

**THE RELATIONSHIP BETWEEN PERCEIVED TALENT MANAGEMENT PRACTICES, PERCEIVED ORGANIZATIONAL SUPPORT (POS), PERCEIVED SUPERVISOR SUPPORT (PSS) AND INTENTION TO QUIT AMONGST GENERATION Y EMPLOYEES IN THE RECRUITMENT SECTOR.**

by

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## ABSTRACT

**Title:** The relationship between perceived talent management practices, Perceived Organizational Support (POS), Perceived Supervisor Support (PSS) and Intention to quit amongst Generation Y employees in the recruitment Sector.

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### **Abstract:**

*Orientation:* Perceived Talent Management Practices, Perceived Organizational Support and Perceived Supervisor Support are distinct but related constructs, and all of them appear to influence an employee's intention to quit an organization.

*Research Purpose* – The objective of this study was to investigate Generation Y's perception of an organization's talent management practices and to determine how it relates to their intention to quit the organization. In essence, the study aims to establish possible relationships of four constructs: Perceived Talent Management Practices, Perceived Organizational Support (POS), Perceived Supervisor Support (PSS) and Intention to Quit. The mediating/moderating characteristics of POS and PSS on the relationship between Perceived Talent Management Practices and Intention to Quit are also investigated.

*Motivation for the study* – Talent is the new tipping point in corporate success. It has the potential to be the origin of an organisation's demise or the reason for its continuous success. A concept that exuberates this much potential for both disaster and prosperity validates some examination into its protection.

*Research design, approach and method* – Four Instruments (HCI Assessment of Talent Practices (HCI), Survey of Perceived Organizational Support (SPOS), Survey of Perceived Supervisor Support and an Intention to Quit Scale) was administered to a convenience

sample of 135 employees from a population of 450 employees working in three provinces in which the organization was operational. Pearson product-moment correlation analysis and Multiple Regression analysis were used to investigate the structure of the integrated conceptual model on Perceived Talent Management Practices, POS, PSS and Intention to Quit.

*Main findings* - The findings of this study indicates a strong practically significant positive correlation ( $r_{(df = 135; p < 0.001)} = 0.724$ , large effect). between Perceived Organizational Support (POS) and Perceived Supervisor Support (PSS). A strong practically significant positive relationship ( $r_{(df = 135; p < 0.001)} = 0.640$ , large effect) was found between Perceived Organizational Support (POS) and the employee's perception of the organization's Talent Practices. The study confirmed a strong practically significant negative relationship ( $r_{(df = 135; p < 0.001)} = -0.569$ , large effect) between Perceived Organizational Support (POS) and the employee's Intention to Quit. A medium practically significant negative relationship ( $r_{(df = 135; p < 0.001)} = -0.436$ , medium effect) was established between Intention to Quit and Perceived Supervisor Support (PSS). This study determined a medium practically significant positive correlation ( $r_{(df = 135; p < 0.001)} = 0.471$ , medium effect) between Perceived Supervisor Support (PSS) and the employee's perception of the organization's Talent Practices. The findings also establishes a medium practically significant negative relationship ( $r_{(df = 135; p < 0.001)} = -0.477$ , medium effect) exists between employees' perception of the organization's Talent Practices and their intention to quit the organization. Multiple regression confirmed that neither POS nor PSS mediates/moderates the relationship between Perceived Talent Management Practices and Intention to Quit.

*Practical/Managerial Implications* - Cappelli (2008) stated that paradigms only come undone when they "encounter problems that they cannot address. But before the old paradigm is overthrown, there must be an alternative, one that describes new developments better than the old one does" (Cappelli, 2008). This study provides evidence that management can use paradigm shifts as a talent retention strategy where the creation of a high perception of talent management practices will result in a lower intent to leave the organization.

*Contribution:* The findings of this study indicate a positive relationship between perceived talent management practices, POS and PSS. The study also established a positive relationship between POS and PSS. A negative relationship was confirmed between POS, PSS and Perceived Talent Management Practices in relation to Intention to Quit.

*Keywords:* Industrial Psychology; Talent Management Practices; Perceived Organizational Support (POS); Perceived Supervisor Support; Intention to Quit; Pearson product-moment correlation; Multiple Regression; Recruitment Industry; Generation Y.

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## ABBREVIATIONS

Table 1 provides a summary of all abbreviations that are used during the execution of this study.

**Table 1: Abbreviations used in this document**

<b>Abbreviation</b>	<b>Meaning</b>
HR	Human Resources
HRM	Human Resource Management
TM	Talent Management
POS	Perceived Organizational Support
PSS	Perceived Supervisor Support
SPOS	Survey of Perceived Organizational Support
SoPSS	Survey of Perceived Supervisor Support
IQS	Intention to Quit Scale
HCI	HCI Assessment of Talent Practices

## DECLARATION OF ORIGINAL AUTHORSHIP

I, Liesl du Plessis declare that the study of the “The relationship between perceived Talent Mindset, Perceived Organizational Support, Perceived Supervisor Support and Intention to Quit” is my own work, both in execution and in content. I declare that all resources that have been used during the completion of this study has been cited and referred to in the reference list by means of a comprehensive referencing system. All assistance that I have received during the execution of this study has been referred to in my acknowledgements. I also declare that the content of this thesis has never before been used for any other qualification at any tertiary institute globally and that the only guidance received during this study derived from my allocated supervisors.

Signature:

Date: 1 July 2010

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During the nine years of study that preceded the completion of this project, I have learnt the following:

“Lean on, trust in, and be confident in the Lord with all your heart and mind and do not rely on your own insight or understanding. In all your ways know, recognize, and acknowledge Him, and He will direct and make straight and plain your paths.” Proverbs 3:5-6

Thank you Lord, for the troubles and trails that I had to face. It was there that I learnt to pray. Thank you Lord for deep valleys, where I could discover that you are my best friend.



# THE RELATIONSHIP BETWEEN PERCEIVED TALENT MANAGEMENT PRACTICES, PERCEIVED ORGANIZATIONAL SUPPORT, PERCEIVED SUPERVISOR SUPPORT AND INTENTION TO QUIT AMONGST GENERATION Y EMPLOYEES IN THE RECRUITMENT SECTOR.

## CHAPTER 1: INTRODUCTION AND BACKGROUND

### 1.1 INTRODUCTION

“Watch your thoughts, for they become words.  
Watch your words, for they become actions.  
Watch your actions, for they become habits.  
Watch your habits, for they become character.  
Watch your character, for it becomes your destiny.”

Anonymous

The quote above illustrates that the manner in which people think, determine their actions, their destiny and as a result the destiny of the company. The mindset of the employee is consequently manifested in the behaviour they display. One can therefore assume that if the organization wishes to change the employee’s negative behaviour, then the organization should invest time to fully comprehend the mindset of the employee. An understanding of the employee’s mindset will enable the organization to change this mindset and its underlying assumptions which will result in renewed actions. This study will focus mainly on understanding the mindset of Generation Y in an attempt to negate their intent or inclination to leave an organization.

The first wave of Generation Y is now embarking on their careers and already organizations claim that this generation is unlike any of their predecessors. Basset confirmed this observation through his statement that Generation Y “will switch jobs more than any other generation ahead of them. They view a job as a job, not a career” (Basset, 2008). As the baby boomer generation continues to mature into retirement age,

Generation Y will become an increasingly vital segment of the workforce (Robert Half, n.d.). Consequently an organization's ability to retain Generation Y talent will become increasingly important. A deeper understanding of Generation Y's professional priorities and collective mindset can enable organizations to deflate the high turnover threat that accompanies this generation.

This study proposes to investigate Generation Y's perceptions of:

- The organization's talent mindset;
- The organization's support ; and
- Their supervisors' support.

These perceptions will then be correlated with their intention to quit the organization. It is argued that an understanding of their perceptions will reveal the motivation behind their tendency towards high turnover. This information will create a platform for future research to derive a talent retention model for Generation Y.

The ability of an organization to build a strong pool of talent is central to its success in the 21<sup>st</sup> Century. Handfield-Jones, Michaels and Axelrod (2001) believes that in the next two decades, an organization's ability to attract, develop, excite and retain talent will dictate their competitive advantage in the market. According to Reindl (2007), the retention of talent through efficient talent management, not only promises an edge in the market place, but also an increase in the organization's overall financial performance.

Extensive research has been conducted on the relationship between an employee's perceived organizational support, perceived supervisor support and their intention to quit (Chew & Wong, 2008; Dawley, Andrews & Bucklew, 2008; DeConinck, 2010; Deconinck & Johnson, 2009; Eisenberger, Singlhamber, Vandenberghe, Sucharski, & Rhoades, 2001; Gentry, Kuhnert, Mondore & Page, 2007; Jawahar & Hemmasi, 2006; Loi, Hang-yue & Foley, 2006; Shanock & Eisenberger, 2006) These studies have found a positive correlation between perceived organizational support and perceived supervisor support and a negative relationship between these two constructs and an employee's intent to quit.

Only minimal studies have, however investigated the relationship between Human Resource Practices, Perceived Organizational Support and turnover (Allen, Shore & Griffeth, 2003; Knight-Turvey & Neal, 2003). The studies did however confirm that supportive Human Resource Practices leads to an increase in the employee's perception of organizational support and a decrease in the employee's intent to leave an organization.

An extensive search of leading electronic journal databases and platforms, such as EBSCOHost, Emerald, Google Scholar, Business Premier and ScienceDirect, suggests that no academic research has yet investigated the relationship between employees' perception of the organization's talent mindset and their intent to leave the organization. This search revealed that in fact, very little attention has been given to the study of organizations talent mindset in general.

The focus of relevant retention research has thus far been focused:

- On the relationship between human resource practices and employee turnover (Allen, et al., 2003); and
- On the employee's perception of supervisor and organizational support and his intent to leave (Eisenberger, Singlhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

The investigation of these constructs respectively, does provide the organization with some valuable insight on possible factors that relate to employee turnover. It would however be useful to conduct a contemporary retention study that considers both the emerging demographic workforce shift (a workforce dominated by Generation Y) and the new paradigm shift of Human Resources towards Talent Management.

## **1.2 PROBLEM STATEMENT**

Previous research has confirmed the following relationships:

1. A positive relationship between perceived organizational support and perceived supervisor support.
2. A negative relationship between perceived organizational support and the employee's intention to quit.

3. A negative relationship between perceived supervisor support and the employee's intention to quit.

The relationship between these three constructs have consequently been researched in depth and confirmed by various studies (Chew & Wong, 2008; Dawley, et al., 2008, DeConinck, 2010; DeConinck & Johnson, 2009; Eisenberger, et al., 2002; Gentry, et al., 2007; Jawahar & Hemmasi, 2006; Loi, et al., 2006; Shanock & Eisenberger, 2006). Despite the fact that Talent Management has been introduced more than a decade ago, not one of these constructs has yet been tied to an employee's perception of the organization's talent mindset.

The questions therefore remain: Is there a relationship between an employee's perception of the organization's talent mindset and his/her intention to stay? And does an employee's perception of an organization's talent mindset create an impression of organizational or supervisor support? This study will focus around these questions for a generation that is famous for their mobility between organizations. Generation Y.

### **1.3 RESEARCH OBJECTIVES**

This study will be concentrate on the following specific research objectives:

- To determine the relationship between Generation Y's perception of the organization's talent mindset and their intention to quit the organization.
- To determine the relationship between Generation Y's perception of the organization's talent mindset and their perception of organizational support.
- To determine the relationship between Generation Y's perception of the organization's talent mindset and their perception of supervisor support.
- To determine the relationship between Generation Y's perception of organizational support and their intention to quit their organization.
- To determine the relationship of Generation Y's perception of supervisor support and their intention to quit their organization.

- To determine whether Generation Y's perception of organizational support acts as a mediator or moderator between their perception of the organization's talent mindset and their intention to quit the organization.
- To determine whether Generation Y's perception of organizational support acts as a mediator or moderator between their perception of the organization's talent mindset and their intention to quit the organization.
- To determine whether there is a relationship between Generation Y's perception of Supervisor Support and their perception of Organizational Support.

#### **1.4 IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY**

"Talent makes capital dance (Ridderstrale & Nordstrom, 1999). Talent is the new tipping point in corporate success. It has the potential to be the origin of an organisation's demise or the reason for its continuous success. A concept that exuberates this much potential for both disaster and prosperity validates some examination into its protection.

An organization's ability to retain talent holds economic benefits for the organization both through cost containment (decreasing replacement costs) and revenue generation (through efficient application of talent). One can therefore conclude that a study around talent retention offers great benefit for the corporate environment. Despite its practical relevance, a retention study can also greatly contribute on an academic level.

This study should contribute significantly towards the investigation of a fairly new instrument's psychometric properties, The Human Capital Institute (HCI) Assessment of Talent Practices. Furthermore, it will provide an academic understanding of a topic that has empirically been neglected, the employee's perception of the organization's talent mindset. The further investigation of this construct in relation to constructs (such as perceptions of supervisor and organizational support and the intent to quit) provides a ground-breaking academic perspective on 21<sup>st</sup> century threats to Generation Y talent.

#### **1.5 CHAPTER OUTLINE OF THE STUDY**

The chapter outline highlighting the overview of this research is as follows:

### *Chapter 1: Introduction and Background*

This chapter will provide the reader with a better understanding of the underlying problem that the study will resolve the main objectives of the study and the motivation that supports it. It will conclude with a brief overview of each of the main chapters that is to follow. This chapter is divided into five sub-sections, consisting of an introduction, a description of the research problem, the fundamental research objectives, a justification for the research and a basic outline of the report to follow.

### *Chapter 2: Literature Review*

The literature review is aimed at achieving the following:

- Developing an understanding of mental models, paradigms and mindsets
- Providing a description of the history pertaining to the evolution of Human Resources paradigms.
- Developing a clear definition of talent and talent management.
- Reviewing the meaning of Talent Mindset and the relationship between perceptions of this construct (Perceived Talent Management Practices) and other constructs (Perceived organizational support, Perceived Supervisor Support and Intention to Quit).
- Reviewing the meaning of Perceived Organizational Support and the relationships between this construct and Perceived Supervisor Support and Intention to Quit. The Moderating/Mediating role of Perceived Organizational Support is also discussed.
- Reviewing the meaning of Perceived Supervisor Support and the relationship between this construct and Intention to Quit. The Moderating/Mediating role of Perceived Supervisor Support is also discussed.
- Develop an understanding of the characteristics that define Generation Y and explain their general attitude towards careers, employment and work.
- Summarising an integrated conceptual model of the relationships between four constructs: Perceived Organizational Talent Mindset/Talent Management Practices, Perceived Organizational Support, Perceived Supervisor Support and Intention to Quit.

### *Chapter 3: Research Design and Methodology*

This chapter focuses on the different methodologies that were applied to conduct the research study. This includes a description of the research paradigm and the broad research design that was used during the completion of this study. It also elaborates on the applied sampling strategy and the measuring instruments. The process by which data was collected, captured, analysed and stored are also described in this chapter. Finally, the ethical guidelines which were followed during the execution of the study are summarised.

### *Chapter 4: Results*

The results from the statistical analysis of the quantitative research are presented in this chapter; which will include all relevant statistical outcomes as well as a description of the relevant tables and figures.

### *Chapter 5: Discussion of the Results*

In Chapter 5 the discussion of the results as was analysed in the previous chapter are presented. This is will be done within the context of the literature review and will consequently provide insight into the problem statement from a theoretical and empirical perspective.

### *Chapter 6: Conclusions, Limitations and Recommendations*

Chapter 6 commences with a brief overview of the completed study, it then proceeds to outline the conclusions for each of the respective research objectives based on the results presented in Chapter 4. This chapter will be concluded with a description of the significance of the study, the limitations to it and finally, some recommendations for future studies.

## **2 CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

In this chapter, the current literature on mental models, paradigms and mindsets are surveyed. An overview of the evolution of Human Resources paradigms are discussed before the conceptualisation of Talent Management as a new paradigm is presented. Thereafter the different perceptions of employees are discussed, regarding, Talent Mindset, Perception of Supervisor Support and the Perception of Organizational Support. A discussion of Generation Y and their corresponding unique mindsets will then follow, before ending with an integrated conceptual model of employee's perceptions and how that might relate to the employee's intention to leave the organization.

### **2.2 PARADIGMS, MENTAL MODELS AND MINDSETS**

This sub-section aspires to explain the interconnected phenomenon of paradigms, mental models and mindsets. An understanding of these concepts will form the foundation of the literature review and the proposed study.

#### **2.2.1 Paradigms**

Paradigms can be explained as “a constellation of concepts, values, perceptions and practices shared by a community, which forms a particular vision of reality that is the basis of the way a community organizes itself” (Capra in Duffy, 2010). The Concise Oxford English Dictionary defines a paradigm as “a conceptual model underlying the theories and practice of a scientific subject” (The Concise Oxford English Dictionary, 2010).

Paradigms form the foundation or basic perspective of a field of study or discipline and provide professionals or practitioners with a point of reference or broad framework from which they can explain the reality of their profession or discipline (Duffy, 2010).



### **2.2.2 Mental Models**

Mental Models are compiled within these professional frameworks or pre-determined school of thought (paradigms) (Duffy, 2010). Mental Models consequently involves a more detailed analysis of knowledge domains. These models become internalised representations of an external reality, which people formulate, in order to make sense of a specific phenomena (Davidson, Dove & Wertz, 1999; Duffy, 2010; Kearsley, 2010; Norman, 1983). The mind assembles models of reality and uses it to make decisions, anticipate events, conduct reasoning and to underlie explanation (Duffy, 2010). Park and Gittelman (1995) confirmed this statement by describing Mental Models as: “hypothetical constructs for explaining human cognitive processes of understanding external reality, translating the reality into internal representation and utilizing it in problem solving.”

Some of the characteristics of Mental Models are described below:

- They are subject to change and incomplete (Davidson, et al., 1999; Kearsley, 2010; Norman, 1983). Mental Models are naturally evolving and it is through interaction with the external reality that these models are refined. People will continue to modify their Mental Models in order to get a workable result (Norman, 1983).
- They are unstable (Davidson, et al., 1999; Norman, 1983). A Mental Model may become vague or forgotten if the model hasn't been used for a while.
- They are unscientific (Norman, 1983). People will persist with habitual or superstitious behaviour patterns even when they are unneeded or become irrelevant (Norman, 1983).
- They are economical (Kearsley, 2010; Norman, 1983). People tend to steer away from mental complexity, even if it requires some additional physical effort (Norman, 1983). People will consequently choose to maintain pre-existing mental models, rather than changing or challenging them.
- They are not accurate representations of a phenomenon (Kearsley, 2010). Models are usually not a hundred percent technically accurate, but should always be functional (Norman, 1983).

- They provide a framework for problem-solving (Kearsley, 2010; Park & Gittelman, 1995). Effective and accurate mental models are important for solving problems (Park & Gittelman, 1995).

According to Blackman and Lee-Kelley (2006) and Duffy (2010), Mental Models can be categorised into two levels: Personal or Individual Mental Models and Organizational Mental Models

#### a) Personal or Individual Mental Models

In the mind of every individual in the workforce lies several Personal Mental Models and according to Duffy (2010) these models can be observed through its manifestation in behavioural strategies and observable behaviours.

Duffy describes the following sub-categories of Personal Mental Models (2010):

1. Functional Personal Mental Models. A functional Personal Mental Model refers to a Personal Mental Model that is not completely accurate and consequently flawed in a manner, but provides relatively effective guidance to a practitioner or professional. It should be noted that Mental Models will never be completely accurate, since its origin revolves around subjective interpretation.
2. Dysfunctional Personal Mental Models. A dysfunctional Personal Mental Model describes a Personal Mental Model that results in unintended negative outcomes.
3. Incomplete Personal Mental Models. An Incomplete Personal Mental Model presents a Personal Mental Model which is partially correct, but it still requires to acquisition of more information in order for it to become effective.
4. Wrong Personal Mental Models. A wrong Personal Mental Model is neither incomplete nor dysfunctional, but rather based on incorrect assumptions or information.

#### b) Organizational Mental Models

An Organizational Mental Model is a collective representation of what an organization stands for and how it accomplishes its goals (Duffy, 2010). An Organizational Mental Model is embodied in its mission and vision statements and manifested in the organization's culture (Duffy, 2010). The Organizational Mental Model is reflected in its relationship with the outside world and its internal social infrastructure. Duffy (2010) refers to this infrastructure as the organizational design, organizational culture, reward systems job descriptions and communication patterns. Duffy clustered Organizational Mental Models into four sub-categories. Each is briefly described below (Duffy, 2010):

1. Functional Organizational Mental Models. A Functional Organizational Mental Model describes an Organizational Mental Model that is not completely accurate, but accurate enough to aid an organization to function effectively. Once again, it should be mentioned that no mental model will ever be a complete reflection of reality since it requires subjective interpretation.
2. Dysfunctional Organizational Mental Models. A Dysfunctional Organizational Mental Model refers to an Organizational Mental Model which produces unintended negative outcomes.
3. Incomplete Organizational Mental Models. An Incomplete Organizational Mental Model represents an Organizational Mental model which has managed to acquire some correct information, but requires further data or information collection in order for it to become effective.
4. Wrong Organizational Mental Models. A Wrong Organizational Mental Model is grounded on incorrect information or assumptions.

Organizational Mental Models can both be beneficial or detrimental to the performance of the organization, depending on the type of Mental Model and the openness of the organization to change these Mental Models when necessary. Duffy (2010) found that organization-wide mental models can often manifest as group-think. Robbins (2003) explained groupthink as "a phenomenon in which the norm for consensus overrides the realistic appraisal of alternative courses of action." Blackman and Lee-Kelley (2006) concurred with this observation during their study of human resource development. They have found that formal processes, practices and policies are usually developed within the organization's reigning Mental Models. This phenomenon encouraged the

achievement of pre-set goals, but did not allow the inclusion of new emerging ideas. As a result it prevented the organization from evolving in response to its environment (Blackman & Lee-Kelley, 2006). In this instance Mental Models acted as a filter during a time of information acquisition and solution formulation.

