individuals holding these positions were in order to add more information on top of the data obtained from the questionnaire and help counter check or triangulate the relevant information.

However, only the HRM directors were available for interview as explained earlier in chapter one.

3.4.4 Document Analysis

It is evident that much of the secondary data that were stated in the data source part of this study were obtained from the ministry offices and were carefully and critically analyzed to complement the data gathered by primary sources.

3.5 Procedures of Data Collection

In order to minimize non-sampling errors and attain a more reliable response, some procedures were followed during data collection. First, the researcher had contacted the Human Resource & Development Director and created a rapport by introducing himself and presenting the written letter from the University for this purpose. Following this, a formal permission and collaboration was requested from the Director to distribute the questionnaires to the various directorate offices within the Ministry offices.

Then, the researcher had gotten in touch with the required contact employees personally and through the arranged system by the HR office so as to take appointments for the administration of the questionnaires and the interview. Once this is handled, the researcher was given orientation to the contact employees of the selected sample respondents about the whole essence of the research along with ethical consideration thereof and had handed over the questionnaires distribution along with the appropriate explanation. The researcher was close contact for follow-up and further explanation. Finally, the questionnaires were collected from the respondents after the elapse of a reasonable time through the contact employees.

3.6 Ethical Considerations

Robson (1993: 33) raises ten questionable practices in social research which are involving people without their knowledge or consent, coercing them to participate, withholding information about the true nature of the research, deceiving participants in other ways, inducing them to commit acts diminishing their self-esteem, violating rights of self-determination (e.g. in studies seeking to promote individual change), exposing participants to physical or mental stress, invading their privacy, withholding benefits from some participants (e.g. in comparison groups) and treating participants unfairly, or without consideration, or without respect. In this respect the researcher had done all that was possible not to commit such ethical dilemmas especially by focusing on those that were relevant with this study like privacy, anonymity, confidentiality issues and etc.

3.7 Methods of Data Analysis

According to Creswell (2009), data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. Therefore, the analysis and interpretation of data combines both the quantitative and qualitative forms of data to seek convergence or similarities among results or look for variations. In this regard, the researcher followed a systematic process that begun with preparing the quantitative data for computer entry after checking its completeness used SPSS version 20 to undertake the analysis. The researcher collected quantitative and qualitative data at the same time and integrated the information in the interpretation of the overall result by first providing quantitative statistical results followed by qualitative quotes that support or disconfirm the quantitative results.

In terms of applying relevant statistical tools, the researcher applied percentage for the nominal data such as age, sex etc. and employed mean score to analyze the average characteristics of the data obtained from the questionnaire. In addition a one way analysis of variance (ANOVA), using SPSS version 20, was used to check if the mean difference was statistically significant or not. The data was analyzed at a 95% significance level. Analysis of the qualitative data, after being collected, was done by organizing and relating it with ideas that had similar theme to establish commonalities and analyze them along with the data collected from questionnaire and document analysis.

Chapter Four

Presentation, Analysis and Interpretation of Data

Under this chapter, data collected from respondents are presented, analyzed and interpreted in two sections. The first part treats the demographic characteristics of respondents comprising gender, age, educational qualification, respondents' category and work experience within their respective ministry offices. The second part entertained the main research data that were collected through questionnaire, interview and other relevant documents review. Accordingly issues related to talent management practices of MoFED and MoE was treated. Subsequent to this it also dealt with analysis and interpretation of the data in light of the basic questions raised in chapter one.

The questionnaire was self developed with only one version distributed to the 232 respondents in the two ministry offices targeting core and support processes directors and core and human resource processes experts. The collected data from the questionnaires were organized using tables followed by discussion of information obtained from interview and document analysis where applicable. For the sake of clarity, comparison and convenience, related issues were treated together.

The total sample size for the two ministry offices was 232 participants out of which 129 or 56% of the questionnaire was distributed at MoFED and another 103 or 44% was disseminated at MoE. Overall, out of these total questionnaires distributed, the researcher was able to collect 72% or 167 questionnaires fully and properly filled. MoFED participants' collection rate was 75% or 97 questionnaires out of the 129 and

the collection rate MoE participants' was 68% or 70 out of the 103 dispersed there. The researcher made repeated efforts to collect the remaining questionnaires, however, according to the targeted sample respondents, they were unable to fill and return the questionnaires for reasons of too much work, long trainings, out of the country and long meetings. In the opinion of the researcher, the response rate as discussed above was, therefore, enough to undertake the investigation on talent management.

4.1 Demographic Characteristics of the Respondents

This section will address the general characteristics of the respondents in terms of their age, gender, respondents' category, educational qualification, and work experience within their respective ministry offices.

4.1.1 Respondents' Sex Profile

This is the section where the gender profile of respondents is presented and analyzed for each ministry as well as for both of them together.

Table 2: Respondents' Gender Profile

		Male	Female	Total
MoFED	Frequency	72	25	97
	Percent	74.2%	25.8%	100%
MoE	Frequency	52	18	70
	Percent	74.3%	25.7%	100%
MoFED & MoE	Frequency	124	43	167
	Percent	74.3%	25.7%	100%

The data presented above shows that the percentage of male respondents to female was roughly 3:1 meaning it was around 75% male and about 25% female. As can be seen in table 3, the gender composition of respondents in each ministry offices were also 74% to 26% for male and female respectively. This implies that the gender composition do have a wide difference favouring male than females. Hence, this discrepancy might shows that women involvement in the core operation of the business is less and needs due attention.

4.1.2 Respondents' Age Profile

The subsequent data represents the age groups of respondents of MoFED and MoE who participated in the research.

Table 3: Respondents' Age Profile

		Below 25	26-35	36-45	46-55	Above 55	Total
MoFED	Frequency	11	19	28	33	6	97
	Percent	11.3%	19.6%	28.9%	34.0%	6.2%	100%
MoE	Frequency	6	10	25	28	1	70
	Percent	8.6%	14.3%	35.7%	40.0%	1.4%	100%
MoFED & MoE	Frequency	17	29	53	61	7	167
	Percent	10.2%	17.4%	31.7%	36.5%	4.2%	100%

With reference to the age groups for both ministry offices as shown in table 3, around 10% or 17 respondents fall under 25 years of age and below while 17% or 29 respondents were between 26 to 35 years of age. There were 53 or 31.7% respondents

who were of age between 36 to 45. Other 61 or 36.5% respondents were in the age group of 46 to 55. There were only about 4% or 7 respondents that were of age 56 and above. When we combine the age categories between 36 to 55, we get about 72% that accounted for the majority of respondents in the age group of 36 and above. We can see from the table above that this is the result of the two ministry offices' separate age profile distribution, the majority of which also fell in the categories of 46 to 55 and 36 and 45 respectively. This shows that since the majority of the respondents of this research investigation were senior staff who have passed through a serious of extensive experiences, the feedback they gave through the questionnaire would be expected to more sound.

4.1.3 Respondents' Profile by their Respective Positions' Category

Table 4: Respondents' Position Category Profile

		CPD	SPD	CPE	HRE	Total
MoFED	Frequency	11	9	70	7	97
	Percent	11.3%	9.3%	72.2%	7.2	100%
MoE	Frequency	6	7	47	10	70
	Percent	8.6%	10%	67.1%	14.3%	100%
MoFED & MoE	Frequency	17	16	117	17	167
	Percent	10.2%	9.6%	70.1%	10.2%	100%

As can be seen from the table 4, out of those respondents who returned the questionnaires, core process directors for the two ministry offices account for 10.2% and support process holds 9.6%. The larger portion of respondents is from core process experts comprising 70.1% for both ministry offices. Lastly, human resource

process experts encompass 10.2%. For this research, the higher proportion of respondents being form core experts implies that the data collected had more relevance to the findings of the study. This is because talent management focus more on key positions that are expected to have more contribution to the strategic objectives of institutions than others.

4.1.4 Respondents' Educational Qualification Profile

Education wise, it can seen from the data in table 5 that there are only two categories of education which were masters degree and first degree.

Table 5: Respondents' Educational Qualification Profile

		First Degree	Second Degree	Total
MoFED	Frequency	54	43	97
	Percent	55.7%	44.3%	100%
MoE	Frequency	48	22	70
	Percent	68.6%	31.4%	100%
MoFED & MoE	Frequency	102	65	167
	Percent	61.1%	38.9%	100%

Accordingly, around 102 respondents or 61% have first degrees and 39% or 65 respondents have master's degree. The researcher, from his interview with the HRM directors of both ministry offices was able to learn that there is actually a very good number of qualified employees. This indicates that there is a relative good chance of understanding of the concepts of talent management as majority of employees in the core processes were qualified.

4.1.5 Respondents' Work-Experience Profile

Table 6: Respondents' Work Experience Profile

		Less or Equal to 5	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	Total
MoFED	Frequency	19	11	15	22	18	12	97
	Percent	19.6%	11.3%	15.5%	22.7%	18.6%	12.4%	100%
MoE	Frequency	7	6	15	24	17	1	70
	Percent	10%	8.6%	21.4%	34.3%	24.3%	1.4%	100%
MoFED & MoE	Frequency	26	17	30	46	35	13	167
	Percent	15.6%	10.2%	18%	27.5%	21%	7.8%	100%

With regards to work experience, table 6 above shows that respondents with 5 years or less work experience in the two ministries was 26 or 15.6% while those in the range of 6 to 10 years experience were 17 or 10.2%. There were other 18% or 30 respondents having experiences of 11 to 15 years. Those respondents with the higher percentage of work experience fall under the category of 16 to 20 years constituting 27.5% or 46 respondents. In addition, there were also 35 respondents that have experiences between 21 to 25 years and lastly the remaining 13 respondents fall in to the group of 26 to 30 years work experience. Overall, we can see from the data that the majority of respondents have experiences of 16 years and above which would imply that reliable information about the practices of talent management were obtained from them.

In general, the respondents' demographic characteristics showed that the majority of respondents were well experienced, qualified and matured enough in age to be used as a good representative of obtaining data for analysis of talent management practices in the two ministry offices.

4.2 Talent Management Practices

In this section, the data collected through questionnaire, interview and document analysis on the subject matter under investigation will be presented and discussed. The questionnaire used had weights for which the likert scale was set: 5 Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree. In order to conduct the analysis, the range for which the likert scale was set was 4.5 to 5 Strongly Agree, 3.25 to 4.49 Agree, 2.76 to 3.24 Undecided, 1.51 to 2.75 Disagree, 1 to 1.5 Strongly Disagree. In the tables presented here below "SA" represents strongly agree, "A" – Agree, "UND" – undecided, "DA" – disagree, and "SDA" - strongly disagree.

4.2.1 HRM Office Organization and Function

Ulrich (1997) has argued that the HR function needs to become strategically proactive and goes beyond administrative expertise. There is little doubt that the ways in which the HR functions are organized, managed, positioned and operated in organizations today is changing drastically. Indeed, it is quite likely that organizations' failure to organize properly is one of the reasons why they have had trouble developing a high value-added strategic role. The skills that are needed to provide services concerning business strategy development, implementation support and execution are also significantly different from those needed for personnel services and HR administration (Lawler, 2005).

In light of these, the researcher tried to assess where the two ministries stand in terms of organizing their HR offices effectively and executing their functions to the expected standard.

As can be seen from table 7, the weighted mean for the item dealing with the organization of HRM office for efficiency and effectiveness in their respective two ministries, showed a 2.72 value for MoFED, 2.81 for MoE and a total weighted mean of 2.76. The overall total result and the weighted mean of MoE fell in the undecided category. However, the mean value of the respondents from MoFED revealed that their HRM office is not organized for efficiency and effectiveness.

In order to check if there were statistically significant differences among the responses of the four respondent categories, a one way ANOVA test was conducted. The test showed that there is statistically significant difference among the respondents (F=6.68 & P=.000) as the P-value is less than the minimum level of significance which was 0.05. This means that the difference is not as a result of a mere chance. In this regard, the challenge as identified in the questionnaire was that the attention given by top management is very week and there is lack of confidence and consistency in decision making.

Table 7: Mean & ANOVA for HRM Offices' Organization

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
HRM department is organized for efficiency and effectiveness in all aspects.	3.47	3.25	2.62	2.59	A) MoFED	2.72	6.680	.000
					B) MoE	2.81		
					Total-A & B	**2.76**		
HRM department is staffed with employees that deliver strategic objectives.	3.06	3.12	2.63	2.76	A) MoFED	2.69	2.166	.094
					B) MoE	2.80		
					Total-A & B	**2.74**		
HRM department uses an effective technology and software to manage HR function.	3.24	3.37	2.64	2.76	A) MoFED	2.97	4.756	.003
					B) MoE	2.53		
					Total-A & B	**2.78**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree.

