ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

IMPACT OF TALENT MANAGEMENT PRACTICES ON EMPLOYEES' TURNOVER INTENTION IN ETHIOPIAN MANAGEMENT INSTITUTE

BY

ANDUALEM KIDANIE

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Impact of Talent Management Practices on Employees' Turnover Intention in Ethiopian Management Institute

By

Andualem Kidanie

Advisor: – Seifu Mamo (Ass. Professor)

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This is to certify that the thesis is prepared by Andualem Kidanie, entitled; Impact of Talent management practice on employees' turnover intention in Ethiopian Management Institute; in partial fulfillment of the requirements for the award of the degree of Master of Arts in Human Resource Management, with the regulation of the university and the accepted standards with respect to originality.

Approved by Board of Examiners

Seifu Mamo (Ass. Professor) Research Advisor	Signature	Date
Internal examiner	Signature	Date
External examiner	Signature	Date

Declaration

I, Andualem Kidanie Deferesu, announce this research paper entitled **"Impact of talent management practices on employees' turnover intention in Ethiopian management institute"** is my own and I have the courage to say, it is original research work that has not been produced by others in any other institutions or universities for any other requirements in any form. To this end, I acknowledge all sources of information that I used to produce the study appropriately and I would say perfectly.

Andualem Kidanie		
Student researcher	Signature	Date

Letter of Certification

This is to certify that Andualem Kidanie has carried out his thesis work on the topic entitled "Impact of talent management practices on employees' turnover intention in Ethiopian management institute" under my guidance and supervision. Accordingly, I here assure that his work is appropriate and standard enough to be submitted for the award of Master of Arts Degree in Human Resource Management.

Seifu Mamo (Ass. Professor)	_____	_____
Research advisor	Signature	Date

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Acronyms

CIPD	-	Chartered Institute of Personnel and Development
EMI	-	Ethiopian Management Institute
HCI	-	Human Capital Institute
HR	-	Human Resource
HRM	-	Human Resource Management
NGO	-	Non Governmental Organization
RBV	-	Resource Based View
S	-	Strategy
SHRM	-	Strategic Human Resource Management
TA	-	Talent Acquisition
TD	-	Talent Development
TDP	-	Talent Deployment
TE	-	Talent Engagement
TI	-	Turnover Intention
TM	-	Talent Management
TR	-	Talent Retention
TRP	-	Talent Review Process

Abstract

The purpose of this study was to investigate the impact of talent management practice on employees' turnover intention in Ethiopian Management Institute. The study used quantitative research method and employed explanatory survey design to objectively answer the research questions. For achieving the study objective, 151 sample respondents were selected through simple random sampling technique. Accordingly, data were collected through self administered questionnaire from sample respondents. Out of 151 respondents, workable data were obtained from 146 respondents. Those data, then, analyzed through descriptive and inferential statistics, and also through independent samples T test. The finding of descriptive analysis revealed that the mean score for overall talent management practice is slightly below the average. From the seven components of talent management practices, strategy and talent engagement are the only items that fall slightly above the midpoint, whereas, the remaining facets fall slightly below the average. Talent retention is the least rated component of talent management, which scored far less from the midpoint. The correlation analysis result showed that there is a significant negative relationship exists between talent management practices and employees' turnover intention. Moreover, the regression analysis evidenced that talent management practice is predictor of employees' turnover intention. It is also noted that talent review process and talent deployment are found unique contributor for employees turnover intention. The study exhibited through independent samples T test that employees at core staff (consultants) evaluate TM practice lesser than the evaluation of support staff and they (consultants) also have higher turnover intention than employees at support staff. Furthermore, on the basis of the research findings, appropriate recommendations along with implications for further studies have been forwarded.

Keywords: *Talent management, Talent deployment, Talent review process, Talent development, Talent engagement, Talent retention, Strategy, Talent acquisition, Employees' turnover intention*

Chapter One

Introduction

This chapter presents the introduction of the area under study. In this section, the rationale or driving reason for conducting the research will be discussed under sub headings of:- background of the study, statement of the problem, research questions, objective of the study, conceptual framework, research hypothesis and significance of the study. Furthermore this chapter contains scope of the study, limitations of the study, definitions of key terms and organization of the research report.

1.1 Background of the Study

According to Armstrong (2006), talent management (TM) is a relatively new concept, only emerging in the 2000's. It was derived from the phrase 'the war for talent', which originated in the late 1990's as a means of highlighting the problems that organizations were having in attracting and retaining talented people. This is the period when a management consulting firm, 'McKinsey' reported that employers face a 'war for talents' characterized by difficulties in recruitment of employees due to tight labor market.

At the time of the introduction of the concept 'the war for talent', organizations' and employers' focus was primarily directed towards finding and hiring people with extraordinary abilities. Smilansky (2005), as cited by Armstrong (2006), also promotes this assumption as he states that TM is aimed at improving the caliber, availability and flexible utilization of exceptionally capable (high potential) employees who can have a disproportionate impact on business performance. Nowadays, organizations focus changed towards holistic approach to talent and integrating HR activities to attract, develop and retain talent regardless of exceptional fews (Thunnissen, 2015).

In TM literature, there are two approaches about the estimated prevalence of talent in the working population termed as 'Inclusive' and 'Exclusive' approaches. These approaches are used for determining organizations' orientation towards their management of talent and help for conceptualizing TM. According to Narayanan (2016), the exclusive approach follows the 'workforce differentiation' concept and understands talent as an elite subset of the employees in the organization who can make a difference to the organizational performance, whereas, the

inclusive approach is often from 'humanistic' considerations, and suggests allocation of all of the organizational resources equally among employees, as everyone in the organization has potential talent.

Research conducted by Gallardo-Gallardo, Nijs, Dries and Gallo (2015) pointed out the idea of focusing on high potential employees (exclusive approach) have the majority share in the world of empirical research. But such ideas and assumptions face challenges by counter perspective on talent and TM. Likewise, some authors argued that everyone in an organization has talent, even if some have more talent than others. Therefore, TM processes should not be limited to the favored few, rather, it should encompasses all employees within the organization (inclusive approach) (Armstrong, 2012).

On the other hand, on the study of global TM practices by Stahl (2012), cited on Thunnissen (2015), many companies used a combination of both approaches. In this regard, this assumption underlines the notion that, everyone has their own talents and human resource management (HRM) should help everyone achieve high performance and retain their talent through human resource (HR) interventions and strategies (Lewis & Heckman, 2006). This assumption can be, then, characterized as a positive approach to HRM in which the development and utilization of the exceptional abilities (talents) of all employees is emphasized. The general consensus seems to be that, while TM may focus on obtaining, identifying and developing people with high potential, and this should not be at the expense of the development needs of people generally (Armstrong, 2012).

Whether the approach is inclusive or exclusive or employing the combination of two, it is imperative, talent, that possesses high level of commitment and engagement, will add value to the organization. Thus, TM has now been identified as a critical enabler for the success of organizations in the era of globalization, and organizations need to have a pool of potential talent to continue creating value creation for business competitiveness (Isa & Ibrahim, 2014).

According to Beardwell and Claydon (2010), talent has become a very important subject in the workplace and TM is fast gaining top priority for organizations in the world and in every business. Similarly, Juhdia, Pa'wanb and Hansaram (2013) noted that, TM has become more important than it used to be, and it is a part of organizations' strategies to remain competitive with the best human capital resources to attain organizational effectiveness. Nevertheless,

employers have to face the risk of losing their well developed employees who leave for better prospects in other organizations. To counter the loss of talented and skilled workers, employers are trying their level best to come up with TM programs that might be helpful in developing talents and, most importantly, retaining employees.

In this competitive era, the critical issue that organizations have to deal with is how to retain employees who are well trained and highly experienced because, losing talented employees can negatively affect them. According to Esmaeili (2016), the direct cost for turnover of talented employees is associated with the cost incurring by the organization for organizing, selecting and preparing the new person. On the other hand, the indirect costs include reduction in working conscious and ethics, weakness of organizational culture, pressure on the rest of employees, preparation cost and loss of social capital or organizational memory. Above all, the organizations have to identify these stimuli in order to deal with this phenomenon.

Recent studies by Alkahtani (2015) and Zhang (2016), that examined factors influencing turnover intention (TI), indicated several traditional HRM practices and their outcomes such as job satisfaction, organizational commitment, organizational engagement, employee training and development, performance management, employee compensation and promotion opportunity, organizational support, organizational climate and quality of work life. Then, if these factors in organizations are well functioning, the organization would be able to create a climate that encourages employees to remain there, thus boosting the organizations' competitiveness. According to Strydom, Schultz, & Bezuidenhout (2014) study, apart from individual HRM practices, employee retention programs require an overall, comprehensive and carefully considered process, if they are to be effective. Thus, taking the factors into consideration, an integrated approach to TM offers a pathway toward sustaining outstanding business results (Ashton & Morton, 2005) and TM in its comprehensive effort can reduce turnover and employees' TI in significant way since it (TM) is a necessary factor by means of which the employees become valued and involved in the affairs of the organization (Ashton & Morton, 2005; Garg & Rani, 2014; and Esmaeili, 2016).

Research outputs of Cheese, Thomas and Craig (2008), Collings and Mellahi (2009), Alias, Noor and Hassan (2014), Eva (2015), and Lee, Singram and Felix (2015) also revealed that, TM practices in TM approach to attract, develop and retain talent are identified as a basis

for achieving sustained competitive advantages, particularly for organization operating in challenging and rapidly changing international competitive environments through enabling them to retain talent and talented workforce. Accordingly, Ethiopian Management Institute (EMI) also functioning in this challenging and competitive environment which calls for effective TM practices.

Thus, nowadays, assessing the influence of TM practices on employees' turnover intention (TI) which can possibly direct to organizational performance and effectiveness is vital for HR professionals and researchers to guide their effort in their valuable resources.

1.2 Statement of the Problem

Turnover of employees is one of the challenging issues of most of today's public and private institutions because employees are the soul of any organization. If organizations are unable to retain well trained and talented employees, they will surely fail. Several organizations have faced this problem and maximum time of high management and directors is consumed over it in order to minimize it to some extent or reduce its negative and damaging impacts (Khan, 2014). Consequently, to sustain outstanding business results in a global economy, as Ashton and Morton (2005) suggested, organizations should rethink and reinvent their approaches to management and retention of their talent. Effective talent retention, then, calls for management commitment, a pleasant working environment, engaging all employees and managerial staff, good organizational culture and communication with TM metrics (Abdul-Kareem, 2016).

According to Abdul-Kareem (2016), TM practice is the key to organizational success and sustainable growth as it allows organizations to retain high potential and top talent employees while increasing their effectiveness. Moreover, it is relevant for TM practices to be integrated across all facets of the organization; this will help in recruiting and retaining the right number and right kind of employees that will work towards achieving organizational success and survival. Collings and Mellahi (2009) in their study also underline that, effective TM have an indirect positive relationship with organizational performance mediated by HRM practices' outcomes such as work motivation, organizational commitment and extra-role behavior. Whereas Alias, et al. (2014) argue that TM practices directly influence employees' TI with mediating variable of employee engagement. Therefore, to enhance organizational performance, an

organization should focus on TM practices by means of increasing the intention of employees to stay in the organization.

To this end, in developing countries, especially in Africa, the exodus of highly skilled professionals to Europe and the United States is a daily occurrence, especially, in many sub Saharan African countries such as Nigeria, Ghana, Kenya and Ethiopia. This situation brings talent scarcity for the continent in general; and those factors for mass departure are highly linked to nationwide weakness to manage talent, thus inefficiency of HRM practices (Iyria, 2013). Moreover, several researches conducted in sub Saharan African nations, such as Kenya, Botswana and South Africa, to gauge the actual TM practices and perceived importance of those TM practices revealed that, TM practices in both countries are applied below average. The results further showed that there is significant differences exist between the current applications of TM practices and their perceived importance based on employees' ratings (Barkhuizen, Schutte, & Van der Sluis, 2014).

Prior researches, such as Girma, Erdaw and Habtamu (2015), Mulu (2014) and Kumar (2011) conducted to determine factors of turnover on several sectors in Ethiopia also evidenced employees' TI is influenced by HRM activities such as career development, pay and benefit conditions, training and development, promotion, performance management and employee relation. The factors also related to HRM outcomes such as job satisfaction and organizational commitment. Even though those researches, conducted earlier, surely able to portrait the factors of employees' TI in Ethiopia, as per the researcher's knowledge, there was no ample study which investigate the impact of TM practices on employees' TI in Ethiopian context. Simultaneously, though there are plentiful researches worldwide, which focus on the relationship of TM practices and employee retention or TI, there was also a research gap in analyzing the contribution of individual TM practice towards employees' TI.

On the other hand, EMI, as the forefront in delivering management development services, aimed at HR capacity building and public sector service development, while giving due attention for the civil service (public service) of Ethiopia (EMI, 2014). In addition, as it is clearly noted on the strategic plan of the institute, the institute required to enable and capacitate the civil service and public enterprises workforce, and making them efficient and effective enough in order to successfully implement the national growth and transformation plan (EMI, 2015).

Therefore, to play such pivotal role at the national level, the institute emphasized the need to have competitive workforce who possess the desired talent. To this end, when the institute formulates its strategic plan, one of the four strategic pillars focus on its HR development and it is imperative to be a world class management development center in the long run (EMI, 2015). Accordingly, to attain the objectives developed for the strategic year, the institute needs to retain those talented and its crucial manpower. In this regard, the institute also has an objective to reduce the employee turnover rate from 16% to 5% at the end of the strategic year (EMI, 2015).

Additionally, during preliminary survey at EMI's HRM directorate, it is learned that even though there are individual policies of HRM, there was no grand strategy on TM aimed at retaining talented individuals. Likewise, while there are individual strategies, for different HR practices, a gap was found on integrating talent attraction, development and retaining strategies.

Furthermore, even though reducing employee turnover is the issue of the institute and clearly stated in the strategy document, it is not stated that how it can be reduced, and how talent could be retained. In addition, the practice of TM and its outcome was not yet researched; and above all, TI of employees was not yet assessed at EMI. Thus, as EMI is knowledge based organization, and since it's vision is becoming world class management institute, and above all, as it is aimed at reducing turnover, investigating the implementation of TM practices, assessing current employees' TI, and understanding the influence of TM practices towards reducing turnover is important and, therefore, the need to conduct this research lies on the extent of the practices of TM interventions and their impact on employees' TI in EMI is indispensable.

1.3 Research Questions

Based on the research problem developed in the previous section, this research designed in order to answer the major research question: - 'How TM practices influence the employees' behavior in terms of their intention to leave EMI?' In the meantime, the research also addressed the following sub research questions:

- To what extent TM (strategy, talent acquisition, talent development, talent deployment, engagement, and talent review process and talent retention) implemented in EMI?
- To what extent TM practices (strategy, talent acquisition, talent development, talent deployment, engagement, and talent review process and talent retention) and employees' TI have relationship in the EMI?

- To what extent does TM practice influence employees' TI in the context of EMI?
- Which one of the TM practice (among strategy, talent acquisition, talent development, talent deployment, engagement, talent review process and talent retention) affects employee's TI more in the EMI?
- How does employees' intention to leave or stay in the institute and perceived TM vary between core staffs (Consultants) and support staffs?

1.4 Research Objectives

General objectives

The general objective of the study was to investigate the impact of talent management practice on employees' turnover intention in EMI.

Specific objectives

The specific objectives of the study were as follows:-

- To assess the existing (current) level of TM practices (strategy, talent acquisition, talent development, talent deployment, engagement, and talent review process and talent retention) in EMI.
- To examine if TM practices (strategy, talent acquisition, talent development, talent deployment, engagement, and talent review process and talent retention) and employees' TI have relationship in EMI.
- To investigate the influence of TM practice on TI of employees in EMI.
- To determine which TM practices (strategy, talent acquisition, talent development, talent deployment, engagement, and talent review process and talent retention) affect employees' TI more in EMI.
- To identify whether there is a mean difference exists between core staffs (Consultants) and support staffs in their intention to stay or leave the institute and perceived TM practice.

1.5 Significance of the Study

The research expected to endow with the following significances for EMI, similar institutions and other researchers who have interest in the relationship of TM practice and employees' TI. Accordingly;

- It endeavor a clear understanding on the level of TM practices in the EMI. This in turn is expected to be a significant input for the institute's HRM directorate, and for other similar organizations and interested parties.
- It expected to clearly show the impact of TM practices on employees' TI of the institute under study, which will surely help other institutions (organizations) themselves to draw lesson from the institute, to retain their talented employees.
- It is also expected to be a reference for other researchers to further study of TM practices in other sectors with different or similar variables.

1.6 Scope of the Study

This research is limited to the EMI's TM practices and it is not addressed some other HRM aspects other than talent attraction, development and retention. In studying TM practices and its impact on employees' TI, the research focused only on the practice of EMI's TM and individual employees' TI. In this regard, the sample frame excluded new employees who join EMI 9 months on wards and contract basis workers. In addition, all employees with managerial positions also excluded. Therefore the conclusion and the sample taken from the total population only related to the scope of study.

1.7 Limitations of the Study

The purpose of this study is to get accurate and reliable information on the practices of TM and its impact on employees' TI. Although the issue of TM is broad and encompasses other HRM issues such as talent audit, talent planning (workforce planning), staffing, performance management, management commitment and talent communication, this research limits itself only on basic component of TM (strategy, talent acquisition, talent deployment, talent engagement, talent retention, talent review process and talent development). Moreover, it excludes managers, contract workers and newly hired employees (less than 9 months). The research also limits itself and relies merely on the quantitative data.

Therefore, since the research encompasses only seven components of TM, it may not give completed and full picture of TM practices but it give clear picture about the current status of TM practice and its impact on employees' TI within its specified scope. Furthermore, though there is a good number of primary and quantitative data available, and the research is based merely with these data, major limitation remains in finding secondary data and by not employing qualitative data, such as data obtained from managers through interview or Focus Group Discussion. In addition to this, the limitations remain, as the study does not including managerial say, contractual workers' and new employees' opinion. These factors were considered as limitation of this study.

1.8 Definition of Key Terms

Talent acquisition (TA)

Talent Acquisition is the process of finding, acquiring, assessing, and hiring candidates to fill roles that are required to meet organizational goals. TA also ensures that newly hired employees are effectively and efficiently acclimated to the organization, enabling the organization to rapidly and fully benefit from their capabilities (CTR, 2016).

Talent development (TD)

Talent development is a process of ensuring that employees acquire or enhance the skills and competencies they need; it encompasses most suitable initiatives for improving the competencies that the employees lack for his/ her career ahead (Armstrong, 2012; Narayanan, 2016).

Talent deployment (TDP)

Talent deployment is the process of drawing on identified talent to fill critical workforce gaps. This include placement of identified talent in short-term roles or selection for long-term positions. It is also about matching between an employee's competencies and job requirement and smooth transition from position to position within the organization (Cheese, et al., 2008).

Talent engagement (TE)

Talent engagement is a collective result of complex factors such as people's sense of identity and belonging, feeling valued and their emotional and intellectual connection with colleagues, and more extrinsic factors such as satisfaction in work content and the support they get to perform effectively (Cheese, et al., 2008).

Talent retention (TR)

Talent retention is a process of retaining the talented employees with the organization for a longer time period of time in order to be more effective (Rabbi, Ahad, Kousar, & Ali, 2015).

Turnover intention (TI)

Turnover intention is a predecessor of actual turnover and it is defined as employee's intention and decision to quit the present job and organization (Ashar, Ghafoor, Munir, & Hafeez, 2013).

1.9 Organization of the Research Report

The study has five chapters. Chapter one is introduction, including explanations about the TM practice and employees' TI, statement of the problem, research questions, objectives of the study, conceptual framework, hypothesis, significance of the study, scope of the study, limitation of the study and definition of terms. The literature related to the subject matter is presented in chapter two. Chapter three focuses on the research methodology and approach used. The presentation and analysis of the data collected to assess the practice of TM and its impact on employees' TI in EMI presented in Chapter four. Summary of findings, conclusion, recommendations and future research direction organized in chapter five.

Chapter Two

Review of Related Literature

This chapter provides brief information about the study variables mentioned in the conceptual framework and research hypothesis. In this regard, this chapter presents concepts of talent management practices, employees' turnover intention, the relationship of variables involved in this study, previous empirical studies' results and theoretical grounds.

2.1. Defining Talent Management

Although at present only limited consensus exists as to the definition of talent and TM and the appropriate methods to study these constructs, the academic literature on TM is noticeably expanding from year to year (Gallardo-Gallardo, et al., 2015). Accordingly, as Collings and Mellahi (2009) noted, despite the growing popularity of TM and over a decade of debate and publicity, the concept of TM remains unclear.

To tackle the existing problem in defining and conceptualizing TM, Gallardo-Gallardo et al. (2015) reviewed the TM literature, applying methods derived from bibliometrics and content analysis to come to a more or less objective and quantifiable assessment of the state of the TM literature at the present time without making a prior assumptions about which theoretical and methodological approaches to TM are more legitimate than others. Based on their analysis of publication volume, journals and their impact factors, most cited authors on the subject around the world are D. G. Collings, K. Mellahi, R. E. Lewis, R. J. Heckman, and Peter Cappelli. Therefore, to understand TM, it is important to look the definitions suggests by these authors.

According to Collings and Mellahi (2009), TM should be seen as a holistic strategic approach of organizations and can be treated as organizational TM strategy, as it involves activities and processes that engage the systematic identification of key positions which differently 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 a differentiated HR architecture to facilitate filing these positions with competent incumbents and to ensure their continued commitment to the organization. Similarly, Cappelli, (2004) referred the term TM as the activities that the employer does to hire, train, develop and totally manage those employees who are involved in important pivotal positions in organization.