One can therefore conclude that organizational mental models have the potential to dictate HR practice. Organizational Mental Models can however be beneficial for the organization where the sharing of assumptions and the combination of frameworks can result in an improved understanding of context (Blackman & Lee-Kelley, 2006). Organizational Mental Models can consequently serve as a platform from which Personal Mental Models can evolve.

### c) Summary

Senge in Duffy (2010) described Mental Models as “deeply ingrained assumptions, generalization or even pictures or images that influence how we understand the world and how we take action.” An understanding of the basic assumptions that motivates an organization or individual’s behaviour can consequently aid us in changing behaviour through the expansion or elaboration of the Individual or the Organization’s Mental Model.

### **2.2.3 Mindsets**

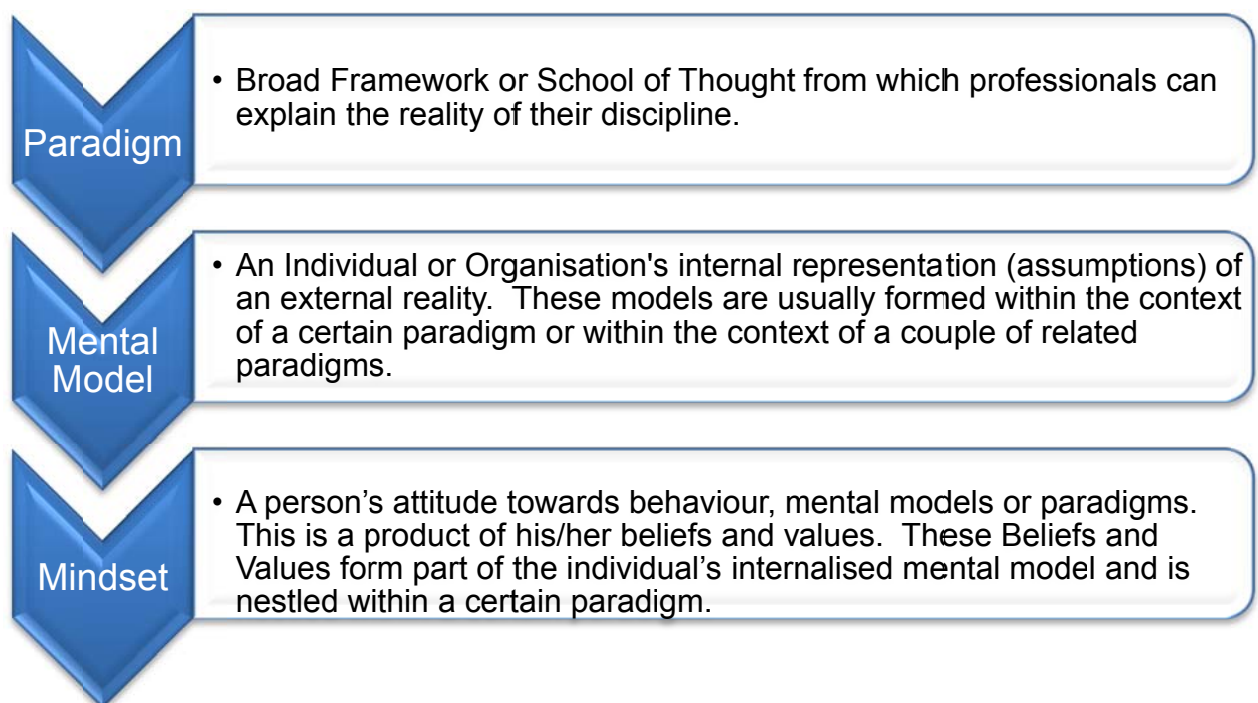
Individuals, teams and organizations tend to make their minds up about what works or doesn’t work within their dominant paradigms and related mental models (Duffy, 2010). This is can be defined as the establishment of a mindset. Mindsets can as a result be described as a person’s attitude towards behaviour or mental models, which is a product of his/her beliefs and values. These Beliefs and Values form part of the individual’s internalised mental model and is nestled within a certain paradigm. Duffy confirmed this by stating that “mindsets create powerful incentives for individuals and groups to behave in ways that are congruent with the controlling paradigm and mental models” (Duffy, 2010). The Concise Oxford English Dictionary (2010) defines a mindset as a “habitual way of thinking”. This implies that mindsets can be reinforced.

Duffy stated that there is a correlation between the recurring reinforcement or strength of a mindset and the predisposition of a person, team or organization to think, believe and act in a certain manner (Duffy, 2010). Each profession’s controlling paradigm and its related mental models consequently serve to reinforce its supporting mindset (Duffy, 2010).

#### 2.2.4 The interconnectedness of Paradigms, Mental Models, Mindsets

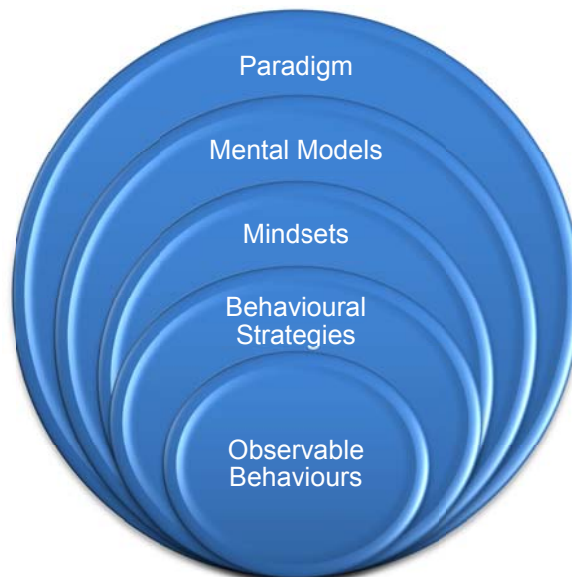
From the literature above, one can conclude that Paradigms, Mental Models and Mindsets are interconnected. Paradigms form the broad framework or point of reference from which reality can be explained. Mental Models are “our assumptions or beliefs about external reality” (Singapore Management University, 2007). Mental Models are formed within a certain paradigm, be that a new or existing paradigm. Mindsets are a person or organisation’s attitude or stand towards certain behaviour, mental models or paradigms. The figure 1 demonstrates this interrelationship.

**Figure 1: The relationship between Paradigms, Mental Models and Mindsets**



Duffy concurred with this perspective about interconnectedness between Paradigms, Mental Models and Mindsets (2010). Duffy proposed the relationship as a nested framework of theories of action. In this nested framework, mental models are aligned within a dominant paradigm which in return reinforces and sustains the paradigm (Duffy, 2010). As individuals “conform to the requirement of the paradigm and mental models, they develop mindsets (attitudes) about the value and effectiveness of the paradigm and the related mental models” (Duffy, 2010). Duffy expanded the relationship of these three concepts to behavioural strategies and observable behaviours. According to Duffy (2010) mindsets influence an individual’s choice of behavioural strategies. A person’s attitude towards related paradigms and mental models aid them to determine the best strategy to execute tasks (Duffy, 2010). The implementation of strategies through the execution of tasks ensures the manifestation of observable behaviour (Duffy, 2010). The reward of behaviour serves to reinforce the mindsets, mental models and the paradigm (Duffy, 2010). These nested theories of action as envisioned by Duffy is demonstrated by figure 2.

**Figure 2: Nested Theories of Action (Duffy, 2010)**

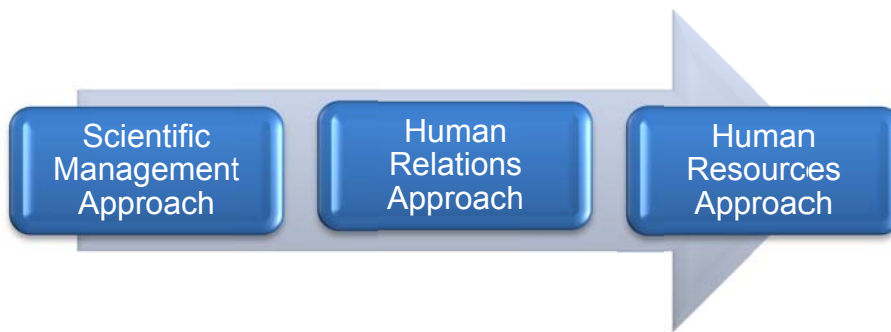


The next sub-section will provide a brief overview of the main controlling paradigms of Human Resources as it evolved over the last century.

## 2.3 THE EVOLUTION OF HUMAN RESOURCE PARADIGMS

The managerial paradigms that has controlled the personnel function has undergone significant changes, internationally and in South Africa over the last century (Grobler, Wörnich, Carrell, Elbert, & Hatfield, 2002). According to Grobler et al. (2002) three main approaches to Human Resources has emerged: the scientific management, the human relations and the human resources approach. These main paradigm shifts are presented by figure 3.

**Figure 3: Main Human Resources Paradigms of the 20<sup>th</sup> Century**



The rest of this sub-section will focus on these three main paradigms and the theories and mental models that support them.

### 2.3.1 The Scientific Management Approach

Before the emergence of Scientific Management all employees were deemed equally productive and the occurrence of sub-standard productivity justified prompt termination (Grobler, et al., 2002). Frederick W. Taylor is seen as the “father of scientific management” and his work was aimed at the creation of a new mental model amongst managers and staff through the development of clear guidelines that will result in increased production (Robbins, 2003). Taylor introduced a scientific approach to the management of workers where jobs were broken down to its smallest components. The possibility of more efficient methods was researched for every work component and the application of these methods led to the increased productivity of the job as a whole. This

approach was based on the optimisation of machinery and resembled the factory assembly line model (Young, 2008). The management of workers were compared with the effective utilisation of machinery where collaboration was required to ensure the application of a scientific method which consequently resulted in the achievement of optimal production (Robbins, 2003).

Taylor identified five main non-functional Organizational Mental Models that transpired in the early 1900s. The formulation of five new Organizational Mental Models to replace these models has formed the foundation of this first human resource paradigm shift towards the Scientific Management approach. These new Organizational Mental Models was adapted from Taylor's four principles of management and is presented by table 2.

**Table 2: The Scientific Management Paradigm shift in terms of Organizational Mental Models. Adapted from Robbins (2003).**

Early Practice Organizational Mental Models	Scientific Management's Organizational Mental Models
1. Workers based the best method to perform a task on approximations and prior experience.	1. Taylor proposed that best practice for the execution of any task should be researched, scientifically proven and then implemented by management to increase productivity.
2. Workers chose their own work and trained themselves as best they could.	2. Taylor proposed that the organization use science to select, train, teach and develop the worker.
3. Management and workers were in continual conflict	3. Taylor recommended the cooperation of managers with workers to ensure the successful execution of tasks in accordance with the principles of the science that has been developed.
4. Workers performed almost all the work and the greater part of the responsibility of the execution of work	4. Taylor suggested equal division of work and responsibility amongst management and workers.



rested upon the worker.	
5. All employees were given equal pay irrespective of their individual efforts.	5. Taylor proposed additional incentive pay for workers who produced above standard output.

During the early 1900s personnel departments of large organizations were given the traditional responsibilities of recruitment, selection, training and the assurance of health and safety, but the main focus of their practices were aimed at the implementation of scientific management techniques (Grobler, et al., 2002). Taylor's approach to human resources displayed a great a concern for employee output, but hardly showed any consideration for employee satisfaction (Grobler, et al., 2002).

### **2.3.2 The Human Relations Approach**

"The essence of the human relations movement was the belief that the key to higher productivity in organizations was increasing employee satisfaction" (Robbins, 2003). The Hawthorne studies were the main contributors towards management's paradigm shift from scientific management to human relations (Grobler, et al., 2002). The Hawthorne studies were conducted during the 1930s and the 1940s and demonstrated that productivity was not only affected by job design, job execution and monetary rewards, but also by social and psychological factors (Grobler, et al., 2002). The Hawthorne studies enabled organizations to understand that an organization is not only "a formal arrangement of functions, but it is also a social system" (Wertheim, 2008).

Elton Mayo and F.J. Roethlisberger conducted the research in the Hawthorne studies and they have found that employee's mindsets or attitudes were strongly affected by work conditions such as group relationships, leadership styles and support from management (Grobler, et al., 2002). Mayo and Roethlisberger managed to found a correlation between these mindsets or attitudes and productivity (Grobler, et al., 2002). This led to the conclusion that approaching employees with dignity will increase employee satisfaction which will result in an increase of productivity (Grobler, et al., 2002).

The mental models that supported the Scientific Management paradigm were consequently found to be Incomplete Organizational Mental Models after the discovery that behavioural strategy of a task and monetary rewards were not the only predictors of productivity (Wertheim, 2008). Subsequently the concepts of scientific management has not been abandoned, they have merely been modified and updated (Wertheim, 2008) Table 3 presents the main changes in terms of Organizational Mental Models that were responsible for organization's paradigm shift towards a human relations approach.

**Table 3: The Human Relations Paradigm shift in terms of Organizational Mental Models..**

Scientific Management's Organizational Mental Models	Human Relations' Organizational Mental Models
1. Monetary rewards will motivate employees (Robbins, 2003).	1. Employee's attitudes and mindsets were strongly influenced by working conditions such as supervisor support, group relationships and leadership styles (Grobler, et al., 2002).
2. Workers' output or productivity can be maximised only through financial incentives (Grobler, et al., 2002).	2. Employee's attitudes and mindsets formed a predictor of productivity (Grobler, et al., 2002). Money was a weaker predictor of work performance than group standards, group sentiments and security (Robbins, 2003).
3. Managers should follow a scientific and objective approach to ensure the execution of tasks in accordance with the pre-determined, scientifically-proven method. This requires cooperation from management with workers.	3. Treating employees with dignity will result in an increase in productivity (Grobler, et al, 2002). This requires continuous support from management.

The findings of the Hawthorne study resulted in a drive towards the implementation of behavioural science techniques (Grobler, et al., 2002). Personnel staff was mainly responsible for the design of supervisory training programmes that emphasised support and a general concern for the workers' well being (Grobler, et al., 2002). The rise of world-wide unionism propelled organizations towards a human relations paradigm shift in order to resolve labour conflict and to minimise strikes. The Human Relations approach was key in the improvement of working conditions for all employees, but only achieved minimal success in increasing productivity (Grobler, et al., 2002).

### **2.3.3 The Human Resources Approach**

The Human Resources approach was birthed out of Behavioural Sciences in the 1970s which proved that "managing people as resources rather than factors of production, or as human beings who act solely on the basis of emotions, could result in real benefits to both the organization and the employee" (Grobler, et al., 2002). This new paradigm proposed that organizational goals and human needs are compatible and that one need not be gained at the expense of another (Grolber, et al., 2002). The implementation of the Human Resources approach resulted in an increase in both organizational effectiveness and employee job satisfaction (Grobler, et al., 2002).

The discovery that a positive workforce is an inefficient as predictor of job satisfaction and productivity, resulted in the conclusion that once again personnel management were based on an Incomplete Organizational Mental Model. Table 4 illustrates the main changes in Organization's Mental Models which excelled personnel departments towards the adaption of a Human Resources Paradigm. The Organizational Mental Models that support the Human Resources paradigm is founded in the basic Human Resources principles that Grobler et al. (2002) stipulated in their book Human Resources in South Africa, 2<sup>nd</sup> Edition.

**Table 4: The Human Resources Paradigm shift in terms of Organizational Mental Models.**

Human Relation's Organizational Mental Models	Human Resources' Organizational Mental Models
1. The management of employees' feelings through the provision of favourable working conditions will result in higher production.	1. Employees are an investment. Efficient management and development of this investment will provide the organization with productivity in return.
2. An environment that emphasised support and a general concern for workers was created through supervisory training programmes.	2. Policies, programmes and practices must be created in a manner that is conducive to the employees' emotional and economic needs.
3. A working environment which promoted better working conditions was fostered. This included the introduction of benefits, job security, managerial support and group cohesion.	3. A working environment must be fostered in which employees are encouraged to develop and to optimise their performance.
4. HR programmes and practise that will serve the needs and aim to accomplish the goals of the employee will indirectly serve the needs of the organization.	4. HR programmes and practise should be aimed at serving the needs and achieving the goals of both the individual and the organization.

In the 1970s, the Human Resources paradigm resulted in personnel departments being focused on the completion of a business function. The main aim was to manage human resource transactions such as the managing of payroll (Bersin, 2007). During the 1980s the Organizational Mental Models that supported the Human Resources Paradigm shifted towards a strategic approach where Personnel Departments started to act as a business partner (Bersin, 2007).

Bersin (2007) is propagating that Human Resource Management is now entering a new era, an era that requires the cascading of supportive and efficient HR practice. Talent management has called HR practitioners to partner with lines of business where they aim

to understand and develop organizational capabilities (Bersin, 2007). This calls for a personnel department that is integrated with business. The extensive changes in Mental Models and Mindsets that Talent Management demands, validates the introduction of Talent Management as a new paradigm in Human Resources (McKinsey and Company in (Birchfield, 2002)).

The next sub-section will focus on clearly defining talent and the management of it.

## **2.4 THE CONCEPTUALISATION OF TALENT MANAGEMENT**

### **2.4.1 The Definition of Talent and Talent Management**

In order to understand the concept of Talent Management better, one must first understand the concept of Talent. According to PricewaterhouseCoopers, the definition of talent varies between organizations, industries and the challenges that the organization faces (Marah & Leigh-Ann, 2008). “Talent can be seen as a scarce or critical skill, a high flyer, a high performer or a combination of these factors” (Godsmith, 2009; Marah & Leigh-Ann, 2008). These pools of talent drive the business towards success and usually comprises of no more than 15 percent of the total workforce of an organization (Hansen, 2007). Talent can consequently be defined as a “small but critical segment of the workforce that is capable of driving growth and profitability” (Hansen, 2007). A company’s performance depends largely on its talent and a therefore a company’s ability to manage its talent will strengthen this connection (AETNA Inc., 2007; Handfield-Jones, et al., 2001).

The phrase, Talent Management (TM) was first used by McKinsey and Company in the late 1990s (Marah & Leigh-Ann, 2008) and can be defined as “the sum of people’s capabilities, experiences, competencies, attitudes and behaviour that can be turned into organizational performance” (Pillay, Subban, & Qwabe, 2008). Human Capital Institute and Vurv Technology (2008) categorises TM as a “new business science that integrates workforce planning, acquisition, development, mobility and measurement into a strategic discipline”. This discipline bridges all functional silos and is focused on the optimisation of talent throughout the employee life cycle (Human Capital Institute and Vurv Technology, 2008). Effective TM is aligned with the organization’s mission, values, core objectives,

values and capabilities and enables leaders of an organization to create a competitive advantage (Human Capital Institute and Vurv Technology, 2008).

Talent Management will now be broken down into Organizational Mental Models to create a deeper understanding of the differences between a Talent Management and a Human Resources paradigm.

#### **2.4.2 Talent Management as the new Human Resources Paradigm**

“Talent Management is more than a new language for old HR work, or just the next ‘hot thing’ for HR practitioners and managers to get involved in. For many organizations, it has become a strategic imperative” (Ashton & Morton, 2005) The transformation of Human Resources (HR) from Human Resource Management (HRM) to Talent Management (TM) is placing demands on HR professionals to redefine the profession to be able to aid organizations to meet the challenges of the 21<sup>st</sup> century (Human Capital Institute and Vurv Technology, 2008). According to the Human Capital Institute Africa and Vurve Technology (2008), “The Age of Talent is upon us, The HR profession remains the best suited to lead their organizations through the associated challenges and help them achieve a competitive advantage through talent management.”

Talent Management has been accused of being a new term for old Strategic Human Resource Practices (Lewis & Heckman, 2006) and that the redefinition of these practices is another attempt for HR professionals to enhance their legitimacy, status and credibility within their own organizations (Chuai, Preece, & Iles, 2008). Chuai, et al. (2008) inspected this accusation and has concluded that “Talent Management emerges as being different from traditional Human Resource Management, incorporating new knowledge rather than being a simple repacking of old techniques and ideas with new labels.” It can consequently be concluded that it validates the classification of a paradigm shift rather than just being a new Organizational Mental Model.

Some similarities were however found between Talent Management and Human Resource Management. Both concepts advocates employing the “right people in the right roles” in order to improve productivity and both approaches covers the same core functional areas

of people management (Chuai, et al., 2008). Despite these two similarities, the main focus or paradigm of TM differs fundamentally from HRM. Human Resource management focuses on the successful fulfilment of each of these functions, where the focus of Talent Management is the consistent supply of networked talents (Chuai, et al., 2008). The point of reference for Talent Management is people or talent and all management functions are approached from this perspective (Chuai, et al., 2008).

The Organizational Mental Model that supported the Human Resources approach as a paradigm was once again found to be based on incomplete information. These Mental Models developed and evolved, until a paradigm shift has emerged. The Talent Management approach can consequently be seen as the “logical result of the further development of Human Resource Management” (Chuai, et al., 2008). The Organizational Mental Models that support this new paradigm is summarised in table 5.