In order, to see where this difference came from, a post hoc test (Annex A) was done and it showed that the opinion difference occurred among CPD and CPE & HRE having a P=.001 & .020 respectively. This implied that CPD respondents agree that HRM office of their respective ministries is organized for efficiency and effectiveness while CPE and HRE disagree with this assessment. In addition to this, the post hoc test also showed difference of opinion between SPD and CPE having a P value of .036. From this it is obvious that the leadership of the two ministry office did not have the same outlook as the experts because they think that HRM office is organized for efficiency and effectiveness in all aspects while the experts in the core and HR offices didn't agree.

However, the BPR document review of MoFED and the interview conducted with HRM Director of MoE for the question, "What policies, procedures, systems and programs are there to effectively deliver talent management strategy?" showed that the two ministry offices have organized their offices around processes and placed positions with core and support directorates separately. These two conflicting information indicates that the experts, among other reasons, might have reservations on the way HRM office was organized during BPR implementation, thereby calling it ineffective and inefficient.

A number of studies have investigated the potential for the HR function to be a strategic partner and found that it can be an important value-adding function. In this regard, work done by Becker and Huselid (1998) found that there is a relationship between HR practices and organization's performance. In order to impact the ministry offices' productivity and performance, HR departments need to staff their offices with people that have high calibre to deliver strategic objectives.

In this respect, with regards to the capacity of HRM office employees, the weighted mean was 2.74 for the two ministry offices. This implied that the majority of respondents' think that the HRM employees of their respective ministry offices do not have the capacity to deliver strategic objectives. The data for MoFED, as shown in table 7, was also in the same mean range having 2.69 as the overall result. However, the respondents for MoE were in the undecided range with a mean value of 2.80.

The one way ANOVA test conducted to check if there were any statistically significant difference showed a result of F=2.166 & P=.094. This showed that there were no statistically significant opinion differences among the four respondents' category as the P-value is greater than the minimum level of significance which was 0.05. Hence, this implied that since HRM offices' of the two ministries were not staffed by employees who can deliver strategic objectives, strategic partnership and value adding aspirations would not be realized. The specific challenges identified in this regard were that there is lack of skilled manpower in relation to implementing talent management and that the low salary payment in the ministries is estimated to be one of the reasons why talented citizens do not join the ministry offices. This would ultimately exert limitation on the offices' capabilities to contribute their share in achieving the respective ministries missions.

The importance of having a holistic view of the TMS, starting from entry to exit, cannot be overstated, especially if an organization is going to invest the time and money on it. TM is designed to optimize the people and process components of the system, while technology delivers business intelligence, processes transactions and serves up content and information. Technology gives us the ability to peel back the

onion of our organizations and uncover the underlying talent systems in operation (Schweyer, 2004). These statements discussed above signify that it is important for institutions to update themselves with IT technological advances to help them effectively support their service that they delivery to their.

Table 7 revealed that the total weighted mean of the two ministry offices for the usage of an effective technology and software to manage their HR function was 2.78, putting it in the undecided mean range. The weighted mean value for MoFED was 2.97 that fell in the same category of the overall result. However, the weighted mean for MoE respondents' was 2.53. In the eye of MoE respondents', their ministry office did not use effective technology and software to manage their HR function.

The one way ANOVA test conducted to check if there were statistically significant differences among the responses of the four respondent categories showed that there is statistically significant difference among the respondents (F=4.756 & P=.003). The post hoc test (Annex A) revealed that the opinion difference lied between SPD on the one side and CPE on the other with a value of P=.013. This is testament to the fact that SPD thinks that HRM directorate is supported with effective IT technology while CPE respondents didn't believe so.

The interview with MoE HRM director said "their ministry office use Personnel Management Information System (PMIS) to store and retrieve basic personnel data". With regards to MoFED, the HRM director claimed that "they have recently developed a database to store and retrieve basic employee information". Even though the SPD's quantitative data was corroborated by one of the officials of the same

support process category, the majority of CPE respondents having the highest percentage of had questioned how much appropriate IT technology is being used.

Table 8: Mean & ANOVA for HRM Offices' Function

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry is only practicing HRM functions without differentiating among employees in terms of: recruitment,	3.59	3.56	3.41	3.65	A) MoFED	3.42	2.094	.103
					B) MoE	3.60		
					Total-A & B	**3.50**		
The ministry is only practicing HRM functions without differentiating among employees in terms of: development,	3.82	3.50	3.50	3.65	A) MoFED	3.58	.936	.425
					B) MoE	3.51		
					Total-A & B	**3.55**		
The ministry is only practicing HRM functions without differentiating among employees in terms of: succession,	3.82	3.50	3.46	3.53	A) MoFED	3.51	1.157	.328
					B) MoE	3.51		
					Total-A & B	**3.51**		
The ministry is only practicing HRM functions without differentiating among employees in terms of: retention,	3.53	3.56	3.45	3.24	A) MoFED	3.59	.512	.675
					B) MoE	3.26		
					Total-A & B	**3.45**		
The ministry is only practicing HRM functions without differentiating among employees in terms of: compensation	3.53	3.44	3.40	3.06	A) MoFED	3.57	1.004	.393
					B) MoE	3.13		
					Total-A & B	**3.38**		
The ministry office successfully carries out HRM functions in a systematic way following clearly detailed policies and procedures that are in alignment of the ministry's strategic objectives.	3.18	3.56	2.60	2.88	A) MoFED	2.77	8.283	.000
					B) MoE	2.79		
					Total-A & B	**2.78**		
As a result of the Ministry's HRM strategy and its implementation, core staffs (experts/professionals) are effective and productive in delivering what is expected of them for the success of the strategic objectives.	3.18	3.25	2.42	2.24	A) MoFED	2.49	9.242	.000
					B) MoE	2.64		
					Total-A & B	**2.56**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree.

With regards to the various HR functions such as recruitment, development, succession, retention and compensation, the total weighted mean values were 3.50, 3.55, 3.51, 3.45 and 3.38 respectively (table8). All of these results showed that the respondents agree that the ministry is only practicing HRM functions without differentiating among employees. This outcome was the same across the two ministry offices with the exception of MoE, where the respondents were undecided in the efforts of the ministry office in executing compensation function even without differentiation among employees.

The one way ANOVA test conducted for recruitment, development, succession, retention and compensation also have revealed that there is no statistically significant difference between the mean results, with values being (F=2.094 & P=0.103; F=.936 & P=.425; F=1.157 & P=.328; F=.512 & P=.675 and F=1.004 & P=.393) for each of them respectively. The overall result implies that the two ministry HRM offices' perform their functional activities well without making any demarcation among strategic involvement of employees. Hence in an effort to address all aspects of every employee in their ministries, they would be limited in their capacity towards making strategic contribution as they would have to address the routine needs and requests of every one. The challenge mentioned by the questionnaire respondents was that the existing HR system by itself was not sustainable.

In terms of the successful implementation of HRM functions in a systematic way following clearly detailed policies and procedures that are in alignment with the ministry's strategic objectives, both the overall result and the respective MoFED and

MoE mean values were 2.78, 2.77, and 2.79 respectively. These result meant that all of the respondents were undecided about the issue. The one way ANOVA test also revealed that there is a statistically significant difference between the mean (F=8.283 & P=.000). The post hoc test (Annex B) done to find out where this significant difference lied, showed that there is difference of opinion between CPD & CPE and SPD & HRE that did not come by chance. This implies that while Directors of support process were in agreement to the statement, the experts do not agree that HRM functions were being successfully implemented in a systematic way following clearly detailed policies and procedures thereby lacking alignment with their respective ministry offices. This would obviously limit the value HRM office would have added if it had succeeded here.

Contrary to this, the total weighted mean value for the effectiveness and productivity of core experts as a result of the Ministry's HRM strategy and its implementation was 2.56. The weighted mean scores of MoFED and MoE for the same issues were 2.49 and 2.64 respectively. The one way ANOVA test also revealed that there is a statistically significant difference between the mean (F=9.242 & P=.000). The post hoc test (Annex B) showed that this difference lied among CPD, CPE & HRE. The difference also exists between SPD & CPE & HRE. In this regard, table 8 showed that while respondents of CPD were undecided, SPD respondents think that core experts were effective and productive as a result of the Ministry's HRM strategy and its implementation. This was in contrast to the stance of CPE and HRE who disagree with this statement. The overall result here indicated that despite the efforts of HRM office, there was limitation in adding strategic value to the ministry offices mission.

4.2.2 Talent Management Strategy

Strategic talent management (STM) is thought to be the key to success in the new talent economy. Silzer & Dowell, (2010) believes that the coming of significant paradigm shift for HR is the *strategic talent management,* which they define as:

> *driven by business strategy, integrated with other processes, managed as a core business practice, engrained as a talent mindset, organizations are learning how to design and implement talent management programs, processes and cultural norms to attract, develop, deploy, and retain the talent that is needed to achieve current and future strategic business objectives (p:24).*

In this context, the investigation made on the two ministries revealed results that show where these two ministries are in terms of talent management strategy, its implementation and the leadership views as follows.

Table 9: Mean & ANOVA for Talent Management Strategy

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
HRM and management staff are clear about talent management processes.	3.06	3.44	2.64	2.53	A) MoFED	2.69	5.954	0.001
					B) MoE	2.83		
					Total-A & B	**2.75**		
There is common language and consistent messages with a strong talent mindset across the board in the ministry office.	3.12	3.37	2.38	2.53	A) MoFED	2.49	8.770	0.000
					B) MoE	2.66		
					Total-A & B	**2.56**		
The ministry office has a clear definition of talent management policy which differentiates between performance and potential.	2.47	2.50	2.50	2.35	A) MoFED	2.46	0.193	0.901
					B) MoE	2.50		
					Total-A & B	**2.48**		
There is systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage.	3.29	3.00	3.00	3.29	A) MoFED	2.94	0.942	0.422
					B) MoE	3.23		
					Total-A & B	**3.06**		
There is development of a talent pool of high potential and high performing incumbents	2.47	2.25	2.44	2.35	A) MoFED	2.29	0.403	0.751
					B) MoE	2.60		
					Total-A & B	**2.42**		
There is differentiated human resource systems, policies, procedures, etc to manage employees in the core processes.	2.82	2.81	2.63	2.47	A) MoFED	2.66	0.623	0.601
					B) MoE	2.64		
					Total-A & B	**2.65**		
Talent management is linked into with key HR processes, such as appraisal, development, recruitment, recognition and reward.	2.65	2.75	2.59	2.41	A) MoFED	2.53	0.611	0.609
					B) MoE	2.69		
					Total-A & B	**2.59**		
HRM department has a talent management strategy that is tied to the ministry's long-range plans.	2.53	2.81	2.56	2.41	A) MoFED	2.56	0.734	0.533
					B) MoE	2.59		
					Total-A & B	**2.57**		
HRM department has a talent management policy & procedure that is tied to the ministry's long-range plans.	2.47	2.81	2.55	2.47	A) MoFED	2.54	0.742	0.528
					B) MoE	2.59		
					Total-A & B	**2.56**		
HRM department uses an effective technology and software to manage integrated talent management function such as recruitment, development, succession, compensation, etc.	2.59	2.31	2.43	2.59	A) MoFED	2.41	0.721	0.541
					B) MoE	2.50		
					Total-A & B	**2.45**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

Therefore, as can be seen in table 9, the total weighted mean of the two ministry offices for all questions of talent management strategy fell under the disagreement mean ranges. The only statement that the respondents were undecided about with a weighted mean result of 3.06 was the systematic identification of key positions which differentially contribute to the ministries sustainable competitive advantage. As a result, this implied that the majority of respondents were unsure if there was a systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage.

Nevertheless, the BPR document of MoFED, prepared in 2000E.C, showed that job evaluation is an area the civil service agency develops for them as a standard to be followed. The job classifications and grades they currently have showed distinct differentiation between experts or professionals, administrative & finance workers and others which in principle is in line with talent management concept of key position differentiation. This indicates that even though they do have such distinction of positions from professionals to lower level jobs, with grades and salary scales, they do not conduct their own job evaluation study as and when the demand arises to decide on roles and make it fit to their own particular institutional nature. Instead they had to wait for another authority to deem it necessary and conduct a revision that might not address the specific demand of that particular institution as the adjustment might be made as a general standard for all civil service institutions. This limitation is also indicated in the same BPR document of MoFED.

The one way ANOVA test (table 9) revealed that there was significant mean difference among the responses for the statement "HRM and management staff are clear about talent management processes" having values of (F=5.954 & P=.001). The consequent post hoc test done (Annex C) showed that the differences lie among SPD-3.44, CPE-2.64 and HRE-2.53 respondents. Accordingly, this difference occurred because SPD respondents thought that HRM and management staff are clear about talent management processes while experts in core and HR processes disagree.

The interview conducted with HRM Directors to identify if the two ministry offices' leadership and management were clear about TM process had also confirmed that they did not have clear idea about its specific process before this research was raised. The HRM Director of MoFED said that "they just perform their duties following the usual HR practices that they have always done". While they responded for the second question that focused on the importance of TM to deliver strategic objectives, he said "even though they were not clear about the specific requirements of TM, they are aware of the strategy importance of human resource for the success of strategic objectives". These facts indicate that the ministry offices conduct much of their HR work with limitation that might prohibit it to strategically add value to the ministry offices. The challenge raised by the questionnaire respondents was that there was lack of commitment to work on successful strategic objectives with focus only on routine activities.