According to Cappelli and Keller (2014), TM is a recent, practitioner-generated term covering a range of long-standing practices that aim at getting the right person in the right job at the right time. These include workforce planning, succession planning, employee development, and career management. Accordingly, the central TM concern is anticipating human capital needs for talent in strategic jobs and setting out plans to meet them.

Lewis and Heckman (2006) identify three key streams of thinking with regard to what TM is. The authors aligned with the first stream appear to be largely substituting the label TM for HRM, often limiting their focus to particular HR practices such as recruitment, leadership development, succession planning and the like. A second stream emphasizes the development of talent pools focusing on 'projecting employee or staffing needs and managing the progression of employees through positions' typically related to traditional manpower planning or succession planning concepts. The third stream focuses on the management of talented people.

Similar to Collings and Mellahi's (2009) view, Ashton and Morton (2005) also see, TM as a strategic and holistic approach to both HR and business planning or a new route to organizational effectiveness. According to these authors TM practices improves the performance and the potential of people who can make a measurable difference to the organization now and in future. And it 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. Likewise, for Silzer and Dowell (2010), TM is an integrated set of processes, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs of the organization.

Based on the definition suggested by Chartered Institute of Personnel and Development (CIPD) (2006), TM is the process by which an organization identifies, manages, and develops its people now and for the future. After one year, CIPD expands its definition in more comprehensive way and according to CIPD (2007), TM can be defined as: "the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organization". Similar to the CIPD (2007), definition, for their empirical research, Nojedeh and Ardabil (2015) also operationalized the term TM by forwarding five elements including attract, identify, deployment, development, and engagement to assist framing their research.

2.2 Approaches to Talent Management

Even though there are many areas of consensus in conceptualizing and understanding of TM, there is one area about which there is no consensus, which possibly differentiate organizations' orientation towards their TM programs. Accordingly, TM programs may focus solely on nurturing of future senior managers and leaders (exclusive) or may develop high potential employees in all parts of the organization (CIPD, 2009) so as to fully reflect talent and diversity issues (inclusive). These orientations towards TM leads to several potential categories in which TM programs may fall; among them inclusive, exclusive and contingent approaches are the dominant categories.

Inclusive approach suggests that TM should apply to all employees. Based on this premises, all employees of an organization are seen as possessing strengths that can potentially create added value for the organization. Exclusive approaches, by contrast, see a subset of employees or jobs as creating disproportionate value (Gallardo-Gallardo et al., 2015). The practical implication of these two approaches concerns the investment of scarce resources: Is development for everyone, or should the firm differentially invest in certain individuals or jobs?

As Cappelli and Keller (2014) noted, exclusive approaches have a longer history, no doubt inspired by the practices in the military where hierarchical arrangements are assumed. And these approaches are consistent with theories of resource optimization in the strategy literature and the Matthew effect in the sociology literature in which unequal investments are seen to generate greater aggregate returns. Consequently, exclusive approaches have increasingly come to dominate the academic literature on TM, as reflected in the growing interest in workforce differentiation (Collings & Mellahi, 2009). The notion of workforce differentiation or segmentation, a key theoretical development in the strategic human resource management (SHRM) literature, suggests that organizations should disproportionately invest scarce resources in the individuals or jobs from which they expect the greatest return.

According to CIPD (2010) report, most organizations have adopted an exclusive approach which aims to develop and grow future senior managers. Much of the language associated with TM reinforces this exclusive approach; and it refers to high potential (high fliers or rising stars) employees. Accordingly, many organizations use an exclusive approach to identify senior job roles and seek to link individuals, identified as having talent, to these roles.

The philosophy here is that each organization has a number of key positions which must be filled and there needs to be in place a stream of key workers to occupy these positions: - the talent pipeline.

Yarnall (2008) argued that, if exclusive approach handled badly, the excluded population is likely to feel demotivated and devalued and, therefore, have concerns that their training and development, and career opportunity will be limited. This could ultimately lead to lower performance and increased TI, causing the organization to have a costly recruitment demand that was not anticipated. In contrast, the inclusive approach connects to a positive psychological view and argues that each person has a set of strengths (Gallardo-Gallardo, et al., 2015). An inclusive approach, therefore, focuses not so much on the key people or key roles but more on recognizing the unique contributions and talents of all staff. This approach has the advantage that it does not single out a certain proportion of the employees as 'talent' or 'talented' and, thus, does not demotivate excluded staff.

Although the editors of a special edition of Public Personnel Management (2008) cited on Bersin (2010) suggest that, the more inclusive approaches are better suited to public sector organizations, the CIPD survey (2010) found that inclusive approaches tend to be adopted in only a small minority of organizations, especially in relation to talent and diversity initiatives. Such an approach involves segmentation of talent pools, e.g. through recognizing groups of employees who may not be senior but whose roles are crucial for organizational success, and focusing on the developmental needs of these groups.

Ford, Harding and Stoyanova (2010), in their study found that contingent approach to TM based on individual circumstances is recommended for organization and they suggest that hybrid approach may be appropriate. This would foster an exclusive approach for key senior managerial roles, using common criteria for such roles and, parallel, so programs for managing all the talents and reflecting local needs or local circumstances should be designed. Similarly, Stahl et al. (2012) in their study of TM, as cited by Thunnissen (2015), found that many companies used a combination of both approaches and they claim that a 'hybrid' approach allows for differentiation and skirts the controversial issue of whether some employee groups are more valuable than others. Collings and Mellahi (2009) also highlighted the importance of a differentiated HR architecture which can be employed for different categories of talent.

2.3 Talent Management Practices

As we discuss in the previous section, the definitions and theoretical framework suggested by different authors have mentioned several practices for managing talent in organization, the central idea around the different practices, which are strongly related to traditional HRM practices, are attracting talent (Talent acquisition), developing talent (Talent Development), engaging talent (Talent Engagement), deploying talent (Talent Deployment) and retaining talent (Talent Retention).

Accordingly, based on the research conducted by Gallardo-Gallardo & Thunnissen (2015), among the 96 studies on TM conducted worldwide between the years 2006 – 2014, forty six of them focused on specification of the TM practices. In view of that, the academic interest is particularly concentrated on four sets of practices: attraction, recruitment and selection, training and development, retention and talent identification.

Du Plessis, Barkhuizen, Stanz and Schutte (2015) adopted HCI's TM practices in their empirical research and they underlined the importance of assessing organizational business strategy-human capital strategy alignment, performance management, staffing, and talent review process practices for gauging the effectiveness of TM. Meanwhile, even if, Du Plessis and her friends contributed on the TM practices' research by adding more practices, Gallardo-Gallardo & Thunnissen, (2015) found that performance management and staffing practices had less attention (less than 10%) of researchers on their papers. They also summarize the dominant practices of TM as attraction, identification, development, engagement, retention and deployment of talent.

In this regard, the researcher combines the dominant five practices of TM (Talent Acquisition, Talent Development, Talent Engagement, Talent Deployment, Talent Retention) and two of the HCI practices (Strategy and Talent Review Process) for this research.

2.3.1 Strategy (S)

The time and attention paid to TM in an organization is directly influenced by the top managers' perspective; and whether the management truly believes that attracting, developing, and retaining talent is a competitive advantage to their organization. According to Slizer and Dowell (2010), top leaders who understand how critical those talents are, then, surely support and drive TM as part of the long term business strategy. Thus, TM strategy should be aligned to each business

strategy of the organization and need to be parallel to the organizations' human capital strategy, so the talent strategy always has a business connection and business outcome. Thus, one can say that, the TM practice is started at the strategy formulation of the organization.

Furthermore, when they support their argument, Slizer and Dowell (2010) claim that, sound talent strategy starts with the organization's strategy and a thorough understanding of the organization's competitive position. Because it is imperative to know and understand the business plans in order to ensure that organizations have talented employees and leaders who can make those plans a reality. For talent acquisition, organizational strategy drives key decisions about who, what kinds of talent, is needed, when they are needed, and for what purpose they are needed.

2.3.2 Talent Acquisition (TA)

Once organizational strategy drives key decision about the need for talent, attracting the talented people is one of the most important processes in the TM practice. As Du Plessis et al. (2015) noted, TM is aimed at ensuring availability of competent and highly talented workforce who possibly contributes to the organization objective, and identifying most critical jobs in the organization and staffing them with the right level is critical. Accordingly, based on the work of Slizer and Dowell (2010), the challenge for employers is to make their organization both known and attractive in order to create a level of familiarity that will offset the fear of the unknown. In the case of TA, to attract top talent, Esmaeili (2016), Rabbi, et al. (2015), Armstrong (2006) and Iyria (2013) agreed that organizational brand and introducing the unique features of the organization to the prospective employees are very important.

The other element which should not be ignored in the TA practice is the concept of talent pool, which is referred to, according to Collings and Mellahi (2009), the pool of high potential and high performing incumbents that the organization can draw upon to fill pivotal talent positions. As Rabbi, et al. (2015) noted, the creation of talent pool can be done in two forms, one is internal and second one is external. The internal recruitment of talent pool will be from the already exiting employees of the organization. The internal recruitment may be able to give advantage as the employees already know the culture and way of doing work in the organization and it also might uplift the morale of the employees if their position is uplifted. However, the external sources will be the best way of gathering a talent when organization wants to bring the

cultural change and wants innovation. It is also important to note that a fast and productive start of newly hired employees, in simplest term "successful on boarding", is a key part of any TM strategy. With the high cost of recruiting, leaders must understand that effectively integrating new hires into the organization is an important step to ensure their success.

2.3.3 Talent Development (TD)

According to Armstrong (2012), TD is essential component in the process of TM. It can be defined as an integrated activity which ensure that the people in organization acquire and enhance the skills and competencies they need. The TD approaches can be coaching and mentoring, job rotations and special assignments.

Based on the study of Silzer and Dowell (2010), to be effective, development requires a three - way partnership focused on creating TD actions tied to business needs and competency requirements, the individual, the manager, and the organization each have specific accountabilities to make development successful. First, the organization's role is to provide processes, tools, and investment and encourage a culture of continuous development. Next, managers need to be skilled in identifying areas for development, helping to find the appropriate resources and opportunities and providing coaching and feedback on an ongoing basis. Third, individuals must take responsibility for their own development by following through on development suggestions and committing to improving their skills and developing new competencies. Finally, the development actions and plans must be linked to the needs of the organization and the opportunities inherent in the business plan. Furthermore, development plans must include the appropriate mix of activities and the appropriate level of challenge for the individual such as formal training programs, on - the - job experiential activities, development through relationships with peers and managers.

2.3.4 Talent Deployment (TDP)

According to Cheese, et al. (2008), talent powered organizations have unique capabilities in deploying talent to the mutual benefit of the organization and its employees. They assign and combine talent to ensure meaningful opportunities for individuals in roles and experiences that have strategic impact for the organization. Moreover, high performing businesses have institutionalized methods for matching and moving the best internal and external talent to the

most critical positions for which they are well suited, ensuring sufficient organizational capability to face current and future business challenges and opportunities.

Thus, According to Cheese, et al. (2008) TDP is essentially focuses on creating the best possible match between employees' talents and aspirations and the strategic goals of the organization; making strategic use of assignments and experiences to further develop those talents to maximize employees' future contributions to the organization's strategic goals; expanding organizational capabilities by leveraging individuals' strengths, perspectives and experiences; shaping the composition, responsibilities and practices of teams to leverage the diversity of thinking styles, experiences and perspectives; encouraging and enabling the sharing of knowledge and best practice to encourage continuous renewal.

Deployment is also about matching the task and work requirements to the available talent, wherever that might be, so that in the end the organization has the right people performing the right tasks at the right time. To this point, the implicit assumption has been that the task is to put people into jobs, the fact that, jobs are stable and well defined sets of duties and responsibilities. Therefore, people were assigned to these jobs and they are moved around as required to fill jobs (Cheese, et al., 2008).

2.3.5 Talent Engagement (TE)

According to Cheese, et al. (2008), talent is the engine of the modern organization, and engagement is the mystery ingredient that can transform the engine's output. Having the best talent is worth little if they are not motivated or aligned with organizations' business objectives, and yet there is much evidence to suggest that large segments of workforces are disengaged, and the challenge is growing with attitudinal shifts across the generations. Consequently, the results of poor engagement are visible, in high levels of absenteeism, valued employees quitting their jobs, and people harming customer service and other key business objectives.

Engagement is a combination of heart and mind. At the high end, engagement represents the degree to which they are aligned, confident and committed to achieving higher performance, and motivated to apply additional discretionary effort to their work; and at the low end, it manifests itself in low levels of responsiveness and energy, and high absenteeism. An important and closely related concept to engagement is alignment: the degree to which employees understand and identify with their organization's goals, the linkage to their own objectives and

abilities, and how they direct their energies to achieving them. Therefore, these days' researchers offer so many ways to define and measure engagement, and it is important to measure engagement level of employees and should strive to be best place to work (Cheese, et al., 2008).

2.3.6 Talent Review Process (TRP)

Talent reviews are a very important part of the TM process. According to Hatum (2010), talent review is a process where individuals' role and potential are evaluated in a structured way using various methods. The review process enable organizations to segment employees based on their potential, value and performance for future career development and moving employees through the pipeline overtime.

The review process involve identifying the people who can meet the different needs of the organization, such as, potential successors, emergency replacements, high potentials or critical talent. Inherently, each of these decisions involves identifying the people who can meet these different organizational needs. It also enable organization to provide rewards and opportunities for employees based on the talent they have (Hatum, 2010).

2.3.7 Talent Retention (TR)

According to the study of Silzer and Dowell (2010), effective TR efforts require examining each strategic talent pool to identify who is at risk and why, so that individualized retention plans can be created. Invariably the retention strategy will go beyond compensation and will be tailored to what is likely to motivate and engage the individual or groups of key talent. Compensation and benefits strategies need to be monitored for external competitiveness and internal equity, but as a matter of fact, compensation and benefits alone will not solve retention issues.

People are said to join companies and leave managers, which is why effective management is so important to the development and retention of strategic talent. Having an effective relationship means that the leader knows what motivates and engages employees and surely able to assess retention risk and develop a customized retention plan for key talent. While the formal retention analyses and plans are important, the informal leadership behaviors are equally important. Through the leader's actions, employees judge whether their contributions are valued and appreciated or not, and to what degree the company is committed to their future. If the manager understands the employee's goals, aspirations, and personal circumstances and

builds a supportive relationship with a two - way dialogue, then the specific retention action plans will be more effective (Silzer & Dowell, 2010).

2.4 Employees' Turnover Intention (TI)

Organizations must try to ensure that good performers want to stay with the organization and those employees whose performance is chronically low are encouraged, or forced, to leave. Both of these challenges involve employee turnover, that is, employees leaving the organization. When the organization initiates the turnover (often with employees who would prefer to stay), the result is involuntary turnover. When the employees initiate the turnover (often when the organization would prefer to keep them), it is voluntary turnover. Both kinds of turnover are costly since replacing workers is expensive, and new employees need time to learn their jobs and build teamwork skills. Effective HRM, then, can help the organization minimize both kinds of turnover, as well as carry it out effectively when necessary (Noe, Hollenbeck, Gerhart, & Wright, 2011).

According to Armstrong (2006), an analysis of the reasons for leaving derived from exit interviews will provide useful information on which to base retention plans. Exit interviews aim to establish why people are leaving, not to persuade them to stay. The reasons for leaving can be one of the following headings: more pay; better prospects (career move); more security; more opportunity to develop skills; better working conditions; poor relationships with manager or team leader; poor relationship with colleagues; bullying or harassment; pregnancy; illness, moving away from area etc. However, exit interviews are not completely reliable, and it is desirable to gain a more comprehensive picture of the views of existing employees through attitude surveys. Thus, according to Curtis (2016), in order to determine the likelihood of staff leaving the organization and to have comprehensive picture of the view of current employees, it is advisable to measure employees' intention to leave the organization. Moreover, this can help organizations to find out where possibly found opportunities to reduce actual turnover.

Many scholars defined that TI is the single best predictor of turnover and as a key element in study employee behavior, and be the measure of HR outcome. Hom and Griffeth (1995) conducted a Meta analysis of research on turnover among individuals and the study yielded interesting results; TI is proved to be the best predictor of actual turnover. Similarly, after almost two decades, a cross sectional study by Bothma and Roodt (2013) to evaluate the

reliability, the factorial, criterion-predictive and differential validity of the TI scale in measuring TI or predicting actual turnover also revealed that, specific scales of TI are valid and reliable in predicting actual turnover. The research findings of Allen (2008), to identify the actual employee turnover predictors, also shows that TIs and thoughts of quitting along side with search behaviors and search intentions are predictors of turnover with statistically significant relationship with actual turnover. Thus, measuring the intention of employees to leave or to stay in the organization is enabler for taking measures to retain talented employees.

In general, to be preventive, and to understand the view of the existing employees, it is advisable to measure the intention of the employees towards staying or leaving the organization. Furthermore, it gives opportunity to the organization for reviewing their practice of retaining their workforce.

2.5 The relationship between talent management and employees' turnover intention

In studying TM practices, several researchers investigate the effect of TM practice by looking its relationship with different variables: organizational outcomes and HRM outcomes; such as organizational commitment, job satisfaction and employees' TI) and they found that there is a negative relationship between TM practices and TI of employees.

According to the works of Sonnenberg (2011), cited by Narayanan (2016), Du Plessis (2010), and Narayanan (2016), nowadays, organizations are very concerned about the employee turnover as they recognize talented employees as source of competitive advantage. TM is, then, considered as the most adopted HR initiative to tackle with talent turnover issues. These, researchers have found that when perceived level of TM practices increases, TI observed in employees decreases. Accordingly, when organizations employ more TM practices, it signals an organization's interest in investing in its people and it enhances the psychological connection between organization and the employees. These psychological responses, therefore, result in lesser TI.

Gallardo-Gallardo, et al. (2015), in their analysis of existing TM studies, found that employees who believed they were identified as talented by their organizations were more committed to improve their performance, to work on developing competencies valued by their employer, to actively support their department's strategic priorities, and less likely to have high

TI than were employees who believed they were not identified as talented. The authors conclude that talent identification can have a motivating effect on pivotal employees, although they do assert that TI in particular will be strongly influenced by the extent to which organizations meet their high potentials' career expectations.

Esmaeili (2016), on his yearlong research concluded that, by means of various factors, the TM can be effective in reducing the employees' TI and keeping them in the organization. He, then, identified the most important factors (components of TM) and their relationships with TI as: TD, and talent attracting, as they affect behavioral dimension of employees to remain in the organization.

Furthermore, Du Plessis, et al. (2015), in studying employees born after 1980, they found that, practically significant negative relationship of a medium effect between employees' perception of the organization's TM practice and their intention to quit the organization. This indicates that high levels of perception of the application of TM practice in an organization lead to low level of intention to quit the organization. Therefore, the ability of organization's supportive TM practices to enhance retention, suggests that these practices are likely to decrease an employee's intention to leave an organization.

On the other hand, researchers also interested in investigating the relationship between single TM practices and TI as they studying the level of their effect of TM practices. In this regard, effective TE, TD, TA, and TR practices have a significant negative relationship with employees' TI (Chughati, 2013; Chitsaz-Isfahani & Boustani, 2014; Kibui, Gachunga, & Namusonge, 2014; and Cappelli & Keller, 2014). In addition to those practices, Berger & Berger (2004), on their study on effective organizations, also found that reduction of turnover through the selection and hiring of the right employees is possible.

According to Sokora and Ferris, (2014) cited by Thunnissen (2015), poor TM practices result in unfavorable employee attitudes, such as higher TI, less job performance, satisfaction and perceived justice. Similar to this result, Thunnissen (2015) herself, in studying the human side of TM found that, the effect of poor TM includes reduced organizational commitment, lower job satisfaction and an increased TI.

2.6 Theoretical Perspective on Talent Management

According to Dries (2013), TM can be considered as a phenomenon rather than a theoretical construct, thus, talent can mean different things to different people and considering the immature state of the field it is difficult, at this point in time, to evaluate which meanings of talent are 'more valid' than others. Lewis and Heckman (2006), Cappelli (2008), and Collings and Mellahi (2009), also describe the state of TM literature as it is exacerbated by the fact that, in addition to ambiguities around the definition of the concept, there has also been an alarming lack of theoretical development in the area. Thus, it is advisable to identify relevant theoretical perspectives from other disciplines, which can serve as a basis to develop or set up new theoretical framework and to conduct empirical studies.

Hence, the researcher aspires to discuss different streams of literatures, which are identified as relevant to the study of TM practice with employees' TI. In this regard, the dominant theory, in studying TM practices according to bibliometric and content analysis of Gallardo-Gallardo, et al. (2015), identified and can serve as a basis for this study are:- resource based view and social exchange theories. Furthermore, the researcher reviewed the theoretical model developed by Collings and Mellahi in 2009, which is more outcome oriented and can possibly guided researchers by pinpointing both HRM and organizational outcomes.

2.6.1 Resource Based View of the Firm (RBV)

The earliest theoretical discussion of TM comes from the SHRM and strategic management literature and has been coined the RBV of the firm. Based on their empirical review of Gallardo-Gallardo, et al. (2015) and Gallardo-Gallardo & Thunnissen (2015), most TM studies were based fully or partially on this SHRM perspective.

According to the RVB, competitive advantage can only occur in situations of firm resource heterogeneity and firm resource immobility and it is these assumptions that serve to differentiate the resource based model from other HR models (Wright & McMahan, 1992). Based on the assumption of Barney (1991) cited by Wright and McMahan (1992), in order for a firm's resource to provide sustained competitive advantages, four criteria must be attributable to the resource: (a) the resource must add positive value to the firm, (b) the resource must be unique or rare among current and potential competitors, (c) the resource must be imperfectly imitable, and (d) the resource cannot be substituted with another resources by competing firms.