**Table 5: The Talent Management Paradigm shift in terms of Organizational Mental Models.**

Human Resources' Organizational Mental Models	Talent Management's Organizational Mental Models
1. All employees are equally valuable and deserve equal investment. HRM consequently asserts egalitarianism (Birchfield, 2002; Chuai, et al., 2008).	1. Employees should be classified or distinguished from each other in terms of their performance, potential and core competencies. TM emphasises segmentation (Chuai, et al., 2008). All people are affirmed, but investment takes place differentially (Birchfield, 2002; Michaels, n.d.).
2. Rewards and Compensation should be aligned with Performance.	2. Compensation and Rewards should pay provide high performers or high-potential employees with meaningful pay differentiation through a significantly higher base and variable

Human Resources' Organizational Mental Models	Talent Management's Organizational Mental Models
	pay (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008; Michaels, n.d.).
<p>3. HRM requires the buy-in from senior management, but HRM is the responsibility of HR (Birchfield, 2002; Chuai, et al., 2008; Handfield-Jones, 2001).</p>	<p>2. All Managers are responsible and accountable for the implementation of TM initiatives and consequently strengthening their own talent pool. TM will fail if it is viewed as purely an HR initiative. TM needs to be driven by senior and line management, not only supported by them (Birchfield, 2002; Chuai, et al., 2008; Handfield-Jones, 2001).</p>
<p>3. People are reactively employed based on the demands of the organization and the vacancies identified. Recruitment is approached as purchasing (Birchfield, 2002).</p>	<p>3. Talent is pro-actively and continuously recruited, even when there are no current vacancies for them (Lurz, 2004). "People are more important than jobs" (Birchfield, 2002). Recruitment is approached as marketing (Birchfield, 2002).</p>
<p>4. Recruitment of human resources is at best an investment and needs to be budgeted for.</p>	<p>4. Talent is innovative and entrepreneurial by nature and will find a way to earn money (Birchfield, 2002). The recruitment of talent will consequently enhance income.</p>
<p>5. Uses the qualifications and experience of a candidate as a screening mechanism in recruitment (Birchfield, 2002).</p>	<p>5. The screening of candidates limits rather than enhances the organization's ability to find talent. It is more important to employ the right people than the right ability (Birchfield, 2002).</p>



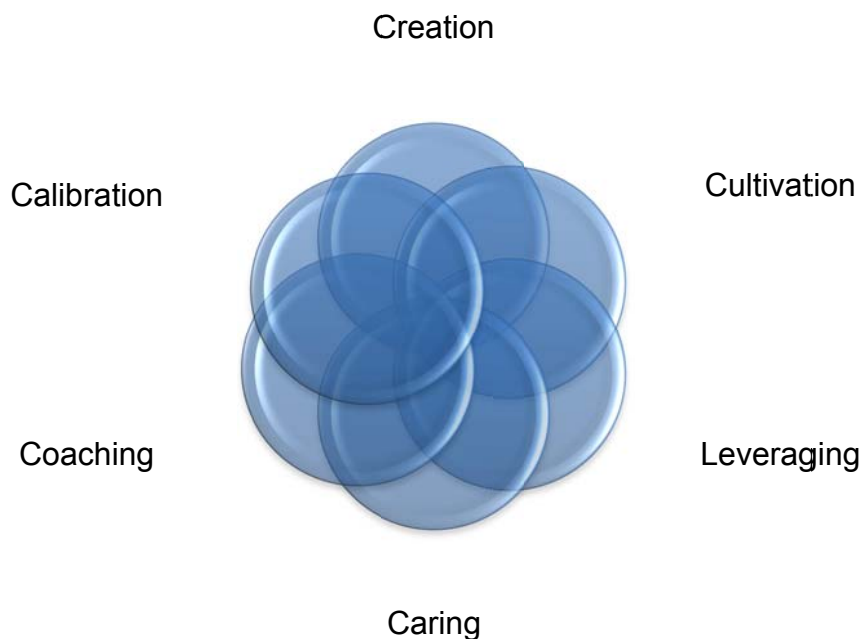
Human Resources' Organizational Mental Models	Talent Management's Organizational Mental Models
6. The organization offers good compensation with benefits, as value proposition for employees (Birchfield, 2002).	6. The organization transforms itself to become a value proposition for employees (Birchfield, 2002).
7. Human Resources are developed through training programmes (Birchfield, 2002).	7. The development of talent is stimulated through stretch assignments, coaching and mentoring (Birchfield, 2002).
8. Organizations expect conformity of Human Resources to the organizational culture and consistent submission to management. Rebels are seen as a threat (Birchfield, 2002).	8. Independent minds are valued and managers direct employees' "rebel mentality" towards innovation (Birchfield, 2002).
9. The organization addresses its need for talent-supply through bi-annual succession planning exercises (Handfield-Jones, et al., 2001).	9. TM is a central part of how the organization is run (Handfield-Jones, et al., 2001).
10. Managers work with the employees that they have inherited (Handfield-Jones, et al., 2001).	10. Managers take bold actions to build their own talent pools (Handfield-Jones, et al., 2001).
11. A vague notion exists that Human Resources are the organization's most important asset (Handfield-Jones, et al., 2001).	11. A deep-seated conviction exists that better talent results in better corporate performance (AETNA Inc., 2007; Handfield-Jones, et al., 2001).

The focus area will aim to describe the practices that support the integration of Talent Management into every business decision of an organization to ensure effective Talent Management.

### 2.4.3 A Framework for Talent Management

The main goal of Talent Management remains the identification and optimisation of talent for the benefit of both the organization and the employee. According to Marah and Murray (2008), an organization's ability to effectively develop and manage talent will determine the ultimate failure or success of an organization. Danie Joubert (2007) explored six critical areas of performance through which the organization can practice effective Talent Management: creation, calibration, cultivation, leveraging, caring and coaching. These 6 areas are demonstrated by figure 4.

**Figure 4: Effective Talent Management's six critical areas of performance (Joubert, 2007).**



These critical performance areas of TM will collectively ensure maximum availability, optimal leverage and wellness of great talent within the organization (Joubert, 2007). These six areas will now briefly be discussed.

#### a) Creation

This area addresses the organization's need for a constant supply of talent. It focuses on the establishment of talent in the organization by expecting it, identifying it and rewarding it (Joubert, 2007). An organization can create and ignite talent by providing opportunities for self-actualization, through the following 8 TM practices (Joubert, 2007):

- Planning future talent supply.
- Striving to be an employer of choice.
- Sourcing young talent.
- Upgrading tutor capacity by upgrading facilities like laboratories.
- Running young professional exposures.
- Hiring based on behavioural competencies.
- Leveraging Referral recruitment to attract and attain talent.
- Sharing best practices throughout the organization.

#### b) Calibration

This area provides a framework for the effective measurement, selection and ranking of talent within an organization. This area of performance will result in the assessment of talent, the improvement of talent equity and the application of talent in critical jobs and creative assignments. Talent can be effectively regulated through the application of the following five TM practices (Joubert, 2007):

- Compiling Talent specification for positions and careers which will enable the organization to measure the quantity and quality of the talent they employ.
- Defining a talent database for the organization by capturing the talent profiles of all employees.
- Forced ranking through the identification of high flyers.
- Deploying the best people to the most critical jobs.
- Being creative with regards to the types of assignments, teams and jobs the organization provides its talent.

#### c) Cultivation

The cultivation of talent ensures that talent is demonstrated as a competitive capability and leveraged for breakout achievements. Talent can be effectively encouraged through the application of the following seven TM practices (Joubert, 2007):

- Cultivating leaders and managers as mentors.
- Holding management accountable for talent.
- Firing poor managers.
- Expecting high standards of performance.
- Rewarding outstanding and breakout achievement.
- The implementation of forced ranking based on talent levels.
- Career planning which supports the utilisation of individual development plans.

#### d) Leveraging

An organization that aids its talent to excel enables its workforce to accomplish breakout achievements which establishes new standards and cultures. “The aim of leveraging talent is to ensure that employees’ talents are optimally deployed and engaged to have a maximum impact and effect in implementing strategic organizational goals and objectives” (Joubert, 2007). The following four TM practices will effectively leverage talent in the organization (Joubert, 2007):

- Motivating employees.
- Involving employees in the validation of the Talent requirements of the business.
- Deploying talent to achieve business or institutional goals and distributing the accountability for these goals to specific teams and individuals.
- Acknowledging the achievements of employees in creating talent.

#### e) Coaching

This area of performance prescribes that organizations ensure that people understand the realities of organizational culture, the competitiveness of the corporate environment

and the contests that life introduces. Joubert (2007) identified three TM practices that will aid organizations to perform effective talent coaching:

- Coaching employees in the processes that build persona mastery.
- Instilling the philosophy that life is a journey, not a destination.
- Training leaders as coaches will aid employees to develop circuits of personal success through the building of confidence and the processing of skills for execution.

f) Caring

Employee output and employee engagement are enhanced through the implementation of practices that demonstrates an organization's genuine concern for its employees. The following five practices will aid the organization to effectively demonstrate a concern for its talent's well-being:

- Focusing on Employees' Personal wellness.
- Encouraging Employee Engagement
- Focusing on inspiration which fuels achievement.
- Developing value-adding interpersonal relationships within the organization which serves as a source of wisdom, learning, inspiration and support (morally and financially).
- Proactively addressing retention issues.

Most articles advocate a more simplistic approach to Talent Management which usually consists of three of the following primary areas: Talent attraction, Talent Development, Talent alignment and Maintenance, and Talent Retention (Pillay, et al., 2008; Workforce Management, 2007). Joubert's (2007) framework includes these primary areas of Talent management and can consequently be seen as a more comprehensive framework of TM practices. Joubert's (2007) TM framework might differ fundamentally from other TM frameworks, but it supports the same platform or point of reference as all the other frameworks: talent and the management of talent throughout the employee life-cycle across all HR functions (Workforce Management, 2007).

Sweeney stated that TM goals and challenges do not change or disappear, but they shift (Human Capital Institute, 2009). A shift in goals, in response to the macro economy, will result in a natural shift of importance of a specific talent performance area. Sweeney confirmed the importance of talent retention in the 21<sup>st</sup> century by stating that organization's focus shifts from recruitment to retention during a recession period or down economy (Bonadio, 2009; Human Capital Institute, 2009). The burning issue during the 21<sup>st</sup> Century in Talent Management is consequently Talent retention and organizations are as a result called to focus on Talent caring as a critical performance area.

The main focus of this study revolves around taking care of talent through the pro-active retention of talent. Next, the importance and the practice of pro-active talent retention will be discussed in more detail.

#### **2.4.4 Pro-active Talent Retention**

Organizations biggest grievance is the attrition of talent (Human Capital Institute and Vurv Technology, 2008). Lurz (2004) has identified an organization's focus to retain high performers as one of the seven methods to win the talent war.

There are four imperatives that will significantly decrease the talent retention problem of an organization if the organization dedicates their resources to it (Michaels, n.d.). The four imperatives are illustrated by figure 5 and will briefly be discussed in the literature to follow.

**Figure 5: Four Imperatives that negates Talent attrition (Adapted from (Michaels, n.d.))**



#### **4.3.4.1. *Winning Value Proposition***

McKinsey and Company (Michaels, n.d.) has found organizational culture and the values that it supports as the most critical factor in retaining top talent. The total value proposition of a company encompasses three parts (Michaels, n.d.):

- Great Company
- Great Jobs
- Competitive Compensation

An organization's responsiveness towards top talent's expectations of the prevalence of these three factors, will determine the desire of talent to remain with an organization.

#### **4.3.4.2. *Robust Sourcing Strategy***

Organizations should be able to distinguish between high and low performers on dimensions such as results-orientation, innovation and risk-taking (Michaels, n.d.). This information should aid the organization to identify internal talent for the purpose of development and promotion. An organization's responsiveness to the identification of its talent and its ability to communicate a career path for their employees will enhance the

organization's ability to retain its talent (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008). "High level professionals across the world want investment in their development and a robust career path. The organization should let them know their potential and what opportunities can be provided" (Sharma & Bhatnagar, 2009) Without a clear career path, high-performers will not hesitate to exit their organizations for an opportunity that presents an attractive career-path (Sharma & Bhatnagar, 2009).

#### **4.3.4.3. *Tactics to build the Talent Pool***

To ensure the retention of talent in critical positions, organizations should maintain a development focus (Lurz, 2004; Sharma & Bhatnagar, 2009). McKinsey and Company (Michaels, n.d.) has found that the development of talent is excelled in an environment which offers stretched or challenging assignments and consistent mentoring or feedback.

#### **4.3.4.4. *Talent Mindset***

Talent is able to acquire success for an organization and that the development of a talent pool is part of every leader's responsibility. A leader's personal conviction of this statement, determines their talent mindset and consequently their ability to retain talent (Michaels, n.d.).

The concept of Talent Mindsets will be explained in more detail at a later stage.

The main distinction between average performing organizations and high performing organizations was not its definitive HR or business processes, but the fundamental belief (mindset) in the importance of talent (Birchfield, 2002). A description of the people who should adopt this mindset and who should assume responsibility for this important process will follow next.

#### **2.4.5 Talent Custodians**

The management and development of human resources or talent is traditionally the responsibility of HR, however a single department's effectiveness is limited during Talent



Management initiatives (McCauley & Wakefield, 2006). The key of a successful Talent Management programme is entrenched in the cooperation of all departments, with all managers, across the breadth and length of the organization (McCauley & Wakefield, 2006).

One of the reasons why some organizations' manage talent so poorly is due to the fact that "leaders don't realize that they are the ones with their hands on the talent-building levers" (Handfield-Jones, et al., 2001). Managers remain the organization's contact with its talent and they are ultimately the ones that determine the employees' working environment (Handfield-Jones, et al., 2001). According to Handfield-Jones et al.'s (2001) study on Talent Management, only 18 percent of managers agree that senior executives view talent management as an important part of their job.

Many managers still believe that the management of human resources acts as a distractions from the achievement of organizational goals and that the development of a talent pool is the responsibility of HR (Birchfield, 2002; Guthridge, Komm & Lawson, 2008; Handfield-Jones, et al., 2001). This is possibly a result of organization's neglect to hold executives and managers accountable for talent development. In their study, Human Capital Institute Africa and Hewitt's Human Capital Consulting (2008) has found that 10% of organizations hold managers accountable for the development of their talent and only 7% of organizations hold executives accountable for the development of their direct reports. Their study also revealed that only 5% of organizations are convinced that their managers have the necessary skills to develop employees and are able to provide constructive feedback to them (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008).

The role of HR has consequently become the "steward of the organization's talent management process" (Bersin, 2007). HR now acts as the advocator, designer, advisor and evaluator of the whole Talent Management Process. HR's main responsibility is to work with managers: coaching them, consulting with them, teaching them how to reward and recognize and how to manage talent so that people remain productive (Human Capital Institute and Vurv Technology, 2008). HR can consequently prepare the platform for talent management, but the responsibility to develop and build the talent pool must be the

responsibility of all management –from CEO to floor supervisor (Birchfield, 2002; McCauley & Wakefield, 2006).

Unfortunately, 58 percent of all line managers believe that the HR function lacks the ability to develop talent strategies in line with an organization’s strategic objectives (Guthridge, et al., 2008). Human Capital Institute and Vurve Technology (2008) has found that the leaders of some organizations has made a collective unconscious decision that talent management has become too important to be delegated to HR. TM has consequently placed new demands on HR to become masters of the organization’s business and its industry and to assume responsibility to equip leaders to manage their talent (Human Capital Institute and Vurv Technology, 2008). If HR is able to ascertain more business acumen, then they will become a precious commodity to the organization, since only HR will be able to translate a business strategy into a detailed talent strategy (Guthridge, et al., 2008).

Chuai et al. (2008) and Ready and Conger (2007) states that Talent Management requires the engagement and involvement of all stakeholders and that the effective management of this process demands a deep-seated talent mindset from its leaders. Talent Management which is viewed as purely an HR initiative is doomed for failure. “TM needs to be embedded in the entire organization, led by the senior management team, supported by a range of initiatives developed by HR and implemented by HR and line managers” (Chuai, et al., 2008). This shift in responsibility and accountability requires the 21<sup>st</sup> century manager and executive to fulfil the role of strategist, leader, coach and consultant (Human Capital Institute and Vurv Technology, 2008). “Every leader should consequently learn how to manage talent effectively, just as he or she has learnt how to manage strategic planning or new product development effectively” (Handfield-Jones, et al., 2001).

Effective Talent Management has become essential for organizations to survive the 21<sup>st</sup> Century’s competitive markets. Consequently Talent Management processes needs to be more strategic, connected and broad-based than ever before (McCauley & Wakefield, 2006). An exploration of the challenges that the 21<sup>st</sup> Century presents Talent Management will follow next.

## **2.4.6 21<sup>st</sup> Century Talent Management Challenges**

“For the next two decades at least, a company’s ability to attract, develop, excite and retain talent will be a major competitive advantage” (Handfield-Jones, et al., 2001). There is however a few barriers that organizations will need to overcome in order to engage in effective Talent Management. These challenges to TM will be discussed in the following pages.

### **4.3.6.1. *Demographic shift***

The war for talent is fuelled by the demographic shift of the global workforce. McKinsey & Company has forecasted a decline in the supply of talent in the next ten to fifteen years, particularly at higher skill and executive levels (Michaels, n.d.). Statistics have supported this prediction for talent shortage through the following findings:

- Workers in the Key Leader Age group (35 to 44) will decrease with fifteen percent from 2000 until 2015 (Birchfield, 2002; Human Capital Institute, 2008; Marah & Leigh-Ann, 2008).
- Fifty percent of CEOs leave their organizations within two years of appointment (Marah & Leigh-Ann, 2008).
- In the global workforce, forty to seventy percent of all senior executives are eligible for retirement within the next five years (Marah & Leigh-Ann, 2008).
- 50 percent of Fortune 500 leaders are expected to retire in the next five years (Human Capital Institute, 2008).
- In the next ten years, 43 percent of the U.S. workforce will be eligible for retirement (Human Capital Institute, 2008).
- 40 percent of companies in 23 countries are already reporting staffing challenges (Human Capital Institute, 2008).
- 60 percent of new jobs require skills that only 20 percent of the workforce has (Human Capital Institute, 2008).
- The U.S. projects a shortfall of seven million college graduates over the next ten years (Human Capital Institute, 2008).

- By 2025 the working population of Japan would have decreased with 14 percent, Germany with 7 percent and Italy with 9 percent.

Organizations therefore face a demographic profile which is dominated by the threatening retirement of baby boomers and a lack of young people entering the workforce (Guthridge, et al., 2008; Human Resource Management International Digest; 2007; Ready & Conger, 2007). There is as a result, an increasing demand for effective and swift knowledge transfer from baby boomers to talented young people in Generation Y (born after 1980), in an attempt to overcome the significant leadership gap (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008; McCauley & Wakefield, 2006).

This highlights another demographic challenge, the introduction of Generation Y into the workforce. Generation Y's mental models and mindsets about employment and their career path has been shaped by internet, information overload and overzealous parents (Guthridge, et al., 2008). The demands of this generation on the organization and on an organizations approach to talent management will be discussed at a later stage.

The challenge for organizations to provide a consistent supply of challenge could be even worse in Africa, where there is inadequate infrastructure to develop and support the growth of skill (Marah & Leigh-Ann, 2008).

#### **4.3.6.2. Talent in a South African context**

The International Organization for Migration states that South Africa has suffered a loss of more than \$5 billion in lost human capital since 1997 (Pillay, et al., 2008). The brain drain has resulted in negative effects for South Africa's economy and delivery prospects. The emigration of talent due to social and environmental risk factors in conjunction with the high prevalence of HIV/AIDS is currently depleting the South African talent base (Human Capital Institute, 2008).

The South African government has attempted to address this skill shortage through the release and adaptation of several acts as country-wide initiatives, such as the Constitution of the Republic of South Africa, 1996, White Paper on Human Resource Management for

the Public Service and the Joint Initiative on Priority Skills Acquisition (JIPSA) (Pillay, et al., 2008). One of these examples is the inclusion of Section 195 (h) of the Constitution of the Republic of South Africa, Act 108 of 1996 which states that “Good human-resource management and career development practices, to maximise human potential, must be cultivated” (Pillay, et al., 2008). The importance of the optimisation of talent, to South Africa, is consequently reflected in its constitution. The effective implementation of Talent Management in South Africa has become a pressing issue and a standing priority. It has become the driving force which enables the country to achieve short-term objectives of reform and long-term objectives of transformation (Pillay, et al., 2008).

Growing economies in the East are also placing tremendous demands on talents available globally (Human Capital Institute, 2008). Talent pools in countries with well-educated or well trained people, such as South Africa, will be targeted by foreign organizations in emerging economies who can afford to offer talent better living conditions, lucrative pay and attractive career opportunities (Human Capital Institute, 2008).

#### **4.3.6.3. Globalization**

Globalisation and the emerging economies in the East are escalating the war for talent due to an increased competition for the acquisition of scarce resources. Governments have globally started to devise strategies at macro level to position themselves as winning nations which attracts, retains and develops talent (Human Capital Institute, 2008).

The international market in itself presents a challenge to talent. Employees need to be willing and able to work abroad and in order for talent to flourish in the global economy, an international mindset is non-negotiable. This mindset demands an understanding of culture specific behaviour and of international ways of doing business.

#### **4.3.6.4. Organizational Silo-thinking**

Silo thinking refers to a focus on one unit or segment of an organization rather than the whole (Guthridge, et al., 2006). This mindset hinders the mobility of talent within an organization, but also undermines the sharing of knowledge and the development of

interpersonal networks across an organization (Guthridge, et al., 2006). The top 500 workers should be owned by the top team and not the respective business units (Guthridge, et al., 2006). Organizations should consequently break out of its traditional hierarchical mindset and deploy talent across the organization, even if it means the recruitment of talent from a different silos or business units (Bryan, Jouyce, & Weiss, 2006).

#### **4.3.6.5. *Aligning Business Practices with Talent Strategies***

Organizations that alienate Talent Management from business strategy are missing the purpose of TM, which is to utilise talent to enhance organizational performance. The Human Capital Institute and Hewitt's Human Capital Consulting (2008) has conducted a study on the application of talent practices and they have found that only 17% of respondents confirmed that their workforce strategy was consistently aligned with their business strategy. HR and Line managers should cooperate to ensure a link between business strategy and the talent needed to execute it (Human Capital Institute, 2009; McCauley & Wakefield, 2006). Organizations that rely exclusively on HR to drive TM strategy is "missing an opportunity to align the behaviour and capabilities of the workforce with the priorities of the business" (Guthridge, et al., 2006).

Talent Management will always face challenges, regardless of the era in which it is implemented. The main challenge for effective TM is timeless and remains the mindset of its leaders and of the organization as a whole. The three mindsets (Talent Mindset, Perceived Organizational Support and Perceived Supervisory Support) that relate to Talent Management will now be briefly discussed. This next sub-section will focus on the mindset of the organization's leaders and the impact that it might have on the organization.