According to Michaels *et al* (2001), one of the imperatives, central to talent management is a persistent mindset which is a deep conviction shared by leaders throughout the organization. In this respect, however, the ANOVA test in

table 9 also depicted that there is statistically significant difference for the proposition that "there is common language and consistent messages with a strong talent mindset across the board in the ministry office" with value of (F=8.770 & P=.000). The post hoc test (Annex C) showed that the opinion difference occurred between CPD-3.12 and CPE-2.38 and among SPD-3.37, CPE-2.38 & HRE-2.53.

The mean values above point out that CPD were undecided on the existence of common language and consistent messages with a strong talent mindset across the board in the ministry office while core experts disagree. In addition, SPD thought that there is common language and consistent messages in the ministry office contrary to the other extreme held by CPE and HRE. It was further found out that from the ANOVA test conducted, there were no other statistically significant differences among the means of other questions as shown in table 9. The finding here confirms the result obtained above in terms of HRM and management staff's clarity about talent management processes.

The findings of the other questions' result concerning talent management strategy from the questionnaire are given as follows on the basis of their weighted mean that all fell in the disagreement range. Accordingly, the respondents disagree that:

- The ministry offices have clear definition of talent management policy which differentiates between performance and potential (weighted mean-2.48).
- There is development of a talent pool of high potential and high performing incumbents (weighted mean-2.42)
- There is separate human resource systems, policies, procedures, etc to manage employees in the core processes (weighted mean-2.65).

- Talent management is linked into with key HR processes, such as appraisal, development, recognition and reward (weighted mean-2.59).
- HRM department have a talent management strategy that is tied to the ministry's long-range plans (weighted mean-2.57).
- HRM department have a talent management policy & procedure that is tied to the ministry's long-range plans (weighted mean-2.56).
- HRM department use an effective technology and software to manage integrated talent management function such as recruitment, development, succession, compensation, etc. (weighted mean-2.45)

These facts stated above imply that the two ministry offices were not in a position to strictly implement TM as they did not have the appropriate strategy, systems, policies and procedures on the concept. In the interview with HRM Directors of both ministry offices, asked if the ministry offices have policies, procedures and programs to deliver talent management strategy, confirming the finding of the questionnaire, they maintained that "there are no separate policies, procedures and programs designed for this purpose". However, they said that some of the concepts of TM were being practiced in one form or another using the already existing HR systems.

In this respect, MoFED Director claimed that "what might be lacking could be the strict follow-up of the requirement of TM and the focus alongside it". In addition, he explained that "most of the policies and procedures to manage HR were designed by the federal civil service agency in line with the authority given to it by law in proclamation no. 515/ 99". Other authority or body such as this agency giving specific policies and procedures that these ministries use implies that there were limitations in depicting the problems that might arise from the specific natures of these institutions.

The 2000 E.C BPR document of MoFED had raised this kind of concern as limitation to design, execute and even make appropriate revisions in the policies and procedures of the ministry whenever the need arises and to be given due attention. The challenge identified by the questionnaire respondents in relation to the concepts raised above was that there were no strategy and well structured system for talent management and no such awareness on the concept and some managers perform their work not by following a manual or procedure but rather by intuition and mere feeling..

On the Other hand, the document analysis that was obtained from MoFED had, however revealed that this specific ministry office do have policies and procedures that have to do with promotion, short term trainings, recruitment, selection & placement procedures. According to these documents, these procedures were prepared on the basis of the policies obtained from federal civil service agency.

In terms of recruitment, which is the basic gate way for acquiring talented employees, the document stated three methods to use: written exam, interview and practical exam. However, it did not state ways of identifying technical and behavioural requirements to ensure quality of selection except to leave it a committee by only stating that it needs. The promotion procedure also uses these three methods for selection, the preparation & execution of which is left to committee, without putting ways to ensure the standard and quality of employees to be promoted.

The short term training procedure also leaves the identification of training needs to the concerned offices and only requests them to forward their training needs to HRM office for compilations and executions. This implies that there was limitation in

ensuring what kind of employees were being acquired and promoted and with what quality. Further, it implies that proper and systemic training need analysis was not carried from institution, group and individual points of view. Hence, the systems and procedures there lack strategic focus in identifying and utilizing both the internal and external talent for the ministry's ultimate objectives.

In addition, the interview with the respective HRM Directors of the two ministry offices had pointed out that since there were no specialized separate talent management strategy, it was difficult to claim alignment with business strategy in relation to the specific requirements of the TM concept in its strictest sense. However, they reaffirmed that since elements of talent management were being practiced indirectly through the HR practices of the ministry offices, some alignment is said to exist there. However, all of the above facts imply that the ministry offices' HRM office did not have a clear road map as to how much strategically their human resources were being managed.

4.2.3 Leadership & Management Focus and Organizational Strategy

According to Silzer & Dowell (2010), we are in fact entering the "age of strategic talent management," where human capital and talent decisions will be seen as highly critical business decisions. Since a talent mindset requires the engagement of the entire organization, starting from the top, it is imperative that the top management team, have a talent agenda. A talent agenda makes talent issues part of top management's daily responsibilities. Further, a talent agenda helps make top management accountable for establishing talent standards for the organization

(Michaels et al., 2001; Cheese et al., 2008). In light of this, the investigation has revealed the following results.

Table 10: Mean & ANOVA for Leadership/Management Focus and Organizational Strategy

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry's top management have a clear understanding & knowledge of talent management.	2.65	2.75	2.65	2.29	A) MoFED	2.59	.967	.410
					B) MoE	2.67		
					Total-A & B	**2.62**		
Talent management is on the agenda of the executive team as a top & core priority.	2.82	2.81	2.78	2.59	A) MoFED	2.60	.333	.802
					B) MoE	3.00		
					Total-A & B	**2.77**		
Talent management is seen as a key organizational objective which drives and enables high performance.	2.65	2.81	2.71	2.71	A) MoFED	2.65	.112	.953
					B) MoE	2.80		
					Total-A & B	**2.71**		
There is a high priority talent management mindset by leaders/management staff to help accelerate rate of ministry's mission achievement.	2.76	2.75	2.78	2.35	A) MoFED	2.77	1.066	.365
					B) MoE	2.67		
					Total-A & B	**2.73**		
There is clear understanding of the organization's current and future business strategies.	3.59	3.81	3.65	3.71	A) MoFED	3.53	.243	.866
					B) MoE	3.86		
					Total-A & B	**3.66**		
The ministry has developed an integrated, proactive talent management strategy.	2.82	2.75	2.71	2.41	A) MoFED	2.78	.806	.492
					B) MoE	2.57		
					Total-A & B	**2.69**		
There is a sound talent management plan that is integrated with strategic and business plans	2.53	2.63	2.61	2.29	A) MoFED	2.55	.889	.448
					B) MoE	2.60		
					Total-A & B	**2.57**		
There is a focus on the activities required for successful execution of the talent strategy.	2.53	2.69	2.66	2.24	A) MoFED	2.63	1.479	.222
					B) MoE	2.57		
					Total-A & B	**2.60**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

As can be seen in table 10, most of the issues raised in relation to leadership or management focus and organizational strategy were met with disagreements from respondents of the questionnaire. Accordingly, it was found out that:

- The ministry's top management did not have a clear understanding & knowledge of talent management (weighted mean, 2.62).
- Talent management was not seen as a key organizational objective which drives and enables high performance (weighted mean, 2.71).
- There wasn't a high priority talent management mindset by leaders or management staff to help accelerate rate of ministry's mission achievement (weighted mean, 2.73).
- The ministry did not develop an integrated and proactive talent management strategy (weighted mean, 2.69).
- There is no sound talent management plan that was integrated with strategic and business plans (weighted mean, 2.57).
- There was no focus on the activities required for successful execution of the talent strategy (weighted mean, 2.60).

The one way ANOVA test revealed that there is no statistically significant difference for all the issues raised above having values (F=.967 & P=.410, F= 0.112 & P=0.953, F=1.066 & P=0.365, F=0.806 & P=0.492, F=0.889 & P=0.448, F=1.479 & P=0.222) respectively. This implies that talent in the ministry offices were being managed the old-fashioned way, that is, peripherally through HRM department and in a disintegrated manner. The response from the HRM Directors interview of the two ministry offices for the question "Is talent management owned by all staff in your organization?" also showed that in addition to the various gaps that exists in

practicing talent management concept, the idea itself is not owned by all staff leading to limitations on activities that are required for successful execution of TM.

Table 10 also showed that the respondents were undecided on the issue that talent management is on the agenda of the executive team as a top & core priority with weighted mean of 2.77. Even though, the questionnaire respondents were undecided on this issue, a similar question was raised through interview to HRM Directors of the respective ministry offices and they claim that the issue of human resource management has always been the concern of leaders in the ministry offices but TM as a concept is a new approach to HR management.

On the other hand, the questionnaire respondents agree with weighted mean value of 3.66 that there is clear understanding of the organization's current and future business strategies among leadership and management staff. The one way ANOVA test for these two questions were F=0.333 & P=0.802 and F=0.243 & P= 0.866 showing no statistical significant difference among the means of each categories. This shows that the two ministry offices' leaders and managers understand their business strategies well giving them a chance to align it with effective strategies such as talent management for effective implementation.

It is nearly unanimous that HR can and should add more value to organizations. This can more possibly be accomplished by effective talent management, helping the organization with change management, influencing strategy and a host of other value-added activities that impact effectiveness (Lawler, 2005). In this regard, a question was raised to both ministries' HRM Directors saying, "Is there commitment to

challenge the status-qo (law, attitude, etc.) and to invest in talent management?", and MoE HRM Director claimed that "the leadership and management were more than ready to bring about transformational change in the ministry offices as they were practically doing that through different reform programs". This implies that these offices have good opportunities to take-up such strategies of talent management to implement their strategies effectively.

4.2.4 Resourcing Strategy, Attraction, Retention Policies & Talent Audit

The business or strategic plan of institutions provides the basis for human resource planning, which defines human capital requirements and leads to attraction and retention policies and programmes for internal or external resourcing that is identifying talented people for the organization and developing and promoting them (Armstrong, M. 2009). The ministry offices mentioned in this research study has shown the following results in terms of the topic under consideration above.

Table 11: Mean & ANOVA for Resourcing, Attraction, Retention & Talent Audit

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry office has a competency-based human resource management strategy that incorporates talent management.	2.53	2.69	2.55	2.24	A) MoFED	2.48	.895	.445
					B) MoE	2.59		
					Total-A & B	**2.53**		
The ministry office is using competency-based recruitment practices i.e technical competency identification and behavioural assessment mechanism to hire the right staff.	2.65	2.88	2.70	2.12	A) MoFED	2.78	2.302	.079
					B) MoE	2.47		
					Total-A & B	**2.65**		
The ministry office has a separate attraction policy and procedures designed to acquire the right talented people for the right strategic positions.	2.59	2.56	2.56	2.24	A) MoFED	2.57	.804	.493
					B) MoE	2.49		
					Total-A & B	**2.53**		
The ministry office is attracting the right kind of personnel that will help the organization achieve strategic objectives.	2.65	2.44	2.61	2.35	A) MoFED	2.75	.545	.652
					B) MoE	2.39		
					Total-A & B	**2.57**		
There is balanced involvement of talent management and leaders/managers accountability.	2.59	2.63	2.66	2.41	A) MoFED	2.66	.595	.619
					B) MoE	2.57		
					Total-A & B	**2.62**		
Top management and HRM know what factors contribute to difficulties in attraction and retention.	2.88	3.13	2.90	2.88	A) MoFED	2.90	.364	.779
					B) MoE	2.94		
					Total-A & B	**2.92**		
The ministry knows its talent.	2.65	3.25	3.07	2.76	A) MoFED	2.98	2.610	.053
					B) MoE	3.06		
					Total-A & B	**3.01**		
There is identification of the key gaps between the talent in place and the talent required to drive organizational success.	3.00	2.69	3.05	2.71	A) MoFED	3.05	1.593	.193
					B) MoE	2.87		
					Total-A & B	**2.98**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

Competency-based HRM uses the notion of competency and the results of competency analysis to inform and improve the processes of recruitment and selection, employee development, performance management and employee reward. It therefore has an important part to play in all the major HR activities, Armstrong M, (2010). The investigation of the two ministry offices showed that they did not have a competency-based human resource management strategy as well as competency-based recruitment system having weighted mean values of 2.53 and 2.65 respectively (table 11).

The one way ANOVA test showed that there is no statistically significant difference among the means (F=.895 & P= .445; F=2.302 & P=0.079) in that order. This finding supports the assessment made in the systems, policies & procedures. It implies that there was limitation in the ministry offices to use competency for recruitment, development, performance management and reward which are major concerns of TM.