Based on the extended work of Wright, McMahan and McWilliams (1993), the HR can sustain competitive advantage if they meet certain criteria. First, they must provide value to the firm; second, they must be rare (they noted that HR with high ability level is, by definition, rare); third, they must be inimitable due to their unique historical condition and social complexity; and finally, the resources must not have substitutes.

According to Hatum (2010), TM is rooted in the resource based theory of organizations, which states that sustained competitive advantage is only possible for firms that develop resources that are valuable, rare, and hard to imitate. Similar to this theoretical underpinning, TM practice focuses on how an organization can generate and maintain such resources through its human capital interventions. In doing so, TM has come to focus on talent at the organizational level rather than at the individual employee level. Put differently, rather than ask how an individual's talent can support the firm, TM asks how an organization's talent structure can be fine-tuned by attracting, developing, and retaining people. By being a leader in such activities, a firm can develop organizational capabilities that are valuable, rare, and hard to imitate, and hence can enjoy a sustained competitive advantage.

In general, the central tenet of the RBV on TM practice is that people can be a source of sustainable competitive advantage; sustainable competitive advantage operationalized first and foremost as organizational performance. According to Gallardo-Gallardo, et al. (2015), the TM-performance link; as is the case in research on the HRM-performance link more generally; assumes that employee behavior is a crucial mediator, and therefore, that any successful TM strategy should aim to stimulate 'desired role behaviors' in employees such as job satisfaction, commitment and motivation.

In conclusion, organizational competitiveness is highly dependent on its resources mainly on its employees. Accordingly, organizational performance is highly linked to HRM outcomes or employee behavior. Therefore, extent of managing human talent, can possibly influence employees' behavior (including TI), then through their behavior, influence organizational performance.

2.6.2 Social Exchange Theory

According to Dries (2013), RBV is a contribution of HRM literature for the theory of TM. Accordingly, another contribution of the HRM literature to the study of TM is that it explicates

the social exchange relationship between organizations and their employees; while employment offers a context for the application of human talent to productive purposes outside the self, deployment of talent refers to the capacity of employees to add value to the organization by contributing to its core competence.

Moreover, according to the study of Gallardo-Gallardo, et al. (2015), social exchange theory was frequently applied in the TM literature to investigate its outcome and to portrait its importance in the organizational context. The focus of social exchange theory lies on the reciprocal relationships, interactions, and mutual 'felt obligations' between employees and their employers; and typical variables addressed in TM research were psychological contract, organizational justice, organizational support and intention to quit (turnover intention).

According to this view, when an employer provides employees with fair treatment and when they value their employees' contributions and well-being, the employees will perceived high levels of support and proper management from the organization and as a result feel obligated to reciprocate. Based on these assumptions, it can be argued that individuals who receive greater support from their organization will be more inclined to return the act of goodwill. The employee's reciprocal act can include higher organizational commitment and loyalty which results in a decreased intention to leave their organization. Allen et al. (2003) cited on Du Plessis (2010) also stated that the inverse is true where an employee's perception of low organization support and less focus for their talent may result in an increased intention to quit.

Using the underlying social exchange theory, Du Plessis, et al. (2015) suggested that individual attitudes and behaviors towards quitting their jobs are affected by generalized perception of proper management of their talent (the amount of perceived TM practices) from organizations. Therefore, employees contribute their effort to organization with their intention to stay in the organization when such practices to manage their talent are effective.

2.6.3 Strategic Talent Management Model

To tackle the problem of lack of theoretical perspective and in defining TM, Collings and Mellahi (2009) developed a comprehensive theoretical model. Their view is premised on the idea that the starting point for any TM system should be the systematic identification of the key positions which differentially contribute to an organization's sustainable competitive advantage.

This is consistent with an increasing recognition that there should be a greater degree of differentiation of roles within organizations, with a greater focus on strategic over non strategic jobs.

The second element of the model developed by Collings and Mellahi (2009), emphasizes the development of a talent pool of high potential and high performing incumbents to fill the roles that differentially contribute to an organization's sustainable competitive advantage.

Consequently, the final element of the model recognizes the importance of differentiated HR architecture to facilitate the filling of key positions within the organization with competent incumbents and ensuring their continued commitment to the organization. At this point, they identify two key streams of work within the strategic HRM literature: best practice approach, and 'best fit' approach; but they does not set out to prescribe what individual HR practices may or may not be appropriate to support the development of talent pools and the deployment of key talent to pivotal positions in each organization context. Rather, they advocate a contingency approach and argue that the key is to deploy HR practices that are appropriate to the context of the organization.

The strategic talent model also identifies TM outcomes through differentiating HR outcomes and organizational outcomes by giving a big emphasis for the importance of understanding the antecedents and consequences of the factors that bridge the relationship between effective TM and overall organizational performance for the framework. Then, they shed important light on the primary factors that are proposed moderate TM and firm performance relationship and argued that highlighting the intervening variables that mediate the relationship between the inputs and outputs in their model is important for understanding of the bridges that link TM and organizational performance. They contend that it is through motivation; organizational commitment; and extra role behavior; that can be more fully understand and predict the effects of TM on overall organizational performance. Specifically, they expect that TM will have an indirect positive relationship with organizational performance, mediated by work motivation, organizational commitment, and extra-role behavior acting separately or in combination with one another.

To sum up, both the dominant theories (Resource based view of the firm and social exchange theory) and Collings and Mellahi's model used as a grounding theoretical frameworks

both for understanding the concept of TM and conducting empirical researches by combining TM practices with other variables as HRM outcomes such as commitment, motivation job satisfaction, and employees' TI.

2.7 Research Gap and Prior Research Directions

Even though there has been an increased interest in TM research over the last few years, the empirical research on TM is only some in number. Moreover, in TM literature, there is still shortage of common and agreed upon definition and theoretical background to be firmly grounded on. Gallardo-Gallardo and Thunnissen (2015) also underline these shortcomings on their empirical review, by urging scholars to make deliberate choice in terms of theoretical framing and apply these consistently within the project. By doing so, it can surely help the field to surpass descriptive research designs and to identify and clarify correlations and causality between variables. Often focusing on one sound theoretical framework is more effective than the application of multiple frameworks (or theoretical concepts).

Another important point in TM literature observed during literature review is the natures of the organizations under study were privately owned and large global and multinational organizations. In this regard, there is observable empirical gap to generalize the findings and to use theoretical frameworks and models for small and government owned public organizations. Due to this reason, researchers, such as: Gallardo-Gallardo and Thunnissen, call for more research on TM issues and approaches in small and medium-sized, as well as non-profit and/or public organizations.

On the other hand, from the start of HRM focus and introduction of SHRM concept, researchers have attempted to answer the question of what determines employee's intention to stay or quit an organization, but there has been little consistency in findings and major conclusions. Some of the reasons for employees' intention to leave or stay identified by the researchers are; job satisfaction, employer branding, hiring practices, working conditions, organizational commitment, engagement and reward and recognitions. Surprisingly, little research has addressed TM practices and its effects on employees' TI. Moreover, there is also a research gap in investigating individual TM practices' influence over employees' TI.

Furthermore, the reviewed literature demonstrates that, while there is much prescription about the need for integrated approaches to TM practices, there is little rigorous research on

relationship between TM practices and employee's TI in public organizations. This has therefore left a major research gap on how TM practices influence employee's TI in government owned organizations.

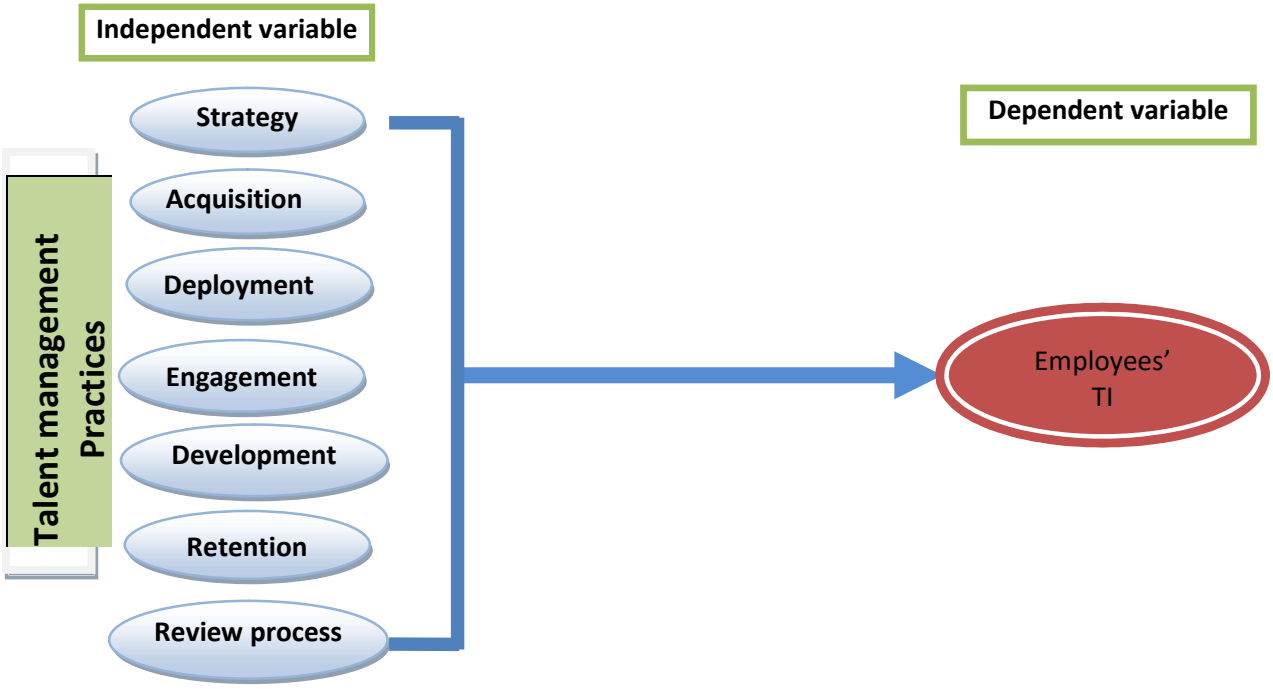
At last, Thunnissen (2015) suggests that TM needs to be explored in more detail in empirical research, for example by comparing the outcomes at the individual level (in terms of turnover and TI, job satisfaction and commitment etc.) in organizations with a hard, performance oriented TM approach versus organizations with a soft, developmental TM approach or in combination of the two. Thus, by addressing the research problem, this study also aims to fill the gap resulted by lack of empirical researches, through investigating the impact of TM practice on employees' TI in EMI.

2.8 Conceptual Framework

Even though there is consensus on the aim of TM, which is at attracting, developing and retaining talented employees, there has been less agreement in identifying similar TM activities that can be taken as generic TM practices. Therefore, selecting components of TM (independent variable) for this research was very complex. Based on the reliability test score (Cronbach's coefficient Alpha) of previous studies and used in most of previous studies, seven TM practices included in the conceptual framework as components (facets) of independent variable (TM practices); namely, strategy, talent acquisition, talent deployment, talent development, talent engagement, talent retention and talent review process.

In studying the impact of TM practices, several HRM outcomes such as employee job satisfaction, motivation and organizational commitment, can be influenced by TM practices. But, in this research, the focus directed only on employees' TI. Thus, the dependent variable is employees' intention to leave or stay in the institute as: - "employees' TI". Accordingly, after identifying the variables from literature review, the following theoretical framework is developed for this study.

Figure 2.1: Conceptual framework



Source: Own framework, constructed to frame this study, 2017

2.9 Research Hypothesis

Based on the conceptual framework developed in the previous section, and for achieving the research objectives, the following research hypothesis were developed for this study.

H1: There is significant relationship between Overall TM practice and employees' TI.

H2: There is significant relationship between individual TM practices (components of TM) and employees' TI.

H3: Overall TM practice has significant influence over employees' TI.

H4: There is significant difference on influence of individual TM practices (components of TM) over employees' TI.

H5: There is significant difference between core staff (Consultants) and support staff in evaluating TM practices.

H6: There is significant difference between core staff (Consultants) and support staff in their TI.

Chapter Three
Research Methodology

This chapter discusses the research settings and how the research objective had been met. In this regard, this chapter contains the description of the study area, research design, research method, sampling method, data type and data collection instruments, and data analysis method employed in this research. Furthermore, in this chapter, the population characteristics, the sample size determination, sample size, time horizon, ethical considerations, and data collection procedures have presented.

3.1 Description of the Study Area

Ethiopian management institute (EMI) has more than 50 years of experience in designing and delivering management development programs that aim at enhancing the managerial capacity of public, private and NGO sectors. The institute re-established and came to existence with the current form on 1986 by the council of ministers regulation No. 181/1986 as a public enterprise. Over the years, EMI have been the forefront in the endeavor to introduce modern management administrative systems to Ethiopia, by providing training, consultancy and research services in the field of management and related areas.

According to the Council of Ministers Regulation No. 181/1986, the institute, as government owned public enterprise, required to enable public service organizations to deliver efficient and effective service to their customers by giving them management related trainings. It is also proclaimed to conduct applied researches aimed at solving problems faced by public organizations and to consult them in the implementation of management tools. Thus, EMI's legally mandated responsibilities are lies on rendering training, consultancy and research services for public service organizations.

EMI is located at Eastern part of Addis Ababa, around Gurdsholla, on the side of the main road of Megenanga to CMC. It is found next to the Ethiopian civil service university; and in front of Sahilite Mihiret church.

3.2 Research Design

This study aimed at studying the impact of TM practices on employees' intention to leave or stay in the institute; thus, it involves the relationship of independent and dependent variables. In this regard, it needs more control and confidence over the research process and the research output.

Therefore, as Zikmund, Babin, Carr, & Griffin (2009) noted, choosing for a research design which can specifies the methods and procedures for collecting and analyzing the needed information and provides a framework or plan of action for the research is essential.

Accordingly, among the many designs, the survey research design was employed in this research, since it is common strategy in business and management research and is most frequently used design to answer who, what, where, how much and how many questions. It also enables the researcher to suggest possible reasons for particular relationships between variables and to produce models of these relationships, as Saunders, Lewis and Thornhill (2009) suggested.

According to Saunders, et al. (2009), surveys designs have better advantage over other designs, as they allow the collection of a large amount of data from a sizeable population in a highly economical way. In addition, the survey strategy allows collecting quantitative data which can be analyzed quantitatively by using descriptive and inferential statistics. Likewise, the research objective, in this study, also requires employing both descriptive and inferential statistics, and it requires getting optimum data from the population.

Due to these reasons, survey design is found appropriate for this research. Moreover, in studying the relationship of dependent and independent variables, as noted by Saunders, et al. (2009), it is appropriate to categorize this research as explanatory survey research.

3.3 Research Method

Since the aim of this research is studying the relationship of different variables (TM practices and TI of employees), and involves numerical scales, which represents respondents attitude, it needs rigourosity and objective assessment of the research variables. Thus, among the two dominant methods (qualitative and quantitative methods), quantitative research method was employed for this research.

According to Kothari (2004) quantitative method involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion, whereas, qualitative method is concerned with subjective assessment of attitudes, opinions and behavior. In contrasting these dominant two methods, Zikmund, et al. (2009) also summarizes their difference as: - quantitative methods direct a considerable amount of activity

towards measuring concepts with scales that either directly or indirectly provides numeric values. The numeric values can, then, be used in statistical computations and hypothesis testing, whereas, qualitative researchers are more interested in observing, listening, and interpreting. For these reasons, qualitative research is said to be more subjective, meaning that the results are researcher-dependent.

Therefore, due to these reasons, to attain objectivity in testing hypothesis, and controlling subjective interference from the result, it is apparent to employ quantitative method for this study.

3.4 Time Horizon

According to Saunders, et al. (2009), in planning the research process, there are two time dimensions to be considered, namely:- cross sectional and longtiduinal. Cross sectional studies involves the study of a particular phenomenon (or phenomena) at a particular time and often employ a survey strategy. On the other hand, as Zikmund, et al. (2009) coined, longtiuidinal studies help us to examine continuity of response and to observe changes that occur over time.

In this regard, because of the time constraint; and since this research is concerned on the current practice of TM and its influence on employees' TI; and above all since the study employed survey strategy and a onetime data collection is needed, cross sectional study was employed.

3.5 Population, Sample size and Sampling Techniques

3.5.1 Population

Since this study focuses on assessing the practice of TM and investigating its influence over employees' TI, the major entities to be studied were employees of EMI. In this regard, the population, which was used for the research, is all permanent employees of the institute.

Accordingly, management members (directors) were excluded from this research, because they are responsible in managing talent and the data obtained from them may be biased and possibly affect the result. Additionally, contract workers were excluded from this study, since their employment basis are different from permanent employees, and most of HR architectures were not similarly implemented for those workers, thus, the data collected from them about TM practice could not be complete. Moreover, since employees' TI scale is designed

to measure intention of the last 9 months, those newly hired employees within 9 months were excluded. In consequence, the total population under investigation (after excluding management members, contract workers and newly hired employees) comprises 248 employees and the complete list was prepared based on the data obtained from the institute's HRM Directorate.

3.5.2 Sample Size

Size of the sample refers to, the number of items to be selected from the population to constitute a sample. Based on suggestion of Kothari (2004) size of sample should neither be excessively large, nor too small; rather, it should be optimum; and optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. Thus, the study draws optimum sample from the complete list of the population under investigation, which accounts 248.

Accordingly, the sample and the formula below used to calculate sample size, according to Kothari (2004). The basis to employ this formula lies on the assumption that, it is used for the finite population which can be listed the entire population and enable to have maximum number of sample respondents.

$$n = \frac{(z^2\ pqN)}{e^2\ (N-1)+Z^2pq}$$

Where: n: is the sample size for a finite population

N: size of population in the institute

P: population reliability (or frequency estimated for a sample of size n), where p is 0.5

q = 1-p

e : margin of error considered is 5 % for this study.

Z α /2: normal reduced variable at 0.05 level of significance z is 1.96.

Thus,

$$n = \frac{(1.96)^2 *0.5*0.5*248}{(0.05)^2(248-1) + (1.96)^2*0.5*0.5}$$

$$n = \frac{238.18}{1.5779}$$

n = 151

Therefore, the sample size was 151, which were drawn from the population.

3.5.3 Sampling Technique

This study draws 151 sample respondents from the population under investigation. Thus, to make inferences about the population based on the characteristics of the sample, the sampling technique which employed in this study was probability sampling and to ensure each element in the population to have an equal chance of being included in the sample, simple random sampling technique was used.

According to Saunders, et al. (2009), in probability sampling technique, the chance or probability of each case being selected from the population is known; and is usually equal for all cases; and it is often associated with survey research strategy. In this case, it is possible to answer research questions and to achieve objectives that require the researcher to estimate statistically the characteristics of the population from the sample. On the other hand, in non probability sampling, the probability of each case being selected from the total population is not known and it is impossible to answer research questions or to address objectives that require making statistical inferences about the characteristics of the population. Therefore, relying on the advantages of probability sampling over non probability sampling for making statistical inferences, and as it is associated with survey strategy, it is apparent to employ probability sampling method for this study.

Moreover, according to Saunders, et al. (2009), simple random sampling is best used when there is an accurate and easily accessible sampling frame that lists the entire population. Thus, the entire sample frame was obtained from the EMI's payroll easily and used lottery method to identify 151 respondents for this study.

Therefore, by making use of the above sampling technique, the questionnaire was distributed to the selected 151 respondents, based on the sample frame. Subsequently, out of the 151 questionnaires distributed, 146 workable data (97%) were collected and used for data analysis.

3.6 Data Sources and Types

The study involves dependent variable (employees' TI) and independent variables (TM practices). To measure these variables, to meet research objective and answer the research questions developed under this study, as Kothari (2004) noted, there should be keep in mind two

types of data; which are primary and secondary data. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.

In this regard, to maintain originality, primary data (on TM practices and employees' TI) were collected using self administered questionnaire from the targeted sample respondents. Furthermore, to strengthen the analysis and to relate results with established frames and conclusions, previous studies and published research outputs were used.

3.7 Instrumentation

3.7.1 Measurement for Talent Management Practices

To measure the independent variable (TM practices) closed ended questionnaires developed by the Human Capital Institute (HCI) and adapted by Du Plessis, (2010), with some tailoring improvement were used. The questionnaire have 35 items in five point Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree) and respondents was requested to evaluate the current practice of TM in EMI. This instrument was previously used in investigating the TM practices in Asian higher institutions, Botswana and South Africa government institutions and service industries, combining with the variable of psychological contract, work engagement, motivation, happiness and meaning, and employees' TI. In these studies, acceptable reliabilities were found and the instrument was validated in several South African studies (Barkhuizen, Mogwere, & Schutte, 2014).

In previous research of Barkhuizen, et, al. (2015), Du Plessis, et al. (2015) and Nutakki, Reddy and Balan (2015), the reliability score for TM scale (Cronbach's coefficient alpha) was 0.941, 0.96 and 0.965 respectively. In these studies sub scales of TM (TM practices) also found reliable with Cronbach's alpha coefficient score of 0.87 for Strategy, 0.90 for Talent Review Process, 0.87 for Talent Acquisition, 0.95 for Talent Development, 0.84 for Talent Retention, 0.81 for Talent Engagement, and 0.83 for Talent Deployment.