## **2.5 TALENT MINDSET**

"Habits of mind are the real barriers to talent management" (Guthridge, et al., 2006). The mindset of the organizational leaders and their workers remains the true obstacle to effective talent management and consequently talent retention (Guthridge, et al., 2006). Cappelli (2008) confirmed this statement through his observation that "existing frameworks

and paradigms create the language that describes the challenges as well as the solutions”. Cappelli (2008) also affirmed that progress in terms of Talent Management is restricted by reigning paradigms within the workplace.

The literature above has concluded that a mindset is a person’s attitude towards behaviour, mental models or paradigms. A person’s mindset about Talent Management practices (Talent Mindset) can consequently restrict the efficiency or the progress of Talent Management within the organization. An organization’s Perceived Talent mindset or perceived Talent Management Practices and its relationships with constructs such as Perceived Organizational Support (POS), Perceived Supervisor Support (PSS) and Intention to Quit will be explored next.

### **2.5.1 Elaboration of a Talent Mindset**

“The first thing leaders need to understand is that better talent management does not come from having better HR processes or a better HR department. It comes from having leaders and managers at all levels who will embrace a talent mindset” (Handfield-Jones, et al., 2001). A talent mindset that is engrained in every employee on every organizational level is what differentiates the high performing organization from the average performing organizations (Birchfield, 2002).

A Talent mindset can consequently be defined as the fundamental or deep-seated belief of the importance of talent and its ability to allow your organization to outperform your competitors (Birchfield, 2002; Guthridge, et al., 2008; Handfield-Jones, et al., 2001). It is the recognition that talent drives all other areas of performance (Handfield-Jones, et al., 2001). These beliefs motivate leaders to build a talent pool and to take action daily to manage their talent effectively (Handfield-Jones, et al., 2001).

“Superior Talent will be tomorrow’s prime source of competitive advantage. Any company seeking to exploit it must instil a talent mindset through the organization, starting the top” (Chambers, Foulon, Handfield-Jones, Hankin and Michaels in Chuai, et al., 2008; Guthridge, et al., 2008; Lurz, 2004). Leaders can instil a talent mindset in an organization through the following TM practices:

- a) Strengthening direct reports.
- b) Establishing a talent standard.
- c) Influencing people's decisions far down in the organization.
- d) Driving talent review.
- e) Holding managers accountable for the strength of their talent pools.

The instilment or strengthening of a talent mindset amongst employees will result in a infuse behaviour that reinforces the Talent Management paradigm and its underlying Organizational Mental Models (See Table 5) (Duffy, 2010; Michaels, n.d.). A Talent mindset will consequently manifest in the behaviour of an organization and its leaders through Talent Management Practices (Duffy, 2010). Since the organization's talent mindset is manifested in its employee's behaviour, it can as a result be concluded that a poor talent mindset might result in negative behaviour, such as a high turnover rate.

This study focuses specifically on the perceptions of Generation Y regarding the organization's talent mindset or their talent management practices. Based on the literature above, one can conclude that the successful instillment/strengthening of a talent mindset or of a perception regarding talent practices amongst Generation Y employees, will result in the manifestation of positive behaviour, such as a decrease in intention to quit.

The possible relationships of perceived Organizational Talent Mindset or perceived Talent Management practices in relation to employees' perceptions of support and in relation to their intention to quit will be explored next.

### **2.5.2 Perceived Organizational Talent Mindset/Perceived Talent Management Practices and Perceived Organizational Support (POS)**

Research has shown that Human Resource Practices are an antecedent of POS (Allen, et al., 2003). Human Resource Practices that implies that the organization values and cares about its employees, is willing to invest in them and that they recognise employee contributions, signal that the organization is supportive of them (Allen, et al., 2003). Allen et al. (2003) defined supportive HR practice as "one that indicates investment in the



employee or recognition of employee contributions, and is discretionary in the sense that the organization is not obligated to offer the practice to everyone.” This belief that talent is an investment which should be approached differentially is a fundamental belief of Talent Management. One can as a result state that Talent Management classifies as supportive HR practice.

After extensive research of leading journal databases and platforms, such as EBSCOHost, Emerald, Google Scholar, Business Premier and ScienceDirect, very little research could be found that addressed the impact of various Talent Management Practices and no research could be found that demonstrated the perception of these practices.

Michaels did however find that top-rated companies supported Talent Review as Talent Management Best Practice (Michaels, n.d.). Talent Review includes the gathering of multiple viewpoints on each person and issue and the compilation of written action plans per division (Michaels, n.d.). This is usually conducted by the CEO, HR executive and divisional managers. Both Handfield-Jones, et al. (2001) and Workforce Management (2007) supports the belief that Talent Review practices in conjunction with Performance Management can hold important benefits for the organization, such as:

- Building the strength of the talent pool deep in the organization
- Imposing consistent and regular actions regarding people management
- Establishment of a talent benchmark
- Building a core or backbone for good Talent Management

Furthermore, research could be gathered that supported the importance of the 9 respective Talent Management Practices examined in this study, for the application of effective Talent Management:

- Strategy (Ashton & Morton, 2005; Cantrell & Benton, 2007; Guthridge, et al., 2006; Reindl, 2007).
- Talent Review Process (Human Capital Institute Africa & Hewitt’s Human Capital Consulting, 2008; Michaels, n.d.).
- Staffing (Michaels, n.d.).
- Talent Acquisition (Human Capital Institute, 2008; Michaels, n.d.).
- Talent Engagement (Bhatnagar, 2008; Human Capital Institute, 2008).

- Talent Development (Cappelli, 2008; Galagan, 2008; Sharma & Bhatnagar, 2009).
- Talent Deployment (Galagan, 2008).
- Performance Management (Galagan, 2008; Handfield-Jones, et al., 2001; Workforce Management, 2007).
- Talent Retention (Galagan, 2008; T&D, 2004).

Even though these practices affirmed possible contributions to effective Talent Management, no studies have yet been conducted to establish empirical evidence that confirms the impact of these practices on the employee's intention to leave the organization or on their perception of support from the organization or their supervisor.

Research has however found that an employee's perception of an organization's dedication to supportive organizational practices is positively related to POS (Allen, et al., 2003). We have established that Talent management classifies as supportive HR practice due to talent differentiation and a dedication to human capital investment. As a result it can be deduced that an employee's perception of the organization's dedication towards talent management practices (i.e. their talent mindset) should also be positively related to POS. Based on the argument above, the first proposition refers to the relationship between POS and the employee's perception of talent management practices or the organization's talent mindset.

**Proposition 1: A direct positive relationship exists between the employee's perception of the organization's talent management practices and POS.**

The embrace of Talent Management practices by an organization, and the dedication of resources to these practices will consequently lead to the acquisition and retention of top performers according to Michaels (n.d.).

**2.5.3 Perceived Organizational Talent Mindset/Perceived Talent Management Practices and Perceived Supervisor Support (PSS)**

Hutchison has found that the employee's perception of the organization's actions had direct effects on their perceptions of support from their supervisors (PSS) (Hutchison,

1997). Research confirms the following direct positive relationships (Allen, et al., 2003; Hutchison, 1997):

- POS and supportive HR practices such as Talent Management; and
- POS and PSS

It can therefore be concluded that indirectly a relationship between supportive HR practices, such as Talent Management and PSS is probable. Based on the argument above, the second proposition refers to the relationship between PSS and perceived talent mindset.

**Proposition 2: A direct positive relationship exists between the employee's perception of the organization's talent management practices and PSS.**

#### **2.5.4 Perceived Organizational Talent Mindset/Perceived Talent Management Practices and Intention to Quit**

Research has found that supportive HR practices that indicate the organization's willingness to invest in human capital, enhances employee retention (Allen, et al., 2003; Knight-Turvey & Neal, 2003). The ability of supportive HR practices (which implies Talent Management practices) to enhance retention, suggests that these practices are likely to decrease an employee's intention to leave an organization. This can possibly be due to an increased job satisfaction that might be associated with the experience of supportive HR practices by the employee. Job satisfaction has emerged as a primary retention factor in a study conducted by Cornell University (Hausknecht, Rodda, & Howard, 2008). Based on the argument above, the third proposition refers to the relationship between an employee's intention to quit his organization and perceived talent mindset.

**Proposition 3: A direct negative relationship exists between the employee's perception of the organization's talent management practices and his/her intention to quit.**

McCauley and Wakefield has established that a talent mindset is an attitude or a perception about Talent Management Practices which demands commitment to talent over

a long period of time (McCauley & Wakefield, 2006). An organization-wide dedication towards Talent Management which is driven by HR, can position HR at the heart of the organization (PricewaterhouseCoopers, 2008). This is due to Talent Management Practices' nature to require a proactive mindset (PricewaterhouseCoopers, 2008).

The next sub-section will explore the mindset or perception of the employee about the organization's support and the possible relationships that this perception might have to other constructs.

## **2.6 PERCEIVED ORGANIZATIONAL SUPPORT (POS)**

Employees develop a mindset or a global belief about the extent to which their organization values their contributions and cares about their general well-being, which is known as their perception of organizational support (POS) (Eisenberger, et al., 2002). Perceived Organizational Support is also valued as the assurance that assistance will be readily available from the organization when help is needed to carry out one's job effectively or to deal with stressful situations (Rhoades & Eisenberger, 2002).

### **2.6.1 Perceived Organizational Support Theory**

There has been two main theories that supported the existence and the research associated with Perceived Organizational Support (POS), namely Exchange Theory and Organizational Support Theory.

#### **a) Organizational Support Theory**

The organizational support theory suggests that employees pay attention to the manner in which organizations treat them in order to discern the extent to which the organization is supportive and values their contributions. Employees associate the treatment offered to them by agents of the organization as indicative of the organization's overall favourable or unfavourable orientation towards them. This theory is rooted in the Social Exchange theory which will be discussed next.

## b) Social Exchange Theory

The concept of Perceived organizational support results in a consequential feeling of obligation towards the organization. This social exchange is rooted in the social exchange theory and the rule of reciprocity (Allen, et al., 2003).

The social exchange theory is based on the principle that the exchange of social and material resources is a fundamental form of human interaction and interpersonal relationships (Pathbreakers, 1996). The norm of reciprocity extends this principle of social exchange to a platform of good goodwill. The social norm of reciprocity consequently states that the willingness of one person to help another obligates that person to return the favour through a reciprocal act (Changing Minds, 2010).

The Social Exchange Theory has often been used to the study of organizations in an attempt to better understand the reciprocal relationships that develop between employees and the organization (Dawley, et al., 2008). This view suggests that 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 from the organization and as a result feel obligated to reciprocate (Dawley, et al., 2008).

Based on these principles 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 quit the organization (Allen et al., 2003; Hutchison, 1997). Allen et al. (2003) also stated that the inverse is true where an employee's perception of low organization support may result in an increased intention to quit.

The employee's perception of Human Resource or Talent Management practices (an antecedent to POS), become the basis for their perceptions of support from management and supervisors, which forms the foundation of their global perception of the organization's support (Hutchison, 1997).

## **2.6.2 Perceived Organizational Support and Intention to Quit**

Perceived Organizational Support has been proven to be related to a variety of work-related attitudes and outcomes, such as job performance, citizenship behaviours, job satisfaction, commitment to the organization, voluntary turnover and an intention to quit (Allen et al., 2003). Research has found a negative relationship between an employee's perception that the organization that an individual works for, supports and cares for them (Perceived Organizational Support) and the individual's intention to quit (Allen, et al., 2003). Eisenberger, Fasolo and Davis-LaMastro in Allen et al. (2003) has also found that individuals with high POS will be less likely to seek and accept alternative employment. This finding has been portrayed by an array of research within a scope of electronic journals (Allen, et al., 2003, Armstrong-Stassen & Ursel, 2009; Dawley, et al., 2008; Harris, Harris & Harvey, 2007; Hui, Wong & Tjosvold, 2007; Jawahar & Hemmasi, 2006; Loi, et al., 2006; Riggle, Edmondson & Hansen, 2009). Based on the argument above, the fourth proposition refers to the relationship between an employee's perception of organizational support and his/her intention to quit the organization.

**Proposition 4: A direct negative relationship exists between the employee's perception of the organizational support and his/her intention to quit.**

Employees' perceptions of support from their organization consequently serve as the link between the organization's actions and actions taken by the employee (Hutchison, 1997).

## **2.6.3 Perceived Organizational Support as mediator of Intention to Quit**

A moderator variable is a "qualitative or quantitative variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable" (Baron & Kenny, 1986). A mediator variable is "said to function as a mediator to the extent that it accounts for the relation between the predictor and the criterion" (Baron & Kenny, 1986). One can therefore conclude that a moderator variable influences the strength or direction of a relationship between two variables, where a mediator variable can be seen as the reason behind this relationship.

Allen et al. (2003) has found that POS can act as the mediator of organizational supportive Human Resource Practices and the turnover process, and therefore indirectly of the employee's intention to quit. The presence of POS consequently can be seen as the explanation behind a negative correlation between supportive HR practices and employee turnover. Therefore, the research study aims to determine whether or not POS is a mediator between the employee's perception of supportive HR Practices (TM practices) and the employee's intention to quit.

**Proposition 5: POS mediates the relationship between perceived talent management practices and the employee's intention to quit.**

#### **2.6.4 Perceived Organizational Support and Perceived Supervisor Support**

Numerous studies have investigated the positive relationship between Perceived Organizational Support and Perceived Supervisor Support, but very few studies have been conducted to investigate the direction of the causality between POS and PSS (Eisenberger, et al, 2002).

Research has shown that Perceived Supervisor Support is an antecedent of POS (Allen, et al., 2003; Dawley, et al, 2008; Rhoades & Eisenberger, 2002; Shanock & Eisenberger, 2006; Zagenczyk, Scott, Gibney, Murell, & Thatcher, 2010). The organizational support theory encourages this finding that a positive relationship exists between PSS and POS where PSS leads to POS (Eisenberger, et al., 2002).

Yoon and Thye in (Eisenberger, et al., 2002) suggested that causality might also occur in the reverse direction where POS increases PSS. This has been confirmed by a couple of other research studies such as: Hutchison's study (1997) on a Path Model of Perceived Organizational Support, DeConinck's study (2010) on POS, PSS, organizational justice and trust and Dawley et al.'s study (2008) on Mentoring, PSS and POS. The argument that supports this is that the employees' perception that the organization values their contribution and cares about their well-being leads them to believe that supervisors (that act as agents of the organization), are favourably inclined towards them (Eisenberger, et al., 2002).

All studies seem to concur that a positive relationship exists between POS and PSS (Dawley, et al, 2008; Shanock & Eisenberger, 2006). The main argument remains however what the direction of the relationship is. The direction of this relationship is however not under dispute, for the purpose of this study. Based on the argument above, the sixth proposition refers to the relationship POS and PSS.

**Proposition 6: A direct positive relationship exists between the POS and PSS.**

The next sub-section will explore the mindset or perception of the employee about his/her supervisor's support and the possible relationships that this perception might have to other constructs.

## **2.7 PERCEIVED SUPERVISOR SUPPORT (PSS)**

Employees develop global perceptions about the degree to which supervisors value their contributions and care about their well-being (Eisenberger, et al., 2002). This general belief is called perceived supervisor support (PSS).

### **2.7.1 Perceived Supervisor Support Theory**

Supervisors act as agents of the organization and consequently have the ability to act favourable or unfavourable towards employees (Eisenberger, et al., 2002). Employees see this as indication of the organization's support which explains the strong correlation between POS and PSS (Eisenberger, et al., 2002).

### **2.7.2 Perceived Supervisor Support and Intention to Quit**

Employee's satisfaction with their immediate supervisor and their perception of their supervisor's willingness to value and care for them has been shown to reduce voluntary turnover and improve commitment (Dawley, et al., 2008). Therefore, a logical deduction would be that an enhanced perception of supervisor support will decrease the employee's



need or intent to leave the organization. Based on the argument above, the seventh proposition refers to the relationship PSS and the employee's intention to quit.

**Proposition 7: A direct negative relationship exists between the employee's PSS and his/her intention to quit the organization.**

### **2.7.3 Perceived Supervisor Support as mediator or moderator of Intention to Quit**

According to Allen et al. (2003) POS acts as mediator of organizational supportive HR Practices and the degree to which employee's leave an organization. Since supervisors act as agents for the organization and therefore become the personification of the organization suggests that PSS can possibly act as an even stronger mediator. It is therefore probable that the presence of PSS can be seen as the explanation behind a negative correlation between supportive HR practices and employee turnover. Therefore, the research study aims to determine whether or not PSS is a mediator between the employee's perception of supportive HR Practices and the employee's intention to quit.

**Proposition 8: PSS mediates the relationship between perceived talent management practices and the employee's intention to quit.**

These 8 propositions which have been formulated in the above literature forms the platform for the research study to follow. The context within which these propositions will be investigated will be discussed next.

The following sub-section will discuss Generation Y as the owners of talent in the 21<sup>st</sup> Century, their mindsets and how to use this information to retain them.

## **2.8 GENERATION Y AS THE SOURCE OF AN ORGANIZATION'S TALENT POOL**

As Generation Y-ers or Millennials begin to enter the workforce, organizations are faced with new challenges as they try to find innovative solutions to retain this group of employees (O'Malley, 2006). Research shows that once these individuals are employed, they are not likely to stick around for very long (O'Malley, 2006). Some surveys estimate

that members of Generation Y are likely to change their jobs every two years, continually searching for new challenges and experiences (O'Malley, 2006). Generation Y has as a result become famous for their professional mobility and therefore remains a high threat for a constant increase in turnover for organizations. This practical concern forms the basic premises for Generation Y to become the context for the execution of this study. According to O'Malley (2006) Generation Y members bring their own unique, values, attitudes and mindsets to the workplace. This mindset and how to utilise it to the organization's advantage for retention purposes will be discussed next.

### **2.8.1 Generation Y**

Generation Y individuals or Millennials can be defined as people born between 1980 and 1995 (Bassett, 2008). These individuals are now rapidly entering the workforce as they start to become eligible for employment. These individuals are commonly associated with the following characteristics:

- Extensive communication through technology (Bassett, 2008). Technology doesn't scare them, they embrace it.
- They are not loyal to employers. They will gladly switch positions if it promises more experience or better compensation (Bassett, 2008).
- They are the most educated generation to enter the workforce yet (Herbison & Boseman, 2009).
- They communicate more frequently and openly and will easily voice their opinion (Herbison & Boseman, 2009).
- Their parents instilled an almost untouchable attitude in them is very involved in their decision-making and lives in general (Herbison & Boseman, 2009).
- They are known for the speed of their work, their ability to access information and their focus on results (Herbison & Boseman, 2009).
- They are excessively ambitious and fiercely competitive (Matthews, 2008).

Their preferences or demands in the workplace appears to be somewhat unique in comparison to their preceding generations and includes the following:

- Flexible working hours and flexible locations (Bassett, 2008).
- Outcome-based, not process-based management (Bassett, 2008).

- Compensation based on current performance (Bassett, 2008).
- Clear, positive and frequent feedback (Herbison & Boseman, 2009).
- Strong leaders (Herbison & Boseman, 2009).
- Work-Life Balance (Personnel Today, 2008).
- Social Interaction (Dinnell, 2007).
- Professional growth and development (Dinnell, 2007).
- Responsibility and input (Dinnell, 2007).
- Reward and Recognition (Dinnell, 2007).

Generation Y's view of the world has been strongly influenced by an electronic world, information overload and overzealous parents (Guthridge, et al., 2008). Generation Y is currently representing 12 percent of the US workforce according to Guthridge, et al. (2008) and are already signifying managers with unique challenges. Generation Y envisions their career as a series of two-to-three year chapters and as a result companies are faced with the reality of threatening high attrition rates as the Generation Y workforce emerges (Guthridge et al, 2008)..

### **2.8.2 Using Generation Y's mindset to Retain them**

People differ and rather than adopting a generalised approach to staff retention, one needs to understand the characteristics of the workforce that you are attempting to retain and to respond to these characteristics in a flexible manner. Career Development International (Career Development International, n.d.) confirms that the motivations and triggers of Generation Y employees' differ significantly from their predecessors. Generation Y workers are generally described as ambitious, but very demanding (Personnel Today, 2008). They demand a working environment which allows optimum work-life balance, challenging and interesting work, a green employer and a modern workplace (Guthridge, et al., 2008; Personnel today, 2008).

Turnover remains a costly challenge. One which can only be overcome through a genuine interest of your employee's perception of the organization, its agents and its practices (Morgan, 2008) The retention of the best talent amongst Generation Y graduates will present employers with major challenges if organizations are not prepared to change,

adapt or simply explain their human resource policies or consequently talent management practices to accommodate the new generation (Career Development International, n.d.).

One can therefore conclude that an understanding of the relationship between Generation Y employee's intent to quit and their perception about an organization's talent mindset (or talent management practices), organizational and supervisor support, should provide the organization with the ability to construct a valuable Talent Retention Model for Generation Y.

The literature above has enabled the development of a conceptual model within a Generation Y context. This model will be illustrated in the following sub-section.