Attraction policies lead to programmes for external resourcing that is recruitment and selection of people from outside the organization. Retention policies are designed to ensure that people remain as committed members of the organization. The outcome of these policies is a talent flow that creates and maintains the talent pool (Armstrong, 2009). In this respect, the result of the research revealed that:

- The ministry office did not have a separate attraction policy and procedures designed to acquire the right talented people for the right strategic positions (weighted mean, 2.53).
- The ministry office was not attracting the right kind of personnel that helped the organization achieve its strategic objectives (weighted mean, 2.57).

- There was no balanced involvement of talent management and leaders or managers accountability (weighted mean, 2.62).

All of these results stated above were in agreement with the earlier findings of talent management practices in the two ministry offices especially those concerning TM strategy and policy. It obviously implies that the ministry offices lack important basis for launching talent management. This also implies that since TM is supposed to be a top management agenda that needed to be at the centre of their core responsibility, we can say that the ministry offices' has not yet taken-up full accountability for managing talent as a high priority activity.

On the other hand, however, the respondents of both ministry offices were undecided on the following issues:

- Top management and HRM know what factors contribute to difficulties in attraction and retention.
- The ministry knows its talent.
- There is identification of the key gaps between the talent in place and the talent required to drive organizational success.

The one way ANOVA test conducted for all the questions on table 11, showed no statistical significance difference.

4.2.5 Role Design

A role is the part people play in their work where the emphasis is on the patterns of behavior expected of them in order to achieve agreed outcomes. Roles are about people. Jobs are about tasks and duties. A role profile defines outcomes, accountabilities, and competencies for an individual role. It concentrates on outcomes rather than duties and therefore provides better guidance than a job description on expectations and does not constrain people to carrying out a prescribed set of tasks. Outcomes may be expressed as key result areas, elements of the role for which clear outputs and standards can be defined, each of which makes a significant contribution to achieving its overall purpose (Armstrong, 2009).

Table 12: Mean & ANOVA for Role Design

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry has clearly differentiated critical roles that can deliver organizational strategic objectives.	3.29	3.44	3.09	3.00	A) MoFED	3.13	1.036	.378
					B) MoE	3.13		
					Total-A & B	**3.13**		
There is clarity about respective roles and responsibility for talent management among top management.	2.82	3.25	3.09	2.88	A) MoFED	2.94	.980	.404
					B) MoE	3.21		
					Total-A & B	**3.05**		
Roles are designed to ensure that they provide the responsibility, challenge and autonomy required to create role engagement and motivation.	2.94	3.13	2.95	2.76	A) MoFED	2.79	.637	.592
					B) MoE	3.16		
					Total-A & B	**2.95**		
Talent management efforts of the ministry office focuses on role flexibility that is giving people the chance to develop their roles by making better and extended use of their talents.	2.59	2.94	2.80	2.41	A) MoFED	2.75	1.905	.131
					B) MoE	2.76		
					Total-A & B	**2.75**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

With regard to role design, as indicated in table 12, the respondents of the two ministry offices were undecided in three out of the four issues raised. Consequently, they were unable to either agree or disagree on the following points:

- The ministry has clearly differentiated critical roles that can deliver organizational strategic objectives (weighted mean, 3.13).
- There is clarity about respective roles and responsibility for talent management among top management (weighted mean, 3.05).
- Roles are designed to ensure that they provide the responsibility, challenge and autonomy required to create role engagement and motivation (weighted mean, 2.95).

The differentiation of critical roles has been discussed earlier having the same mean value falling in the undecided category. This and the other two issues getting no positive or negative replies from respondents could mean, among other reasons, lack of sufficient information or communication problem that calls for due attention. In addition, the respondents think that the talent management efforts of the ministry office did not focus on role flexibility that was giving people the chance to develop their roles by making better and extended use of their talents with mean value of 2.75. The one way ANOVA calculated for all four issues above showed no statistically significant difference among the means (table 12). This implies that there might be problems in relation to career management and succession activities in the ministry offices.

4.2.6 Talent Relationship Management

Talent relationship management is the process of building effective relationships with people in their roles. It is concerned generally with creating a great place to work, but in particular it is about treating individual employees, recognizing their value, giving them a voice and providing opportunities for growth. The aim is to achieve 'talent engagement', ensuring that people are committed to their work and the organization (Armstrong, 2009).

Table 13: Mean & ANOVA for Talent Relationship Management

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry exerts every effort to build effective relationship in employees' interactions among each other.	3.00	3.06	3.02	3.06	A) MoFED	2.97	.024	.995
					B) MoE	3.10		
					Total-A & B	**3.02**		
The ministry has built a smooth and effective relationship between leadership/management staff and core employees for the success of strategic objectives.	3.00	3.25	3.03	3.00	A) MoFED	2.97	.291	.832
					B) MoE	3.16		
					Total-A & B	**3.05**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

Table 13 above showed that the respondents of the two ministry offices were undecided about talent relationship management issues of their respective ministry offices. Even though not much could be said on the basis of this result, it at least showed that the ministry offices haven't done as much as they were expected, to sway the opinion of their employees positively by a larger percentage.

4.2.7 Performance Management

Given the part individual employee plays, performance management is perhaps the most critical role in helping organizations achieves their strategic goals and it is crucial that managers understand how to derive optimum performance from individuals (Varma A. Budhwar and DeNisi, 2008).

Table 12 below depicted that the respondents of the two ministry offices were undecided on the issues listed below:

- The ministry has a performance management system that can measure both financial and non-financial parameters of individuals' performance (weighted mean, 3.07).
- The ministry has a performance management system that clearly identifies high performers from others (weighted mean, 2.95).
- The performance management processes provides feedback and satisfy development needs (weighted mean, 2.77).

- The one way ANOVA test did not have a statistically significant difference for all three statements above (table 12). On the other hand, the document analysis and interview showed that both ministry offices use BSC as a performance

management system but is in its early stage. In spite of this, however, the respondents disagreed (weighted mean, 2.67) that the performance management system of the ministry office helped self-assessment and the identification of development needs through assessment of own performance against agreed objectives. Even though, the respondents of the questionnaire were undecided on these three issues of performance management, it only confirms the interview and document analysis result that the system, BSC, wasn't being fully utilized. The challenge identified by the questionnaire respondents that could be related with organizational performance was accountability and transparency of management staff.

Table 14: Mean & ANOVA for Performance Management

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry has a performance management system that can measure both financial and non-financial parameters of individuals' performance.	3.06	3.62	3.02	2.94	A) MoFED	2.88	2.156	.095
					B) MoE	3.34		
					Total-A & B	**3.07**		
The ministry has a performance management system that clearly identifies high performers from others.	3.24	2.88	2.95	2.76	A) MoFED	2.74	.984	.402
					B) MoE	3.24		
					Total-A & B	**2.95**		
The performance management processes provides feedback and satisfy development needs	2.88	2.94	2.79	2.35	A) MoFED	2.75	1.796	.150
					B) MoE	2.80		
					Total-A & B	**2.77**		
The performance management system of the ministry office helps self-assessment and the identification of development needs through assessment of own performance against agreed objectives.	2.65	3.06	2.67	2.35	A) MoFED	2.62	2.171	.093
					B) MoE	2.74		
					Total-A & B	**2.67**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

4.2.8 Reward & Compensation

The reward programs that have been the traditional domain of HR (e.g., pay, benefits, and training) represent a significant and growing investment for an organization. In general, these programs have been managed discretely rather than as part of an overall strategy. Surely, an individual's evaluation of a job opportunity is based on more than just current pay. It also includes the benefits that a company might offer, as well as the opportunities for learning and advancement (Chingos, 2002).

As indicated in table 15 below, the respondents of the two ministry office highly converged together to disagree that the reward management system is in adequate in their view. Accordingly, the weighted mean results for issues related to reward management as stated below were 2.42, 2.16, 2.11, 2.19 and 2.09 respectively. The one way ANOVA test as given in table 15 showed no statistical significant difference for all the statements below. Therefore, the respondents claim that:

- The ministry didn't use total reward management system to encourage good performance.
- The ministry didn't apply both financial and non-financial ways to compensate employees with differentiation for employees that have strategic contribution.
- The financial compensations were not by far better than the non-financial rewards in the ministry.
- Recognition for work, employee-supervisor relations, working environment, social relations in the office, etc were not well established in the ministry office.

- The financial rewards in the ministry were not relatively commensurate with what was expected of employees in key positions that deliver strategic results in the core processes.

The challenges depicted by the questionnaire respondents were skilled, trained and qualified personnel leave the ministry office for better job opportunities and lack of systemic employees' motivation or low salary payment, absence of reward management system, and difficulty to correctly measure individuals' performance limited high performing or potential employees to join the ministry offices. This implies that employees do have serious discontent with the reward management system the two ministries use which in turn reflects on their performance and the image of the ministries to attract new talent from external sources.

Table 15: Mean & ANOVA for Reward Management

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The ministry uses total reward management system to encourage good performance.	2.35	2.69	2.40	2.35	A) MoFED	2.36	.731	.535
					B) MoE	2.50		
					Total-A & B	**2.42**		
The ministry applies both financial and non-financial ways to compensate employees with differentiation for employees that have strategic contribution.	2.18	2.13	2.18	2.06	A) MoFED	2.31	.142	.934
					B) MoE	1.96		
					Total-A & B	**2.16**		
The financial compensations are by far better than the non-financial rewards in the ministry.	2.18	2.06	2.15	1.82	A) MoFED	2.32	1.174	.321
					B) MoE	1.81		
					Total-A & B	**2.11**		
Recognition for work, employee-supervisor relations, working environment, social relations in the office, etc are well established in the ministry office.	2.12	2.38	2.19	2.06	A) MoFED	2.39	.448	.719
					B) MoE	1.90		
					Total-A & B	**2.19**		
The financial rewards in the ministry is relatively commensurate with what is expected of employees in key positions that deliver strategic results in the core processes.	2.18	2.25	2.09	1.82	A) MoFED	2.31	1.217	.305
					B) MoE	1.79		
					Total-A & B	**2.09**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

4.2.9 Learning & Development

One of the defining characteristics of a great job is the opportunity for growth. In many ways, the purpose of life is to grow. Learning and development provide multidimensional opportunities for growth at work. If individuals are learning and growing, the organization has a much greater chance to grow also. Without individual growth, there is rarely organizational growth. In order for organizations to sustain growth, learning activities must be aligned to performance improvement and business results. In a great organization, learning and development support both individual (personal and professional) and organizational growth (Bellingham and Campanello, 2004).

Table 16 indicated that the respondents were on some questions undecided and on some others in disagreement. The issues they were undecided about were:

- The ministry office has formal organization-wide and individualized employee development plans.
- There is much support for people developing new skills in core processes.
- Different learning like coaching, mentoring, forums, workshops etc mechanisms are deployed for effective individual & organizational learning.

The interview conducted with HRM Directors of both ministry offices, for the question: "What policies, procedures, systems and programs are there to effectively deliver talent management strategy?" in addition to the systemic issues that were answered, also showed that they do have an organization wide development plans. The variation of responses between questionnaire respondents and the HRM officials indicated that this plan is either not communicated well, might not have involved all the concerned stakeholders or both to say the obvious.

Table 16: Mean & ANOVA for Learning & Development

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
Senior leaders actively engaged in developing the leadership skills of others.	2.71	2.69	2.60	2.41	A) MoFED	2.75	.447	.720
					B) MoE	2.39		
					Total-A & B	**2.60**		
The ministry office has formal organization-wide and individualized employee development plans.	2.71	2.81	2.84	2.65	A) MoFED	2.84	.390	.761
					B) MoE	2.76		
					Total-A & B	**2.80**		
There is development of talent to enhance performance in current positions as well as readiness for transition to the future.	2.53	2.75	2.71	2.41	A) MoFED	2.77	.809	.491
					B) MoE	2.51		
					Total-A & B	**2.66**		
There is much support for people developing new skills in core processes.	2.65	3.19	2.88	2.65	A) MoFED	2.90	1.568	.199
					B) MoE	2.81		
					Total-A & B	**2.86**		
Training need analysis is always conducted before any development effort is undertaken.	2.47	2.56	2.56	2.24	A) MoFED	2.56	.939	.423
					B) MoE	2.46		
					Total-A & B	**2.51**		
Different learning like coaching, mentoring, forums, workshops etc mechanisms are deployed for effective individual & organizational learning.	2.71	2.94	2.85	3.12	A) MoFED	2.90	.799	.496
					B) MoE	2.83		
					Total-A & B	**2.87**		
Competency framework is used as a means of identifying development needs and a reference to self-managing learning opportunities.	2.59	2.38	2.79	2.47	A) MoFED	2.69	2.346	.075
					B) MoE	2.71		
					Total-A & B	**2.70**		
Competency framework is used as a means of provision of learning opportunities by the organization.	2.47	2.69	2.62	2.35	A) MoFED	2.61	.848	.470
					B) MoE	2.56		
					Total-A & B	**2.59**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

The issues that the respondents disagreed about are stated below with their weighted mean values alongside them.