3.7.2 Measurement for Employees' Turnover Intention

Despite the fact that employees' TI scales are frequently used as criterion variables, little is known about their metric properties (Bothma & Roodt, 2013). In this regard, using scales which

are validated after investigating the relationship with actual turnover is crucial for credibility of the research finding. Thus, 6 item scale of employees' TI which was adapted from Roodt's (2004) is employed in this research, since it is evaluated for the reliability, the factorial, criterion-predictive and differential validity and found reliable and valid in measuring employees' TI and predicting actual turnover. This instrument was scored Cronbach's alpha coefficient of 0.895 on Martin & Roodt (2008) study.

3.8 Procedures of Data Collection

The research data collection procedure followed the subsequent patterns: respondents were communicated and were asked for their consent to participate in the research; once their consent is obtained, respondents, then, notified how anonymity, confidentiality and ethical principles are preserved during the research process; next, questionnaires were distributed to all selected respondents, during personal meeting, with a covering letter for each respondent, finally, questionnaires were collected at the next day by checking the completeness of the data and put in to SPSS, version 21.00 for analysis.

3.9 Pilot Testing

According to Kothari (2004), testing the data collection instruments for their understandability in terms of clarity, validity, readability and completeness has paramount importance. Accordingly, this process allows checking whether sample respondents understand instructions and the meaning of each question and if they get difficulties in responding for questions.

Subsequently, 37 questionnaires were distributed for pilot testing and it was found that, there were difficulties in understanding the intent of the questions in both instruments. In this regard, upon finalizing the pilot test, the instrument was translated in to Amharic through reverse translation method and written alongside with the English version. Moreover, without making significant change on the original tool, some adjustments were performed on the instruction and wording of few items in both instruments.

3.10 Reliability and validity of the Instruments

As discussed previously, at the instrumentation section, both instruments to measure TM practices and employees' TI were found reliable and valid in measuring the constructs in previous studies. To this end, to make sure the instrument employed in this research are free

from errors, consistent and to check for stability of the measurement, questionnaire were tested before embarking on data collection to ensure its validity and reliability.

Consequently, to insure its validity, 7 experts (management consultants) were selected, including the research advisor, and requested to comment on the representativeness and suitability of the questions in each subscales of the independent variable. They were also asked to comment on the wording of each statement (items). By doing so, the content validity and face validity were insured. Moreover, to ensure construct validity, literatures, books and journal articles were reviewed. To this end, some adjustments were made on instruments without making significant change on the original tool.

To check for reliability of the instruments, those 37 questionnaires, distributed for pilot testing, were used for reliability analysis; and employees' TI instrument scored Cronbach's Alpha coefficient of .66. At this point, respondents were found the 6^{th} item of the employees' TI scale was problematic and the researcher discusses with the author of the scale to make the sixth item clear for making respondents ease in answering for the item and adjusted accordingly. Then, the Cronbach's Alpha coefficient score for the six item employees' TI scale improved to .758 during the second pilot test.

Furthermore, during pilot testing, the HCI assessment tool was also found reliable to measure TM practice at EMI, with Cronbach's coefficient alpha of 0.958.

3.11 Method of Data Analysis

According to Kothari (2004), data analysis is the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis, particularly in case of survey strategy, involves estimating the values of unknown parameters of the population and testing of hypotheses for drawing inferences. Analysis may, therefore, be categorized as descriptive analysis and inferential analysis.

In this regard, to describe the respondent's characteristics, and to address the first research question (To what extent TM practices implemented in the institute?), descriptive analysis was employed and frequency distribution (Percent), central tendency (mean) and dispersion (standard deviation) were used. Furthermore, to describe the status of subscales of TM

and to compare their actual practice within the institute based on employees' perception, the summary of subscales presented in a single table.

To measure the relationship of variables (TM practice and employees' TI) and to answer the second research question (Do TM practices and employees' TI have relationship in the institute?) correlation analysis (Pearson's Product Moment Correlation Coefficient) was employed. Then, with this statistical analysis, the first and the second hypothesis (H1: There is significant relationship between Overall TM practice and employees' turnover intention, and H2: There is significant relationship between individual TM practices and employees' TI in EMI) were tested.

To understand if there is cause-effect relationship between independent and dependent variables, and consequently to answer the third research question (To what extent TM practice influence employees' TI in the institute?) simple linear regression analysis was employed. By doing so, the third hypothesis (H3: Overall TM practice has significant influence over employees' TI) tested. In this regard, the regression model for this statistical analysis is; $Y=a+bx$; Where, Y=TI, a=y-intercept, b=the regression coefficient or beta weight of TM, x=TM.

To address the fourth research question (Which one of the TM practice (among S, TA, TD, TDP, TE, TRP and TR) affects employee's TI more in the institute?) multiple regression analysis were used. With this statistical procedure, the fourth research hypothesis was also tested "H4: There is significant difference on influence of individual TM practices (components of TM) over employees' TI". In this regard, the regression model for this statistical analysis is; $Y=a+b_1x_1+b_2x_{2+}b_3x_{3+}b_4x_{4+}b_5x_{5+}b_6x_{6+}b_7x_7$; Where, Y=TI, a=y-intercept, b_1=the regression coefficient or beta weight of S, x_1=S, b_2=the regression coefficient or beta weight of TRP, x_2=TRP, b_3=the regression coefficient or beta weight of TA, x_3=TA, b_4=the regression coefficient or beta weight of TE, x_4=TE, b_5=the regression coefficient or beta weight of TD, x_5=TD, b_6=the regression coefficient or beta weight of TDP, x_6=TDP, and b_7=the regression coefficient or beta weight of TR, x_7=TR.

Finally, to address the last research question and to test whether there is significant difference between core staff (Consultants) and support staff in employees' TI and perceived TM practice, independent samples T test were employed. Consequently, the fifth and sixth hypothesis (H5: There is significant difference between core staff (Consultants) and support staff

in evaluating TM practices, and H6: There is significant difference between core staff (Consultants) and support staff in their turnover intention) tested.

3.12 Ethical Consideration of Research

To maintain ethical standards in this study, the entire research was conducted with following and abiding by the general direction of the Addis Ababa University Senate Legislation (2013), sub article 177.2 about academic exercises, unauthorized information, plagiarism, negligence and falsification.

Moreover, based on the accepted ethical issues suggested by Saunders, et al. (2009), the privacy of participants were maintained, voluntary nature of participation and the right to withdraw partially or completely from the research process was granted and communicated, maintenance of the confidentiality of data provided by individuals or identifiable participants and their anonymity was secured.

Chapter Four

Data Analysis and Interpretation

This chapter contains data presentation, analysis and discussion on findings under each presentation, aimed at achieving the research objective. In this regard, the chapter discusses the data cleaning process; the reliability analysis scores of the instrument employed in this research; the result of tests of assumptions; descriptive analysis on both dependent and independent variables; inferential analysis which is performed for investigating relationship of variables and influence of independent variable (TM) over dependent variable (TI); independent sample T test to compare mean differences between two groups (core and support staff); and summary of proposed hypothesis.

4.1 Data Cleaning

Based on the methodologies specified in previous chapter, 151 questionnaires were distributed and all were returned for analysis. Meanwhile, when the data was checked for its completeness and practical response pattern, only 146 valid or workable responses were found. Therefore, 5 responses were rejected and cancelled from this study, because 2 of them are incomplete responses and 3 of them have extreme (directional) patterns. Accordingly, those 146 workable responses obtained from respondents were used for data analysis with Statistical Package for Social Science (SPSS) Version 21.0.0.0, which is licensed statistical software, for both descriptive and inferential analysis.

4.2 Reliability Analysis

As Kothari (2004) noted, sound measurement is essential to conduct a good research and test of reliability is important test of sound measurement. Thus, to maintain reliability of the instrument and to make sure that the data collection tool provides consistent results, reliability analysis was conducted on both instruments employed in this research after full scale data collection; and the Cronbach's coefficient Alpha score is presented as follows.

4.2.1 Reliability analysis for talent management practice survey instrument

Table 4.1: Reliability statistics for TM

Cronbach's Alpha	N of Items
.960	35

Source: Own survey, computed in SPSS, 2017

As shown in table 1, the 35 item HCI assessment tool, which is employed in this research was tested for its reliability in measuring TM practices in EMI, and found reliable with Cronbach's coefficient Alpha score of .960. Similarly, this instrument was scored high Cronbach's coefficient Alpha such as; .941 in Diseko (2014) study and .965 in Du Plessis (2010) study previously. In this research, the HCI assessment tool also scored consistent result to measure TM practice at EMI.

4.2.2 Reliability analysis for components of talent management

Previous studies on TM practice which employed HCI assessment tool have tested the tool for its subscales reliability and scored medium to high Cronbach's coefficient Alpha. Based on previous researches review, it is found that 'staffing' and 'performance management' was the least scored subscales of TM in HCI assessment tool and eliminated from this research. Consequently, to make sure the selected seven subscales (Strategy, Talent Review Process, Talent Acquisition, Talent Engagement, Talent Development, Talent Deployment and Talent Retention) are reliable measures and to maintain internal consistency of the scale, reliability analysis also conducted for TM components after full scale data collection was completed; and the result presented in the following table as follows.

Table 4.2: Reliability Statistics for TM components

Subscales	Cronbach's Alpha	N of Items
Strategy (S)	.791	5
Talent Review Process (TRP)	.842	5
Talent Acquisition (TA)	.812	5
Talent Engagement (TE)	.798	5
Talent Development (TD)	.787	5
Talent Deployment (TDP)	.932	5
Talent Retention (TR)	.857	5

Source: Own survey, computed in SPSS, 2017

As illustrated in the above table (table 2), the individual TM practices as subscales of TM, also tested for their reliability in measuring TM practices in EMI. Accordingly, they are found reliable with Cronbach's coefficient Alpha score of .791 for S, .842 for TRP, .812 for TA, .798 for TE, .787 for TD, .932 for TDP and .857 for TR. As Zikmund, et al. (2009) noted, scales

with a coefficient Alpha between.70 and .80 are considered to have 'good' reliability and scales with a coefficient Alpha between 0.80 and 0.95 are considered to have 'very good' reliability. Therefore, based on the above test results, we can conclude that, both TM and subscales of TM scored an acceptable Cronbach's coefficient Alpha and the instrument is found reliable for measuring the independent variable.

4.2.3 Reliability analysis for turnover intention scale

Table 4.3: Reliability Statistics for TI scale

Cronbach's Alpha	N of Items
.934	6

Source: Own survey, computed in SPSS, 2017

As indicated in the above table (table 3), Roodt's (2004) six item TI scale was tested for its reliability in measuring employees' intention to leave the institute, and accordingly, the scale is found reliable with Cronbach's coefficient Alpha score of .934. Therefore, based on the suggestion of Zikmund, et al. (2009), the instrument is found reliable for measuring the dependent variable.

4.3 Test of Normality of the Data

As Field (2009) and Garson, (2012) noted, many statistical procedures assumed that the sampling distribution is normally distributed and so, if the sample data are approximately normal then the sampling distribution will be also. In this regard, it is useful to test for normality of the sample data. Therefore, it was checked for the data to see if they are normally distributed through quantify aspects of a distribution (i.e. skew and kurtosis) and presented as follows.

Table 4.4: Test of normality of the data

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
S	146	3.2438	.75109	-.278	.201	-.129	.399
TRP	146	2.7795	.80060	-.098	.201	-.246	.399
TA	146	2.8493	.82964	-.222	.201	-.553	.399
TE	146	3.1041	.81273	-.181	.201	-.961	.399
TD	146	2.9589	.80650	-.048	.201	-.552	.399
TDP	146	2.8712	.90386	-.088	.201	-.368	.399
TR	146	2.4863	.76073	-.096	.201	-.238	.399
TI	146	3.3153	.93792	-.286	.201	-.732	.399

Source: Own survey, computed in SPSS, 2017

According to Garson (2012), as a rule of thumb, for normality skew should be within the +2 to -2 range, when the data are normally distributed. Some statisticians also prescribe +1 to -1 as a more stringent criterion when normality is critical. In this regard, as shown in the above table (table 4), the skew value is perfectely fit within the limit and ranges between -.286 and -.048; which is very close to zero. Considering the notion of Field (2009), 'the further the value is from zero, the more likely it is that the data are not normally distributed and vice versa', the data, therefore, in this research, is said to be normally distributed.

Furthermore, as Garson (2012) suggests, kurtosis should be within the +2 to -2 range when the data are normally distributed, while some statisticians prescribe +1 to -1 as a more stringent criterion when normality is critical. Taking both options in to consideration, when we look at table 4, the kurtosis value is perfectely fit within the limit and ranges between -.961 and -.129. Therefore, we can induce that, abnormality of the data distribution can not be a problem for this study.

4.4 Descriptive Analysis

In the following consecutive sections, the descriptive analysis conducted on the demographic information of the respondent, the current level of TM practices and the level of TI of employees are presented and discussed.

4.4.1 Demographic Information of respondents

In this section, the demographic information of employees which include sex, age, educational qualification, organizational tenure and organizational unit that the respondents currently working presents.

Table 4.5: Demographic information of respondents

Variable	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Sex of respondents	Male	92	63.0	63.0	63.0
	Female	54	37.0	37.0	100.0
	Total	146	100.0	100.0	
Age of Respondents	Below 25 Years	6	4.1	4.1	4.1
	25-35 Years	68	46.6	46.6	50.7
	36-45 Years	51	34.9	34.9	85.6
	Above 46 Years	21	14.4	14.4	100.0
	Total	146	100.0	100.0	
Educational qualification of respondents	Less than Diploma	24	16.4	16.4	16.4
	Diploma	32	21.9	21.9	38.4
	First Degree	60	41.1	41.1	79.5
	Masters Degree	30	20.5	20.5	100.0
	Total	146	100.0	100.0	
Organizational Tenure of respondents	9 months to 3 years	44	30.1	30.1	30.1
	3-5 years	49	33.6	33.6	63.7
	5-10 years	17	11.6	11.6	75.3
	More than 10 years	36	24.7	24.7	100.0
	Total	146	100.0	100.0	
Business Unit Classification of respondents	Core staff	50	34.2	34.2	34.2
	Support staff	96	65.8	65.8	100.0
	Total	146	100.0	100.0	

Source: Own Survey, computed in SPSS, 2017

As shown in the above table (table 5), in the institute, the majority of the respondents, 92 (63%) were male, and 54 (37 %) are female. With regard to age category, the highest number of respondents fall under the age group of 25-35 years, which accounts 68 (46.6%) of the total sample. Accordingly, 51 (34.9%) respondents are at the age of between 36-45 years, whereas, 21 (14.4%) respondents are above 46 years of age and 6 (4.1%) respondents are below 25 years of age. In this regard, it can be observed that almost half of the population (50.7%) in the institute is below 35 years of age and from this result we can induce that the majority of employees of the institute are at the young age group. Moreover, as the core service needs more of knowledge and experienced workers, having employees with age of more than 35 years is believed

advantageous, as they are expected to have more experiences, expertise and knowledge as time evolves. In general, the age mix and availability of employees with diversified age group surely facilitate the knowledge transfer process and possibly bring competitive advantage for the institute.

When we look at the educational qualification of respondents, the highest number of respondent, 60 (41.1%) have first Degree followed by 32 (21.9%) Diploma; 30 (20.5%) masters Degree holders and 24 (16.4%) less than Diploma. Therefore, it is possible to say that academically, majority of respondents, who account 90 (61.6%) of sample respondents hold First Degree and above. To this end, as the institute's primary services are management consultancy, research and training services, the education level and the skill requirement is critical success factor for achieving strategic objective. Accordingly, as shown in the following table (table 6), except the project coordinators and administrative assistances, all professionals at core directorate have degree and masters.

Table 4.6: Educational qualification based on business unit classification

Business unit Classification	Educational qualification				Total
	Less than Diploma	Diploma	First Degree	Masters Degree	
Core staff	0	5	20	25	50
Support staff	24	27	40	5	96
Total	24	32	60	30	146

Source: Own Survey, computed in SPSS, 2017

When we see organizational tenure of the respondents, the highest number of respondents, 49 (33.6%) have experience of 3 to 5 years in the institute, whereas, significant number of respondents, 44 (30.1%), have tenure of 9 months to 3 years. Table 5 further explained that, among the total 146 respondents, 36 of them (24.7%) have an experience of more than 10 years and 17 (11.6%) of the total respondents have 5-10 years of experience in the institute. In this regard, it is observed that majority of the respondents (63.7%) have organizational tenure of less than 5 years. Thus, we can deduce that, the institute was experienced high turnover during the last few years which is in line with the data obtained from the strategic document of EMI during preliminary survey. On the other hand, 36.3% the respondents have experience of more than 5 years in the institute; this means, the institute owns

significant number of well experienced workforce and people with good understanding of organizational culture. In general, the experience mix and new blood workforce bring competitive advantage for the organization, if managed properly and maintain organizational memory and talent with well established system**.**

When we see the business unit classification, the core staff (consultants) accounts 50 (34.2%) of the 146 respondents, whereas, 96 (65.8%) of them are support staff. Thus, compared to the total number of employees in the institute, consultants' number (core staff) is lesser than the support staff.

4.4.2 Current level of talent management practice in EMI

To assess and portraying the existing level of TM practice in EMI, seven practices (components) of TM were used and respondents were asked to rate their level of agreement for five statements for each components of TM (S, TA, TD, TDP, TE, TRP and TR). To this end, the descriptive analysis for the independent variable (TM practice) is discussed in the following section

4.4.2.1 Strategy (S)

Table 4.7: Descriptive Statistics for S

Items	N	Mean	Std. Deviation
EMI's business strategy and human capital strategy are aligned	146	3.2260	1.07492
Reward and recognition programs are aligned with the strategy	146	2.9795	1.03370
EMI is very good at implementing and executing strategy	146	3.1507	1.01263
Strategic goals are effectively communicated to all employees	146	3.3904	.97820
EMI's mission and values recognizes the importance of managing talent to achieving business objectives	146	3.4726	.98398
Overall Strategy	146	3.2438	.75109

Source: Own Survey, computed in SPSS, 2017

As shown from the above table (table 7), overall strategy of EMI, as a component of TM practice, scored mean and standard deviation of 3.24 and .75 respectively. When we observe the individual items of 'strategy', the institute averagely recognizes the importance of managing talent to achieve business objectives with the highest mean score, relatively, with a mean and standard deviation of 3.47 and 0.98 respectively. The second highest mean score for strategy item is 'communicating strategic goal for all employees' with mean and standard deviation of

3.39 and .98 respectively. Furthermore, table 7 revealed that, 'the alignment of business strategy and human capital strategy' item scored mean and standard deviation of 3.23 and 1.07 respectively. The only item with below average score is 'the alignment of reward and recognition programs with business strategy', with mean score of 2.98 and standard deviation 1.03. Therefore, it may be concluded that, there is a gap in linking reward and recognition aspect of human resource strategy with the overall business strategy in EMI, as it is evidenced by the respondents' perception.

When Collings and Mellahi proposed a strategic TM model in 2009, they underlined that, the starting point for every TM system should be the consideration of the business strategy with systematic identification of key positions which differently contribute to an organization's sustainable competitive advantage. Thus, as a primary function of TM, strategic linkage between business objective and human capital, communication of strategy to the entire workforce and crafting mission and values in accordance with valuing TM is essential, if there is a need to manage talent effectively. In this regard, the data obtained from the respondents' shows that, the strategy component of TM is not at its intended level, as it is a starting point or a primary function for TM, rather, it is said to be at an average level. Accordingly, the result signaled that, the remaining components also affected and may follow the same pattern, since, as Slizer and Dowell (2010) coined, the strategy component surely demonstrate top managers' perspective (orientation) towards the TM practice of the organizations.

4.4.2.2 Talent review process (TRP)

Table 4.8: Descriptive Statistics for TRP

Items	N	Mean	Std. Deviation
The institute knows who the best performers are	146	3.0890	1.02332
Talent is segmented based on performance, value and potential	146	2.7740	.94519
In EMI, rewards and opportunities are provided to talent based on their contribution	146	2.8562	1.04380
Succession plans provide for two qualified candidates for key positions	146	2.5205	.94116
In EMI, the majority of talent is developed internally as opposed to externally hired	146	2.6575	1.14734
Overall Talent Review Process	146	2.7795	.80060

Source: Own Survey, computed in SPSS, 2017

From the above table (table 8), it is observed that TRP scored mean and standard deviation of 2.78 and .80 respectively. The above table (table 8) also shows that, among the TRP items, the highest score is mean and standard deviation of 3.09 and 1.02 respectively for the item "the organization knows who the best performers are" and fall around the average mean score. The other items scores are slightly below the average mean, which are: - "Rewards and opportunities are provided to talent based on their contribution" (mean= 2.86 and SD= 1.04), "Talent is segmented based on performance, value and potential" (mean= 2.77 and SD=.95) and "The majority of talent is developed internally as opposed to externally hired" (mean= 2.66 and SD= 1.15). Furthermore, the respondents ranked lowest mean for the item "Succession plans provide for two qualified candidates for key positions" with mean and standard deviation of 2.52 and .94 respectively.

Based on the above data, employees evaluated TRP in EMI, as practice of TM, slightly below the midpoint in 5 point Likert scale with mean of 2.78. Therefore, it can be observed that there is a significant gap in identifying employees' talent and knowing who will be replacing top performers for filling strategic positions with prospective successors in advance. This problem is also linked with inability of the institute in segmenting its workforce based on potential, performance and value they created during their career. To be more realistic, if organizations aware of their workforce based on certain predetermined criteria, it could be easier to identify candidates for key positions and it significantly facilitates the replacement process. Thus, EMI lack such an advantage in this case.