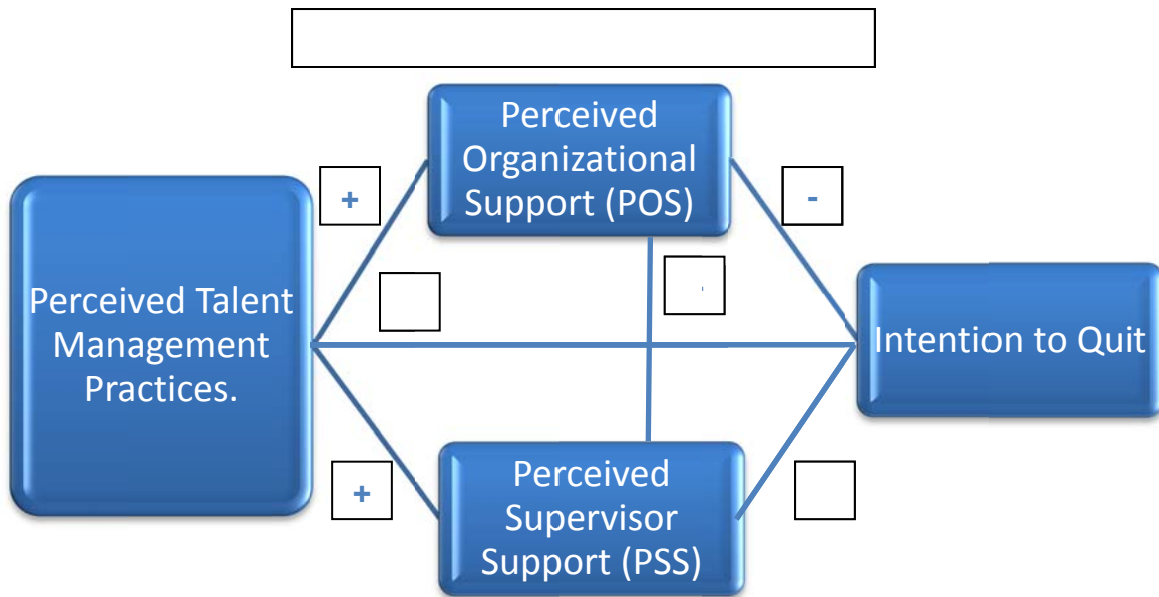
## **2.9 INTEGRATED CONCEPTUAL MODEL**

As stipulated by the literature review, research has confirmed a positive correlation between perceived organizational support and perceived supervisor support and a negative relationship between these two constructs and an employee's intent to quit (Chew & Wong, 2008; Dawley, et al., 2008; DeConinck, 2010; DeConinck & Johnson, 2009; Eisenberger, et al., 2002; Gentry, et al., 2007; Jawahar & Hemmasi, 2006; Loi, et al., 2006; Shanock & Eisenberger, 2006).

Research has furthermore found that supportive HR/TM practices increases POS and decreases turnover and presumably the employee's intent to leave (Allen, et al., 2003; Knight-Turvey & Neal, 2003).

Based on the literature review and the supporting propositions an integrated conceptual model is proposed where the relationships between the constructs can be investigated as an aim for the study to follow. The proposed direction of the relationship between these constructs are demonstrated in figure 6 with Generation Y serving as a contextual framework for the study..

### **Figure 6: Integrated Conceptual Model**



The following sub-section will conclude the chapter.

## 2.10 CONCLUSION

This chapter reviewed the available literature that describes the constructs used in this study, such as Talent Mindset, Perceived Organizational Support, Perceived Supervisor Support and Intention to Quit. Research findings of the previous studies were discussed, elaborating on the relationship between these constructs. In conclusion a model that summarised the relationships was presented.

## **3 CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter focuses on the research approach that was used for this study, detailing the research paradigm, design, procedure, data gathering and data analysis. This chapter also contains a description of the instruments used to measure various constructs applicable to this study. Finally, the chapter concludes with the ethical considerations addressed in the study.

### **3.2 RESEARCH PARADIGM / PHILOSOPHY**

A paradigm can be defined as a “set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of that world” (Filstead in (Ponterotto, 2005)). The selected paradigm for a study guides the researcher in “philosophical assumptions about the research and in the selection of tools, instruments, participants, and methods used” (Ponterotto, 2005).

This study will be conducted from a constructivist or interpretivist perspective. Constructivism supports the existence of reality within the mind of the individual, rather than it being one universal, external entity (Ponterotto, 2005). This paradigm enables a researcher to understand and interpret human behaviour according to the individual’s motives, intentions, values, attitudes or beliefs for that action in conjunction with rules that have been agreed upon by the society as a whole.

Ontologically, the constructivism paradigm supports a relativist reality, where reality is individually constructed and inter-subjectively negotiated within a specific social context (Plack, 2005). This paradigm supports the existence of multiple realities where no reality is more important or relevant than the other and it also acknowledges that these realities can change over time (Plack, 2005).

Epistemologically, the constructivism paradigm supports that knowledge is comprised of multiple interpretations of reality that is contextually bound and value-laden (Plack, 2005).

Reality can consequently be seen as subjective and can only be uncovered through inquiry and interpretation, not through observation (Plack, 2005). These interpretations can then be validated through the discovery of consensus within the relevant social context (Plack, 2005). As a result one can argue that even though multiple versions of knowledge are constructed by various individuals, the social construct of collective knowledge within a society allows for the validation of the respective individuals' knowledge (Plack, 2005). This explanation supports the relevance and value of the constructivist paradigm in spite of Schwandt's opinion that knowledge that is individually constructed, cannot be extensively shared (Schwandt in (Plack, 2005)).

The role of the researcher, within a constructivism paradigm, is to study a mental, social and cultural phenomenon in an endeavour to understand the reason why people behave in a certain manner (Voce, 2004). Any theories that the researcher derives from this study is based on multiple realities and subjective to a specific social context (Voce, 2004). These theories will therefore remain an approximation of the truth and very sensitive to context (Voce, 2004).

Methodologically, the constructivism paradigm supports the aim to understand a whole phenomenon and how each part relates to each other and to the phenomenon as a whole (Voce, 2004). Traditionally the interpretivism paradigm utilises qualitative methods to obtain data such as unstructured observation, open interview and discourse analysis. This study however will follow a more scientific approach, and aims to collect data via an empirical approach. This method originated in the positivism paradigm, but will be applied within the interpretivism or constructivism paradigm. The study will therefore apply an empirical approach to investigate human behaviour through the revelation of individuals' subjective beliefs, values, and attitudes.

The constructivism paradigm is relevant to the execution of this study, since Generation Y's attitude or belief regarding the organization's Talent Mindset, Supervisor Support and Organizational Support is examined in conjunction with Generation Y's intention to quit.

### **3.3 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN**

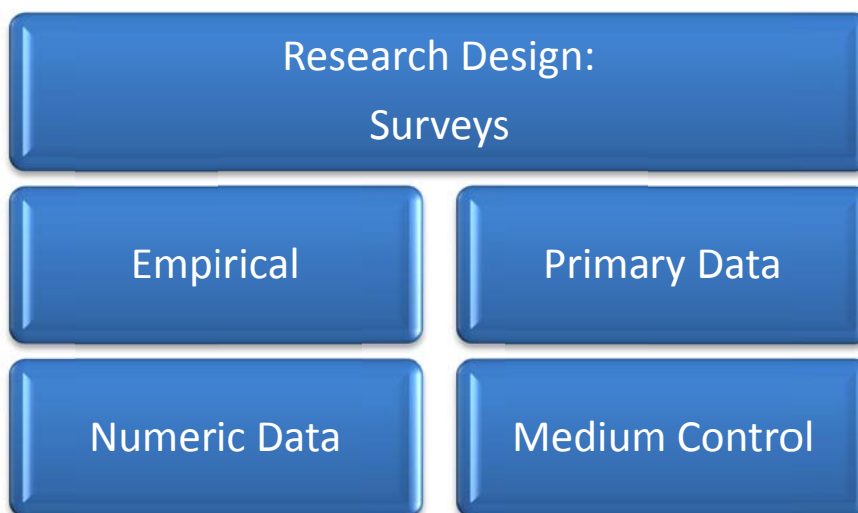
The strategy to be undertaken in order to achieve the research objectives, can be referred to as the research design. The Research design consequently refers to the conceptual structure or plan of the proposed study (Mouton, 2001).

Mouton (2001) classifies inquiry strategies or research design along four dimensions:

- Empirical versus non-empirical studies
- Using primary data versus analysis of existing or secondary data
- The nature of data: numerical versus textual data
- The degree of control: highly structured (laboratory conditions) versus natural field settings.

In formulating the appropriate research design for this study, the intent was to select a research design that will allow the achievement of the research objectives as validly, objectively, accurately, economically and efficiently as possible. It was decided to follow a survey research design to obtain primary quantifiable data at a specific point in time. This data will be analysed in an attempt to find correlations between different constructs. The purpose of the research will be explanatory and can be applied to solve organizational retention dilemmas. The dimensions of the proposed research design are illustrated by figure 7.

**Figure 7: Classification of Survey Research Design (Adapted from (Mouton, 2001))**



The research design will incorporate the following characteristics:



- Empirical Research. This research is based on an observer or measured phenomena and derives knowledge from direct observation or actual experience rather than theory (Ashmore, 2006). This study is not of conceptual nature, but rather focused on the experience of Generation Y with regards to an organization's Talent Mindset. Consequently it can be derived that the fact that this study revolves around employee's actual experience of reality, justifies the use of empirical research.
- Applied Research. The study is designed to solve the practical problems of the modern world, i.e. the retention of Generation Y employees (Lawrence Berkeley National Laboratory, n.d.). The goal of applied research is consequently to improve the human condition through application, which confirms the use of this type of research in this study.
- Quantitative Research. This research approach involves the collection and analysis of numerical data (Neill, 2007). Researchers use tools such as questionnaires to obtain the desired numerical data for the testing of a specific hypothesis (Neill, 2007). This study will follow this numerical approach to data collection to enable scientific, objective data analysis.
- Explanatory Research. The purpose of explanatory research is to explain the relationship between variables (Babbie & Mouton, 2001). This study supports the purpose of finding the reason why generation Y employees might develop an intention to quit their organization (Wikidot, 2010). It revolves around the discovery of relationships between the Generation Y employee's perception of the organization's talent mindset, the organization's support, the supervisor's support and the employee's intention to quit. The results will assist future decision-making within the organization. One can therefore deduct that the purpose, nature and result of the study classifies this study as explanatory research.

- Cross-sectional. The data for this study will be collected at a specific point in time and will not cover an extended period of time (Babbie & Mouton, 2001). Consequently it classifies as cross sectional research.
- Non-experimental, Correlation Design. A study is correlational if the data lends itself to establish the extent to which certain variables relate to each other (University of New England, 2000). The main objective or purpose of this study is to establish the relationship between four constructs (Perceived Organizational Talent Mindset, POS, PSS and Intention to Quit). The purpose of the research consequently compels the design to be of correlational nature.
- Primary Data. Primary research entails the collection of data about a given topic, directly from the real world (Purdue University, 2010). The distribution of surveys as a data collection method constitutes the gathering of primary data. This study will not make use of secondary data and as a result one can deduct that the data is primary.
- Survey Research. Survey research is usually conducted where a sample of respondents is selected from a population and a standardised questionnaire is administered to them (Colorado State University, 2010). The standardised questionnaire can be a written document, an online questionnaire, a face-to-face interview or telephonic interview (Colorado State University, 2010). Survey techniques are typically used in explanatory or descriptive research (Wikidot, 2010). It aims to provide a broad overview of a representative sample of a large population such as Generation Y (Mouton, 2001). Surveys are one of the most common types of quantitative, social science research (Colorado State University, 2010).

The following strengths can be acknowledged during the application of this research design:

- The use of quantitative research allows for the application of numerical measures which can provide a researcher with precise descriptions of variables (The Ahfad University for Women (AUW), n.d.).

- Quantitative research permits the use of larger samples which provides a stronger basis for generalisations (The Ahfad University for Women (AUW), n.d.).
- Quantitative research allows in-depth analysis through the use of various statistical techniques (The Ahfad University for Women (AUW), n.d.).
- Cross-sectional research is simplistic and the least costly time dimension that can be applied in research (Babbie & Mouton, 2001).
- The use of a survey research design enables the researcher to collect data from small and large populations and as a result equips the researcher to generalise to large populations (Colorado State University, 2010; Mouton, 2001).
- The survey research design allows high measurement reliability and high construct validity (Mouton, 2001).
- Correlational research is fairly easy to conduct (University of New England, 2000).

The following limitations can be acknowledged during the application of this research design:

- Cross-sectional studies aim to understand processes that develop over time, but conclusions are based on observations made at a specific point in time (Babbie & Mouton, 2001). Cross-sectional studies can consequently not capture change.
- Correlational research might leave the reason for relationships between variables unclear (University of New England, 2000).
- Survey data is sometimes very sample and context specific (Mouton, 2001).

Various studies have also opted to follow a quantitative, survey research design approach during their exploration of possible relationships between an employee's perceived organizational support, perceived supervisor support and their intention to quit (Chew & Wong, 2008; Dawley, et al., 2008, DeConinck, 2010; DeConinck & Johnson, 2009; Eisenberger, et al., 2002; Gentry, et al., 2007; Jawahar & Hemmasi, 2006; Loi, et al., 2006; Shanock & Eisenberger, 2006). A couple of exploratory studies about the relationship between supportive human resource practices, an employee's intent to leave the organization and his/her perception of organizational support has also selected this approach (Allen, et al., 2003; Knight-Turvey & Neal, 2003). One can therefore conclude that the application of a quantitative, survey research design to establish relationships between perceived Organizational Talent Mindset, POS, PSS and Intention to Quit has

been used with ample success in the past and is consequently appropriate for the use of this study.

### **3.4 SAMPLE AND SAMPLING STRATEGY**

A sample can be defined as a fixed part of a statistical population. This population's properties are studied in order to gain information which can be generalised to the target population (Mugo, n.d.). For the purpose of this study, a sample can be defined as a set of respondents selected from a larger population for the purpose of data collection via the use of a survey. Sampling is the act of "selecting a suitable sample or representative part of a population for the purpose of determining parameters or characteristics of the whole population" (Mugo, n.d.). The purpose of sampling is consequently to enable researchers to determine a target population's characteristics by directly observing a portion of the population (Mugo, n.d.).

#### **3.4.1 Target Population**

A population is a group of individuals from which samples are taken for the purpose of measuring certain constructs or variables (Mugo, n.d.). The target population for this study is the Generation Y professional workforce, working in all provinces of the Republic of South Africa during the 21<sup>st</sup> Century.

The focus of Generation Y as a target population is justified through the aim of the study to investigate the perceptions of Generation Y individuals towards talent management practices, organizational support, supervisor support and their intent to leave the organization. The restriction of the target population to Generation Y is due organizations' experience of exceptional high turnover amongst Generation Y employees (Guthridge, et al., 2008).

#### **3.4.2 Units of Analysis**

The unit of analysis is the major entity that the study aims to analyse (Trochim, 2006). In this study the proposed units of analysis were individuals that form part of the Generation

Y workforce. These individuals were distributed over seven organizational layers (Administrative staff, Research Assistants, Recruitment Consultants, Business Development Executives, Branch Managers, Team Leaders, Other job categories). The basic mindset or perceptions of these units of analysis or individuals were investigated in conjunction with their intention to leave their current organization.

### **3.4.3 Entities/Sources from whom data will be collected**

The entity from which data will be collected is an organization that specialises in recruitment. This organization had 450 employees and consisted of 11 business units (also known as brands within the shareholder company). The motivation behind the selection of this specific entity can be found in their willingness to participate and the demographics of their workforce. This specific entity's workforce is dominated by Generation Y as it makes out a large portion of the workforce.

### **3.4.4 Methods of selection of respondents**

Even though the target population is dictated by prescribed criteria, the sampling strategy to be used for this study is a sample of convenience (non-probability sampling). Non-probability sampling does not involve random selection (Trochim, 2006). Non-probability sampling can consequently not depend on the rationale that probability sampling does. In probability sampling the exact probability of a representative sample is known (Trochim, 2006). With non-probability sampling the degree to which research managed to capture a representative sample is unknown. Probabilistic samples are consequently more accurate and rigorous, but in social research it is not always feasible, practical or theoretically sensible (Trochim, 2006).

Non-probability sampling can be divided into convenience or purposive sampling. This study will follow a convenience sampling approach. The motivation behind this approach is the availability of a sample. This type of sampling is clearly fitting and feasible; however, it does pose the risk of not being representative of the target population.

This risk will be managed by not selecting a random sample, but to restrict the inclusion of respondents to prescribed criteria. The criteria will dictate that respondents need to have been born after 1980 and need to be currently employed at the relevant organization.

### **3.4.5 Sample Size**

The careful consideration of an appropriate sample size will ensure validity and reliability. A minimum sample response rate can be established through the consideration of best practice sampling principles.

The larger the sample size of a study, the higher the reliability of the study and the lower the risk of getting a rogue result (SAFERPAK, 2007). SAFERPAK (2007) argues that once a sample size has reached 200, the gains in reliability from an increasing number of respondents in the sample are minimal. Consequently, a 200 sample response rate is considered to be the minimum advisable sample size. According to Tabachnick and Fidell as cited in (Pallant, 2001), a minimum sample of 300 cases is considered appropriate for factor analysis. As a result one can conclude that a sample size of 200 to 300 respondents should be adequate to conduct survey research.

The sample for this study is derived from an organization operating within the recruitment industry. The expected sample size was 200 respondents. The pre-set age criteria and an organization-wide restructuring process has resulted in a smaller sample size of 135 respondents. The sample statistics will be discussed as part of the chapter on results (Chapter 4).

## **3.5 MEASURING INSTRUMENTS**

One method of data collection was administered. During the execution of this study a field survey was conducted to collect quantitative data.

The South African Generation Y workforce's perception of their organization's talent mindset, organizational support and supervisor support was measured in relation to their intention to quit the organization. Four constructs was consequently measured:

1. Perceived Talent Mindset of the Organization;
2. Perceived Organizational Support;
3. Perceived Supervisor Support;
4. And Intention to quit.

The final questionnaire consisted of five parts which aimed to measure these four constructs and to collect basic biographical information. A discussion of the various parts' instruments and the biographical section of the final questionnaire will follow.

### **3.5.1 Part 1: Biographical Information**

Very little research could be found that addressed the issue of which biographical variables or characteristics to include in studies regarding the perception of Generation Y on the organization's talent mindset. After extensive research of leading journal databases and platforms, such as EBSCOHost, Emerald, Google Scholar, Business Premier and ScienceDirect, the following biographical variables were found to possibly influence employee's perception of the organization's talent mindset:

- Generation/Age. Studies have indicated that Generation Y has very unique views of the workplace (Human Capital Institute, 2009). This has been shaped by various influences throughout their upbringing such as excessive technology, information overload and overzealous parents (McCauley & Wakefield, 2006). One can therefore conclude that an employee's generation and subsequently the employee's age influences his/her view of the workplace and as a result his/her view of the organization's talent mindset.
- Job Category (in terms of job level and job function). Effective Talent Management requires a multidisciplinary approach according to Human Capital Institute and Vurv Technology (2008). According to McCauley and Wakefield (2006) the strengthening of talent requires the cooperation of all departments, with all managers across the breadth of their operations. The importance of instilling a talent mindset at all levels of the organization was confirmed by various authors (Guthridge, et al., 2006; Handfield-Jones, 2001; Lurz, 2004). Therefore the requirement of effective talent management for all managers to strengthen their

direct reports, indicates that every employee's perception of the organization's talent mindset is to a large extent determined by their direct supervisor. It can consequently be deduced that the perception of an organization's talent mindset differs across job levels and functions and ultimately across job categories.

- Business Unit. Few organizations have the ability to implement Talent Management practices consistently across the organization's business units and divisions (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008). The discrepancy of the implementation of Talent Management practices should result in a discrepancy of the employee's perception of the organization's talent mindset in various business units.
- Gender and race. Managers and individuals in general tend to favour individuals who may think or behave similarly to them (Strategic Direction, 2008). The enactment of personal preference during the management of human resources will consequently result in differentiated treatment based on similarities between supervisors and employees. This will result in a differentiation of employee's perception of an organization's talent mindset across factors that accentuate diversity such as gender and race.
- Amount of hours worked per week. Deery (2008) has found that in her study of Talent Management, Work-Life balance and retention that an organization's Human Resource practice to support excessive long working hours presents a barrier in making the working environment an attractive and stable one. One can therefore conclude that the amount of working hours per week influence the employee's perception of the working environment, and therefore possibly the employee's perception of the organization's talent mindset.

Using the above mentioned literature as a point of departure, it was decided to utilise the following as independent biographical variables for the purposes of this study:

- Age (18 – 30 years of age)
- Job Category (Administrative staff, Research Assistants, Recruitment Consultants, Business Development Executives, Branch Managers, Team Leaders, Other job categories).
- Business Unit (11 Business Units as defined by the relevant organization).



- Gender (Male, Female).
- Race (African, White, Coloured, Indian, Other)
- Amount of hours per week (0-10, 11-20, 21-30, 31-40, 41-50, 51 or more)

As point of departure: Gender, Race, Home Language, Number of Years at the company, Highest level of Education, Marital status, Basis of Employment, Number of Hours per week, Job Title, Age, Branch, Branch, Job Classification and the amount of years the employee intends to remain at the organization, were included as biographical independent variables. The items that represent this area of investigation can be viewed in part 1 of Appendix A.

### **3.5.2 Part 2: Survey of Perceived Organizational Support (SPOS)**

The Survey of Perceived Organizational Support (SPOS) measures the employee's perception of the organization's attitude towards them (Shore & Tetrick, 1991). As a result one can conclude that the SPOS aims to measure the POS of the employee. The shortened version of Survey of Perceived Organizational Support (SPOS) consists of eight items that requires the respondent to indicate the extent of their agreement with each statement on a seven-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). The eight items Survey of Organizational Support that was used in this study is included in Part 2 of Appendix A.

Shore and Tetrick (1991) conducted a study to investigate the construct validity of the Survey of Perceived Organizational Support. Their results supported the SPOS as a uni-dimensional scale. Perceived organizational Support was clearly distinguishable from similar constructs such as affective and continuance commitment, but some questions were raised about the empirical distinction between the SPOS and satisfaction (Shore & Tetrick, 1991). Rhoades and Eisenberger (2002) confirmed these findings that the SPOS has a uni-dimensional scale and in addition, they also reported a high internal reliability. These findings were supported by more than a dozen studies during the review of Perceived Organizational Support literature (Eisenberger, et al., 2002; Rhoades & Eisenberger, 2002).