- Senior leaders are actively engaged in developing the leadership skills of others (weighted mean, 2.60).
- There development of talent to enhance performance in current positions as well as readiness for transition to the future (weighted mean, 2.66).
- Training need analysis is always conducted before any development effort is undertaken (weighted mean, 2.51).
- Competency framework is used as a means of identifying development needs and a reference to self-managing learning opportunities (weighted mean,2.70).
- Competency framework is used as a means of provision of learning opportunities by the organization (weighted mean,2.59).

The one way ANOVA test showed no statistically significant difference for all the learning and development questions signifying that there was no opinion difference that might have occurred outside chance. These findings indicated that the respondents did not feel that the training and development efforts of the two ministry offices have helped them to deliver outcomes on strategic objectives. This implies that the way the ministry offices were conducting their learning and development functions lacks strategic and systemic drive.

4.2.10 Career Management & Succession Planning

In today's dynamic and complex economy, it is critical for the employees of organizations to have flexible career plans, to understand the factors including the

portfolios of skills that will impact whether they achieve their career goals, and to pursue career development opportunities within the organization to make their dreams a reality (Carter W. G, Cook W. K, and Dorsey W. D 2009).

Table 17 below revealed that the majority of the respondents disagreed on the questions raised in relation career management and succession activities. In talent management, it is imperative for organizations to understand the capabilities of employees so that they can be optimally deployed and to build their capabilities as they move through a series of roles. However, with no statistically significant difference as shown in table 17, the respondents didn't agree they were given this opportunity adequately. In this regard, they disagree that:

- The career development processes are getting the financial & leadership injection they need (weighted mean, 2.66).
- Top and line managers are helping career progress of employees through systemic measures (weighted mean, 2.65).
- The ministry office has a system in place to identify and groom high potential employees for higher future roles in the ministry (weighted mean, 2.37).
- There are readily developed successors for key professional & managerial positions in the ministry office (weighted mean, 2.34).

In addition, the challenge depicted in this regard was that since the majority of workers were old and were employed before the expansion of modern education, it was not easy to replace them. This implies, therefore, that the future of the ministry offices was not well planned for in terms of successors and potentials that employees might have were not being targeted for development of successors.

Table 17: Mean & ANOVA for Career Management & Succession Planning

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
The career development processes are getting the financial injection they need.	2.76	2.56	2.70	2.41	A) MoFED	2.64	1.025	.383
					B) MoE	2.70		
					Total-A & B	**2.66**		
The career development processes are getting the leadership injection they need.	2.59	2.56	2.73	2.35	A) MoFED	2.66	1.579	.196
					B) MoE	2.66		
					Total-A & B	**2.66**		
Top and line managers are helping career progress of employees through systemic measures.	2.59	2.50	2.74	2.24	A) MoFED	2.67	2.541	.058
					B) MoE	2.63		
					Total-A & B	**2.65**		
The ministry office has a system in place to identify and groom high potential employees for higher future roles in the ministry.	2.35	2.19	2.42	2.18	A) MoFED	2.46	.969	.409
					B) MoE	2.23		
					Total-A & B	**2.37**		
There are readily developed successors for key professional & managerial positions in the ministry office.	2.41	2.38	2.35	2.12	A) MoFED	2.39	.809	.491
					B) MoE	2.26		
					Total-A & B	**2.34**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

4.2.12 Employee Engagement

When engaged, people are attached to their work role and are absorbed by enacting it. They invest a lot of their personal energy into performing the role, as it is an important part of their identity. They have internalized the goals and aspirations of the organization as their own (Schaufeliet et. al.2006).

In this respect, table 17 revealed that most of the respondents were not convinced that their respective ministry offices were engaging their employees both physically and emotionally in their work to exploit their ability for the success of the ministries' strategic objectives. Accordingly, the respondents disagreed with the statements below:

- There is an employee engagement plan to help impact on the organizational performance (weighted mean, 2.69).
- Employees in core process invest more of themselves in their work role and are conducting their work with energy and enthusiasm (weighted mean, 2.59).
- Employees have internalized the goals and aspirations of the ministry as their own (weighted mean, 2.60).
- There is emotional attachment of employees to the ministry office (weighted mean, 2.49).

The one way ANOVA test showed no statistically significant difference for the first three statement but showed a statistically significant difference for the last statement above (F=2.685 & P=0.48) as the p-value is less than the minimum significant level of 0.05. In order to find out where this difference lied, a post hoc test was conducted and the result (Annex D) showed that the difference occurred between CPD and HRE respondents. As the mean values in table 18, revealed, CPD were undecided on if there exist emotional

attachment of employees to the ministry office while HRE respondents were in disagreement that there was emotionally attachment of employees to their respective ministry offices. This in general implied that productivity of employees has limitations as a result of non-engagement and needs attention.

One other area where the respondents were undecided upon was how much employees were mostly physically present at work and how much they deploy their emotions, energies, and passion in conducting their work with weighted mean of 2.76. Since, this question was stated to support the last question raised above, the analysis given would also be similar for this as well.

Table 18: Mean & ANOVA for Employee Engagement

Questions	Mean for Respondents' Position category of MoFED & MoE				Ministry office	Weighted Mean	One way ANOVA	
	CPD	SPD	CPE	HRE			F	Sig.
There is an employee engagement plan to help impact on the organizational performance.	2.76	2.81	2.70	2.47	A) MoFED	2.66	.643	.588
					B) MoE	2.74		
					Total-A & B	**2.69**		
Employees in core process invest more of themselves in their work role and are conducting their work with energy and enthusiasm.	2.82	2.69	2.60	2.24	A) MoFED	2.60	1.733	.162
					B) MoE	2.59		
					Total-A & B	**2.59**		
Employees have internalized the goals and aspirations of the ministry as their own.	2.59	2.69	2.62	2.35	A) MoFED	2.64	.704	.551
					B) MoE	2.54		
					Total-A & B	**2.60**		
Employees are mostly physically present at work and they do not deploy their emotions, energies, and passion in conducting their work.	2.59	2.94	2.74	2.94	A) MoFED	2.84	.736	.532
					B) MoE	2.66		
					Total-A & B	**2.76**		
There is emotional attachment of employees to the ministry office (affective commitment).	2.82	2.56	2.48	2.18	A) MoFED	2.53	2.685	.048
					B) MoE	2.44		
					Total-A & B	**2.49**		

4.5 - 5 Strongly Agree, 3.25 - 4.49 Agree, 2.76 - 3.24 Undecided, 1.51 - 2.75 Disagree, 1 - 1.5 Strongly Disagree

Chapter Five

Summary, Conclusion and Recommendation

5.1 Summary of Findings

The human resource management function has consistently faced a battle in justifying its position in organizations. The growing awareness that finding, motivating, developing, and keeping those that are strategically key employees has become a vital component of business success, has raised expectations for organizations' management especially human resource (HR) departments. In the current dynamic environmental contexts of organizations, in order to survive and to be efficient, as stated by various scholars in the literature review, the researcher also has taken the view that organization especially civil service institutions have to transform talent management into a priority.

In light if this, the aim of this study was to assess the practice and challenges of talent management in the Ministry of Finance and Economic Development and Ministry of Education. As a result, the basic question that were raised in this investigation were the practice of talent management in MoFED and MoE, the link of talent management practices with the overall business strategy and policies, the existence of policies and systems to implement talent management in the ministry offices and the exploration of the key challenges faced by the institutions in their approach to talent management.

This study was believed to have significances such as the possibility to help create awareness and help give policy makers valuable feedback to make appropriate

investigations, the possibility of laying out important information about the likely challenges and problems faced by the ministry offices under study, and the possibility that this would add to Addis Ababa University to see the significance of the concept and include it in its curriculum and start giving it as a major course in masters program as well as undergraduate program.

Accordingly, during the investigation, the total sample size for the two ministry offices was 232 participants out of which 129 or 56% of the questionnaire were distributed at MoFED and another 103 or 44% were given for MOE. Overall, out of these total questionnaires distributed, the researcher was able to collect 72% or 167 questionnaires fully and properly filled. MoFED participants' collection rate was 75% or 97 questionnaires out of the 129 and the collection rate MoE participants' was 68% or 70 out of the 103 dispersed there.

Therefore, the major findings that have been identified in the research are summarized and stated in view of the practice of talent management in the two ministry offices, the alignment of talent management with business strategy, development or existence of differentiated human resource architecture and the key challenges faced by the ministry offices in their approach to talent management

5.1.1 Practice of Talent Management

HRM office organization & function

The weighted mean for the item dealing with the organization of HRM office for efficiency and effectiveness in their respective two ministries showed a value of 2.76

that fell in the undecided category. The BPR document review of MoFED and the interview conducted with HRM Director of MoE showed that the two ministry offices have organized their offices around processes and placed positions with core and support directorates separately.

With regards to the capacity of HRM office employees, the respondents disagreed that their respective ministries' HRM offices' were staffed with employees that deliver strategic objectives with weighted mean of 2.74. The total weighted mean of the two ministry offices for the usage of an effective technology and software to manage their HR function was 2.78, putting it in the undecided mean range.

The weighted mean value for MoFED was 2.97 that fell in the same category of the overall result. However, the weighted mean for MoE respondents' was 2.53 which meant that their ministry office did not use effective technology and software to manage their HR function. The interview with MoE HRM director revealed that their ministry office use Personnel Management Information System (PMIS) to store and retrieve basic personnel data. With regards to MoFED, the HRM director claimed that they have also recently developed a database to store and retrieve basic employee information.

With regards to the various HR functions such as recruitment, development, succession, retention and compensation, the total weighted mean values were 3.50, 3.55, 3.51, 3.45 and 3.38 respectively. All of these results showed that the respondents

agree that the ministry is only practicing HRM functions without differentiating among employees, the emphasis being on the word differentiation.

In terms of the successful implementation of HRM functions in a systematic way following clearly detailed policies and procedures that are in alignment with the ministry's strategic objectives, both the overall result and the respective MoFED and MoE mean values were 2.78, 2.77, and 2.79 respectively. These result meant that all of the respondents were undecided about the issue. Contrary to this, there were respondents who disagree that the effectiveness and productivity of core experts as a result of the Ministry's HRM strategy and its implementation has improved with a weighted mean of 2.56. The weighted mean scores of MoFED and MoE for the same issues were 2.49 and 2.64 respectively showing disagreement as well.

Talent Management Strategy

The total weighted mean of the two ministry offices for all questions of talent management strategy, with the exception of one issue, fell under the disagreement mean ranges. Nevertheless, the BPR document of MoFED, prepared in 2000E.C, showed that job evaluation is an area; the civil service agency develops for them as a standard to be followed. The job classifications and grades they currently have showed distinct differentiation between experts or professionals, administrative & finance workers and others which in principle is in line with talent management concept of key position differentiation. As a result, they do not conduct their own job evaluation study as and when the demand arises to decide on roles and make it fit to their own particular institutional nature.

These imply that the two ministry offices were not in a position to strictly implement TM as they did not have the appropriate strategy, systems, policies and procedures on the concept. The HRM directors of the two ministry offices responded through interview that they were not clear about the specific requirements of TM to deliver strategic objectives but they were aware of the strategy importance of human resource for the success of strategic objectives.

In the interview, it was found out that there were no separate policies, procedures and programs designed for this purpose. However, some of the concepts of TM were being practiced in one form or another using the already existing HR systems. In addition, they explained that most of the policies and procedures to manage HR were designed by the federal civil service agency in line with the authority given to it by law in proclamation no. 515/ 99.

The 2000 E.C BPR document of MoFED had raised this kind of concern as limitation to design, execute and even make appropriate revisions in the policies and procedures of the ministry whenever the need arises and to be given due attention. On the Other hand, the document analysis that was obtained from MoFED had, however revealed that this specific ministry office do have policies and procedures that have to do with promotion, short term trainings, recruitment, selection & placement procedures. According to these documents, these procedures were prepared on the basis of the policies obtained from federal civil service agency.

In terms of recruitment, which is the basic gate way for acquiring talented employees, the document stated three methods to use: written exam, interview and practical exam. However, it did not state ways of identifying technical and behavioural requirements to ensure quality of selection except to leave it a committee by only stating that it needs. The promotion procedure also uses these three methods for selection, the preparation & execution of which is left to committee, without putting ways to ensure the standard and quality of employees to be promoted. The short term training procedure also leaves the identification of training needs to the concerned offices and only requests them to forward their training needs to HRM office for compilations and executions.

In addition, the interview pointed out that since there were no specialized separate talent management strategy, it was difficult to claim alignment with business strategy in relation to the specific requirements of the TM concept in its strictest sense. However, they reaffirmed that since elements of talent management were being practiced indirectly through the HR practices of the ministry offices, some alignment is said to exist there.