Moreover, the current study's result is in line with the reseacrh findings reported by Barkhuizen and her associates (2014) on two Sub Saharan African countries' government organizations, which showed that TRP scored mean of 2.88 and 2.53 in South Africa and Botswana respectively; both are below verage.

4.4.2.3 Talent acquisition (TA)

Table 4.9: Descriptive Statistics for TA

Items	N	Mean	Std. Deviation
EMI can attract top talent	146	2.9384	1.17575
The Employment Brand of EMI is strong and compelling among prospective employees	146	3.1507	1.13467
Newly hired employees get off to a fast and productive start	146	2.9726	1.03687
Internal employee referral programs are widely used to bring in new employees	146	2.4452	.95434
The hiring process in EMI is efficient, effective and focuses on "quality of hire"	146	2.7397	1.17476
Overall Talent Acquisition	146	2.8493	.82964

Source: Own Survey, computed in SPSS, 2017

The above table (table 9) describes the level of TA, as TM practice, in EMI. Based on the statistical data and employees evaluation, the overall TA mean score and standard deviation are 2.85 and .83 respectively, and it is slightly below the midpoint. When we see the individual items, the only item which scored slightly above the average level is "The employment brand of EMI is strong and compelling among prospective employees" with mean score of 3.15 and standard deviation of 1.13. The above table (table 9) further shows that, in EMI, employee referral programs are not widely used to bring talented and prospective employees; and it is the lowest score item (mean= 2.45 and SD= .95). When we take a look at the effectiveness and efficiency of the hiring process at EMI, it is also below the midpoint (mean= 2.74 and SD= 1.17). Furthermore, table 9 also describes the institute's ability to attract top talent (mean= 2.94 and SD= 1.18) and the trend of fast start of newly hired employees (mean= 2.97 and 1.04); both are fall slightly below the midpoint.

In this regard, the result obtained from this research revealed that, the institute have a lot to do in bringing in talent to the current workforce and more prominently, based on the individual items mean score, employee referal prorgams are not widely used in the institute. Moreover, as Rabbi, et al. (2015) pointed out, "successful on boarding" or fast and productive start of newly hired employees is a key part in TM practice. Consequently, "successful on boarding" calls the institute to bring new employees who can perfectly fit in to the positions. To this end, the efficiency of the hiring process and the introduction of internal referral programs,

then, can possibly guarantee productive and fast start of newly hired employees. However, those practices are the lowest scored item, for the component of TA, and therefore, the result signaled EMI to revise its acquisition practice.

This result is also in line with the study of Barkhuizen, et. al. (2014) who studied TM in South African Higher Education Institutions with mean score of 2.53 for TA. Barkhuizen, et. al. (2014) also found mean score of 2.65 for TA in Botswanan government institutions but the result obtained from this research is far below the mean score obtained from the study of Karuri (2015), in studying Kenyan Central bank TM practie with mean score of 4.61 for TA.

4.4.2.4 Talent engagement (TE)

Table 4.10: Descriptive Statistics for TE

Items	N	Mean	Std. Deviation
The majority of employees are fully engaged and committed	146	3.5822	1.13111
Engagement levels are tracked across different talent levels, jobs, departments and locations	146	2.9041	1.05261
EMI is featured on "Best Places to Work" lists that are highly respected	146	3.1644	1.17460
Innovative products and services are being developed in EMI	146	2.6849	1.02892
EMI participates in activities that are vital to the community and the well being of others	146	3.1849	1.06999
Overall Talent Engagement	146	3.1041	.81273

Source: Own Survey, computed in SPSS, 2017

The above table (table 10) illustrates that the overall TE mean score is 3.10 and standard deviation is .81 and it is slightly above the midpoint. When we see individual items of TE, the highest scored item, which fall moderately above the midpoint, is "employees are fully engaged and committed to the institute" mean and standard deviation of 3.58 and 1.13 respectively. The others items which fall slightly above the midpoint are: - "the institute participates in activities that are vital to the community and the well being of others" (mean= 3.18 and SD= 1.07), and "EMI is best place to work and respected" (mean= 3.16 and SD= 1.17). On the other hand, the item "engagement levels are tracked across different talent levels, jobs, departments and locations" scores slightly below the midpoint with mean and standard deviation of 2.90 and 1.05 respectively. Furthermore, based on the statistical data obtained from the above table, the item "Innovative products and services are being developed in the company" scored the lowest mean score (mean= 2.68 and SD= 1.03).

Looking at the above statistical data, even though employees are averagely engaged and committed to the institute, if it cannot assist to introduce and develop innovative services to the institute, its use will be faded. In other words, TE needs to assist EMI to bring new ideas for product development, innovative services and new horizon in rendering service to customers. Accordingly, Cheese, et al. (2008) also promotes this assumption as; having the best talent is worth little if they are not contributed something special or unique for their organization to achieve business objectives. In this regard, though overall TE scored mean of 3.10, which is slightly above average, it is not at its intended level as innovative products and services are not being developed in the institute.

4.4.2.5 Talent development (TD)

Table 4.11: Descriptive Statistics for TD

Items	N	Mean	Std. Deviation
Top performers are challenged to improve their skills and take the next steps in their careers	146	2.7877	1.12776
Coaching, mentoring and challenging assignments are primary development approaches at EMI	146	2.6781	1.05002
Communication to employees is frequent, meaningful and two way	146	3.0411	1.06270
Individual development plans are in place for all employees	146	3.1644	1.06368
Managers are accountable for the development of their employees	146	3.1233	1.17966
Overall Talent Development	146	2.9589	.80650

Source: Own Survey, computed in SPSS, 2017

The above table (table 11) illustrates that the overall TD, as TM practice, score mean and standard deviation of 2.96 and .81 respectively. When we look in to the items, the highest score item is "the application of individual development plan to all employees" with mean and standard deviation score of 3.16 and 1.06 followed by "managers took accountability for development of employees" with 3.12 mean and standard deviation of 1.18. "Communication to employee is frequent, meaningful and two way" had score about average (mean= 3.04 and SD= 1.06), whereas, "top performers are challenged to improve their skills" (mean= 2.79 and SD= 1.13) and "coaching, mentoring and challenging assignments are primary development approaches at EMI" (mean= 2.68 and SD= 1.05) scored below average.

Based on the result, it is observed that, TD approaches are not fully introduced and implemented in the institute. As the literature on TM depicted, comparing to the formal class

room training and education, it is far better to deploy coaching, mentoring and challenging assignments to bring the desired level of talent in the organization. But, the result shows that these methods are not primary development approaches at EMI. The mean score for the overall TD, as TM practice, in EMI is slightly better than the mean score obtained by Kekgonegile (2014) which is 2.57 and fairly similar with research result of Barkhuizen, et. al (2014) in South African government institutions which is mean of 2.93.

4.4.2.6 Talent deployment (TDP)

Table 4.12: Descriptive Statistics for TDP

Items	N	Mean	Std. Deviation
The best people are focused on the most important jobs	146	2.8425	.98743
There is a strong match between an employee's competencies and job requirements	146	2.9247	1.02443
Employees are given the opportunity to do what they do best	146	2.9041	1.01253
Technology is used to assist in the effective deployment of talent	146	2.9521	1.07211
The transitions from job to job within the institute go smoothly	146	2.7329	.99856
Overall Talent Deployment	146	2.8712	.90386

Source: Own Survey, computed in SPSS, 2017

As the above table (table 12) depicts, all the TDP items are fall below average. Among the 5 items, "the use of technology to assist deployment of talent" item gets the highest score with mean and standard deviation of 2.95 and 1.07 respectively. "The existence of strong match between competencies and job requirement in the institute" also get the second highest score (mean= 2.92 and SD= 1.02) and remain slightly below the midpoint. The table (table 12) also portrays the opportunity given to the employees to do what they do best, remains below average with mean and standard deviation of 2.90 and 1.01 respectively.

Furthermore, the item to gauge whether the best people are focused on the most important jobs, scored mean of 2.84 and standard deviation of .99, whereas, "the transitions from job to job within the institute" is the lowest scored item (mean= 2.73 and SD= 1.00) from TDP, as TM practice. The overall TDP in the institute scores mean and standard deviation of 2.87 and .90 respectively.

Based on the data from the table (table 12), the effective use of talent and making talented workforce productive remains challenge for the institute. In this regard, it is learned that best people are not focused on strategic issues, rather they devote their effort and time on routines and non strategic activities, the fact that it is the second lowest mean score (2.84) from the remaining items. The other important aspect of the TDP facet of the TM, which is the transition from job to job, also has limitations as it came to the ground. To this end, if employees get difficulty in changing job positions, it may possibly hinder to allow employees to give opportunity do what they do best in the institute. It also hampers the institute's capability, as it diminish in making use of individuals' strength, aspiration and knowledge towards strategic objectives, as the literature depicts.

4.4.2.7 Talent retention (TR)

Table 4.13: Descriptive Statistics for TR

Items	N	Mean	Std. Deviation
EMI can retain its best performers	146	2.4863	1.01190
Turnover is tracked across divisions, locations, talent levels and managers	146	2.5479	.87952
The reasons people leave, especially top performers, are recorded and addressed	146	2.5411	.88767
Managers hold retention conversations with employees frequently	146	2.5137	.94129
Managers are held accountable for losing top performers	146	2.3425	1.04015
Overall Talent Retention	146	2.4863	.76073

Source: Own Survey, computed in SPSS, 2017

As depicted in the above table (table 13), the mean and standard deviation scores for each of the TR items are ranked by respondents as "turnover is tracked across all facets of the institute has 2.55 and .88; "the reasons people leave the institute are recorded and addressed" has 2.54 and .89; "managers hold retention conversations with employees frequently" has 2.51 and .94. In addition to this, the item to gauge whether EMI can retain its best performers scored mean and standard deviation of 2.49 and 1.01 respectively, which is far behind the average. The managers' accountability for losing top performers by EMI also ranked the lowest score with mean of 2.34 and standard deviation of 1.04. The overall TR, as TM practice, also scored far behind the midpoint with mean of 2.49 and standard deviation of .76. This result is similar to the

preliminary assessment of this research and the institute's strategic document, as it emphasizes the turnover of talented employees is highlighted problem which should be addressed in the current strategic year. Therefore, it may be concluded that the retention of talented employees in the institute is lower than the average.

Based on the above data, it is also learned that the institute could not retain its best performers, and if measure are not taken, surely loose several sooner. Moreover, managers are not accountable for loosing those top performers; they are not also in a position to hold frequent retention conversation, thus, it is learned that EMI's retention effort is not effectively implemented. In addition to this, the reasons people leave, especially top performers, are not fully recorded and turnover is not clearly tracked across directorates, locations, talent levels and managers which in return make it difficult to take corrective actions and address possible problems related to factors of turnover.

4.4.2.8 Overall talent management (TM) practice

Table 4.14: Descriptive Statistics for TM

Items	N	Mean	Std. Deviation
Strategy (S)	146	3.2438	.75109
Talent review Process (TRP)	146	2.7795	.80060
Talent Acquisition (TA)	146	2.8493	.82964
Talent Engagement (TE)	146	3.1041	.81273
Talent Development (TD)	146	2.9589	.80650
Talent Deployment (TDP)	146	2.8712	.90386
Talent Retention (TR)	146	2.4863	.76073
Overall Talent Management (TM)	146	2.8990	.67988

Source: Own Survey, computed in SPSS, 2017

The above table (table 14) illustrates the summary of TM practices and respondents score for each dimension of TM in EMI. In this regard, as the table 14 depicts, S and TE dimensions scored slightly above average with mean and standard deviation of (Mean= 3.24 and SD= .75) and (mean= 3.10 and SD= .81) respectively. The table (table 14) also reveals that, the other 5 dimensions are fall below average. Accordingly, TD (mean= 2.96 and SD= .81), TDP (mean= 2.87 and .90), TA (mean= 2.85 and SD= .83) and TRP (mean= 2.78 and .80) scored below the

midpoint but they are not far from the average, whereas, TR is the lowest of all components of TM with mean and standard deviation of 2.49 and .76 respectively.

Furthermore, the overall TM practice of EMI scored mean and standard deviation of 2.90 and .68 respectively which is slightly below average. This result reflected the circumstance of developing countries, especially Africa for their level of TM practices, which is coined by the research of Iyria (2013), "there is nationwide weakness to manage talent, thus inefficiency of HRM practices". Accordingly it is similar with the study result of Barkhuizen, et al. (2014) which reveals, in sub Saharan African nations, such as Kenya, Botswana and South Africa, the actual TM practices are applied below average.

4.4.3 Current level of employees' turnover intention (TI) in EMI

To assess the level of employees' TI in EMI, Roodt's (2004) six item TI scale were employed for this study, which can possibly determine whether employees have intention to stay in or leave the institute; and respondents were asked to rate their intentions. To this end, the descriptive analysis for the dependent variable (employees' TI) is discussed in the following section.

Table 4.15: Descriptive Statistics for employees' TI

Items	N	Mean	Std. Deviation
How often have you considered leaving your job?	146	3.2192	1.24010
To what extent is your current job satisfying your personal needs?	146	2.7877*	.99106
How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	146	3.1849	1.10174
How often do you dream about getting another job that will better suit your personal needs?	146	3.3699	1.18621
How likely are you going to accept another job at the same compensation level should it be offered to you?	146	3.5411	1.02471
How often do you look forward to another day at work?	146	3.3299	.91024
Overall Turnover Intention of Employees	146	3.3153	.93792

**reversed and calculated with a mean of 3.2466*
Source: Own Survey, computed in SPSS, 2017

The result in the above table (table 15) shows that the overall TI of employees at EMI, is slightly above the average with mean and standard deviation of 3.32 and .94 respectively. The table (table 15) further illustrate that the highest score for employees' TI is (mean = 3.54 and SD= 1.02) which shows employees are highly likely to accept another job at the same compensation level should it be offered to them. Employees of EMI also often dream about

getting another job that will better suit their personal needs, with mean and standard deviation of 3.37 and 1.18 respectively, which is moderately higher than the average. Accordingly, employees were asked to what extent their current job satisfying their personal needs, and they scored mean and standard deviation of 2.79 and .99 respectively, which means their satisfaction with their current job is below average. They are also asked how often they considered leaving the current job, and they scored mean and standard deviation of 3.22 and 1.24 respectively, which is slightly above the midpoint.

Among the six items, "employees' frustration when they are not given the opportunity at work to achieve their personal work-related goals" scored almost around the average with mean of 3.18 and standard deviation of 1.10. Finally, respondents were asked a question to understand how employees at EMI being excited to go to work and therefore 'looking forward' to be another day at work, and they rate their excitement with mean and standard deviation of 3.33 and .91 respectively. In this regard, it is learned that if employees at EMI offered another job with the same compensation level from other organizations, they are likely to accept. This shows that, other than competitive compensations, there are no other factors which can possibly compel employees to prefer stay in the organization.

Moreover, based on the statistical data obtained from the above table (table 15), employees at EMI, dream about getting another job that will suit their personal needs, this in turn show that, talented people still are searching for other jobs to fulfill their personal need and it hinder to exert their effort for the institute.

In general, the data revealed that, employee turnover is continues as the major problem in the institute because as suggests by Bothma & Roodt (2013), this scale can be used as a reliable and valid measure to assess TI; and can therefore be used to validly and reliably assess TI or to predict actual turnover.

4.5 Inferential Analysis

The subsequent section presented and discussed the relationship between TM practice and employees' TI. In this regard, the section covered the direction and magnitude of the relationship between the overall TM practice and employees' TI as well as the components of TM practice and employees' TI. Furthermore, the influence of TM practice and its components on employees' TI is also examined in the following section.

Accordingly, inferential statistics (Pearson's Product Moment Correlation Coefficient and linear regression) are used to examine the relationship of those variables under study; and strength of correlation were interpreted through suggestion of Evans (1996) in the following pattern:-

0.00 - 0.19	"Very weak"
0.20 - 0.39	"Weak"
0.40 - 0.59	"Moderate"
0.60 - 0.79	"Strong"
0.80 - 1.00	"Very strong"

4.5.1 Pearson's Product Moment Correlation Coefficient

4.5.1.1 The relationship between TM practice and employees' TI

Table 4.16: The Relationship between TM practice and employees' TI

		TM	TI
TM	Pearson Correlation	1	-.722**
	Sig. (2-tailed)		.000
	N	146	146
TI	Pearson Correlation		1
	Sig. (2-tailed)		
	N		146

***. Correlation is significant at the 0.01 level (2-tailed).*
Source: Own Survey, computed in SPSS, 2017

The above table (table 16) illustrates the relationship between the overall TM practice and employees' TI. Based on these correlation between the main research variables (TM practice and employees' TI), there is statistically significant and strong negative association between TM practice and employees' TI ($r = -.722$, $p < .001$).

This result further shows that, the practice of EMI in aligning its TM efforts with the business strategy, the inflow of talented employees in to the institute, the development programs designed to talented employees, engaging and participating talented individuals in the strategic issues, the effective use and deployment of best performers, and the retention efforts together, as TM practice, associated with employees' TI.

Moreover, the result, obtained from this correlation coefficient, is found similar with the finding of Diseko (2014), Ndungu & Omondi (2015), Kekgonegile (2014) and Alias, et al.

(2014) who found TM practice and employees' TI have significant negative relationship in banking, technology, governement offices and higher education institutions. They are also introduced new TM subscales in thier research, and employees' TI is related with all TM practices, whatever the facets could be. Moreover, this study result is similar to the study findings of Du Plessis, et al. (2015), who found significant negative relationship between employees' perception of the organizations' TM practice and employees' intention to quit their organizations. This implies that, the lower percieved application of TM by employees highly related to the low level of their TI.

Additionally, to investigate the relationship of employees' TI with TM practice in more detail manner, the researcher also run correlation analysis to see the relationship of individual TM practices (seven components of TM) with employees' TI and presented as follows.

4.5.1.2 Relationship between components of TM and employees' TI

Table 4.17: the Relationship between components of TM and employees' TI

		S	TRP	TA	TE	TD	TDP	TR	TI
S	Correlation	1	.700**	.584**	.725**	.653**	.663**	.660**	-.576**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	146	146	146	146	146	146	146	146
TRP	Correlation		1	.622**	.674**	.748**	.598**	.639**	-.632**
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.000
	N		146	146	146	146	146	146	146
TA	Correlation			1	.725**	.683**	.511**	.596**	-.564**
	Sig. (2-tailed)				.000	.000	.000	.000	.000
	N			146	146	146	146	146	146
TE	Correlation				1	.715**	.671**	.687**	-.637**
	Sig. (2-tailed)					.000	.000	.000	.000
	N				146	146	146	146	146
TD	Correlation					1	.671**	.622**	-.628**
	Sig. (2-tailed)						.000	.000	.000
	N					146	146	146	146
TDP	Correlation						1	.662**	-.609**
	Sig. (2-tailed)							.000	.000
	N						146	146	146
TR	Correlation							1	-.595**
	Sig. (2-tailed)								.000
	N							146	146
TI	Correlation								1
	Sig. (2-tailed)								
	N								146

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Own Survey, computed in SPSS, 2017

As table 17 depicts, the correlation coefficient is strong and represents statistically significant negative relationship between TE and employees' TI ($r = -.637$, $p < .001$). This result is similar to the research finding of Takawira, Coetzee, & Schreuder (2014) who conduct research on relationship of engagement and employees' TI in South African higher eduction institutions and found significant negative relationship. Kibui, Gachunga, & Namusonge (2014), in studying kenyan state owned organizations, also found similar result as engagement of talented employees have significant association with their intention to stay with their current job. In this regard, it can be induced that, talented employees' engagement and commitment level to the institute, their relationship with their collegues and with the institute in general, have statisticaly significant association with their intention to leave the institute.

The above table (table 17) also revealed that, TRP and employees' TI have statistically strong and significant negative relationship ($r = -.632$, $p < .001$). It means that the institute's effort and interventions to clearly identify the talent of employees, to know who the best performers are and to make the succession plan in place, have relationship with employees' intention to leave the institute significantly. This result is different from the research finding of Kekgonegile (2014) who found no significant relationship between TRP and employees' TI.

The table (table 17) also shows that TD and employees' TI have strong and significant negative relationship ($r = -.628$, $p < .001$). Accordingly, this result is in line with finding of Karuri & Nahashon (2015) which confirms the increase in the level of TD practices asociates with the decrease in the intention of employees in leaving their organizations. In this regard, researches evidenced that, there is existence of positive realtionship of employee retention and development programs, such as researches of Anis, Rehman, Nasir, & Safwan (2011).

Among the TM components, the other strong and significant negative relationship with employees' TI is evidenced through TDP ($r = -.605$, $p < .001$). Results of the above correlation table (table 17) revealed that, the institute's effort in making use of those talented employees, deploying best employees with most important jobs and facilitating the transition of employees from one job position to another strongly correlated with institute's effort to retain its best people.

Table 17 further shows that, there is statistically moderate negative correlations between TR and employees' TI ($r = 0.595$, $p < .001$), S and employees' TI ($r = 0.576$, $p < .001$), and TA

and employees' TI ($r = 0.564$, $p < .001$). These results are also similar with Chitsaz-Isfahani & Boustani (2014) and Kekgonegile (2014) research findings, that found employees' TI is related with organizations' effort towards managing their talent focusing on retention, acquisition and strategic allingment of human capital to buisness objetives.

In general, statistically approved negative associations observed between the components of TM practice and employees' TI in EMI. Accordingly, the above table (table 17) revealed that employees who perceived the strategy of the institute valued the proper management of talent and talented individual, effective deployment of talent, efforts to retain talented employees, better talent acquisition mechanisms, efficient talent review process, high level of TE and TD activities, individually, are correlated with employees' intention to leave the institute significantly.