### **3.5.3 Part 3: Survey of Perceived Supervisor Support (SoPSS)**

This instrument aims to assess the employees' perception that their supervisor values their contribution and their supervisors care about their well-being. As a result one can conclude that the SoPSS aims to measure the PSS of the employee. In order to assess this, I adapted the SPOS in the same manner as Eisenberger, et al. (2002) and Shanock and Eisenberger (2006). They replaced the word organization with the term supervisor throughout the SPOS in order to determine the employees' PSS. The questionnaire consequently also consists of eight items and requires the respondents to score their answers on a seven point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). The 8 items Survey of Perceived Supervisor Support that was used in this study is included in Part 3 of Appendix A.

### **3.5.4 Part 4: Intention to Quit**

Three items was used to determine the employee's intent to leave the organization. The three questions that will measure this one construct are simple and straightforward. It requires that the respondent scores him/herself on a seven point Likert-type scale, ranging from strongly disagree to strongly agree. The respondents were asked to answer the following three items in accordance with their own feelings and opinions:

1. I think a lot about leaving the organization
2. I am currently searching for an alternative to this organization
3. When I can I will leave the organization

The items that represent this construct can be viewed in part 4 of Appendix A.

### **3.5.5 Part 5: HCI Assessment of Talent Practices**

The HCI Assessment of Talent Practices was compiled by the Human Capital Institute to enable organizations to measure talent mindset in the industry. The HCI Assessment of Talent Practices originally covered 75 talent practices. In order to minimise the time spent on the completion of questionnaires, the questionnaire was limited to 45 practices. These

45 Talent practices were the most relevant in determining the employees' perception of the organizations application of Talent Practices. The adapted HCI Assessment of Talent Practices consequently aims to measure the employee's perception of the organization's talent mindset based on the following areas of Talent Management Practices:

- Strategy
- Talent Review Process
- Staffing
- Talent Acquisition
- Talent Engagement
- Talent Development
- Talent Deployment
- Performance Management
- Talent Retention

These areas of Talent Management Practice have all been highlighted in Joubert's encompassing model for Best Practice of Talent Management as described in Chapter 2 (Joubert, 2007). This instrument does not aim to measure the 32 Best Talent Management Practices as defined by Joubert, but it should be noted that these 9 areas of assessment is confirmed by Joubert's model as Talent Management Best Practice (Joubert, 2007). This signifies the value of investigating employee's perceptions regarding an organization's Talent Mindset or the execution of these practices.

The HCI Assessment of Talent Practices consequently consists of 45 closed ended questions. Respondents were required to indicate the extent of their agreement with each statement on a five-point Lickert-type scale ranging from strongly disagree (1) to strongly agree (5). The adapted HCI Assessment of Talent Practices questionnaire that was used in this study is included as Part 5 of Appendix A.

The HCI Assessment of Talent Practices is fairly new and consequently still in the process of being validated.

### **3.6 RESEARCH PROCEDURE**

The normal channels of command and control was utilised to ensure that required protocol was adhered to and that there would not be unnecessary resistance to the research. The Executive Committee of the recruitment company that provided the respondents for this study was presented with a business case that confirmed the benefits of the study for the organization. This resulted in the authorization of the study for the organization in question.

The field study survey entailed the following

- The study used quantitative research techniques to obtain data.
- A self-completion questionnaire (included as Appendix A) was distributed to all branches and business units as a soft copy through electronic mail. A covering letter that solicited cooperation and verified executive authorization was also attached to the email. A letter that requested the consent of respondents (included as Appendix B) was attached to the email to ensure voluntary participation and to inform the employee of the aim of the study and the possible risks that are involved.
- Respondents were asked to either hand completed questionnaires to the relevant contact person per branch or to email/post the questionnaires to the researcher. Contact persons at the participating branches were asked to ensure responses from all job categories as well as ensuring the completeness of the questionnaires.
- The hard copies for the questionnaires were collected in person by the researcher from the relevant branch contact person for all Gauteng based branches. Branches based in Cape Town and Durban emailed the questionnaires to the researcher. As responses were voluntary, only completed questionnaires were retrieved.
- The survey was conducted in complete anonymity, since the researcher did not at any time request or kept track of the respondent's identity. The questionnaires were coded with identification numbers to ensure a point of reference, but the questionnaires were otherwise treated as anonymous to ensure confidentiality.
- Confidentiality was ensured by instructing contact persons to ask respondents to ensure that all sections and pages of the questionnaire are completed in full. The contact persons were however not allowed to browse through the questionnaire itself.

- Questions regarding the completion of the questionnaire were made to the researcher personally. No questions were received regarding the contents of the questionnaire, there was, however, questions regarding the assurance of anonymity.
- The collected data was captured on Microsoft Excel using the relevant Excel functions to avoid typing errors or duplicate entries.
- A number of questionnaires were discarded due to aspects such as incompleteness, pages missing or biographical information not completed.

### **3.7 STATISTICAL DATA ANALYSIS**

The responses of the completed questionnaires were provided to an external statistician recommended by the University of Pretoria. The statistician performed the required statistical analysis, using the SAS System 9.1.

The collected data was subjected to the following statistical analysis:

- **Sample Statistics.** Frequency Analysis was utilised to describe the sample obtained. Frequency tables represent the simplest kind of data analysis according to Hill and Lewicki (2007). This type of analysis focuses on the description of the sample by means of descriptors such as counts and percentages.
- **Reliability Analysis.** Reliability measures the consistency or repeatability of an instrument (Social Research Methods, n.d.). It refers to the degree to which the instrument measures in the same manner each time it is used under the same conditions with the same subjects (Social Research Methods, n.d.).

The most common measure of scale reliability is the Cronbach's alpha. In this study Cronbach's alpha Coefficient will be used to determine the reliability of the various instruments. Cronbach's alpha method splits all the questions in an instrument every possible way and computes correlations for them all (Social Research Methods, n.d.). The average of these values is equivalent to Cronbach's alpha correlational coefficient (Field, 2005).

This final result of the analysis is used to determine the reliability of an instrument where a reliability coefficient ( $r$ ) of 0 indicates an unreliable instrument and a reliability coefficient ( $r$ ) of 1 suggests a completely reliable instrument (Social Research Methods, n.d.).

- Pearson product-moment correlation coefficient was calculated as an analysis of the relationship between the measured variables. This provided the researcher with an analysis of the degree of a linear relationship between different variables (Lane, n.d.).
- Multiple regression aims to explain the variance of one dependent variable in terms of a number of other independent variables in a natural setting (University of Exeter, 1997). This is exclusively a correlational technique and does not disclose causal relationships (University of Exeter, 1997). Multiple regressions analysis was conducted to analyse the relationship between a single dependent variable (Intention to Quit) and several independent variables (Perceived Organizational Talent Mindset, Perceived Supervisor Support and Perceived Organizational Support). Multiple regression analysis (using the factor scores for each construct) was therefore conducted to evaluate whether Perceived Organizational Support and Perceived Supervisor Support possibly moderates or mediates the relationship between Perceived Organizational Talent Mindset and Intention to quit.
- ANOVA. In general the purpose of analysis of variance (ANOVA) is to test for significant differences between means of different groups (Hill & Lewicki, 2007). ANOVA (one-way analysis of variance) calculations were used to determine whether significant differences between the employees' Perceived Organizational Talent Mindset, and background variables existed. A confidence interval level of 95% will be used to determine statistical significance where  $p \leq 0,05$ .

### **3.8 RESEARCH ETHICS**

Belmont Report has defined research ethics as a “set of principles or guidelines that will assist the researcher in making difficult research decisions and in deciding which goals are most important in reconciling conflicting values (Belmont Report, 2004). In social sciences ethical issues are omnipresent and complex, since data should never be obtained at the

expense of the people being researched. Researchers have the right to search for the truth, but never at the expense of an individual's rights.

The research was subjected to the following research principles:

- Ethical Clearance. The study was subjected to the approval by the University of Pretoria's Economic and Management Sciences Research Ethics Committee.
- Copyright. The study respected intellectual property by not using unpublished data, methods or results without permission from the author (Resnik, 2010).
- Plagiarism. This study refrained from the pretence of distributing someone else's ideas or thoughts by giving the relevant authors credit and recognition for their contributions to research through appropriate citations and references (Belmont Report, 2004).
- Voluntary Participation. A consent letter was sent to each respondent with every questionnaire to ensure voluntary participation. In this letter the participants' rights and responsibilities were explained which includes the right to withdraw from the research study at any time and the consequences and risks involved with withdrawal. The study never coerced or improperly pressurised participation throughout the execution of the study (UNIVERSITY OF MINNESOTA, 2003).
- Prohibition of financial or non-financial incentives. The researcher refrained from offering any form of incentive to encourage participation or manipulation of any kind which aims to encourage participation (UNIVERSITY OF MINNESOTA, 2003).
- Non-maleficence. The prospective research did not subject participants to harm of either a psychological or physical nature. The research participants' concerns, rights and health was consequently protected and respected at all times throughout the execution of the research (UNIVERSITY OF MINNESOTA, 2003).

- Informed consent. The researcher fully disclosed the procedures, potential benefits and the possible risks that were expected during the study (UNIVERSITY OF MINNESOTA, 2003). The participants were then given the opportunity to decide whether he/she would like to sign the informed consent document (UNIVERSITY OF MINNESOTA, 2003). Informed consent is not a contract, and withdrawal from the trial was consequently allowable at any time during the study. Annexure B contains the informed consent form that was used in the study.
- Confidentiality. Identifying information was not disclosed to anyone who was not directly involved in the study (Trochim, 2006). The data collected during this research study was used only for the stated purpose of the research and no personal information was discussed or shared with any third party.
- Anonymity. The participants remained anonymous throughout the study, even to the researcher (Trochim, 2006).
- Research Misconduct. OSTP defines misconduct as the fabrication or falsification of research during its proposal, execution or review (UNIVERSITY OF MINNESOTA, 2003). Fabrication refers to the false production of data or results (UNIVERSITY OF MINNESOTA, 2003). Falsification refers to the manipulation of research materials, equipment or processes or the manipulation of data to obtain desired results (UNIVERSITY OF MINNESOTA, 2003). The researcher refrained from research misconduct through the use of ethical and sound research practices.
- Data management. This refers to the ethical consideration of: the truthful collection of reliable data, the ownership of data and the retention and sharing of access to collected data with colleagues and the public (UNIVERSITY OF MINNESOTA, 2003). In order to adhere to this ethical principle, data was truthfully collected and will be archived for a minimum period of 10 years.
- Honesty, objectivity and integrity (Resnik, 2010). The researcher acted honestly through the honest reporting of data, results, methods and procedures. The researcher avoided bias in data analysis, data interpretation and other aspects of



research where objectivity was required. The researcher acted with integrity through the fulfilment of agreements and by acting with sincerity.

- Permission for data collection. The researcher contacted the relevant organization's executive committee prior to the commencement of the study in order to obtain permission and authorisation for the collection of data from their employees.

### **3.9 CONCLUSION**

This chapter detailed the research approached used for the study i.e., the research paradigm and design. A discussion of the sampling strategy used was followed by a discussion of the relevant instruments and the research procedure followed to conduct this study. This was followed by a discussion of the statistical analysis applied to the data. This chapter concluded with the ethical considerations addressed in the study.

## **4 CHAPTER 4: RESULTS**

### **4.1 INTRODUCTION**

This chapter focuses on depicting and interpreting the results obtained from the statistical procedures described in chapter three. More specifically it will detail the descriptive statistics and results' regarding the reliability of the instruments, the possible correlations between constructs, the differences between groups.

### **4.2 SAMPLE STATISTICS**

Descriptive statistics is a method for describing quantitative data in manageable forms (Babbie & Mouton, 2001). The aspect under descriptive statistics that will be addressed is that of frequency analysis, which focuses on the description of a sample. As mentioned earlier, Frequency tables represent the simplest kind of data analysis according to Hill and Lewicki (2007). Frequency tables aims to describe the sample by means of descriptors such as counts, percentages and cumulative percentages.

The research study obtained 135 responses from 450 employees. It was difficult to determine an accurate response rate for the measuring instruments since only soft copies were provided to the respective distribution agents of each business unit. These distribution agents provided soft copies to all employees for voluntary participation in the study. Taken as a whole, a 30% sample of the target organization was obtained. This population percentage was calculated using the descriptive sample size (135 respondents) against the actual population of the target organization (450 employees).

The prescribed age criteria excluded a vast group of the workforce from the study and due to organization-wide restructuring, only 135 questionnaires were returned in hard copy. The distribution agents assisted the researcher to verify the completion

of questionnaires and consequently all 135 questionnaires could be utilised for the purpose of statistical analysis.

The composition of the sample is presented in Table 6. Due to insignificant returns from the eleven business units, the non-representative business unit's responses were grouped together as Business Unit (BU) 5.

**Table 6: Frequency Table of Participating Business Units of the Obtained Sample**

<i>Business Unit</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
BU 1	42	31.11	31.11
BU 2	37	27.41	58.52
BU 3	16	11.85	70.37
BU 4	12	8.89	79.26
BU 5	28	20.74	100.00

From Table 6 it is clear that there are significant differences in sample sizes between the participating Business Units, ranging from 12 to 42. Although the sample size (N) overall was sufficient to provide for reliable statistical analysis, the major contributions came from Business Unit 1 and Business Unit 2. These two business units are the largest within the organization and therefore it is acceptable that the major contributions in terms of responses come from Business Unit 1 and Business Unit 2.

The distribution of responses, as indicated in Table 7 represents the distribution of a hierarchical type organization, where organizational level and ranks can be correlated as follows:

- Senior and Middle Management
- Production Staff
- Administrative Staff and other Supportive Staff

**Table 7: Frequency Table of Organizational Levels of the Obtained Sample**

<i>Organizational Level</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Senior and Middle Management	11	8.15	8.15
Production Staff	81	60.00	68.15
Administrative and other Supportive Staff	43	31.85	100.00

The majority of the workforce is expected to consist of production staff, and as a result it is acceptable that the production staff or personnel make out sixty percent of the sample. This sample is consequently representative of a natural work setting.

Table 8 provide insight into the responses received according to the period that the personnel have been in the target organization.

**Table 8: Frequency Table of Period in Organization of the Obtained Sample**

<i>Period in Organization</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Less than 6 months	26	19.26	19.26
6 Months to 1 Year	17	12.59	31.85
1 -2 Years	37	27.41	59.26
2 -3 Years	29	21.48	80.74
3-4 Years	17	12.59	93.33
4-5 Years	5	3.70	97.04
5-10 Years	3	2.22	99.26
More than 10 Years	1	0.74	100.00

The groupings from which the largest response came are from the 1-2 years and 2-3 years grouping. Both of these groupings provided more than 20% of the responses respectively.

Table 9 focuses on the responses received from the gender groupings. From this table it is evident that 94.81% of the responses are from females. These findings are consistent with the compilation of the organization, since the nature of business (i.e. recruitment) dictates the prevalence of a female dominated workforce. It is consequently acceptable that the sample also comprises of a majority of female respondents.

**Table 9: Frequency Table of Gender of the Obtained Sample**

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Male	7	5.19	5.19
Female	128	94.81	100.00

Table 10 provides the responses received from the different race groupings. Very few Coloured and Indian respondents were prevalent in the sample and consequently they were grouped with the African respondents in one race group to form statistically significant race groupings. From this table it is evident that 71.85% of the responses came from white respondents.

**Table 10: Frequency Table of Race of the Obtained Sample**

<i>Race</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
African, Coloured, Indian	38	28.15	28.15
White	97	71.85	100.00

Table 11 provides the responses received from the different language groupings. The analysis indicates that the largest return was from Afrikaans (40%) and English (42.96%) speaking respondents, while the smallest return was from Venda respondents. The smaller return of respondents speaking African languages correlates with the closely with the race groupings where it was indicated that

71.85% of respondents were white. 71.85% of respondents will therefore most likely fall within the Afrikaans or English language grouping.

**Table 11: Frequency Table of Language of the Obtained Sample**

<i>Language</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
English	58	42.96	42.96
Afrikaans	54	40.00	82.96
Sepedi	2	1.48	84.44
Sesotho	4	2.96	87.41
Setswana	4	2.96	90.37
isiSwati	2	1.48	91.85
Tshivenda	1	0.74	92.59
isisZulu	4	2.96	95.56
isiXhosa	4	2.96	98.52
Other	2	1.48	100.00

Table 12 portrays the qualification distribution of those who responded. The qualification group with the largest response was the Grade 12 or lower group which provided 42.7 % of the responses. The Post-graduate grouping provided the smallest (14.82%) return.

**Table 12: Frequency Table of Qualification of the Obtained Sample**

<i>Qualification</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Grade 12 or lower	59	43.70	43.70
Diploma	28	20.74	64.44
Bachelours Degree	28	20.74	85.18
Post-Graduate Degree	20	14.82	100.00

Table 13 focuses on the responses received from the Marital Status groupings. From this table it is evident that 54.07% of the responses came from individuals with a single marital status. The groupings with the smallest response rate were the divorced (0.74%) and separated (0.74%) groupings.

**Table 13: Frequency Table of Marital Status of the Obtained Sample**

<i>Marital Status</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Single	73	54.07	54.07
Engaged	17	12.59	66.67
Married	43	31.85	98.52
Divorced	1	0.74	99.26
Separated	1	0.74	100.00

Table 14 provides the responses received from the different Basis of Employment groupings. The analysis indicates that the largest return was from employees employed on a Permanent basis (97.04%). The remainder of the respondents (2.96%) were employed on a fixed term basis.

**Table 14: Frequency Table of Basis of Employment of the Obtained Sample**

<i>Basis of Employment</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Permanent	131	97.04	97.04
Fixed Term	4	2.96	100.00

Table 15 portrays the Hours worked per Week distribution of the individuals who responded. From this table it is evident that the largest response was the 41 – 50 hours per week grouping (60 %). The 51 or more hours per week grouping, provided the smallest (11.85%) return.

**Table 15: Frequency Table of Hours worked per Week of the Obtained Sample**

<i>Hours Worked per Week</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Up to 40 hours	38	28.15	28.15
41-50	81	60.00	88.15
51 or more	16	11.85	100.00

Table 16 provide insight into the responses received according to the period that personnel still wishes to remain at the target organization. The grouping from which the largest response came, was from the 5 – 6 Years grouping (39.26%). The smallest return came from the 3 – 6 Months grouping (2.96%).

**Table 16: Frequency Table of Intent to Remain of the Obtained Sample**

<i>Intent to Remain</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Less than 3 months	5	3.70	3.7
3 – 6 Months	4	2.96	6.67
6 – 12 Months	12	8.89	15.56
1 – 2 Years	27	20.00	35.56
3 - 4 Years	34	25.19	60.74
5 - 6 Years	53	39.26	100.00

Table 17 portrays the Age distribution of the individuals who responded. The age group provided the largest response was the 24 Years grouping (17.78%). The groupings, 20 years (2.22%) and 21 years (2.22%), provided the smallest return. The age distribution includes respondents up to 31 years of age that is currently occupying the workforce. This age grouping is true to the purpose of this study which aims to investigate the perceptions of the Generation Y workforce.

**Table 17: Frequency Table of Age of the Obtained Sample**

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
20 Years	3	2.22	2.22
21 Years	3	2.22	4.44
22 Years	7	5.19	9.63
23 Years	16	11.85	21.48
24 Years	17	12.59	34.07
25 Years	18	13.33	47.41
26 Years	24	17.78	65.19



27 Years	18	13.33	78.52
28 Years	14	10.37	88.89
29 Years	8	5.93	94.81
30 up to 31 Years	7	5.19	100.00

- The most significant findings resulting from the frequency analysis can be summarised as follows:
  - The larger part of responses was received from Business Unit 1 and Business Unit 2.
- The larger part of the responses can be allocated to the following groupings:
  - Production Staff (81 responses)
  - Employees at the organization for 1 – 2 Years (37 responses) and 2 – 3 Years (29 responses)
  - Female (128 responses)
  - White (97 responses)
  - English speaking (58 responses) and Afrikaans speaking (54 responses)
  - Single Marital Status (73 responses)
  - Permanent Basis of Employment (131 responses)
  - 41-50 Hours worked per week (81 responses)
  - Intent to Remain 5 -6 years at the organization (53 responses)
  - Age group 20 up to 31 (135 responses)

The descriptive statistics for this study have now been completed. The results of the reliability analysis will be discussed next.

### 4.3 RELIABILITY ANALYSIS

A reliability analysis was conducted on all four instruments used during this research study. 135 Responses were included in the analysis of reliability and the item analysis of these instruments. According to Hill and Lewicki (2007) the reliability and Item analysis may be used to construct reliable measurement scales, to improve

existing scales and to evaluate the reliability of scales already in use. The results of each of the reliability and item analysis for each instrument will be discussed next.

#### 4.3.1 **Survey of Perceived Organizational Support (SPOS)**

Table 18 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.863 from the 8 items used in the Survey of Perceived Organizational Support (SPOS).

**Table 18: Reliability Statistics for the SPOS**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.863428	8

Pallant stated that a Cronbach Alpha of 0.70 or higher is considered to be acceptable (Pallant, 2001). Table 18 indicates a 0.863 Cronbach Coefficient Alpha, which indicates that the SPOS is highly reliable, and can consistently measure Perceived Organizational Support in a recruitment organization.

Table 19 depicts the item total statistics with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 19: Item Total Statistics for the SPOS**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
SPOS1	0.570255	0.85159	0.569204	0.852307
SPOS2	0.602115	0.84884	0.605323	0.848275
SPOS3	0.544407	0.85409	0.542102	0.855300
SPOS4	0.554734	0.85373	0.557153	0.853641
SPOS5	0.638135	0.84404	0.631247	0.845350
SPOS6	0.653811	0.84224	0.655758	0.842562
SPOS7	0.735180	0.83200	0.732542	0.833680
SPOS8	0.607841	0.84731	0.610742	0.847665

The main purpose of item analysis are to improve the total-score reliability, the selection of better item sequences and better types of score distributions. Item analysis procedures are consequently focused on differentiating between superior and inferior items. Table 19 illustrates that each of the items in SPOS correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score.