Leadership & Management Focus and Organizational Strategy

The issues raised in relation to leadership or management focus and organizational strategy were met with disagreements from respondents of the questionnaire. Accordingly, it was found out that the ministry's top management did not have a clear understanding & knowledge of talent management (weighted mean, 2.62); talent management was not seen as a key organizational objective which drives and enables

high performance (weighted mean, 2.71); there wasn't a high priority talent management mindset by leaders or management staff to help accelerate rate of ministry's mission achievement (weighted mean, 2.73); the ministry did not develop an integrated and proactive talent management strategy (weighted mean, 2.69) and there is no sound talent management plan that was integrated with strategic and business plans (weighted mean, 2.57).

The interview of the two ministry offices showed that in addition to the various gaps that exists in practicing talent management concept, the idea itself was not owned by all staff leading to limitations on activities that are required for successful execution of TM. The respondents were undecided on the issue that talent management is on the agenda of the executive team as a top & core priority with weighted mean of 2.77. A similar question was raised through interview to HRM Directors of the respective ministry offices and they claim that the issue of human resource management has always been the concern of leaders in the ministry offices but TM as a concept is a new approach to HR management.

The questionnaire respondents agree with weighted mean value of 3.66 that there is clear understanding of the organization's current and future business strategies among leadership and management staff. HRM Directors' response through their interview claimed that the leadership and management were more than ready to bring about transformational change in the ministry offices as they were practically doing that through different reform programs.

Resourcing Strategy, Attraction, Retention Policies & Talent Audit

On the basis of the questionnaire survey, the two ministry offices did not have a competency-based human resource management strategy as well as competency-based recruitment system having weighted mean values of 2.53 and 2.65 respectively. In this respect, the result of the research revealed that the ministry office did not have a separate attraction policy and procedures designed to acquire the right talented people for the right strategic positions (weighted mean, 2.53).

Role Design

With regard to role design, the respondents were unable to either agree or disagree on the issues raised with role management of the ministry offices. In addition, the respondents think that the talent management efforts of the ministry office did not focus on role flexibility that was giving people the chance to develop their roles by making better and extended use of their talents with mean value of 2.75.

Talent Relationship Management

The respondents of the two ministry offices were undecided about talent relationship management issues of their respective ministry offices.

Performance Management

The respondents of the two ministry offices were undecided on the issues of the ministry has a performance management system that can measure both financial and non-financial parameters of individuals' performance (weighted mean, 3.07); the ministry has a performance management system that clearly identifies high

performers from others (weighted mean, 2.95) and the performance management processes provides feedback and satisfy development needs (weighted mean, 2.77).

On the other hand, the document analysis and interview showed that both ministry offices use BSC as a performance management system but is in its early stage. In spite of this, however, the respondents disagreed (weighted mean, 2.67) that the performance management system of the ministry office helped self-assessment and the identification of development needs through assessment of own performance against agreed objectives.

Reward & Compensation

The respondents of the two ministry office highly converged together to disagree that the reward management system is in adequate in their view. Therefore, the respondents claim that the ministry didn't use total reward management system to encourage good performance.

Learning & Development

The respondents were on some questions undecided and on some others in disagreement. The issues they were undecided about were the ministry office has formal organization-wide and individualized employee development plans. The interview conducted with HRM Directors of both ministry offices showed that they do have an organization wide development plans.

The issues that the respondents disagreed about in terms of learning & developments were senior leaders are actively engaged in developing the leadership skills of others (weighted mean, 2.60) and that there is development of talent to enhance performance in current positions as well as readiness for transition to the future (weighted mean, 2.66).

Career Management & Succession Planning

The respondents disagreed on the questions raised in relation career management and succession activities. In this regard, they disagree that the career development processes are getting the financial & leadership injection they need (weighted mean, 2.66); the ministry office has a system in place to identify and groom high potential employees for higher future roles in the ministry (weighted mean, 2.37) and there are readily developed successors for key professional & managerial positions in the ministry office (weighted mean, 2.34).

Employee Engagement

In relation to employee engagement, the respondents disagreed with the statements that there is an employee engagement plan to help impact on the organizational performance (weighted mean, 2.69); employees in core process invest more of themselves in their work role and are conducting their work with energy and enthusiasm (weighted mean, 2.59). One other area where the respondents were undecided upon was how much employees were mostly physically present at work and how much they deploy their emotions, energies, and passion in conducting their work with weighted mean of 2.76.

5.1.2 The Alignment of Talent Management with Business Strategy

As can be gathered from the category of talent management strategy analysis, HRM department of both ministry offices had no talent management strategy that was tied to the ministry's long-range plans.

5.1.3 Development or Existence of Differentiated Human Resource Architecture

Talent management strategy analysis in chapter four revealed that there is no differentiated human resource systems, policies, procedures, etc to manage employees in the core processes.

5.1.4 Summary of Key Challenges Faced by the Ministry Offices

The challenges as has been identified by the respondents and HRM Directors of the two ministry offices were top management's focus was very week and there was lack of confidence and consistency in decision making; there was lack of skilled manpower in relation to implementing talent management; there was no strategy and well structured system for talent management and no such awareness on the concept; the low salary payment in the ministries were estimated to be one of the reasons why talented citizens do not join the ministry offices and skilled, trained and qualified personnel leave the ministry office for better job opportunities.

5.2 Conclusion

The effective execution of strategies depends on the quality of organizational leadership, as well as achieving widespread commitment among the workforce (Lawler III, E. E. 2005). The existence of government's growth and transformation plan (GTP) indicates commitment of the state to playing a central role in ensuring the required transformation and development in the country. The plan, however, is dependent upon the capacity of the public sector to facilitate and manage implementation strategies. Civil service institution such as MoFED and MoE being part of government structures, established to execute this and other plans are obviously expected to design and implement effective strategies to ensure the success of GTP.

According to Cheese. P, Thomas J.R and Craig E. (2008), the secret to sustained competitive success in the new economic world is to build a talent-powered organization that sustains and builds all the skills needed to compete or achieve strategic objectives. Talent-powered organization is an organization that invests in building distinctive capabilities in managing talent to produce extraordinary results for the organization. Talent-powered organizations are adept at defining talent needs, discovering diverse sources of talent, developing the organization's individual and collective talents, and deploying talent in ways that engage and align people around a compelling set of objectives.

In light of this, the investigation on talent management practices of MoFED and MoE showed that the leadership and management of these two ministry offices lack a wide

& clear knowledge and understanding of talent management concept in order to build a talent powered organization. Therefore, we can then deduce that the ministry offices lack the leadership impetus and direction to take this particular concept forward and lead its implementation from the front.

Collings and Mellahi (2009) view an organizational talent management strategy as activities and processes that involve the systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage. In order for strategic or pivotal jobs to have a differential impact on organisational performance, it is important that such jobs are filled with high performing or high potential employees.

The development of a talent pool of high potential and high performing incumbents to fill these roles. However, according to them, it is neither practical nor desirable to fill all positions in an organisation with high performers. They claim that this would result in an over-investment in non-pivotal roles in the organisation. and the development of differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization.

Despite the fact that there were positions that were categorized in core and support processes, it lacks to make further differentiation and organization in to pivotal job groups so that it could be given the appropriate focus and attention. In addition, there were no proactive separate developments of talent pool of high potential and high

performing employees for which these roles or positions can be filled. Therefore, since the existing positions were not segmented enough to be filled by high performing or high potential employees, strategic management of employees on key positions would be challenging and costly to attain. In this regard also, so far, the activities of the two ministries offices were generally focusing on all employees within an organisation.

In this respect, even though, there were policies, procedures and systems by which employees were recruited, selected, developed and promoted, etc in the two ministry offices, it was found out that the existing human resource architecture were not adequately differentiated to purposefully attract, recruit, develop, deploy and retain strategically high performing and high potential employees. The fact that competency-based recruitment was not employed also contributed and we can conclude that the effort to acquire, develop and retain talented employees lacks strategic focus.

In addition the existing performance management system was in its early stage of implementation, it is not yet in a position to identify high performers from moderate and low performers. This therefore limited the internal selection and promotion efforts and impact on who were getting key positions that have strategic contribution to achieve their respective missions.

Demographic changes require that organizations learn how to deal with three overlapping generations. The current generations, Y (Gen Y), or the Millennial generation as it is also called, doesn't seem to care about the values of previous

generations. These generations have quite different values compared with their parents. Previous generations were raised with principles such as commitment to the company, promotion from within, and the idea of a job for life. In contrast, Gen Y aims for self-gratification and instant enjoyment, along with the spoils that come with it, not wanting to suffer as their parents did (Hatum, 2010). In this respect, the existing policies, procedures, systems do not differentially target these generations for high calibre employees in an attempt to acquire, develop and retain them.

When talent management capabilities are highly integrated, aligned with the organization's business strategy and embedded in its operations, they constitute a distinctive organizational capability and a source of lasting competitive advantage (Cheese. P, Thomas J.R and Craig E. 2008). The management of the two ministry offices did not have talent management as their priority agenda and hence lack of strategic direction. The resourcing activity is not being practiced on the basis of competency assessment with clear technical and behavioural requirements identified but rather made only on the basis of general education and experience requirements or specifications. These therefore have limited the ability of the ministry offices to identify high performing and high potential employees.

The problem in relation to reward and compensation issue is a concern that has reason that go beyond organizational context, still it is raised as one of the main obstacle for talented employees not to be loyal or even not to be attracted to the ministry offices.

Therefore it one of the causes that prohibits talented employees to join strategic positions both from within and from outside.

There were quite a significant percentages of undecided respondents on many of the issues raised in relation to talent management, among other reasons, could also be a communication problem or shortage of appropriate information that would obviously require the respective office to take appropriate actions in that regard. The investigation has also shown that HRM directorates' organization and function of both ministry offices lacks the kind of effectiveness and efficiency and hence talent management implementation could face challenges.

Overall, the ministry offices conduct elements of talent management without strategic leadership focus, differentiation and appropriate systems and procedures in place to attract, acquire, develop, retain and deploy talented employees who can deliver strategic objectives. Rather, for so many decades, what was being done in relation to talent management was the general function of HR activity that focuses on all employees with regards to human, material and financial resources allocation.

On top of this there is no development of pivotal talent pool which limits on the capacity of the ministry offices to proactively address succession and secure the future of the ministry offices. Last but not least, both ministry offices were emerged on routine works as they do not use IT systems which not only could have given them the time, resources and effectiveness in service delivery, but also could have integrated most of talent management elements to make them proactive and strategic. Overall, it

was concluded that the ministry offices were not practicing talent management practices in accordance to the concept's central theme.

5.3 Recommendation

This research has revealed that much work need to be done if these two ministry offices are to manage their organizational talent effectively and efficiently so as to ultimately successfully attain the GTP plan of the country. The researcher is hopeful that all concerned will give this sensitive issue a serious attention that it needs and take appropriate action in time. For so many decades now, institutions have been trying to accomplish their objectives through establishment of HR manuals that encompass policies and procedures that puts all categories of employees in one basket disregarding their strategic contributions. The recommendations forwarded that are expected to be handled both by top management and HRM directorates of the ministry offices are stated as follows.

- The researcher suggests for the ministry offices' leadership and management establish talent focus through organizational talent management definitions, values, principles and organizational context by developing a talent management strategy. It is also recommended that the leadership always makes talent management its priority and core business activity and give it the appropriate leadership and financial injection with appropriate legal backing.
- The researcher strongly suggests for the leadership to lead the talent management with quality leadership focus and clear direction. This would require the development of a talent mindset that incorporates common language, consistent messages and supportive cultural attributes. It also

necessitates keeping talent agenda fresh and responsive through continued support, consistent interpretation, regularity of discussions, etc. by top management and all other stakeholders.

- It is also suggested for the leadership, management and specifically HRM Directorates to identify and organize key strategic positions and group them together, establish pivotal talent pool. In these positions only high performing and high potential employees need to be placed so that they can outshine and deliver strategic objectives. It is also recommended to always be on the search for high performing and high potential employees and not pass opportunities to hire and place them in the talent pool even if there was no immediate need for them.
- It is further suggested that the ministry offices develop the appropriate differentiated or separate additional HR architectures that are policies, procedures, systems etc that would allow the ministry offices to manage the high performing and high potential employees in accordance with their strategic contribution. In light of this recommendation, it is suggested for the ministry offices to give more focus on non-monetary reward management, such as work-life situations, performance & recognition, development & career opportunities, relationship building among employees and between supervisors and employees, etc while at the same time giving due consideration for the financial compensation.
- In order to alleviate issues related with organizing and make HRM more strategically focused, some of the ministry offices support functions like security and janitorial services are highly recommended to be out sourced. The leadership, management and HRM Office all need to take the initiative to

outsource staff functions that are transactional in nature so that HRM office and management could focus on strategic issues more proactively.