4.5.2 Regression Analysis

4.5.2.1 Simple Linear Regression Analysis

Assumptions of simple linear regression analysis

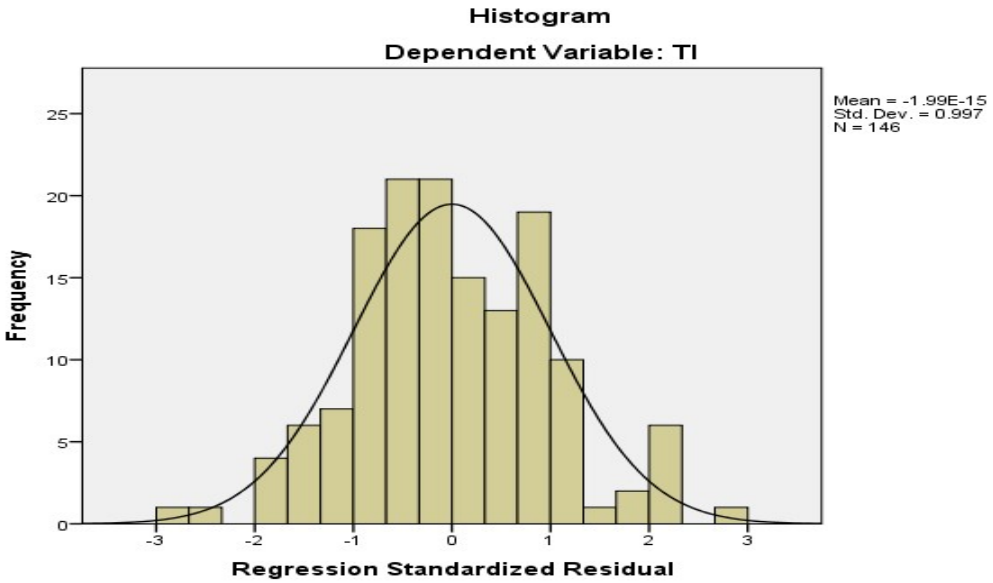
According to Field (2009), to run a simple linear regression, checking critical assumptions is essential and it is helpful to draw conclusion about the population under study. In this regard, normality of both predictor and predicted variables and the linearity of relationship between the independent and dependent variables were checked, and the results presented as follows.

Normality

As Field (2009), noted, the assumption of normality is important in research using regression (or general linear models) and helpful to generalize the results of the analysis beyond the sample collected.

Accordingly, among several ways to check for the normality assumptions for simple linear regression analysis, it is advisable to inspect to see if a distribution is normal through histogram and a P–P plot (probability–probability plot). Therefore, to establish the validity of these assumptions, the researcher also checks for the normality through histogram and P-P plot as follows.

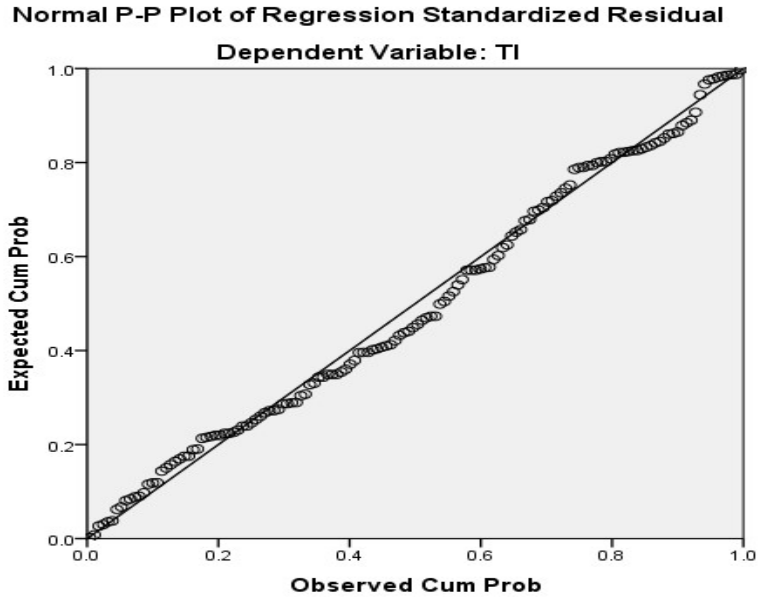
Figure 4.1: Histogram



Source: Own Survey, computed in SPSS, 2017

As Garson (2012) and Field (2009) noted, normal distribution take the form of a symmetric bell shaped curve. Accordingly, as we observed from the above figure (figure 1), the histogram look like a normal distribution (bell-shaped curve) and the distribution is roughly normal. Moreover, the histogram (the curve) is perfectly skewed (symmetrical). Therefore, we can conclude that, we have good model for the data; and possibly, we can infer to the population.

Figure 4.2: Normally distributed errors



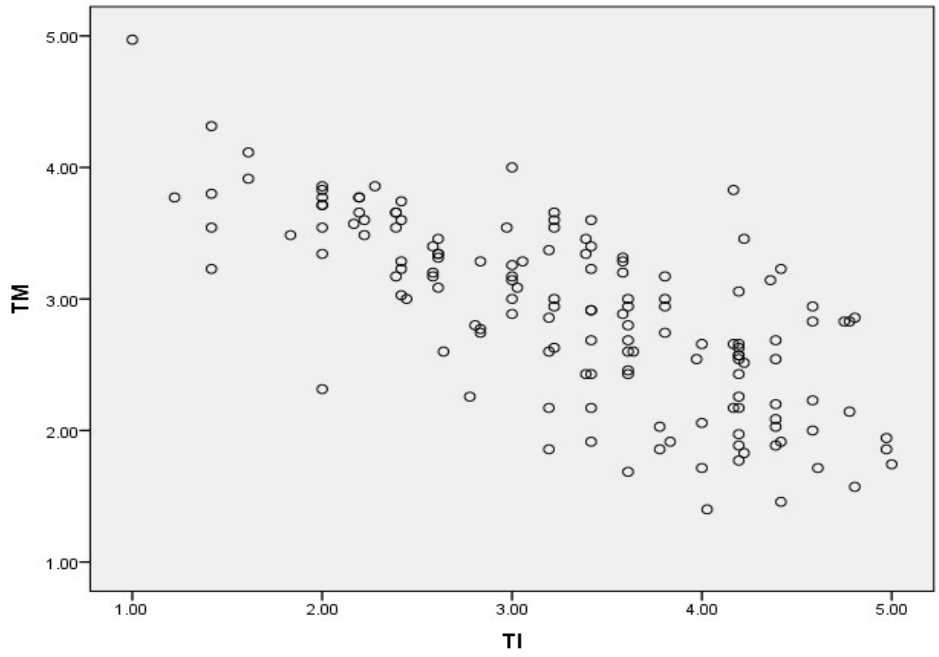
Source: Own Survey, computed in SPSS, 2017

The normal probability plot also shows up deviations from normality. The straight line in this plot represents a normal distribution, and the points represent the observed residuals. Therefore, in a perfectly normally distributed data set, all points will lie on the line (Field, 2009). Likewise, as we seen in the above figure (figure 2), the dots are closely plotted to the straight line, which indicate a small or no deviation from normality and there are no extreme cases observed. Therefore, the assumption of simple linear regression have been met and we can possibly assume that the model is accurate and can probably generalize to the population.

Linearity

Since general linear model assume linearity, it is necesssary testing for non linearity. In this regard as Garson (2012) pointed out, simple inspection of scatterplots is a common method for determining if nonlinearity exists in a relationship. Consequently, the researcher run simple scatterplot to see if there is a linear relationship exists between the variables.

Figure 4.3: Linearity of TM and TI



Source: Own Survey, computed in SPSS, 2017

According to Field (2009), the assumption of linearity assumes the mean values of the outcome variable for each increment of the predictor lie along a straight line. In other words, it is assumed that the relationship we are modeling is a linear one. In this regard, as we observed from the above figure (figure 3), the dots have a shape of straight line. It is also observable that the dots are scattered downward trend (negative slope) which means, there is a negative linear

relationship exists between the two main variables (TM practice and employees' TI) which is evidenced in the correlation matrix. Therefore, through our linear model, we can generalize the finding towards the population.

Table 4.18: (Model Summary) TM as predictor to TI

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722[a]	.521	.517	.65158

a. Predictors: (Constant), TM

Source: Own Survey, computed in SPSS, 2017

From the above model summary table (table 18), it can be seen that R is .722 and R square is .521. This indicates that about 52.1% of the variance in employees' TI (dependent variable) can be explained by TM practice of the institute (independent variable). The remaining 47.9 % of the variance is explained by other variables that are not included in this study.

Table 4.19: (ANOVA) TM as predictor to TI

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.418	1	66.418	156.440	.000[b]
	Residual	61.137	144	.425		
	Total	127.555	145			

a. Dependent Variable: TI

b. Predictors: (Constant), TM

Source: Own Survey, computed in SPSS, 2017

The F test result in the ANOVA table (table 19) and the p value, tests whether the overall regression model is a good predictor and the probability of this result is occurred by chance or not. In this regard, the F test result is 156.440 with a significance of less than .001; this implies that, the probability of these results occurring by chance is less than .001. Therefore, a significant amount of employees' TI is influenced by the institute's TM practice, which means independent variable (TM practice) statistically and significantly predict the dependent variable (employees' TI), and it can be concluded as, the overall regression model is significant, $F(1, 144) = 156.440$, $p < .001$, $R^2 = .521$ (i.e., the regression model is a good fit of the data).

Furthermore, the lower value of the standard error of the estimate and the higher F value evidenced that, the interdependence of the two variables, i.e. TM practice and employees' TI is strong and significant. Therefore, it may be concluded as; the TM practice influence over employees' TI is significant, where, $p < .001$.

Table 4.20: (Coefficients) TM as predictor to TI

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.201	.237		26.171	.000
	TM	-.995	.080	-.722	-12.508	.000

a. Dependent Variable: TI

Source: Own Survey, computed in SPSS, 2017

Based on the above coefficient table (table 20), Beta-value of -.722 indicates that there is an inverse relationship exists between TM practices and employees' TI which is statistically significant at 99% confidence level. Moreover, the B value (-.995) in the unstandardized coefficient column, represent that, considering all other factors constant at zero, for every one unit increase on TM practice, we expect .995 unit decrease in employees' intention to leave the institute. Thus the regression equation, in this condition, will be:-

TI = 6.201 - 0.995TM.

This implies that, as employees perceive effective TM is in place at the institute, their intention to leave the institute diminishes significantly. This result is in line with Allen, Shore & Griffeth (2003) and Du Plessis, et al. (2015) findings that TM practice of organizations' that demonstartes their willingness and initiation to invest in their talented employees, enhance talent retention and reduce their employees' TI significantly. Moreover this result is similar to the finding of Thunnissen (2015), who found employees' TI is one of the effect of poor TM practice.

From the above discussions in describing the influence of TM practice over employees' intention to stay in or leave the institute, the employees' intention of quitting their job is affected by several factors other than their perception of the TM practice in the institute; and it is confirmed in the regression result as 47.9% of the variance in their TI is explained by other factors, may constitutes, such as, as examined by Alkahtani (2015) and Zhang (2016), job satisfaction, performance management, employee compensation and promotion opportunity, organizational support, organizational climate and quality of work life.

4.5.2.2 Multiple Linear Regression Analysis

The above section discussed and presented the influence of overall TM practice over employees' TI and it is found that there is a cause effect relationship between the two. Moreover, it was also evidenced that overall TM practice predicts employees' TI significantly.

On the other hand, after testing for different assumptions, the following section examined individual TM practices' (components) influence over employees' TI; and help us to identify which TM practice have significant unique influence over employees' TI than the others.

Assumptions of multiple linear regression analysis

In conducting multiple regression analysis using regression equation, as suggested by Saunders, et al. (2009), key assumptions should be met. Consequently, to perform the regreesion analysis involving multiple independent variables, the researcher must check for the variables have linear relationship, the data were normaly distributed, homegeneity of variances, and there is no collinearity between independent variables (to determine the separate effect of individual TM practices).

In this regard, the researcher ensured, in the previous sections, that the assumptions of linearity and normality have been met. The remining assumptions, the assumption of multicollinearity and homogeneity of variances, will be presented as follows.

Multicollinearity

In multiple regression analysis, the regression coefficients become less reliable as the degree of correlation between the independent variables increases. Thus, if there is a high degree of correlation between independent variables, we have a problem of what is commonly described as the problem of multicollinearity (Kothari, 2004).

In this regard, based on the correlation matrix (table 17), the correlation between components of TM ranges between .511 to .748 and there is a strong relationship between S and TRP ($r = -.700$, $p < .001$), S and TE ($r = -.637$, $p < .001$), TRP and TD ($r = -.637$, $p < .001$), TA an TE ($r = -.637$, $p < .001$), TE and TD ($r = -.637$, $p < .001$).

Therefore, the strong relationship between these individual TM practices may bring individual parameter estimate difficulty. As a result, checking for the multicollinearity effect (Collinearity diagnosis) is essential. Consequently, the collinearity statistics result for both independent variable constituents were performed on SPSS and presented as follows.

Table 4.21: Collinearity Diagnosis

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	S	.356	2.809
	TRP	.345	2.895
	TA	.402	2.487
	TE	.284	3.515
	TD	.307	3.256
	TDP	.403	2.480
	TR	.408	2.449

a. Dependent Variable: TI

Source: Own Survey, computed in SPSS, 2017

According to Saunders, et al. (2009), most regression programs can compute variance inflation factors (VIF) for each variable and as a rule of thumb; VIF above 5.0 suggests problems with multicollinearity. Moreover, Field (2009), also underline that, values for "Tolerance" below 0.1 indicate serious problems, although several stasticians suggests that values for "Tolerance" below 0.2 are worthy of concern.

Accordingly, as we seen in the above collinearity table (table 21), multicollinearity is not the problem of this model, because VIF (variance inflation factor) of the model is well less than 5.0 and the tolerance is not less than .10. The value of VIF ranges between 2.480 to 3.515 and the tolerance of the variables ranges between .284 and .408.

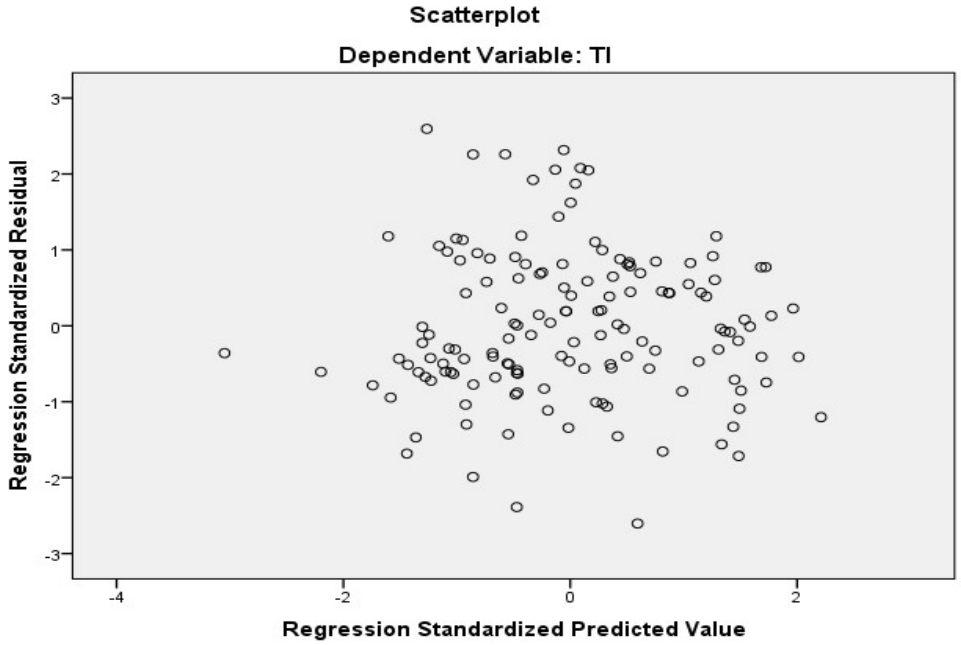
Therefore, the variables are not overlapped and they are free from collinearity effect which possibly hinders the prediction ability of the model.

Homoscedasticity

Homoscedasticity is the extent to which the data values for the dependent and independent variables have equal variances, as Saunders, et al. (2009) noted. Based on the explanation by Field (2009), at each level of the predictor variables, the variance of the residual terms should be constant. This just means that the residuals at each level of the predictors should have the same variance, therefore checking for this assumption is helpful for the goodness of the regression model. In this regard, to plot the homoscedasticity analysis, as suggests by Field (2009), the researcher plot the standardized residuals, or errors (ZRESID) on the Y axis and the standardized

predicted values of the dependent variable based on the model (ZPRED) on the X axis and the result is presented as follows.

Figure 4.4: Homoscedasticity



Source: Own Survey, computed in SPSS, 2017

According to Garson (2012), homosedasticity help as to check for the relationship under investigation is the same for the entire range of the dependent variable and lack of homoscedasticity is shown by higher errors (residuals) for some portions of the range, which can be seen on the scatterplot.

In this regard, as Field (2009) describes, the graph of *ZRESID and *ZPRED should look like a random array of dots evenly dispersed around zero, if the assumption of homoscedasticity has to be met. Likewise, as we shown in the above figure (figure 4), the points are randomly and evenly dispersed throughout the plot and there are no obvious outliers on this cloud of dots which are spaced around zero. Therefore, we can conclude that the assumption of random errors and homoscedasticity have been met.

Table 4.22: (Model Summary) S, TRP, TA, TE, TD, TDP, TR as Predictor on TI

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727[a]	.528	.504	.66042

a. Predictors: (Constant), TR, TA, TDP, TRP, S, TD, TE

Source: Own Survey, computed in SPSS, 2017

As indicated in the above model summary table (table 22), considering the effect of all predictors (S, TRP, TA, TE, TD, TDP and TR), the overall model accounts for almost 53% of the variance in employees' TI. This means, around 47% of the variance on employees' TI is explained by other factors. In simple terms, whether there is high TI or low TI, employees experienced 53% of the variance explained by the seven TM practice of the institute. In other words, TM components all together account about 53% of the variance in the intention of employees for remaining within the institute or leave the institute.

Table 4.23: (ANOVA) S, TRP, TA, TE, TD, TDP,TR as Predictor on TI

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	67.365	7	9.624	22.065	.000[b]
	Residual	60.190	138	.436		
	Total	127.555	145			

a. Dependent Variable: TI b. Predictors: (Constant), TR, TA, TDP, TRP, S, TD, TE

Source: Own Survey, computed in SPSS, 2017

The above ANOVA table (table 23), help us to make sure the above model (on model summary table) statistically significant predictor of the outcome (employees' TI) and it is evidenced that the model is statistically predictor of employees' TI because the p value is less than .001. Therefore, a significant amount of employees' TI is influenced by the institute's individual TM practice which constitutes S, TRP, TA, TE, TD, TDP and TR. Thus, components of TM (individual TM practices) found statistically and significantly predict employees' TI; and it can be concluded as, the overall regression model is significant, $F(7, 138) = 22.065$, $p < .001$, $R^2 = .528$ (i.e., the regression model is a good fit of the data).

Table 4.24: (Coefficients) S, TRP, TA, TE, TD, TDP,TR as Predictor on TI

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.095	.254		23.994	.000
	S	-.006	.122	-.005	-.048	.961
	TRP	**-.250**	**.117**	**-.213**	**-2.144**	**.034**
	TA	-.099	.104	-.087	-.947	.346
	TE	-.175	.127	-.152	-1.384	.168
	TD	-.120	.123	-.103	-.980	.329
	TDP	**-.201**	**.096**	**-.193**	**-2.100**	**.038**
	TR	-.140	.113	-.113	-1.239	.218

a. Dependent Variable: TI

Source: Own Survey, computed in SPSS, 2017

Based on the statistical data obtained from the above model summary table (table 22), both TM practices (components) together explain about 52.8% the variance in employees' TI and the regression equation is:-

TI = 6.095-.006(S)-.250(TRP)-.099(TA)-.175(TE)-.120(TD)-.201(TDP)-.140(TR).

From this influence exerted on employees' TI, TRP and TDP have statistically unique contribution for the outcome with Beta Value of -.250 (p=.034) and -.201 (p= .038) respectively. With this statistical data, and the standardized beta value, (which has been converted to the same scale), we can conclude as, TRP have strongest contribution than TDP to explain the change in TI, since -.213 is larger than -.193, regardless of the negative value. This result is not in line with the finding of Esmaeili (2016), who found that TA and TD are the most important factor for employees' TI.

Moreover, from the above statistical result we learn that, given the other variables constant, one unit increase in TRP, will decrease .213 units of employees' TI and one unit increase in TDP, will decrease .193 units of employees' TI.

Therefore, we can induce from the above result that, segmenting employees based on their talent, rewarding them based on their contribution, deploying talented employees on the most important jobs, matching job requirements with employees' competencies, making transition from job to job easy, and giving opportunities for employees to do what they do best highly influence their intention to leave or stay in the institute significantly.

4.6 Independent Samples T Test

Assumptions of variance

As Garson (2012) suggests, in order to calculate analysis of variances or independent sample T test, homogeneity of variances test is required; and Levene's test of homogeneity of variance is the most common test used by researchers. This assumption presupposes, as one goes through level of one variable, the variance of the other should not change. In simplest terms, the variance of the outcome variable or variables should be the same in each of these groups under comparison. Therefore, to test whether the assumption of homogeneity of variance has been met, the researcher employed Levene's test for both TM practice and employees' TI; and the statistical result presented as follows.