#### 4.3.2 Survey of Perceived Supervisor Support (SoPSS)

Table 20 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.886 from the 8 items used in the Survey of Perceived Supervisor Support (SoPSS).

**Table 20: Reliability Statistics for the SoPSS**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.885557	8

Table 20 indicates a 0.886 Cronbach Alpha Coefficient, which indicates that the SoPSS is highly reliable, and can consistently measure Perceived Supervisor Support in a recruitment organization.

Table 21 depicts the item total statistics with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 21: Item Total Statistics for the SoPSS**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
SoPSS1	0.659267	0.87099	0.664098	0.871509

SoPSS2	0.661251	0.87212	0.659641	0.871953
SoPSS3	0.662806	0.8705	0.658624	0.872054
SoPSS4	0.676341	0.86912	0.674127	0.870508
SoPSS5	0.721544	0.86432	0.72177	0.865709
SoPSS6	0.576408	0.87881	0.577841	0.879987
SoPSS7	0.700122	0.86681	0.696988	0.868215
SoPSS8	0.598075	0.87696	0.600355	0.877796

Table 21 illustrates that each of the items in SoPSS correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score.

#### 4.3.3 Intention to Quit (IQS)

Table 22 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.883 from the 3 items used to measure the employee's intention to leave the organization.

**Table 22: Reliability Statistics for the Intention to Quit Scale**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.882823	3

Table 22 indicates a 0.883 Cronbach Alpha Coefficient, which indicates that the Intention to Quit scale is highly reliable, and can consistently measure an Employee's Intention to leave the organization.

Table 23 depicts the item total statistics with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 23: Item Total Statistics for the Intention to Quit Scale (IQS)**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha

IQS1	0.828064	0.7828	0.822736	0.787061
IQS2	0.690071	0.90394	0.690039	0.903951
IQS3	0.812828	0.79722	0.806491	0.801918

Table 23 illustrates that each of the items in the Intention to Quit scale correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score.

#### 4.3.4 HCI Assessment of Talent Practices (HCI)

Table 24 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.965 from the 45 items used in the HCI Assessment of Talent Practices.

**Table 24: Reliability Statistics for the HCI Assessment of Talent Practices**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.964903	45

Table 24 indicates a 0.965 Cronbach Alpha Coefficient, which indicates that the HCI Assessment of Talent Practices scale is highly reliable, and can consistently measure an Employee's Perception of the organization's Talent Practices.

Table 25 depicts the item total statistics with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 25: Item Total Statistics for the HCI Assessment of Talent Practices (HCI)**

Deleted Item	Cronbach Coefficient Alpha with Deleted Variable			
	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI1	0.676396	0.96384	0.680848	0.964748
HCI2	0.654222	0.96392	0.661412	0.964828

HCI3	0.705292	0.96377	0.704637	0.96465
HCI4	0.613704	0.96410	0.614984	0.965019
HCI5	0.694027	0.96380	0.698167	0.964677
HCI6	0.424991	0.96478	0.431136	0.965767
HCI7	0.597313	0.96422	0.605314	0.965058
HCI8	0.488858	0.96457	0.495384	0.965507
HCI9	0.618937	0.96408	0.621103	0.964993
HCI10	0.605303	0.96413	0.607713	0.965048
HCI11	0.547099	0.96437	0.546298	0.965299
HCI12	0.618136	0.96412	0.621711	0.964991
HCI13	0.448469	0.96495	0.44647	0.965705
HCI14	0.514729	0.96466	0.510862	0.965444
HCI15	0.562398	0.96431	0.561763	0.965236
HCI16	0.701036	0.96376	0.701922	0.964661
HCI17	0.686561	0.96381	0.691158	0.964706
HCI18	0.454132	0.96473	0.455795	0.965667
HCI19	0.492407	0.96462	0.490979	0.965525
HCI20	0.597012	0.96417	0.598932	0.965084
HCI21	0.601418	0.96415	0.597819	0.965089
HCI22	0.719345	0.96370	0.71629	0.964602
HCI23	0.632475	0.96402	0.634836	0.964937
HCI24	0.640513	0.96399	0.638196	0.964923
HCI25	0.554196	0.96443	0.547952	0.965293
HCI26	0.673469	0.96388	0.674932	0.964772
HCI27	0.70216	0.96383	0.702419	0.964659
HCI28	0.671161	0.96384	0.66994	0.964793
HCI29	0.705801	0.96368	0.70677	0.964641
HCI30	0.581216	0.96423	0.584178	0.965145
HCI31	0.60034	0.96417	0.601664	0.965073
HCI32	0.66939	0.96390	0.670745	0.96479
HCI33	0.699013	0.96373	0.694335	0.964692
HCI34	0.512933	0.96451	0.511225	0.965442
HCI35	0.643466	0.96400	0.643091	0.964903
HCI36	0.751275	0.96363	0.752944	0.96445
HCI37	0.565123	0.96430	0.565097	0.965223
HCI38	0.660994	0.96389	0.65817	0.964841
HCI39	0.664878	0.96387	0.66528	0.964812
HCI40	0.662947	0.96390	0.665318	0.964812
HCI41	0.700332	0.96371	0.697606	0.964679
HCI42	0.525813	0.96445	0.526124	0.965382
HCI43	0.63233	0.96403	0.626972	0.964969
HCI44	0.562443	0.96440	0.556257	0.965259
HCI45	0.409134	0.96505	0.404018	0.965877

Table 25 illustrates that each of the items in the HCI Assessment of Talent Practices scale correlates highly with the total score and that the omission of none of the items will contribute to a significant higher Cronbach Alpha for the total score.

A reliability and item analysis was also conducted on the subscales of the HCI Assessment of Talent Practices. The results of the reliability analysis of the respective subscales are portrayed in Table 26.

**Table 26: Reliability Statistics for the HCI Assessment of Talent Practices**

<i>Subscales</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
Strategy	0.870469	5
Talent Review Process	0.777819	5
Staffing	0.744035	5
Talent Acquisition	0.768883	5
Talent Engagement	0.810891	5
Talent Development	0.836425	5
Talent Deployment	0.833663	5
Performance Management	0.816095	5
Talent Retention	0.787302	5

Table 26 illustrates that the Cronbach Alpha Coefficient for the various subscales for the HCI Assessment of Talent Practices are all above 0.70. This indicates that the HCI Assessment of Talent Practices is highly reliable, and can consistently measure employee's perceptions of an organization's Talent Practices.

Table 27 depicts the item total statistics for Subscale 1 (Strategy) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 27: Item Total Statistics for Subscale 1 (Strategy) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI1	0.729770	0.83464	0.735162	0.840194
HCI2	0.674570	0.84894	0.675576	0.854604
HCI3	0.758651	0.83026	0.762233	0.833518
HCI4	0.618869	0.86506	0.618485	0.868047
HCI5	0.723498	0.83752	0.726361	0.842347

Table 27 illustrates that each of the items in the Subscale 1 (Strategy) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.870469).

Table 28 depicts the item total statistics for Subscale 2 (Talent Review Process) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 28: Item Total Statistics for Subscale 2 (Talent Review Process) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI6	0.476864	0.76068	0.496403	0.76587
HCI7	0.647928	0.70799	0.658239	0.712088
HCI8	0.606983	0.71936	0.620017	0.725196
HCI9	0.536508	0.74530	0.521341	0.757872
HCI10	0.526453	0.74932	0.514177	0.76018

Table 28 illustrates that each of the items in the Subscale 2 (Talent Review Process) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.777819).



Table 29 depicts the item total statistics for Subscale 3 (Staffing) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 29: Item Total Statistics for Subscale 3 (Staffing) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI11	0.518413	0.69796	0.516983	0.702648
HCI12	0.503868	0.70155	0.526407	0.699168
HCI13	0.493846	0.70525	0.483536	0.714855
HCI14	0.540861	0.68695	0.533378	0.696583
HCI15	0.503497	0.70376	0.503369	0.707643

Table 29 illustrates that each of the items in the Subscale 3 (Staffing) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.744035).

Table 30 depicts the item total statistics for Subscale 4 (Talent Acquisition) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 30: Item Total Statistics for Subscale 4 (Talent Acquisition) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI16	0.61304	0.70169	0.614854	0.703227
HCI17	0.620387	0.69897	0.623667	0.700068
HCI18	0.46021	0.75301	0.4616	0.755889

HCI19	0.442069	0.76208	0.441446	0.762503
HCI20	0.574472	0.71429	0.574582	0.717478

Table 30 illustrates that each of the items in the Subscale 4 (Talent Acquisition) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.768883).

Table 31 depicts the item total statistics for Subscale 5 (Talent Engagement) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 31: Item Total Statistics for Subscale 5 (Talent Engagement) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI21	0.568958	0.78285	0.575983	0.788063
HCI22	0.647752	0.76181	0.650163	0.765812
HCI23	0.614142	0.76945	0.621428	0.774528
HCI24	0.637384	0.76271	0.630777	0.771706
HCI25	0.546912	0.79557	0.547575	0.796369

Table 31 illustrates that each of the items in the Subscale 5 (Talent Engagement) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.810891).

Table 32 depicts the item total statistics for Subscale 6 (Talent Development) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 32: Item Total Statistics for Subscale 6 (Talent Development) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI26	0.677186	0.79390	0.682882	0.802013
HCI27	0.739323	0.78300	0.742357	0.78537
HCI28	0.609729	0.81296	0.610062	0.821762
HCI29	0.635449	0.80564	0.636531	0.814663
HCI30	0.568053	0.82303	0.575318	0.830945

Table 32 illustrates that each of the items in the Subscale 6 (Talent Development) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.836425).

Table 33 depicts the item total statistics for Subscale 7 (Talent Deployment) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 33: Item Total Statistics for Subscale 7 (Talent Deployment) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI31	0.60605	0.80797	0.606148	0.810268
HCI32	0.664242	0.79209	0.665895	0.793577
HCI33	0.667821	0.79061	0.670639	0.792231
HCI34	0.54642	0.82579	0.546795	0.826377
HCI35	0.694033	0.78371	0.691713	0.786215

Table 33 illustrates that each of the items in the Subscale 7 (Talent Deployment) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.833663).

Table 34 depicts the item total statistics for Subscale 8 (Performance Management) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 34: Item Total Statistics for Subscale 8 (Performance Management) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
E36	0.615489	0.78012	0.615001	0.782057
E37	0.563531	0.79246	0.563776	0.797027
E38	0.602447	0.78331	0.604923	0.785032
E39	0.580683	0.78820	0.585323	0.790777
E40	0.686881	0.75607	0.683687	0.761383

Table 34 illustrates that each of the items in the Subscale 8 (Performance Management) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a higher Cronbach Alpha for the total score (0.816095).

Table 35 depicts the item total statistics for Subscale 9 (Talent Retention) of the HCI Assessment of Talent Practices, with the reliability coefficient (Cronbach's Alpha) if the item is deleted.

**Table 35: Item Total Statistics for Subscale 9 (Talent Retention) of the HCI Assessment of Talent Practices**

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Item	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
HCI41	0.580362	0.74216	0.578011	0.735523
HCI42	0.393856	0.79573	0.392908	0.794702
HCI43	0.686859	0.70470	0.683058	0.699327
HCI44	0.670194	0.70963	0.666555	0.705142

HCI45	0.496198	0.76938	0.485466	0.765828
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Table 35 illustrates that each of the items in the Subscale 9 (Talent Retention) of the HCI Assessment of Talent Practices correlates highly with the total score and that the omission of none of the items will contribute to a significant higher Cronbach Alpha for the total score (0.787302).

As a summary of the reliability analysis, the Cronbach Alpha Coefficients' for all four measuring instruments have a highly acceptable reliability and can therefore consistently measure the particular dimensions of the magnitude it is designed to measure. In other words, the measuring instruments are capable of consistently reflecting the same underlying constructs. Furthermore, it indicates a high degree of homogeneity between the questionnaire items of the respective instruments' scales.

#### 4.4 PEARSON PRODUCT-MOMENT CORRELATION

Correlational analysis is usually applied to describe the strength and direction of the linear relationship between two variables (Pallant, 2001). The Pearson product-moment coefficient is designed for continuous variables, but can also be used to determine the correlation between one continuous variable and one dichotomous variable (Pallant, 2001). Pearson correlation coefficients ( $r$ ) are described in terms of a value ranging from -1 to +1. The sign is representative of the direction of the relationship where the size of the absolute value indicates the strength of the relationship.

The main objective of this study was to establish the relationship between four variables: Perceived Organizational Support, Perceived Supervisor Support, Intention to Quit and Perceived Talent Practices or Perceived Organizational Talent Mindset. Pearson's product-moment correlation was used for this analysis. Table 36 depicts the findings of this analysis.

**Table 36: Correlation Table between POS, PSS, Intention to Quit and Perceived Talent Practices or Perceived Organizational Talent Mindset.**

	<i>POS</i>	<i>PSS</i>	<i>Intention to Quit</i>	<i>Perceived Talent Practices</i>
POS	1.00000			
PSS	0.72364 <sup>***</sup>	1.00000		
Intention to Quit	-0.56876 <sup>***</sup>	-0.43610 <sup>**</sup>	1.00000	
Perceived Talent Practices	0.64071 <sup>***</sup>	0.47096 <sup>**</sup>	-0.47719 <sup>**</sup>	1.00000

\* Statistically significant:  $p > 0,01$

+ Practically significant correlation (medium effect):  $r > 0,30$

++ Practically significant correlation (large effect):  $r > 0,50$

The findings of this research as shown in Table 36, indicates that there is a strong practically significant positive correlation ( $r_{(df = 135; p < 0.001)} = 0.724$ , large effect). between Perceived Organizational Support (POS) and Perceived Supervisor Support (PSS), where high levels of Perceived Organizational Support is associated with high levels of Perceived Supervisor Support (PSS).

Table 36 furthermore indicates that there is a strong practically significant negative relationship ( $r_{(df = 135; p < 0.001)} = -0.569$ , large effect) between Perceived Organizational Support (POS) and the employee's Intention to Quit, where high levels of Perceived Organizational Support is associated with a decreased intention to quit the organization.

The findings presented in Table 36 also illustrates a strong practically significant positive relationship ( $r_{(df = 135; p < 0.001)} = 0.640$ , large effect) between Perceived Organizational Support (POS) and the employee's perception of the organization's Talent Practices or Talent Mindset. This signifies that a strong conviction of high levels of organization-wide Talent Practices or a perception of high levels of an

organization-wide Talent Mindset can be coupled with high levels of Perceived Organizational Support (POS).

Table 36 portrays a medium practically significant negative correlation ( $r_{(df = 135; p < 0.001)} = -0.436$ , medium effect) between Intention to Quit and Perceived Supervisor Support (PSS). It can therefore be concluded that high levels of Perceived Supervisor Support can be linked to a decreased Intention to Quit.

A medium practically significant positive correlation ( $r_{(df = 135; p < 0.001)} = 0.471$ , medium effect) between Perceived Supervisor Support (PSS) and the employee's perception of the organization's Talent Practices or Talent Mindset is displayed in Table 36 as found by this study. This indicates that an increased conviction of the organization-wide application of Talent Practices can be associated with an increased perception of Supervisor Support.

The findings presented in Table 36 demonstrate a 6<sup>th</sup> correlation where a medium practically significant negative relationship ( $r_{(df = 135; p < 0.001)} = -0.477$ , medium effect) exists between employees' perception of the organization's Talent Practices or Talent Mindset and their intention to quit the organization. This indicates that high levels of perception of the application of Talent practices in an organization lead to low levels of employee's Intention to quit the organization.

As a summary of the Pearson product-moment correlational analysis, the following relationships were established:

- A strong positive correlation between Perceived Organizational Support (POS) and Perceived Supervisor Support (PSS).
- A strong negative relationship between Perceived Organizational Support (POS) and the employee's Intention to Quit.
- A strong positive relationship between Perceived Organizational Support (POS) and the employee's perception of the organization's Talent Practices or Talent Mindset.
- A medium negative correlation between Intention to Quit and Perceived Supervisor Support (PSS).

- A medium positive correlation between Perceived Supervisor Support (PSS) and the employee's perception of the organization's Talent Practices or Talent Mindset.
- A medium negative relationship exists between employees' perception of the organization's Talent Practices or Talent Mindset and their intention to quit the organization.

#### **4.5 MULTIPLE REGRESSION**

Multiple regression is a family of techniques that can be used to explore the relationship between one continuous dependent variable and a number of independent variables or predictors (Pallant, 2001). Multiple regression is based on correlation, but allows a more sophisticated exploration of the interrelationship between a set of variables (Pallant, 2001).

The results in the previous sub-sections uncovered the statistically significant relationships between perceived organizational talent mindset (or perceived talent management practices), perceived organizational support (POS), perceived supervisor support (PSS) and intention to quit. Standard multiple regression was performed to determine whether perceived organizational support or perhaps perceived supervisor support mediates/moderates the relationship between perceived organizational talent mindset (or perceived talent management practices) and intention to quit.

The results of the multiple regression analysis with perceived organizational talent mindset and POS as independent variables, and the interaction between these variables (to test for mediating effects), and Intention to quit are reported in Table 37. (Note: All the independent variables were centred). In the model 1 and 2, the effects of the independent variables were entered, while in the third model the interaction term was also entered.



**Table 37: Regression Analysis – Perceived Organizational Talent Mindset or Perceived Talent Management Practices, Perceived Organizational Support (POS) and Intention to Quit**

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
		B	SE	Beta					
1	Summary						.641	.411	.406
	(Constant)	11.611	3.323		3.494	.001			
	Perceived Organizational Talent Mindset	.195	.020	.641	9.624	.000			
2	Summary						.587	.345	.335
	(Constant)	25.825	2.163		11.941	.000			
	Perceived Organizational Talent Mindset	-.034	.016	-.191	-2.085	.039			
	POS	-.263	.054	-.446	-4.863	.000			
3	Summary						.594	.352	.338
	(Constant)	17.248	7.392		2.333	.021			
	Perceived Organizational Talent Mindset	.023	.050	.129	.462	.644			
	POS	-.054	.181	-.091	-.297	.767			
	Perceived Organizational Talent Mindset x POS	-.001	.001	-.618	-1.213	.227			

From Table 37 it is evident that Perceived Organizational Talent Mindset or Perceived Talent Management Practices explains 41.1% of the variance in Intention to Quit. Perceived Organizational Talent Mindset or Perceived Talent Management and POS combined explain 34.5% of the variance in Intention to Quit. However, adding the interaction of Perceived Organizational Talent Mindset and POS in the multiple regression analyses did not result in a significant increase in the explained percentage of variance in Intention to Quit, albeit a non-significant effect of Intention to Quit. One can therefore conclude that POS does not mediate/moderate the relationship between Perceived Organizational Talent mindset and Intention to Quit.

The results of the multiple regression analysis with Perceived Organizational talent mindset and PSS as independent variables, and the interaction between these variables (to test for mediating effects), and Intention to quit are reported in Table 38. (Note: All the independent variables were centred). In the model 1 and 2, the effects of the independent variables were entered, while in the third model the interaction term was also entered.

**Table 38: Regression Analysis – Perceived Organizational Talent Mindset or Perceived Talent Management Practices, Perceived Supervisor Support (PSS) and Intention to Quit**

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
		B	SE	Beta					
1	Summary						.846	.717	.714
	(Constant)	-3075.477	590.866		-5.205	.000			
	Perceived Organizational Talent Mindset	66.074	3.604	.846	18.335	.000			
2	Summary						.534	.285	.274
	(Constant)	26.618	2.464		10.804	.000			
	Perceived Organizational Talent Mindset	-.063	.015	-.349	-4.187	.000			
	PSS	-.163	.050	-.272	-3.256	.001			
3	Summary						.540	.291	.275
	(Constant)	17.990	8.475		2.123	.036			
	Perceived Organizational Talent Mindset	-.005	.056	-.027	-.085	.932			
	PSS	.034	.192	.057	.178	.859			
	Perceived Organizational Talent Mindset x PSS	-.001	.001	-.564	-1.064	.289			

From Table 38 it is evident that Perceived Organizational Talent Mindset or Perceived Talent Management Practices explains 71.7% of the variance in Intention to Quit. Perceived Organizational Talent Mindset or Perceived Talent Management and POS combined explain 28.5% of the variance in Intention to Quit. However,

adding the interaction of Perceived Organizational Talent Mindset and PSS in the multiple regression analyses did not result in a significant increase in the explained percentage of variance in Intention to Quit, albeit a non-significant effect of Intention to Quit. One can therefore conclude that PSS does not mediate/moderate the relationship between Perceived Organizational Talent mindset and Intention to Quit.

As a summary of the Multiple regression analysis, the following conclusions can be derived:

- POS does not mediate/moderate the relationship between Perceived Organizational Talent Mindset or Perceived Talent Management Practices and Intention to Quit.
- PSS does not mediate/moderate the relationship between Perceived Organizational Talent Mindset or Perceived Talent Management Practices and Intention to Quit.

#### **4.6 ANOVA (ONE-WAY ANALYSIS OF VARIANCE) WITH POST-HOC TESTS**

According to Hill and Lewicki (2007) the objective of analysis of variance (ANOVA) is to test for significant differences between means. This is accomplished through the comparison of variance (variability in scores) between the different groups with the variability within each of the groups (Pallant, 2001). A large F ration indicates that there is more variability between the groups than there is within each group. Post-Hoc tests allow us to distinguish which of the groups represent the significant difference (Pallant, 2001).

The main objective of this study was not to determine differences between groups for the respective variables, but the differences between groups in terms of their perception of Talent Management Practices was examined for exploratory purposes. The sample provided four biographical variables with sufficient representation to support inter-group comparisons. These biographical variables were: Race, Qualifications, Number of Hours per Week and Business Unit. The differences between groups in terms of these four variables and the associated perceptions of Talent Management Practices were explored. The research highlighted significant

differences between groups for three Talent Management areas and for the Talent Management construct as a whole. This will be discussed next.