- In outsourcing some functions, there would be lay-offs. The leadership of the ministry offices needs to look for fund, locally and internationally, that would be used to organize the possibly terminated employees in a safety-net program or in associations for small scale industries that would enable terminated employees continue support themselves and their families' life with less difficulty.
- It is also recommended that HR functions and priorities be reviewed in light of talent management and all actions to be taken be done with active participation of employees and other stakeholders side by side.
- The researcher also proposes for the ministry offices to look for integrated talent management systems that is IT solutions that focuses on TM from international IT system vendors.
- The researcher further suggests that the ministry offices need develop resourcing strategy that incorporates technical and behavioural competencies and also investigate and use appropriate testing tools that are contextually fit for the ministry offices.
- Since there was no formal plan to actively engage core employees, it is recommended to make a contextual investigation on the basis and nature of key positions so as to identify how to engage employees cognitively, energetically or emotionally to ultimately create institutional commitment.
- In terms of learning and development, before making any development activities, it is suggested that HRM office deploy a systematic training and

development assessment mechanisms that covers institutional, group and individual needs to clearly identify the appropriate gaps.

- Finally, since communication is also very important element in achieving a successful talent management strategy, everyone from the top leadership to the bottom employees, need to be involved in developing and executing an effective communication strategy.

References

Adelfer, C.P. (1985), "An intergroup perspective on group dynamics", in J. Lorsch (ed.), *Handbook of Organizational Behavior*, Englewood Cliff s, NJ: Prentice- Hall,

Allen, N.J. & Meyer, J.P. (1990), "The measurement and antecedents of aff ective, continuance, and normative commitment to the organization", *Journal of Occupational and Organizational Psychology*.

Armstrong M,(2010). **Armstrong's Essential Human Resource Management Practice A Guide To People Management**, London & Philadelphia, Kogan Page Limited

Armstrong, M, (2009). **Armstrong's Handbook of Human Resource Management Practice** (11th ed). London and Philadelphia

Armstrong M, (2007). **A Handbook Of Employee Reward Management And Practice 2nd Edition,** London and Philadelphia, Kogan Page Limited

Bellingham R. and Campanello J. R. (2004). **HR Optimization from Personnel Administration to Human and Organizational Capital Development,** Massachusetts, HRD Press, Inc.

Berger, L. (2004). Creating a talent management system for organization excellence: Connecting the Dots. In Berger & Berger (Eds.), The Talent Management Handbook: Creating organizational excellence by identifying, developing, and promoting your best people (pp. 3–21). New York: McGraw-Hill.

Blass E.(2009) **Talent Management Cases and Commentary** London, Palgrave Macmillan

Blass, E., Knights, A., & Orbea, A. (2006). Developing future leaders: The contribution of talent management. Ashridge Business School presented at Fifth International Annual Conference on Leadership.

Branham, L. (2005). Planning to become an employer of choice. Journal of Organizational Excellence.

Buckingham, M., & Vosburgh, R. (2001). The 21st century human resources function:It's the talent, stupid! Human Resource Planning.

Bontis, N, Dragonetti, N C, Jacobsen, K and Roos, G (1999).The knowledge toolbox: a review of the tools available to measure and manage intangible resources, *European Management Journal*, 17 (4), pp 391–402

Brewster, Chris et al., (2000). Contemporary Issues in Human Resource Management: Gaining a Competitive Advantage, Cape Town Oxford University Press.

Çalişkan, E *(2010), The Impact Of Strategic Human Resource Management On Organizational Performance.* Journal of Naval Science and Engineering Vol. 6 , No.2, pp.100-116

Capelli, P. (2008a). Talent management for the twenty-first century'. *Harvard Business Review*, March issue.

Cappelli, Peter, Crocker-Hefter, Anne, (1996) "Distinctive Human Resources are Firms' Core Competencies", in: Randall S. Schuler, Susan E. Jackson, Strategic Human Resource Management, 2nd Edition, Blackwell

Carter W. G, Cook W. K, and Dorsey W. D (2009). **Career Paths Charting Courses to Success for Organizations and Their Employees,** Oxford,, Wiley-Blackwell

CIPD. (2007a). Talent management. Research Insight. June, London: CIPD.

CIPD. (2007b). Talent: Strategy, management, measurement. London: CIPD.

Cheese. P, Thomas J.R and Craig E. (2008). **The Talent Powered Organization: Strategies for Globalization, Talent Management and High Performance.** London and Philadelphia, Kogan Page Limited

Chingos T. P. (2002). Paying for Performance A Guide to Compensation Management, Second Edition, New York, John Wiley & Sons, Inc.

Clarke, R., & Winkler, V. (2006). Reflections on talent management. London: CIPD.

Cohen, L. Manion, L. & Morrison K. (2007). **Research Methods in Education.** Sixth edition. New York : Routledge.

Collins, Christopher J., Clark, Kevin D., (2003). "Strategic Human Resource Practices,Top Management Team Social Networks, And Firm Performance: The Role Of Human Resource Practices In Creating Organizational Competitive Advantage", Academy of Management Journal, Vol. 46, No. 6,

Collings, D.G. & Mellahi, K. (2009). Strategic Talent Management: A review and research agenda. *Human Resource Management Review,* 19: 4, 304–313

Condrey, E. S (2005). Handbook of Human Resource Management in Government, Second Edition, San Francisco, Jossey-Bass A Wiley Imprint.

Creswell W.J. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. London, sage publications Inc

Crouse, P., Doyle, W. Young, J. D. (2011). *Trends, roles, and competencies in human resource management practice: A perspective from practitioners.* Mount Saint Vincent University. ASBBS Annual Conference: Las Vegas,

D'Aveni, R. A. (1994). **Hyper-Competition**. New York: The Free Press.

Delery, John E., Doty, D.Harold. (1996). "Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency and Configurational Performance Predictions", Academy of Management Journal

Dyer, Lee, Reeves, Todd.(1995). "Human Resource Strategies and Firm Performance: What Do We Know and Where Do We Need To Go?", The International Journal of Human Resource Management 6:3, p.657, pp.656-670.

ECA (2004). Public Sector Management Reforms in Africa: Lessons Learned. ECA Documents Reproduction and Distribution Unit (DRDU). Retrieved at http://www.uneca.org

EIU & DDI (2006). Strategic talent management: a review and research agenda. The CEO's role in talent management: A paper by the Economist Intelligence Unit (EIU) in co-operation with Development Dimensions International (DDI).

Gratton, Lynda et al., (1999). Strategic Human Resource Management, Oxford University Press, New York, p.7.

Hambrick, D. C. and Mason, P.A. (1984). Upper Echelons: The Organization as a Reflection of Its Top Managers", *Academy of Management Review, 9, 193-206.*

Hatum. A (2010). **Next Generation Talent Management Talent Management to Survive Turmoil**. New York: Palgrave Macmillan.

Huselid, M.A., Jackson, S.E. and Schuler, R.S. (1997). "Technical and strategic human resource management effectiveness determinates of firm performance", *Academy of Management Journal,* 40, 171-88.

Iles, P., et al. (2009). Talent Management and HRM in Multinational companies in Beijing: Definitions, differences and drivers. Journal of World Business

Kahn, W. (1990), "Psychological conditions of personal engagement and disengagement at work", *Academy of Management Journal.*

Kanungo, R.N. (1982), "Measurement of job and work involvement", *Journal of Applied Psychology*, **67**(3), 341–9.

Lado, Augustine A., Wilson, Mary C., (1994). "Human Resource Systems And Sustained Competitive Advantage: A Competency-Based Perspective", Academy of Management Review, Vol. 19. No. 4, p.699, pp.699-727.

Lawler, E.E. & Hall, D.T. (1970), "Relationship of job characteristics to job involvement, satisfaction, and intrinsic motivation", *Journal of Applied Psychology.*

Lawler III, E. E. (2005). From human resource management to organizational effectiveness. *Human Resource Management.*

Lawler III E. E (2005) "*Strategic Human Resources Management"* Center for Effective Organizations University of Southern California Marshall School of Business, CEO Publication G 05-10 (482)

Lewis, R., & Heckman, R. (2006). Talent management: A critical review. Human Resource Management Review.

Macey, W.H. & Schneider, B. (2008), "The meaning of employee engagement", *Industrial and Organizational Psychology.*

Michaels, E., Handfield-Jones, H., & Beth, A. (2001). The war for talent. McKinsey & Company Inc.

Miller, C.C., Burke , LM. and Glick, W.H. (1998) "Cognitive diversity among upper-echelon executives: implications for strategic decision processes", *Strategic Management Journal.*

Meyer, J.P., Allen, N.J. & Smith, C.A. (1993), "Commitment to organizations and occupations: extension and test of a three- component conceptualization", *Journal of Applied Psychology*

Newhouse K N, & Barbara O, (2004). **Strategic Talent Management: Assessment As a Foundation Next Generation Strategies In The Ongoing Talent War,** IPAT, Inc.

Nancy R. Lockwood (2006). Society for Human Resource Management, SHRM HR Glossary. Retrieved at http://www.shrm.org

O'Reilly, C.A. & Chatman, J.A. (1986), "Organizational commitment and psychological attachment: the eff ects of compliance, identifi cation, and internalization on prosocial behavior", *Journal of Applied Psychology*, **71**, 492–9.

Pfeffer, Jeffrey, (1994). Competitive Advantage Through People: Unleashing The Power of Workforce, Harvard Business School, USA.

Pynes, E. (2009). **Human Resources Management For Public And Nonprofit Organizations A Strategic Approach**. Third Edition, San Francisco, John Wiley & Sons, Inc.

Quinn, R. & Dutton, J. (2005). "Coordination as energy- in- conversation", *Academy of Management Review*, **30**(1), 36–57.

Robson, C. (1993). **Real World Research.** Oxford: Blackwell.

Ruddy A. C, (2007). The WorldatWork Handbook of Compensation, Benefits & Total Rewards *A Comprehensive* Guide for HR Professionals. New Jersey, John Wiley & Sons, Inc., Hoboken

Schaufeli, W.B., Bakker, A. & Salanova, M. (2006), "The measurement of work engagement with a short questionnaire: a cross- national study", *Educational and Psychological Measurement*.

Schuler, R.S. (1989). "Strategic Human Resource Management and Industrial Relations", *Human Relations*, 42, 157-184.

Schuler, Randall S., Jackson, Susan E., (2007). Strategic Human Resource Management, Blackwell Publishing, USA.

Schweyer, A. (2004). **Talent Management Systems Best practices in Technology Solutions for Recruitment, Retention and Workforce Planning.** Tri-Graphic Printing

Simon L. Albrecht (2010). **Handbook of Employee Engagement: Perspectives, Issues, Research and Practice**, Massachusetts, Edward Elgar Publishing Limited

Silzer. R & Dowell. E.B (2010). **Strategy-Driven Talent Management A Leadership Imperative.** San Francisco, CA: Jossey-Bass A Wiley Imprint.

Varma A. Budhwar S.P. and DeNisi A. (2008). Performance Management Systems: A Global Perspective, New York, Routledge Imprint

Wernerfelt, Birger, (1984). "A Resource-based View of the Firm", Strategic Management Journal, Vol.5

Wright, P.M. and McMahon, G.C. (1992) "Theoretical Perspectives for Strategic Human Resource Management", *Journal of Management*.

Wright, Patrick M., Dunford, Benjamin B., Snell, Scott A., (2007). "Human Resources and Resource-Based View of The Firm", in: Randall S. Schuler, Susan E. Jackson, Strategic Human Resource Management, 2nd Edition, Blackwell, USA, p.76.

Appendices

Addis Ababa University

College of Education and Behavioural Studies

Department of Educational Planning and Management

Questionnaire for Assessment of Talent Management Practice

Purpose of this questionnaire is to help provide details regarding the practice of talent management in selected civil service institutions and use these feedbacks on the research study of the thesis paper of a master degree at AAU.

Brief Introduction of Talent Management

Talent Management is "the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs" (Lockwood, 2006). It involves the systematic identification of key positions which differentially contribute to the success of organization's strategic objectives (differentiation or segmentation), the development of a talent pool of high potential and high performing incumbents to fill these roles and the development of differentiated human resource architecture (systems, policies, procedures, programmes, plans) to support them.