Table 4.25: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
TM	Based on Mean	.950	1	144	.331
	Based on Median	1.040	1	144	.309
	Based on Median, with adjusted df	1.040	1	141.146	.309
	Based on trimmed mean	.975	1	144	.325
TI	Based on Mean	1.985	1	144	.161
	Based on Median	2.253	1	144	.136
	Based on Median, with adjusted df	2.253	1	143.439	.136
	Based on trimmed mean	2.100	1	144	.150

Source: Own Survey, computed in SPSS, 2017

According to Field (2009), if Levene's test is significant at $p \leq .05$, we can gain confidence that the variances are significantly different and that the assumption of homogeneity of variances has been violated. If, however, Levene's test is non-significant (i.e. $p > .05$) then, we can assume that the variances are roughly equal and the assumption is acceptable. In this regard, as we shown in the above table (table 25), for both TM ($F(1,144) = .950$, $p > .05$) and TI ($F(1,144) = 1.985$, $p > .05$) the variances are equal; therefore the assumption is met.

In this regard, to investigate whether there is a significant difference in the perception of employees over the practice of overall TM practice and to know whether there is difference on employees' TI based on their business unit classification "independent samples T test" was employed and the results presented and discussed as follows.

4.6.1 T-test for Talent Management and Business Unit

Table 4.26: (Group Statistics: TM and business unit)

	Business unit classification	N	Mean	Std. Deviation	Std. Error Mean
TM	Core staff	50	2.5703	.66100	.09348
	Support staff	96	3.0702	.62742	.06404

Source: Own Survey, computed in SPSS, 2017

As we seen in the above table (table 26), the mean score between the core (consultants) and support staff for perceived TM practice in EMI is different with mean and standard deviation score of 2.57 and .66 by the core staff (consultants) and 3.07 and .63 by support staff respectively.

Such evaluation of the respondents and the statistical evidence support the model developed by Collings and Mellahi (2004); which promotes the "differentiated HR Architecture" concept. According to them, HR systems are unlikely to be appropriate in all situations but rather depend on the uniqueness of the human capital. They also differentiate between different categories of employees based on the uniqueness and value of the worker skill and their contribution to the organization and argue that TM practices should be focused on these groups with differentiated HR architecture. In this regard, for knowledge based employment, especially for consultants in EMI, when workers are both valuable and unique and thus have potential to contribute to the firm's strategic objectives, their acquisition mechanisms, TD approaches, performance review, engagement and retention policies should be designed uniquely.

Therefore, since the institute was not introducing unique TM practices (differentiated HR Architecture) for core and support staff, it is apparent that, the core staff evaluated the TM practice of EMI as lower than the average.

Table 4.27: T-test for Equality of Means for TM

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
TM	Equal variances assumed	-4.486	144	.000	-.49995	.11145	-.72024	-.27966
	Equal variances not assumed	-4.412	94.989	.000	-.49995	.11331	-.72490	-.27501

Source: Own Survey, computed in SPSS, 2017

As we learned from the Levene's test (table 25), for both TM and TI , the variance score were equal (roughly equal), since p value in both cases read as > .05 and the assumption is met, and so we should read the test statistics in the row labeled 'Equal variances assumed'.

Accordingly, as indicated in the above table (table 27), the mean difference between the core staff and support staff is found significant at $p < .001$. Based on these data, we can conclude that there is a statistical significant mean difference exists between core (consultants) and support staff in EMI in evaluating the TM practice.

4.6.2 T-test for Turnover Intention and Business Unit

Table 4.28: (Group Statistics: TI and business unit)

	Business unit classification	N	Mean	Std. Deviation	Std. Error Mean
TI	Core staff	50	3.5367	.83619	.11826
	Support staff	96	3.1999	.97098	.09910

Source: Own Survey, computed in SPSS, 2017

The above table (table 28) illustrates that, the mean score between the core and support staff in their intention to leave the institute is different; with mean and standard deviation score of 3.54 and .84 by the core staff (consultants), and 3.12 and .97 by support staff respectively.

Based on the information obtained from the correlation and regression analysis, TM and employees' TI have negative relationship and TM practice influences employees' TI significantly. Similarly, based on the evaluation of TM practice by the core staff (consultants) and support staff, the difference exhibited by the two groups surely leads to the difference in their TI level. In consequence, the fact that the lesser evaluation of TM practices by core staff (consultants) than support staff results the higher employees' TI than the support staff. In other words, other factors remains constant, if the institute practice TM as before, the likelihood of turnover is higher on core staff (consultants) than support staff.

Table 4.29: T-test for Equality of Means for TI

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
TI	Equal variances assumed	2.082	144	.039	.33672	.16173	.01706	.65639
	Equal variances not assumed	2.182	113.195	.031	.33672	.15429	.03106	.64239

Source: Own Survey, computed in SPSS, 2017

Based on the data presented in the above table (table 29) the mean difference in employees' TI is vary among core staffs (consultants) and support staffs and the difference is also significant at p = .039 when equal variances assumed, since the Levene's test result confirmed that the assumption of homogeneity of variance has been met. Thus, based on these data, we can conclude that there is a statistical significant mean difference exists between core (consultants) and support staff in their intention to leave the institute.

4.7 Summary of the Proposed Hypothesis

H1: There is significant relationship between Overall TM practice and employees' TI

To validate this hypothesis, Pearson's Product Moment Correlation Coefficient was run on SPSS and discussed the result in section 4.5.1.1. Accordingly, based on the output table (table 16) and justifications, there is a statistical and significant negative relationship found between overall TM practice and employees' TI, where r is calculated -.722 and p value < .001. This can be interpreted as, "Overall TM practice have strong and significant negative association with employees' TI". **Therefore, H1 is accepted.**

H2: There is significant relationship between individual TM practice (components of TM) and employees' TI.

To test this hypothesis, Pearson's Product Moment Correlation Coefficient was run on SPSS and discussed the result in section 4.5.1.2 Consequently, based on the correlation matrix (table 17) and explanations, there is a statistical and significant negative relationship found between individual TM practices (components of TM) and employees' TI, where r value is ranges between -.564 and -.637 and p value for all relationship is < .001. This can be interpreted as, "Components of TM (individual TM practices) have significant negative association with employees' TI". **Therefore, H2 is accepted.**

H3: Overall TM practice has significant influence over employees' turnover intention.

To check for this hypothesis, simple linear regression analysis was employed on SPSS and discussed the result in section 4.5.2.1. Hence, based on the regression model summary, ANOVA and coefficients results (table 18, 19 and 20) and arguments, overall TM practice influences employees' TI significantly, where B value is -.995 and p value < .001. This can be interpreted as, "Overall TM practice makes a significant contribution in predicting employees' TI". **Therefore, H3 is accepted.**

H4: There is significant difference on influence of individual TM practices (components of TM) over employees' TI.

To validate this hypothesis, multiple linear regression analysis was employed on SPSS and discussed the result in section 4.5.2.2. Consequently, based on the regression model summary, ANOVA and coefficients results (table 22, 23 and 24) and justifications, individual TM practices

(components of TM) influences employees' TI at different level, where TRP and TDP are found unique contributors in predicting employees' TI. In this regard TRP have greater influence with Beta value of -.213 and p value of .034, whereas, TDP have the second unique contributor with Beta value of -.193 and p value of .038. This can be interpreted as, "TRP and TDP have unique significant contribution in predicting employees' TI from the remaining components of TM". **Therefore, H4 is accepted.**

H5: There is significant difference between core staff (Consultants) and support staff in evaluating TM practices.

To test for this hypothesis, independent samples T test was employed on SPSS and discussed the result in section 4.6.1. Thus, based on the group statistic results (table 26) and justifications, there is a mean difference in evaluating TM practices between core and support staff, where, mean score of core staff (consultants) is calculated as 2.5703 and support staff is resulted 3.0702 with p value of < .001. In this regard it can be interpreted as, "there is a significant mean difference exhibited between core and support staff in evaluating TM practices of EMI". **Therefore, H5 is accepted.**

H6: There is significant difference between core staff (Consultants) and support staff in their turnover intention.

To examine this hypothesis, independent samples T test was employed on SPSS and discussed the result in section 4.6.2. Consequently, based on the group statistic results (table 28) and justifications, there is a mean difference for their TI between core (consultants) and support staff, where, mean score of core staff (consultants) is calculated as 3.5367 and support staff is resulted 3.1999 with p value of .039. In this regard it can be interpreted as, "there is a significant mean difference exhibited between core (consultants) and support staff for their TI". **Therefore, H6 is accepted.**

To summarize, all 6 hypothesis developed based on the research objective and the conceptual framework, were tested. Moreover, aiming in validating the hypothesis testing, several assumptions were checked. Accordingly, all hypotheses were confirmed through appropriate statistical procedures. Therefore, the result obtained from the statistical analysis are said to be successful in achieving the desired objective and in answering the research questions.

Chapter Five
Findings, Conclusion and Recommendations

This chapter aims at summarizing major findings, drawing conclusion to the population based on the findings, forwarding recommendations and pointing areas of future research direction.

5.1 Summary of Major Findings

In this study, the researcher was interested in assessing the current TM practice and investigating its influence over employees' TI at EMI. Accordingly, to meet the research objective, the researcher collected data from sample respondents; and analyzed the collected data through descriptive and inferential statistics. By doing so, the following major findings were obtained.

The demographic characteristics of the respondents indicate that, majority of employees (63%) were male and the remaining 37% were female. With regard to age category, the highest share of respondents, (46.6%), fall under the age group of 25-35. Moreover, almost half of the respondents (50.7%) are below 35 years of age, which means majority of respondents are at the young age group.

The study also found that, academically, majority of respondents, who account 61.6% hold first degree and above. With regard to organizational tenure, majority of the respondents (63.7%) have organizational tenure of less than 5 years, which means the institute was introduced higher number of new employees during the last few years. Based on the business unit classification, core staff (consultants) accounts 34.2% of the total population, whereas, 65.8% of the total is support staff.

The descriptive analysis result revealed that, mean score for individual TM practices ranges between 3.24 and 2.49, which fall around the average mean. Accordingly, the highest mean score (M=3.24, SD=.75) attributed to Strategy component of TM, and the lowest mean score (M=2.49, SD=.76) is for Talent Retention, which revealed that, from the seven components of TM, 'Strategy' element of TM practiced better and 'Talent Retention' practice is the least practiced component of TM in EMI. The study also found overall TM practice scored mean of 2.90 (SD=.68), which is slightly below the midpoint.

The descriptive statistics employed for assessing the current level of employees' TI at EMI also revealed that, the mean score of their intention to quit their job is slightly above the

average with mean score of 3.32 and standard deviation of .94. It is also found that, if employees at EMI offered another job with the same compensation level from other organizations they are likely to accept and expressed with the highest mean score of 3.54 (SD=1.02).

In examining the relationship of TM practice and employees' TI, the correlation coefficient result revealed that, a negative and statistically significant relationship was found (r=-.722, p<.001) between the two major variables mentioned (TM practice and employees' TI) . It is also found that the individual TM practices (components of TM) have significant negative relationship with employees' TI, i.e., for S (r=-.576), TRP (r=-.632), TA (r=-.564), TE (r=-.637), TD (r=-.628), TDP (r=-.609), and TR (r=-.595); and p value of < .001 for all relationships. Accordingly, it is found that, TE is the highest correlated item of TM, with employees' TI, whereas, TA is found the lowest correlated item of TM practice, with employees' TI. This means that, high engagement of employees is highly related to less employees' TI.

In investigating the influence of TM practice over employees' TI, the simple linear regression analysis evidenced that, 52.1% the variation in employees' TI at EMI is explained by its TM practice, at Beta value of -.995 (p<.001). Furthermore, the multiple linear regressions also revealed that, among the seven components of TM practice, TRP and TDP have unique contribution for the variation in employees' TI in the institute, with Beta value of =-.213 (p=.034) and -.193 (p=.038) respectively.

In comparing core (consultants) and support staffs for their TM practice evaluation and their TI, it is found that, the mean score of core staff (consultants) for TM practice is less (M=2.57, SD=.66) than from the score of support staff (M=3.07, SD=.62) and the difference is significant at p<.001. Furthermore, core staff's (consultants) TI is higher (M=3.54, SD=.84) than the support staff's TI (M=3.20, SD=.97) and the difference is significant (P=.039), which means, the probability of leaving EMI is higher on core staff (consultants) than the support staff.

5.2 Conclusion

The aim of this study was two dimensional; assessing the practice of TM and investigating its influence over employees' TI. In the mean time, the researcher raised and addressed specific research questions, which are: - 'which one of the TM practices are unique predictor for employees' TI?', and 'does perceived evaluation of TM practice and employees' TI vary

between core (consultants) and support staff?' Accordingly, at the center of these enquiries, the result is discussed in chapter four under each sub headings; and it is clear that, the research objectives of this study have been met and the research questions have been answered. Thus, based on the analysis, the following conclusions were drawn.

Among the seven components of TM, the strategy aspect of TM is ranked first, while, the alignment of reward and recognition programs with the strategy is the least scored item of the strategy component. Therefore, it is concluded as, mission and values of the institute recognizes the importance of managing talent properly, whereas, aligning reward and recognition programs with the strategy is not at its intended level. Thus, it implies that, implementing and practicing the strategic intent towards talent on the ground is overlooked at EMI.

When we look at TRP, as TM practice, it is also not yet fully practiced at EMI. It is, then, learned that, the weakness of EMI with regard to TRP is highly related to succession plan; which is not yet provide equal opportunity for at least two qualified candidates for each key positions. Thus, since TRP is not given proper emphasis by the institute, it hindered the differentiation of employees based on their talent, then, stalled rewarding employees based on their contribution.

Furthermore, looking at TA, internal referral programs are not widely used to bring new talented employees to the institute, while employment brand of EMI is found slightly strong and compelling among prospective employees. Therefore, it induced that, the HR practice to bring new talent and to hunt best minds from the market is not at the intended level; and it signaled that, there is a need of other mechanisms to acquire prospecttive employees from the market.

The study also draws conclusion that, even though the majority of employees are moderately engaged and committed, innovative products and services were not being developed adequately by talented employees; and therefore, EMI has limitations in winning hearts and minds of employees; and in enabling alignment of individuals' goals with the institute's objectives.

With regard to the development dimension of TM practice, it is found that, TD approaches are not fully introduced and implemented in the institute, while, it is found that coaching, mentoring and challenging (special) assignments methods are not the primary development approaches at EMI. This implies that, the institute merely depend its man power

development interventions on traditional training and development programs, which is not advisable for effective TM practice.

In deploying talented employees, the study revealed that, there are limitations on job to job transition and letting best people focus on the most important activities (strategic issues) in EMI. Thus, it is possible to conclude that, EMI has limitations on utilizing talented employees towards achieving organizational objectives.

Moreover, TR practices are the least of all TM practices, which signaled talented employees probably leave the institute if proper majors could not be taken by the management of the institute at all level. In this regard, it is also learned that, there is no well established mechanism which made managers accountable for loosing talented employees. Thus, the institute is not in a position to retain its best performers. In general, from the descriptive analysis result, it can be concluded as, TM practices are not fully implemented and practiced in EMI (i.e. averagely practiced) with the aim of retaining talented employees.

This study evidenced through correlation analysis that, the institute's effort to manage talent and talented employees is highly associated with, its aspiration for retention of talented people; and employees' intention to leave or stay in the institute. The study also found that, there is a significant relationship between individual practices (components) of TM with employees' TI. Furthermore, there is a cause-effect relationship between TM practices and employees' TI, in the institute. Hence, the high turnover and turnover intention of employees', at EMI, is highly related to its HRM practice, specially, its TM practice. Thus, it implies that, the institute could lose valuable employees, due to the reason that, TM practices evaluated below average (not fully implemented); and consequently it influences employees' TI.

Additionally, this result calls for the introduction of different HR architecture in the institute for core staff (consultants) and support staff, since the TM practice does not satisfied core staff (consultants) compared to support staff. As well, it is learned that, TI of core staff (consultants) is higher than support staff, which signaled talented employees in the core process (consultants) have higher probability in leaving the institute when compared to support staff.

5.3 Recommendations

Based on the conclusion drawn from the study, and the established research problem, the research required to forward realistic and applicable recommendations. Accordingly, the following recommendations were suggested by the researcher.

- As indicated in the above section, mission and values of the institute recognizes the importance of managing talent properly. This is very important commencement for the establishment of TM practice. In this regard, the institute needs to practice in the ground this value through its reward and recognition strategy. Therefore, the reward and recognition strategy must state explicitly how talent should be recognized and rewarded differently.

- The strategy must also specify which positions are identified as strategic for the attainment of the institute's objectives; and should segment talent and talented employees based on the positions they obtain. In such way, the importance of talent esteemed by mission and value of the institute can be expressed through reward and recognition programs.

- The institute also needs to introduce a succession plan. In this regard, it requires identification of strategic job positions and key managerial positions. Thus, segmenting employees based on their talent, preparing them for filling those identified positions, and creating talent pool in advance need preparing succession plans. With these interventions, the institute can give equal opportunity for candidates to fill key positions and the transitions from job to job also be facilitated, as a result, talented employees will committed to the institute.

- Beyond managing talent of the internal employees and retaining them, the institute must introduce extra hiring methods other than regular recruitment and selection mechanisms to bring new talented employees in to the institute. In this regard, one of the methods to bring in talented employees is internal referral program, which enable internal employees to recommend best people outside of the institute. Such alternatives assist the institute to ensure gaining employees that match well with the institute's culture, the job, and their

co-workers. In addition to this, working with universities and colleges also help the institute to identify talented and prospective employees and to bring in the desired talent and develop them based on the need of the institute.

- In addition to importing talent to the institute, developing individuals inside the institute also need special attention. In this regard, coaching, mentoring, challenging (special) assignments and additional development methods other than training and education must be introduced as primary development methods. Additionally, these efforts must be supported with well established TD manual under the umbrella of TM strategy.

- To make talented employees, more engaged, committed and enable them to be innovative and introduce new services and products, the institute's employee-management relationship should be improved; and should follow the SHRM element of 'high employee commitment'. This means, to make behavior self regulate rather than controlled by authorization and pressures external to the employees, mangers need to assume the role of 'enabler' and 'facilitator'. Thus, improving the relation between employee and management towards high level of employee commitment is essential; and it is the task of managers at all facets of the institute.

- With regard to making use of talented employees towards achieving strategic objective, the institute must ensure effective deployment of talent within the institute. In this regard, mangers at EMI make sure that, talented employees are engaging in most important and strategic activities and by auditing the talent utilization, corrective measures must be taken; such as, letting talented people to do what they can do best, facilitate job to job transitions, and supported these efforts with well established work system. The system, in this case, must explicitly state the responsibility of each manager for the deployment of talented individual in each directorate. Such measures probably, enable the institute to retain its best people and achieve what it intended to obtain through those talented employees.

- In general, as we portrayed in the consecutive chapters, TM is highly related to employees' TI and it significantly affects employees' intention to leave or stay in the institute; then, effective and proper management of talent surely assist the institute to

retain its best people. Thus, the management of talent in the institute should be treated with the retention objective stated on the strategic plan. To this end, significant improvement in the practice of TM will lead to significant decrease in employees' TI. Specifically, if more effort exerted towards in segmentation and identification of who the best performers are in the institute and rewarded according to their contribution, developing majority of talent internally, introduction of succession plan, making best people to focus on the most important jobs, matching employee's competencies with job requirements, giving employees opportunity to do what they do best, and facilitating smooth transitions from job to job within the institute will possibly lead decreased employees' TI. Therefore, if there is a need to prioritized TM practices for immediate result, the institute can possibly direct its efforts towards TRP and TDP.

- Furthermore, to treat separately the core (consultants) and support staff towards their TI and perceived TM practice, the following model, developed by Collings and Mellahi (2009) with some modification by the researcher, is recommended.

  a) First, EMI need to establish TM system. As Collings & Mellahi (2009) suggests, to be strategic on TM, the starting point for EMI's TM system should be the systematic identification of the key positions which differentially contribute to the strategic objective.

  b) After identifying key positions, EMI must strive to develop a talent pool of high potential and high performing employees to fill those identified roles that differentially contribute to the institute competitive advantage.

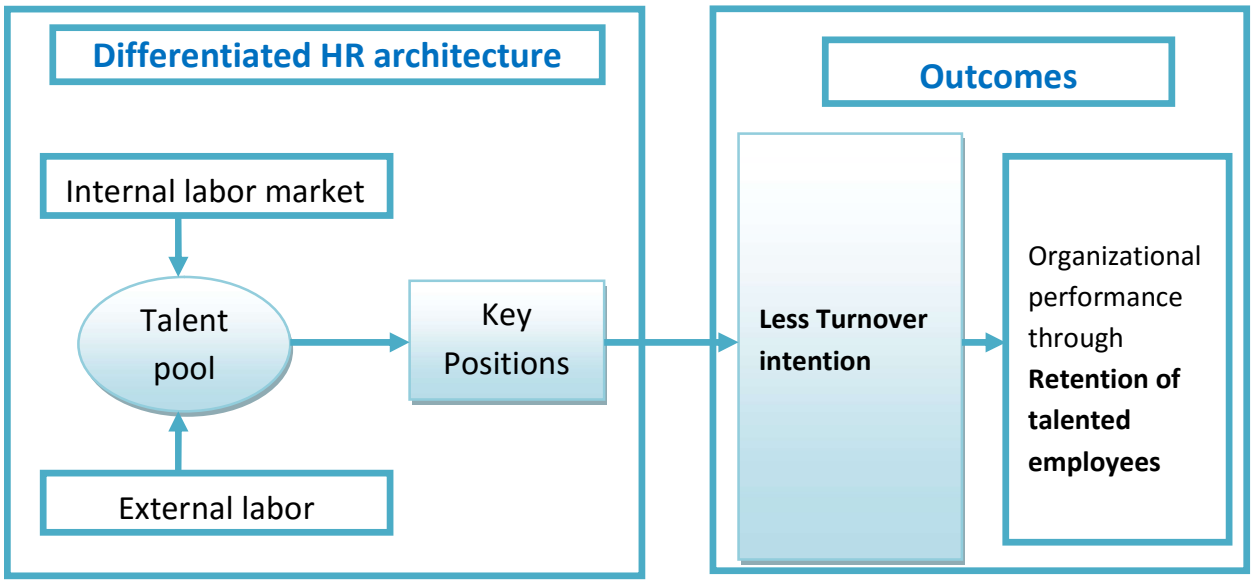
  c) Then, there must be differentiated HR architecture in place to facilitate the proper flow of competent incumbents for filling key positions within the institute and ensuring their continued commitment to the institute. In this step, ensuring appropriate TM policies in place is essential for attracting, acquiring, deploying, developing, engaging and retaining talented employees.

  d) Those different HR practices to manage talent properly must be identified with extra study, considering the nature of the institute and its environment; therefore the institute

should follow the contingent school/ approach of HRM and employ a combination of exclusive and inclusive approach to TM.

To summarize the recommendation, the following strategic TM model, developed by Collings and Mellahi (2009), with some modification of the researcher, is prescribed.

Figure 4.5: Proposed strategic TM model



Source: Adapted from Collings and Mellahi (2009) and customized for this study

5.4 Future Research Directions

In studying the practice of TM and its relationship with employees' TI, the researcher addressed the stated objective by employing several statistical methods and strictly following the research methodology. Hence, this study addressed the research problems, draws conclusion and forward practical recommendations. In addition to this, the researcher believed that, there are issues remain uncovered in this study due to the scope limitation and need to be addressed in future studies to add broad insight in to the subject, since it is a new phenomenon. Thus, the following points are taken as limitations of this study and future research directions.

- This study only encompasses seven TM practices, which are widely used in the literature and in actual practice, but to make full picture of TM, future researchers may include additional TM practices, such as talent audit, talent planning, management commitment, talent communication and performance management in their researches.

- The study also limits itself on the practice of EMI, towards its TM practice, and the conclusion and recommendations remains within the institute. In this regard, to make the conclusion and recommendation more wide and applicable for more organizations, future researches may conduct the research in industry wide or nationwide by increasing the sample size.

- This research employed only quantitative research method and considers only employees (excluding contract workers, managers and new employees hired within 9 months), accordingly, future researchers may employ mixed approach (qualitative and quantitative) in their data type; to include managerial say, and document review; and may consider organizational unit of analysis.

- This research is focused on the relation of TM practice with HR outcome, i.e. intention of employees to leave or stay in the institute. To test the relationship of TM with other HR outcomes, researchers may consider other HR outcomes as dependent variable, such as, job satisfaction, organizational commitment and motivation. Additionally, to make the relationship (cause-effect relationship) one step ahead, future researches may consider organizational outcomes as dependent variable such as, organizational performance, productivity or effectiveness with HR outcomes as mediating variable. To this end, it may help to validate the model developed by Collings and Mellahi (2009), in empirical researches.

- This research encompasses all employees above 9 months experience within the institute, since there is no identification of strategic job positions that are vital for the institute's strategic objective achievement. In this regard, future researches may focus on only talented employees who obtained strategic job positions and excluded employees working on non strategic job positions, if there is differentiation in job positions.

- Finally, as indicated in the literature, there is lack of theoretical grounds and models in conceptualizing TM and its relationship with other variables. In this regard, researches should be conducted aiming at model specification and theory development. To this end, future researches should consider, specifying HR architectures for different TM dimensions based on industry, business strategy, business nature, and sector.

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Annex:

Questionnaire

Addis Ababa University
School of Commerce
Department of Business Administration and Information Systems (BAIS)

Survey Questionnaire for a Master's Thesis conducted on the Impact of Talent Management Practices on Employees' turnover intention In Ethiopian management Institute.

Dear respondents,

My name is Andualem Kidanie and I am one of the students of Master of Human Resource Management (MAHRM) in Addis Ababa University School of Commerce. The following research is part of my study and conducted for purely academic purpose. All the information collected through the questionnaire will be used only for contribution to knowledge and will be kept secret/ confidential.

To this end, I kindly request you to respond for all the given statements otherwise incomplete responses will not fulfill my requirements and your response is paramount important to me. Therefore, your genuine, honest and prompt response is a valuable input for the quality and successful completion of the research paper.

General Instruction

- ✓ There is no need of writing your name;
- ✓ Please put mark (√) in the appropriate box; that indicate your response to the question;
- ✓ In case of any inquiry about this questionnaire, you can call me through my cell phone or contact me through the following email address;

Email:- andualem1986@gmail.com ***Phone: -0911-537963***

Thank you.

Part one (ክፍል አንድ)
General information (አጠቃላይ መረጃ)

Please tick (√) the boxes which are more applicable for your biographical information. (**እባክዎ እርስዎን በሚመለከተው ስፍራ ትይዩ ባለው ክፍት ቦታ ላይ ምልክት (√) ያስቀምጡ።**)

1. Sex *(ፆታ)* :- Male *(ወንድ)* ☐ Female *(ሴት)* ☐

2. Age *(ዕድሜ)*:-

Below 25 Years *(ከ25 ዓመት በታች)* ☐ 25-35 Years *(ከ25-35 ዓመት)* ☐

36-45 Years *(ከ36-45 ዓመት)* ☐ Above 46 Years *(ከ46 ዓመት በላይ)* ☐

3. Your Education Level *(የትምህርት ደረጃ)*

Below Diploma *(ከዲፕሎማ በታች)* ☐ Diploma *(ዲፕሎማ)* ☐

First Degree *(የመጀመሪያ ዲግሪ)* ☐ Masters and above *(ማስተርስ እና ከዚያ በላይ)* ☐

4. How long have you worked in EMI? *(ኢሥኢ ውስጥ ምን ያህል ጊዜ ሰርተዋል?)*

Below 3 Years *(ከ3 ዓመት በታች)* ☐ 3-5 Years *(ከ3-5 ዓመት)* ☐

6-10 Years *(ከ6-10 ዓመት)* ☐ Above 10 Years *(ከ10 ዓመት በላይ)* ☐

5. In which business process/ Directorate are you currently working? *(አሁን እየሰሩ ያሉት በየትኛው የሥራ ሂደት (ዳይሬክቶሬት) ውስጥ ነው?)*

Institutional Capacity Building *(በተቋማት አቅም ግንባታ)* ☐

Other Directorates/ Processes *(በሌላ ዳይሬክቶሬት/ የሥራ ሂደት)* ☐

Part two (ክፍል ሁለት)

Assessment of Talent Management Practices in Ethiopian Management Institute (EMI)

የታለንት ማኔጅመንት አተገባበር በኢትዮጵያ ሥራ አመራር ኢንስቲትዩት (ኢሥኢ)

Please indicate the extent to which you agree or disagree with each statement **by ticking (√)** a correspondent number. (እባክዎ እያንዳንዱን ዓረፍተ ነገር አንብበው፤ የስምምነት ደረጀዎን ከ 1 እስከ 5 ባለው አማራጭ ውስጥ **ምልክት (√) በማድረግ** ምላሽዎን ያስቀምጡ፡፡)

Higher number indicates higher level of agreement. (ከፍተኛ ቁጥር ከፍተኛ የስምምነት ደረጃን ያመለክታል፡፡)

Scales	Strongly disagree በፍፁም አልስማማም (1)	Disagree አልስማማም (2)	Neutral ለመወሰን ያስቸግረኛል (3)	Agree እስማማለሁ (4)	Strongly agree በጣም እስማማለሁ (5)
1. Strategy (ስትራቴጂ)					
1.1 EMI's business strategy and human capital strategy are aligned (የኢሥኢ ተቋማዊ ስትራቴጂ እና የሰው ኃብት ስትራቴጂ የተሳሰሩ/ የተቀናጁ ናቸው)					
1.2 EMI's reward and recognition programs are aligned with the strategy (የኢሥኢ የሽልማትና የእውቅና ስርዓቶች ከስትራቴጂው ጋር የተሳሰሩ/ የተቀናጁ ናቸው)					
1.3 EMI is very good at implementing and executing strategy (ኢሥኢ ስትራቴጂውን በመተግበር ረገድ በጣም ጥሩ ደረጃ ላይ ነው)					
1.4 Strategic goals are effectively communicated to all employees (ስትራቴጂያዊ ግቦችን ሁሉም የተቋሙ ሰራተኞች በተገቢው ደረጃ እንዲያውቋቸው ተደርጓል)					
1.5 EMI's mission and values recognizes the importance of managing talent to achieving business objectives (የኢሥኢ ተልዕኮና እሴቶች የሰራተኞችን ብቃትን አውጥቶ መጠቀም ለግብ ስኬት ወሳኝ መሆናቸውን ከግንዛቤ ያስገቡ ናቸው)					
2. Talent Review Process (ተሰጥኦን የመለየት ሂደት)					
2.1 The Institute knows who the best performers are (ተቋሙ ከፍተኛ ብቃት ያላቸውን ፈፃሚዎች ለይቶ ያውቃቸዋል)					
2.2 Talent is segmented based on performance, value and potential (በተቋሙ የሰራተኛ ተሰጥዖ በግለሰብ ደረጃ በአፈፃፀም፣ በእሴት፣ በባህሪና በእምቅ ችሎታ (potential) ተለይቶ ይገኛል)					
2.3 In EMI, Rewards and opportunities are provided to talent based on their contribution (በኢሥኢ የሚሰጡ ሽልማቶችና መልካም ዕድሎች ሰራተኞች ያበረከቱትን አስተዋፅኦ መሰረት ያደረጉ ናቸው)					
2.4 Succession plans provide for two qualified candidates for key positions (መተካካትን መሰረት ባደረገ መልኩ ለቁልፍ የሥራ መደቦች ሁለት ብቃት ያላቸው ዕጩዎችን የማዘጋጀት ሥራ ይሠራል)					
2.5 In EMI, the majority of talent is developed internally as opposed to externally hired (ኢሥኢ ባለተሰጥኦዎችን ከውጭ ከመቅጠር ይልቅ የውስጥ ሰራተኞችን በማብቃት ላይ ትኩረት ያደረጋል)					
3. Talent Acquisition (ተሰጥኦን የማግኘት)					
3.1 EMI can attract top talent (ኢሥኢ ከፍተኛ ብቃት ያላቸውን ባለሙያዎች የመሳብ አቅም አለው)					

Scales	Strongly disagree በፍፁም አልስማማም (1)	Disagree አልስማማም (2)	Neutral ለመወሰን ያስቸግረኛል (3)	Agree እስማማለሁ (4)	Strongly agree በጣም እስማማለሁ (5)
3.2 The Brand of EMI is strong and compelling among prospective employees ኢ/ሥኢ ባለው ታዋቂነትና ሳቢነት የተነሳ ለአዲስና ብቁ ባለሙያዎች ያጓጓል (የሚያጓጓ ተቋም ነው)					
3.3 Newly hired employees get off to a fast and productive start (በተቋሙ አሰራር የተነሳ አዲስ የሚቀጠሩ ባለሙያዎች ፈጥነው ወደስራ በመግባት ውጤታማ አጀማመር ይኖራቸዋል)					
3.4 Internal employee referral programs are widely used to bring in new employees (አዲስ ሰራተኞችን ወደተቋሙ ለማምጣት ነባር ሰራተኞች በግል ጥቆማ እንዲሰጡ የሚደረግበት አሰራር በስፋት ሥራ ላይ ይውላል)					
3.5 The hiring process in EMI is efficient, effective and focuses on "quality of hire" (የኢ/ሥኢ የቅጥር ሂደት ቀልጣፋና ውጤታማ ከመሆኑም በላይ ጥራት ላለው ቅጥር ትኩረት ይሰጣል)					
4. Talent Engagement (ተሳትፎ)					
4.1 The majority of employees are fully engaged and committed to the Institute (አብዛኛው የተቋሙ ሰራተኛ ጊዜውን ሙሉ ለመሉ በስራ ላይ የሚያውልና ቁርጠኛም ነው)					
4.2 Engagement levels are tracked across different talent levels, jobs, departments and location (በተቋሙ የሰራተኞችን የስራ ላይ ተሳትፎ ደረጃን እንደየተሰጥኦው ደረጃ በየጊዜው በዳይሬክቶሬትና በስራ ክፍል የመለየት ስርዓት አለ)					
4.3 EMI is featured on "Best Places to Work" lists that are highly respected (ኢ/ሥኢ ለሥራ ከሚመቹ ምርጥና እጅግ የተከበሩ ተቋማት አንዱ ነው)					
4.4 Innovative products and services are being developed in the Institute (በፈጠራ የታገዙ አዳዲስ ምርቶችና አገልግሎቶች በተቋሙ ውስጥ ይመነጫሉ)					
4.5 EMI participates in activities that are vital to the community and the well being of others (ኢ/ሥኢ ለህብረተሰቡና ለሌሎች ደህንነት ወሳኝ/ ጠቃሚ በሆኑ ማህበረሰባዊ ጉዳዮች ላይ ይሳተፋል)					
5. Talent Development (ተሰጥኦን የማሳደግ/ የመገንባት)					
5.1 Top performers are challenged to improve their skills and take the next steps in their careers (ከፍተኛ የስራ አፈፃፀም ያላቸው ሰራተኞች ችሎታቸውን የበለጠ እንዲያሻሽሉ፣ እንዲሁም በሙያቸው ወደተሻለ ደረጃ እንዲሸጋገሩ ይደረጋል)					
5.2 Coaching, mentoring and challenging assignments are primary development approaches at EMI በኢ/ሥኢ የአንድ ለአንድ የማብቃት ስርዓት (መኮትኮት)፣ በቅርብ አለቃ አማካኝነት ሰራተኞችን ለኃላፊነት የማዘጋጀት (ማቅናት) እና ፈታኝ ስራዎች ቅድሚያ የተሰጣቸው የሰው ሀይል የማብቂያ ዘዴዎች ናቸው					

Scales	Strongly disagree በፍፁም አልስማማም (1)	Disagree አልስማማም (2)	Neutral ለመወሰን ያስቸግረኛል (3)	Agree እስማማለሁ (4)	Strongly agree በጣም እስማማለሁ (5)
5.3 Communication to employees is frequent, meaningful and two-way አመራሩ ከሰራተኞች ጋር ያለው ተግባቦት ተዘውታሪ (መደበኛና የማያቋርጥ)፣ ትርጉም ያለውና ሁለትዮሽ ነው					
5.4 Individual development plans are in place for all employees (የግለሰብ አቅም ግንባታ እቅዶች ለሁሉም ሰራተኞች ክፍት ናቸው)					
5.5 Managers are held accountable for the development of their employees (በኢሥኢ ያሉ የሥራ መሪዎች ለሰራተኞች አቅም ግንባታ ሥራ ተጠያቂነት አለባቸው)					
6. Talent Deployment (ተሰጥኦን ከሥራ ጋር ማስተሳሰር)					
6.1 The best people focused on the most important jobs (ከፍተኛ ብቃት ያላቸው ሰራተኞች ወሳኝ በሆኑ ስራዎች ላይ ብቻ ትኩረት ያደርጋሉ)					
6.2 There is a strong match between an employee's competencies and job requirements (በሰራተኞች ብቃትና የሚሰሩት ስራ በሚጠይቀው ተፈላጊ ችሎታ መካከል ጠንካራ መጣጣም/ ግንኙነት አለ)					
6.3 Employees are given the opportunity to do what they do best (ሰራተኞች በተሻለ ሁኔታ ሊፈፅሙት የሚችሉትን ስራ እንዲሰሩ እድሉ ይሰጣቸዋል)					
6.4 Technology is used to assist in the effective deployment of talent (ሰራተኞች ተሰጥኦዋቸውን ውጤታማ በሆነ መልኩ እንዲጠቀሙ ለማስቻል የቴክኖሎጂ ግብዓቶች በኢጋቸርነት ተግባር ላይ ይውላሉ)					
6.5 The transitions from job to job within the Institute go smoothly (በተቋሙ ውስጥ ከአንድ የሥራ መደብ ወደ ሌላ የሥራ መደብ የሚደረጉ ዝውውሮች በአግባቡ/በቀላሉ ይከናወናሉ)					
7. Talent Retention (ተሰጥኦን በተቋም ውስጥ ማቆየት)					
7.1 EMI can retain its best performers (ኢሥኢ ከፍተኛ የስራ አፈፃፀም ያላቸውን ባለሙያዎች በተቋሙ ማቆየት ይችላል)					
7.2 Turnover is tracked across divisions, locations, talent levels and managers(የሰራተኛ ፍልሰት በየዳይሬክቶሬት፣ በየስራ ክፍል፣ በተሰጥኦ እና በአመራር ደረጃ ተከፋፍሎ ይመዘገባል)					
7.3 The reasons people leave, especially top performers, are recorded and addressed ሰራተኞች ተቋሙን ሲለቁ (በተለይ ከፍተኛ አፈፃፀም ያላቸው ሰራተኞች) የለቀቁበት ምክንያት ተለይቶ ይመዘገባል፣ የማስተካከያ ስራም ይሰራል					
7.4 Managers hold retention conversations with employees frequently (የሥራ መሪዎች ሰራተኞች በተቋሙ እንዲቆዩ ለማድረግ በግል ከሚለቁ ሰራተኞች ጋር አዘውትረው ይነጋገራሉ)					
7.5 Managers are held accountable for losing top performers (በኢሥኢ ከፍተኛ የስራ አፈፃፀም ላላቸው ሰራተኞች ከሥራ መልቀቅ የሥራ መሪዎች ተጠያቂ የሚሆኑበት አሠራር ተዘርግቷል)					

Part three (ክፍል ሶስት)
Assessment of Turnover Intention (ከስራ የመልቀቅ ፍላጎት)

Please read each question and indicate your response by **ticking (√)** only one answer for each statement. (እባክዎ ከዚህ ቀጥሎ የቀረቡትን ጥያቄዎች ያንብቡና ለእያንዳንዳቸው ከተሰጡት አማራጮች አንዱን በመምረጥ በትይዩ ካለው ሳጥን ውስጥ ምልክት **(√)** ያስቀምጡ።)

DURING THE PAST 9 MONTHS…..
ባለፉት 9 ወራት ውስጥ፡-

1. How often have you considered leaving your job? *(ምን ያህል ጊዜ ስራ ለመልቀቅ አስበው ያውቃሉ?)*

Never በፍፁም አላስብም ☐ **Rarely** በጣም አልፎ አልፎ ☐ **Sometimes** አልፎ አልፎ ☐ **Often** አብዛኛውን ጊዜ ☐ **Always** ሁልጊዜ አስባለሁ ☐

2. To what extent is your current job satisfying your personal needs? *(አሁን ያሉበት የሥራ መደብ በምን ያህል መጠን የግል ፍላጎትዎን እንዲያረኩ አግዘዎታል?)*

To no extent ምንም አላገዘኝም ☐ **To a small extent** በትንሹ ☐ **Somewhat** በተወሰነ መጠን ☐ **To a large extent** በከፍተኛ መጠን ☐ **To a very large extent** በጣም በከፍተኛ መጠን ☐

3. How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals? *(ስራን የተመለከቱ የግል ግቦችዎን ማሳካት እንዲይችሉ እድል በሚያጡ (በሚከለከሉ) ጊዜ በስራዎ ምን ያህል ጊዜ ተስፋ የመቁረጥ ስሜት ተሰምቶዎት ያውቃል?)*

Never በፍፁም ተሰምቶኝ አያውቅም ☐ **Rarely** በጣም አልፎ አልፎ ☐ **Sometimes** አልፎ አልፎ ☐ **Often** አብዛኛውን ጊዜ ☐ **Always** ሁልጊዜ ይሰማኛል ☐

4. How often do you dream about getting another job that will better suit your personal needs? *(የግል ፍላጎትዎን ማሳካት እንዲችሉ የሚያደርግዎትን ሌላ ስራ ለማግኘት ምን ያህል ጊዜ ተመኝተው ያውቃሉ?)*

Never በፍፁም አልመኝም ☐ **Rarely** በጣም አልፎ አልፎ ☐ **Sometimes** አልፎ አልፎ ☐ **Often** አብዛኛውን ጊዜ ☐ **Always** ሁልጊዜ እመኛለሁ ☐

5. How likely are you going to accept another job at the same compensation level should it be offered to you? *(አሁን በያዙት ደሞዝና ጥቅማጥቅም ደረጃ ሌላ የስራ ዕድል ቢቀርብልዎት የሚቀበሉ ይመስልዎታል?)*

Highly unlikely በፍፁም አይመስለኝም ☐ **Unlikely** አይመስለኝም ☐ **Neutral** እርግጠኛ አይደለሁም ☐ **Likely** ይመስለኛል ☐ **Highly likely** በጣም ይመስለኛል ☐

6. How often do you look forward to another day at work? *(ወደ ስራ መሄድን በሚያስቡ ወቅት ምን ያህል የደስተኝነት ስሜት ይሰማዎታል?)*

Never በፍፁም አልደሰትም ☐ **Rarely** በጣም አልፎ አልፎ ☐ **Sometimes** አልፎ አልፎ ☐ **Often** አብዛኛውን ጊዜ ☐ **Always** ሁልጊዜ እደሰታለሁ ☐

Thank you.
አመሰግናለሁ።