INSTRUCTIONS

Please note that your response to this questionnaire is **completely confidential.** Your answers will be grouped with others who complete the questionnaire as well. Kindly indicate your response to all the questions by checking off with a cross (x) on the one alternative (strongly agree to strongly disagree) that you believe would mostly relate to the statement provided and give a short written answers to the last two open questions. **4.5 to 5 Strongly Agree, 3.25 to 4.49 Agree, 2.76 to 3.24 Undecided, 1.51 to 2.75 Disagree, 1 to 1.5 Strongly Disagree.**

Part I: Personal Details

1. Your sex: Male ☐ Female ☐

2. Age: Below 25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ Above 55 ☐

3. Academic qualification:

Certificates or below ☐ Diploma ☐ First Degree ☐

Second Degree ☐ PhD ☐ Other (Please specify) _____

4. Process/Department/Directorate: _____

5. Years of experience in the ministry: Less or equal 5 ☐ 6-10 ☐ 11-15 ☐ 16 -20 ☐

21-25 ☐ 26 – 30 ☐ Above 30 ☐

Part II: Talent Management Practice Assessment Questionnaire

		Strongly Agree	Agree	Unable to rate	Disagree	Strongly Disagree
	HRM Directorate's Organization & Function	**5**	**4**	**3**	**2**	**1**
Q1	HRM and management staff are clear about talent management processes.					
Q2	HRM department is organized for efficiency and effectiveness in all aspects.					
Q3	HRM department is staffed with employees that deliver strategic objectives.					
Q4	HRM department uses an effective technology and software to manage HR function.					
Q5	There is common language and consistent messages with a strong talent mindset across the board in the ministry office.					
Q6	The ministry is only practicing HRM functions without differentiating among employees in terms of: **recruitment,**					
Q7	The ministry is only practicing HRM functions without differentiating among employees in terms of: **development,**					
Q8	The ministry is only practicing HRM functions without differentiating among employees in terms of: **succession,**					
Q9	The ministry is only practicing HRM functions without differentiating among employees in terms of: **retention,**					
Q10	The ministry is only practicing HRM functions without differentiating among employees in terms of: **compensation**					
Q11	The ministry office successfully carries out HRM functions in a systematic way following clearly detailed policies and procedures that are in alignment of the ministry's strategic objectives.					
Q12	As a result of the Ministry's HRM strategy and its implementation, core staff (experts/professionals) are effective and productive in delivering what is expected of them for the success of the strategic objectives.					
	Talent management strategy					
Q13	The ministry office has a clear definition of talent management policy which differentiates between performance and potential.					
Q14	There is systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage.					
Q15	There is development of a talent pool of high potential and high performing incumbents					
Q16	There is differentiated human resource systems, policies, procedures, etc to manage employees in the core processes.					
Q17	Talent management is linked into with key HR processes, such as appraisal, development, recruitment, recognition and reward.					
Q18	HRM department has a talent management strategy that is tied to the ministry's long-range plans.					
Q19	HRM department has a talent management policy & procedure that is tied to the ministry's long-range plans.					
Q20	HRM department uses an effective technology and software to manage integrated talent management function such as recruitment, development, succession, compensation, etc.					
	Leadership/Management Focus					
Q21	The ministry's top management have a clear understanding & knowledge of talent management.					
Q22	Talent management is on the agenda of the executive team as a top & core priority.					
Q23	Talent management is seen as a key organizational objective which drives and enables high performance.					

Q24	There is a high priority talent management mindset by leaders/management staff to help accelerate rate of ministry's mission achievement.					
	Organizational Strategy					
Q25	There is clear understanding of the organization's current and future business strategies.					
Q26	The ministry has developed an integrated, proactive talent management strategy.					
Q27	There is a sound talent management plan that is integrated with strategic and business plans					
Q28	There is a focus on the activities required for successful execution of the talent strategy.					
	Resourcing Strategy, Attraction & Retention Policies					
Q29	The ministry office has a competency-based human resource management strategy that incorporates talent management.					
Q30	The ministry office is using competency-based recruitment practices i.e technical competency identification and behavioural assessment mechanism to hire the right staff.					
Q31	The ministry office has a separate attraction policy and procedures designed to acquire the right talented people for the right strategic positions.					
Q32	The ministry office is attracting the right kind of personnel that will help the organization achieve strategic objectives.					
Q33	There is balanced involvement of talent management and leaders/managers accountability.					
Q34	Top management and HRM know what factors contribute to difficulties in attraction and retention.					
	Talent Audit					
Q35	The ministry knows its talent.					
Q36	There is identification of the key gaps between the talent in place and the talent required to drive organizational success.					
Q37	There is a sound talent management plan that is designed to close the talent gaps.					
	Role Design					
Q38	The ministry has clearly differentiated critical roles that can deliver organizational strategic objectives.					
Q39	There is clarity about respective roles and responsibility for talent management among top management.					
Q40	Roles are designed to ensure that they provide the responsibility, challenge and autonomy required to create role engagement and motivation.					
Q41	Talent management efforts of the ministry office focuses on role flexibility that is giving people the chance to develop their roles by making better and extended use of their talents.					
	Talent Relationship Management					
Q42	The ministry exerts every effort to build effective relationship in employees' interactions among each other.					
Q43	The ministry has built a smooth and effective relationship between leadership/management staff and core employees for the success of strategic objectives.					
	Performance Management					
Q44	The ministry has a performance management system that can measure both financial and non-financial parameters of individuals' performance.					
Q45	The ministry has a performance management system that clearly identifies high performers from others.					
Q46	The performance management processes provides feedback and satisfy development needs					
Q47	The performance management system of the ministry office					

	helps self-assessment and the identification of development needs through assessment of own performance against agreed objectives.					
	Reward Management/Compensation					
Q48	The ministry uses total reward management system to encourage good performance.					
Q49	The ministry applies both financial and non-financial ways to compensate employees with differentiation for employees that have strategic contribution.					
Q50	The financial compensations are by far better than the non-financial rewards in the ministry.					
Q51	Recognition for work, employee-supervisor relations, working environment, social relations in the office, etc are well established in the ministry office.					
Q52	The financial rewards in the ministry is relatively commensurate with what is expected of employees in key positions that deliver strategic results in the core processes.					
	Learning & Development					
Q53	Senior leaders actively engaged in developing the leadership skills of others.					
Q54	The ministry office has formal organization-wide and individualized employee development plans.					
Q55	There is development of talent to enhance performance in current positions as well as readiness for transition to the future.					
Q56	There is much support for people developing new skills in core processes.					
Q57	Training need analysis is always conducted before any development effort is undertaken.					
Q58	Different learning like coaching, mentoring, forums, workshops etc mechanisms are deployed for effective individual & organizational learning.					
Q59	Competency framework is used as a means of identifying development needs and a reference to self-managing learning opportunities.					
Q60	Competency framework is used as a means of provision of learning opportunities by the organization.					
	Career Management					
Q61	The career development processes are getting the financial injection they need.					
Q62	The career development processes are getting the leadership injection they need.					
Q63	Top and line managers are helping career progress of employees through systemic measures.					
	Succession Planning					
Q64	The ministry office has a system in place to identify and groom high potential employees for higher future roles in the ministry.					
Q65	There are readily developed successors for key professional & managerial positions in the ministry office.					
	Employee Engagement					
Q66	There is an employee engagement plan to help impact on the organizational performance.					
Q67	Employees in core process invest more of themselves in their work role and are conducting their work with energy and enthusiasm.					
Q68	Employees have internalized the goals and aspirations of the ministry as their own.					
Q69	Employees are mostly physically present at work and they do not deploy their emotions, energies, and passion in conducting their work.					
Q70	There is emotional attachment of employees to the ministry office (affective commitment).					

A) In your opinion, what are the main challenges the ministry office facing in implementing talent management?

_____

_____

_____

_____

_____

B) General comment, if any

_____

_____

_____

_____

_____

Thank You So Much!!!

Addis Ababa University

College of Education and Behavioural Studies

Department of Educational Planning and Management

Human Resource and Organizational Development Stream

Interview Guide Questions to Talent Management Practice Assessment

Questions

1. Did you have a clear idea of talent management before this inquiry?
2. If yes, do you have clarity about what talent management will deliver for your strategic objective, and your people?
3. Is talent management on the agenda of your management team and other senior leaders?
4. What policies, procedures, systems and programs are there to effectively deliver talent management strategy?
5. Is talent management linked into other key HR processes such as appraisal, development, recognition and reward etc?
6. Is there commitment to challenge the status-qo (law, attitude, etc.) and to invest in talent management?
7. Is talent management owned by all staff in your organization?
8. What are the major challenges in accepting and implementing talent management in the ministry?

Annex A: Post hoc test for HRM organization

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Respondents Category	(J) Respondents Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
HRM department is organized for efficiency and effectiveness in all aspects.	Core Process Directors (CPD)	Support Process Directors (SPD)	.221	.305	.888	-.57	1.01
		Core Process Experts (CPE)	.855*	.227	.001	.27	1.45
		Human Resource Experts (HRE)	.882*	.300	.020	.10	1.66
	Support Process Directors (SPD)	Core Process Directors (CPD)	-.221	.305	.888	-1.01	.57
		Core Process Experts (CPE)	.635*	.233	.036	.03	1.24
		Human Resource Experts (HRE)	.662	.305	.136	-.13	1.45
HRM department uses an effective technology and software to manage HR function.	Support Process Directors (SPD)	Core Process Directors (CPD)	.140	.312	.970	-.67	.95
		Core Process Experts (CPE)	.734*	.239	.013	.11	1.35
		Human Resource Experts (HRE)	.610	.312	.209	-.20	1.4

*. The mean difference is significant at the 0.05 level.

Annex A: Post hoc test for HRM organization

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Respondents Category	(J) Respondents Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
HRM department is organized for efficiency and effectiveness in all aspects.	Core Process Directors (CPD)	Support Process Directors (SPD)	.221	.305	.888	-.57	1.01
		Core Process Experts (CPE)	.855*	.227	.001	.27	1.45
		Human Resource Experts (HRE)	.882*	.300	.020	.10	1.66
	Support Process Directors (SPD)	Core Process Directors (CPD)	-.221	.305	.888	-1.01	.57
		Core Process Experts (CPE)	.635*	.233	.036	.03	1.24
		Human Resource Experts (HRE)	.662	.305	.136	-.13	1.45
HRM department uses an effective technology and software to manage HR function.	Core Process Directors (CPD)	Support Process Directors (SPD)	.140	.312	.970	-.67	.95
		Core Process Experts (CPE)	.734*	.239	.013	.11	1.35
		Human Resource Experts (HRE)	.610	.312	.209	-.20	1.42

*. The mean difference is significant at the 0.05 level.

Annex B: Post hoc test for HRM Directorates' Performance

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Respondents Category	(J) Respondents Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
The ministry office successfully carries out HRM functions in a systematic way following clearly detailed policies and procedures that are in alignment of the ministry's strategic objectives.	Core Process Directors (CPD)	Support Process Directors (SPD)	-.386	.284	.526	-1.12	.35
		Core Process Experts (CPE)	.578*	.212	.035	.03	1.13
		Human Resource Experts (HRE)	.294	.280	.719	-.43	1.02
	Support Process Directors (SPD)	Core Process Directors (CPD)	.386	.284	.526	-.35	1.12
		Core Process Experts (CPE)	.964*	.217	.000	.40	1.53
		Human Resource Experts (HRE)	.680	.284	.082	-.06	1.42
As a result of the Ministry's HRM strategy and its implementation, core staff (experts/professionals) are effective and productive in delivering what is expected of them for the success of the strategic objectives.	Core Process Directors (CPD)	Support Process Directors (SPD)	-.074	.282	.994	-.81	.66
		Core Process Experts (CPE)	.758*	.210	.002	.21	1.30
		Human Resource Experts (HRE)	.941*	.278	.005	.22	1.66
	Support Process Directors (SPD)	Core Process Directors (CPD)	.074	.282	.994	-.66	.81
		Core Process Experts (CPE)	.831*	.216	.001	.27	1.39
		Human Resource Experts (HRE)	1.015*	.282	.002	.28	1.75

*. The mean difference is significant at the 0.05 level.

Annex C: Post hoc test for talent Management Strategy

Multiple Comparisons

Tukey HSD Dependent Variable	(I) Respondents Category	(J) Respondents Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
HRM and management staff are clear about talent management processes.	Support Process Directors (SPD)	Core Process Directors (CPD)	.379	.278	.526	-.34	1.10
		Core Process Experts (CPE)	.796*	.213	.001	.24	1.35
		Human Resource Experts (HRE)	.908*	.278	.007	.19	1.63
There is common language and consistent messages with a strong talent mindset across the board in the ministry office.	Core Process Directors (CPD)	Support Process Directors (SPD)	-.257	.303	.830	-1.04	.53
		Core Process Experts (CPE)	.742*	.226	.007	.16	1.33
		Human Resource Experts (HRE)	.588	.298	.203	-.19	1.36
	Support Process Directors (SPD)	Core Process Directors (CPD)	.257	.303	.830	-.53	1.04
		Core Process Experts (CPE)	.999*	.232	.000	.40	1.60
		Human Resource Experts (HRE)	.846*	.303	.030	.06	1.63

*. The mean difference is significant at the 0.05 level.

Annex D: Post hoc test for Employee Engagement

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Respondents Category	(J) Respondents Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
There is emotional attachment of employees to the ministry office (affective commitment).	Core Process Directors (CPD)	Support Process Directors (SPD)	.261	.235	.683	-.35	.87
		Core Process Experts (CPE)	.345	.175	.203	-.11	.80
		Human Resource Experts (HRE)	.647*	.231	.029	.05	1.25

*. The mean difference is significant at the 0.05 level.

Declaration Statement

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for this thesis has been appropriately acknowledged.

Declared by:

Name Nebiat Gizaw

Signature _____

Date 02/07/2012

This thesis has been submitted for examination with my approval as university advisor;

Approved by:

Name Kenenissa Dabi

Signature _____

Date 02/07/2012