#### 4.6.1 Staffing as a Talent Management Practice area

**Table 39: ANOVA Table for Staffing as a Talent Management Practice area**

<i>Biographical Variables</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Sig. (Pr&gt;F)</i>
Race	1	7.37073921	7.3707392	13.57	0.0003
Qualifications	3	0.24317051	0.0810568	0.15	0.93
Number of Hours per Week	2	1.01607685	0.5080384	0.94	0.3952
Business Units	4	7.13769702	1.7844243	3.29	0.0135

From Table 39 it is evident that statistically significant differences exist between race and business unit based on Staffing.

The statistical significant differences between business units were further analysed using post-hoc tests. Table 40 depicts the results of the Dunnett T3 post-hoc test for Business Units based on Staffing as a Talent Management Practice area.

**Table 40: DUNNETT T3 COMPARISON between Business Units based on Staffing as a Talent Management Practice area**

(I) 1	(J) 1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	5	.4881	.93573	.962	-1.8342	2.8104
2	5	3.4450	.96069	.002	1.0607	5.8292
3	5	2.0446	1.20197	.273	-.9384	5.0277
4	5	-.1429	1.32332	1.000	-3.4271	3.1414

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

From the Dunnett T3 test it is clear that there are significant differences in mean scores between different business units, specifically between Business Unit 2 and Business Unit 5.

The descriptive statistics of all respondents in the respective racial groups that answered the questions regarding Staffing as a Talent Management Practice are depicted in Table 41. From Table 41 it is evident that the sample sizes for the different racial groups differ (N ranges from 38 to 97). The mean scores for Staffing vary between 2.863 and 3.532.

**Table 41: Descriptive Statistics for Staffing as a Talent Management Practice and Race**

<i>Race</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>
White	97	3.53195876	0.69575295
African, Coloured, Indian and Other	38	2.86315789	0.88483349

The descriptive statistics of all respondents in the respective business units that answered the questions regarding Staffing as a Talent Management Practice are depicted in Table 42. From Table 42 it is evident that the sample sizes for the different business unit groupings differ (N ranges from 12 to 42). The mean scores for Staffing vary between 3.050 and 3.768.

**Table 42: Descriptive Statistics for Staffing as a Talent Management Practice and Business Units**

<i>Business Unit</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>
Business Unit 1	42	3.17619048	0.67020547
Business Unit 2	37	3.76756757	0.73713185
Business Unit 3	16	3.48750000	0.81312156
Business Unit 4	12	3.05000000	0.92293997
Business Unit 5	28	3.07857143	0.84386990

#### 4.6.2 Talent Deployment as a Talent Management Practice area

**Table 43: ANOVA Table for Talent Deployment as a Talent Management Practice area**

<i>Biographical Variables</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Sig. (Pr&gt;F)</i>
Race	1	0.58154587	0.5815459	1.1	0.296
Qualifications	3	0.50363518	0.1678784	0.32	0.8123
Number of Hours per Week	2	2.42610754	1.2130538	2.3	0.1047
Business Units	4	5.39758767	1.3493969	2.56	0.0421

From Table 43 it is evident that statistically significant differences exist between business units based on Talent Deployment.

The statistical significant differences between business units were further analysed using post-hoc tests. Table 44 depicts the results of the Dunnett T3 post-hoc test for Business Units based on Talent Deployment as a Talent Management Practice area.

**Table 44: DUNNETT T3 COMPARISON between Business Units based on Talent Deployment as a Talent Management Practice area**

(I) 1	(J) 1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	5	1.4167	.88778	.328	-.7866	3.6200
2	5	2.6342	.91146	.017	.3721	4.8962
3	5	.6696	1.14037	.943	-2.1605	3.4998
4	5	-1.1429	1.25551	.783	-4.2588	1.9731

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

From the Dunnett T3 test it is clear that there are significant differences in mean scores between different business units, specifically between Business Unit 2 and Business Unit 5.

The descriptive statistics of all respondents in the respective business units that answered the questions regarding Talent Deployment as a Talent Management Practice are depicted in Table 45. From Table 45 it is evident that the sample sizes for the different business unit groupings differ (N ranges from 12 to 42). The mean scores for Talent Deployment vary between 3.050 and 3.805.

**Table 45: Descriptive Statistics for Talent Deployment as a Talent Management Practice and Business Units**

<i>Business Unit</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>
Business Unit 1	42	3.56190476	0.56609591
Business Unit 2	37	3.80540541	0.71567604
Business Unit 3	16	3.41250000	0.61738697
Business Unit 4	12	3.05000000	1.05183822
Business Unit 5	28	3.27857143	0.84737378

#### 4.6.3 Talent Retention as a Talent Management Practice area

**Table 46: ANOVA Table for Talent Retention as a Talent Management Practice area**

<i>Biographical Variables</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Sig. (Pr&gt;F)</i>
Race	1	0.1126339	0.1126339	0.17	0.6793
Qualifications	3	1.26333487	0.4211116	0.64	0.5894
Number of Hours per Week	2	0.48697151	0.2434858	0.37	0.6906
Business Units	4	9.67768262	2.4194207	3.69	0.0071

From Table 46 it is evident that statistically significant differences exist between business units based on Talent Retention.

The statistical significant differences between business units were further analysed using post-hoc tests. Table 47 depicts the results of the Dunnett T3 post-hoc test for Business Units based on Talent Retention as a Talent Management Practice area.

**Table 47: DUNNETT T3 COMPARISON between Business Units based on Talent Retention as a Talent Management Practice area**

(I) 1	(J) 1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	5	1.4167	.88778	.328	-.7866	3.6200
2	5	2.6342	.91146	.017	.3721	4.8962
3	5	.6696	1.14037	.943	-2.1605	3.4998
4	5	-1.1429	1.25551	.783	-4.2588	1.9731

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

From the Dunnett T3 test it is clear that there are significant differences in mean scores between different business units, specifically between Business Unit 2 and Business Unit 5.

The descriptive statistics of all respondents in the respective business units that answered the questions regarding Talent Retention as a Talent Management Practice are depicted in Table 48. From Table 48 it is evident that the sample sizes for the different business unit groupings differ (N ranges from 12 to 42). The mean scores for Talent Retention vary between 2.817 and 3.643.

**Table 48: Descriptive Statistics for Talent Retention as a Talent Management Practice and Business Units**

<i>Business Unit</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>
Business Unit 1	42	3.53333333	0.64113720
Business Unit 2	37	3.64324324	0.74406561
Business Unit 3	16	2.93750000	0.71075078
Business Unit 4	12	2.81666667	1.22239209
Business Unit 5	28	3.19285714	0.90999738

#### 4.6.4 Talent Management Practices



**Table 49: ANOVA Table for Talent Management Practices**

<i>Biographical Variables</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Sig. (Pr&gt;F)</i>
Race	1	0.87418622	0.8741862	2.23	0.1378
Qualifications	3	0.96301963	0.3210065	0.82	0.4857
Number of Hours per Week	2	0.98012545	0.4900627	1.25	0.29
Business Units	4	3.85312206	0.9632805	2.46	0.049

From Table 49 it is evident that statistically significant differences exist between business units based on Talent Management Practices as a collective construct.

The statistical significant differences between business units were further analysed using post-hoc tests. Table 50 depicts the results of the Dunnett T3 post-hoc test for Business Units based on Talent Management Practices as a collective construct.

**Table 50: DUNNETT T3 COMPARISON between Business Units based on Talent Management Practices as a collective construct**

(I) 1	(J) 1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	5	7.9286	6.90231	.619	-9.2017	25.0588
2	5	19.9807*	7.08640	.020	2.3936	37.5678
3	5	3.6429	8.86617	.984	-18.3613	25.6470
4	5	-10.1071	9.76134	.699	-34.3329	14.1187

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

From the Dunnett T3 test it is clear that there are significant differences in mean scores between different business units, specifically between Business Unit 2 and Business Unit 5.

The descriptive statistics of all respondents in the respective business units that answered the questions regarding Talent Management Practices are depicted in Table 51. From Table 51 it is evident that the sample sizes for the different business unit groupings differ (N ranges from 12 to 42). The mean scores for Talent Management Practices amongst business units vary between 3.14 and 3.864.

**Table 51: Descriptive Statistics for Talent Management Practices and Business Units**

<i>Business Unit</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>
Business Unit 1	42	3.59523810	0.48737226
Business Unit 2	37	3.86306306	0.60881755
Business Unit 3	16	3.50000000	0.52304899
Business Unit 4	12	3.19444444	0.87776499
Business Unit 5	28	3.41904762	0.76306398

As a summary of the ANOVA (One-way Analysis of Variance) with Post-Hoc tests, the following conclusions can be derived:

- Statistically significant differences exist between race and business unit groups based on Staffing as a Talent Management Practice area. The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5.
- Statistically significant differences exist between business unit groups based on Talent Deployment as a Talent Management Practice area. The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5.
- Statistically significant differences exist between business unit groups based on Talent Retention as a Talent Management Practice area. The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5.
- Statistically significant differences exist between business unit groups based on Talent Management Practices as a collective construct. The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5.

## 4.7 CONCLUSION

In this chapter the results of various statistical procedures were analysed, reported and various observations were made. The results of the descriptive statistics, reliability analysis, Pearson-moment correlation, multiple regression analysis and ANOVA's were revealed.

The next chapter will discuss and interpret the results of this chapter, as well as integrate it with existing theoretical and empirical information to explain the phenomenon of Talent Management practices in recruitment type organization.

## **5 CHAPTER 5: DISCUSSION OF THE RESULTS**

### **5.1 INTRODUCTION**

This chapter focuses on discussing and interpreting the results of the statistical procedures and attempting to explain the impact of Generation Y employees' perceptions in terms of Talent Management Practices, Organizational Support and Supervisor Support on their intention to leave the organization. In this chapter the findings of the study will be discussed and conclusions drawn.

For the purpose of this study eight research objectives and respective propositions were formulated based on previous research, and subsequently empirically tested. The statistical methods of data analysis were applied, and results thereof were reported in the previous chapter. This chapter focuses on discussion of the obtained results per each research objective that was achieved. The chapter then concludes with a discussion of inter-group findings and a collaborative model based on the findings in the previous chapter.

### **5.2 REVIEW OF THIS STUDY**

The main purpose of this study was to investigate the relationship of the following Generation Y perceptions:

- Perceived Talent Management Practices or Perceived Organizational Talent Mindset
- Perceived Organizational Support
- Perceived Supervisor Support

This goal is set out in the study's research objectives which are once again specified below:

- To determine the relationship between Generation Y's perception of the organization's talent mindset and their intention to quit the organization.

- To determine the relationship between Generation Y's perception of the organization's talent mindset and their perception of organizational support.
- To determine the relationship between Generation Y's perception of the organization's talent mindset and their perception of supervisor support.
- To determine the relationship between Generation Y's perception of organizational support and their intention to quit their organization.
- To determine the relationship of Generation Y's perception of supervisor support and their intention to quit their organization.
- To determine whether Generation Y's perception of organizational support acts as a mediator or moderator between their perception of the organization's talent mindset and their intention to quit the organization.
- To determine whether Generation Y's perception of organizational support acts as a mediator or moderator between their perception of the organization's talent mindset and their intention to quit the organization.
- To determine whether there is a relationship between Generation Y's perception of Supervisor Support and their perception of Organizational Support.

In order to achieve these objectives, the following four assessments were administered in a recruitment type organization:

- HCI's Assessment of Talent Practices which measured Generation Y's perception of Talent Management Practice or the organization's Talent Mindset.
- The Survey for Perceived Organizational Support to measure the POS of Generation Y.
- The Survey for Perceived Supervisor Support which determines Generation Y's PSS.
- Intention to Quit scale to measure Generation Y's Intent to leave the organization.

The results of these assessments were analysed and demonstrated in the previous chapter.

The next section will highlight the key results of the literature review.

### **5.3 KEY RESULTS OF THE LITERATURE REVIEW**

During the literature review it was concluded that Talent Management can be seen as the new HR paradigm which is prevalent in Human Resource Management. It was also concluded that the perceptions of this paradigm in correlation with other concepts such as: Perceived Organizational Support, Perceived Supervisory Support and an Intention to Quit has not yet been explored.

A review of the literature has revealed that the study of POS, PSS and Intention to quit and their corresponding relationships have been prominent in the organizational and management for quite some time (Chew & Wong, 2008; DeConinck, 2010; DeConinck, 2009; Dawley, et al., 2008; Eisenberger, et al., 2002; Gentry, et al., 2007; Jawahar & Hemmasi, 2006, Loi, et al., 2006; Shanock & Eisenberger, 2006). These studies have confirmed a positive correlation between perceived organizational support and perceived supervisor support and a negative relationship between these two constructs and an employee's intent to quit.

Some studies have even suggested a positive relationship between supportive Human Resource Practices or Talent Management Practices and Perceived Organizational Support, and a negative relationship between supportive HR/Talent Management practices and turnover (Allen et al., 2003; Knight-Turvey & Neal, 2003).

During the literature research background or foundational knowledge on Paradigms, Mental Models and mindsets were researched and provided. The literature review then progressed to provide information on the evolution of HR paradigms and the proposal of Talent Management as the new HR paradigm. The literature review then revealed the findings and explanation of an investigation of four key concepts. These concepts were:

- Perceived Organizational Talent mindset or the Perception of Talent Management Practices
- Perceived Organization Support

- Perceive Supervisor Support
- Intention to Quit.

The effect of a generational variable such as Generation Y was then researched through an analysis of their general perceptions on HR or Talent management practices. The above mentioned concepts were integrated into an integrated conceptual model (see Figure 6 for details), which satisfies the primary literature review objective. This conceptual model served the purpose of providing a graphic demonstration of the proposed relationships between these concepts as defined by propositions 1 – 8.

These respective propositions and their empirical findings will be discussed in the next section.

## **5.4 KEY EMPIRICAL FINDINGS**

The empirical findings are discussed according to the analysis methodology discussed in Chapter 3. The discussion of the empirical findings will focus on the reliability analysis, a discussion of the obtained results for each proposition and finally a discussion on the comparative analysis between groups.

### **5.4.1 Reliability Analysis**

Reliability measures the consistency or repeatability of an instrument (Social Research Methods, n.d.). It refers to the degree to which the instrument measures in the same manner each time it is used under the same conditions with the same subjects (Social Research Methods, n.d.). One can therefore conclude that reliability assess accuracy or precision of an instrument.

According to Pallant (2001) a Cronbach Alpha of 0.70 or higher is significant and consequently considered to be acceptable. A minimum Cronbach Alpha of 0.7 is therefore required before the results of an instrument can be used with confidence.

A reliability analysis was conducted on all four instruments used during this research study. 135 Responses were included in the analysis of reliability and the item analysis of these instruments. A discussion of the reliability analysis of these four respective instruments will follow next.

### **Survey of Perceived Organizational Support (SPOS)**

Table 18 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.863 from the 8 items used in the Survey of Perceived Organizational Support (SPOS). The Cronbach Alpha coefficient indicates that the SPOS instrument has acceptable reliability and can consistently measure the specific dimensions of the magnitude (POS) it is intended to measure. The measuring instrument (SPOS) is therefore capable of consistently reflecting the same underlying construct (POS). Furthermore it indicates a high degree of homogeneity between the items used in this questionnaire.

### **Survey of Perceived Supervisor Support (SoPSS)**

Table 20 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.886 from the 8 items used in the Survey of Perceived Supervisor Support (SoPSS). The Cronbach Alpha coefficient indicates that the SoPSS instrument has acceptable reliability and can consistently measure the specific dimensions of the magnitude (PSS) it is intended to measure. The measuring instrument (SoPSS) is therefore capable of consistently reflecting the same underlying construct (PSS). Furthermore it indicates a high degree of homogeneity between the items used in this questionnaire.

### **Intention to Quit (IQS)**

Table 22 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.883 from the 3 items used to measure the employee's intention to leave the organization. The Cronbach Alpha coefficient indicates that the IQS instrument has acceptable reliability and can consistently measure the specific dimensions of the magnitude (Intention to Quit) it is intended to



measure. The measuring instrument (IQS) is therefore capable of consistently reflecting the same underlying construct (Intention to Quit). Furthermore it indicates a high degree of homogeneity between the items used in this questionnaire.

### **HCI Assessment of Talent Practices (HCI)**

Table 24 depicts the reliability statistics from the mentioned reliability analysis and indicates a Cronbach Alpha Coefficient of 0.965 from the 45 items used in the HCI Assessment of Talent Practices.

A reliability analysis was also conducted on the subscales of the HCI with the results portrayed in Tables 25 to

A reliability and item analysis was also conducted on the subscales of the HCI Assessment of Talent Practices. The results of the reliability analysis of the respective subscales are portrayed in Table 26. The mentioned sub-scales of Talent Management Practices and their respective reliability scores are as follows:

- Strategy. Cronbach Coefficient Alpha = 0.870.
- Talent Review Process. Cronbach Coefficient Alpha = 0.778.
- Staffing. Cronbach Coefficient Alpha = 0.744.
- Talent Acquisition. Cronbach Coefficient Alpha = 0.769.
- Talent Engagement. Cronbach Coefficient Alpha = 0.811.
- Talent Development. Cronbach Coefficient Alpha = 0.836.
- Talent Deployment. Cronbach Coefficient Alpha = 0.834.
- Performance Management. Cronbach Coefficient Alpha = 0.816.
- Talent Retention. Cronbach Coefficient Alpha = 0.787.

The Cronbach Alpha coefficient indicates that the HCI instrument and various subscales have acceptable reliability and can consistently measure the specific dimensions of the respective magnitude (Talent Management Practices) it is intended to measure. The measuring instrument (HCI) is therefore capable of consistently reflecting the same underlying construct (respective Talent Management

Practices). Furthermore it indicates a high degree of homogeneity between the items used in this questionnaire.

#### **5.4.2 Evaluation of Propositions**

**Proposition 1: A direct positive relationship exists between the employee's perception of the organization's talent management practices and POS.**

The results of the Pearson product-moment analysis demonstrated a strong practically significant positive relationship between Perceived Organizational Support (POS) and the employee's perception of the organization's Talent Management Practices or Talent Mindset (see Table 36). This confirms Allen, et al's (2003) finding that an employee's perception of supportive Human Resource practices (i.e. Talent Management Practices) are an antecedent of POS. The employees' perception that the organization's practices is focused on optimising talent and willing to invest in it will consequently result in the perception that the organization values their contributions and cares about their general well-being.

The affirmation of this proposition is an important finding, since no evidence in the relevant literature could be found that specifically addressed the impact of employees' perception of Talent Management Practices on POS.

**Proposition 2: A direct positive relationship exists between the employee's perception of the organization's talent management practices and PSS.**

The results of the Pearson product-moment analysis demonstrated a medium practically significant positive correlation between Perceived Supervisor Support (PSS) and the employee's perception of the organization's Talent Management Practices or Talent Mindset (see Table 36). This indicates that an increased conviction of the organization-wide application of Talent Practices can be associated with an increased perception of Supervisor Support. These findings confirm Hutchison's research that an employee's perception of the organization's actions has direct effects on their perceptions of support from their supervisors (PSS)

(Hutchison, 1997). One would expect this correlation to be present due to the unique implementation of Talent Management practices. One of the characteristics of the Talent Management paradigm is that all managers are responsible and accountable for the implementation of TM initiatives (Birchfield, 2002; Chuai, et al., 2008; Handfield-Jones, et al., 2001). Supervisors are the front-line implementers of Talent Management practices and as a result, they are associated with the employee's perception of the organization's Talent Management practices. The employees' perception that the organization practices the optimisation of talent and is willing to invest in it will consequently result in the perception that his/her supervisor values their contributions and cares about their general well-being. The fact that supervisors act as agents for the organization, and consequently become the personification of Talent Management practices, explains this relationship.

The affirmation of this proposition, is an important finding, since no evidence in the relevant literature could be found that specifically addressed the impact of employees' perception of Talent Management Practices on PSS.

**Proposition 3: A direct negative relationship exists between the employee's perception of the organization's talent management practices and his/her intention to quit.**

The results of the Pearson product-moment analysis demonstrated a medium practically significant negative relationship between employees' perception of the organization's Talent Practices or Talent Mindset and their intention to quit the organization (see Table 36). This indicates that high levels of perception of the application of Talent practices in an organization lead to low levels Intention to quit the organization. This affirms Allen et al. (2003) and Knight-Turvey and Neal's (2003) findings that supportive HR practices (i.e. Talent Management Practices) that demonstrates an organization's willingness to invest in its talent, enhances talent retention. The embrace of Talent Management practices by an organization, and the dedication of resources to these practices will consequently lead to the acquisition and retention of top performers as suggested by Michaels (n.d.).

The affirmation of this proposition is an important finding, since no evidence in the relevant literature could be found that addressed the impact of employees' perception of Talent Management Practices on an employee's intention to quit, specifically.

**Proposition 4: A direct negative relationship exists between the employee's perception of the organizational support and his/her intention to quit.**

The results of the Pearson product-moment analysis affirmed this proposition by demonstrating a strong practically significant negative relationship between Perceived Organizational Support (POS) and the employee's Intention to Quit (see Table 36), where high levels of Perceived Organizational Support is associated with a decreased intention to quit the organization. This confirms research which has found a negative relationship between an employee's perception that the organization that an individual works for, supports and cares for them (Perceived Organizational Support) and the individual's intention to quit (Allen, et al., 2003). This suggests that individuals with the perception that the organization they work for cares for them and supports them will be less inclined to seek alternative employment as proposed by Eisenberger, Fasolo & Davis-LaMastro in Allen et al. (2003). Talent Management practices that contribute to a perception that the organization that an employee works for, cares and supports them, will consequently decrease the employee's intention to leave the organization and therefore improve the employee turnover rate.

**Proposition 5: POS mediates the relationship between perceived talent management practices and the employee's intention to quit.**

The multiple regression analysis (See Table 37) demonstrated that the interaction of perceived Talent Management practices or perceived Organizational Talent Mindset and POS did not result in a significant increase in the explained percentage of variance in Intention to Quit, albeit a non-significant effect of Intention to Quit. As a result one can conclude that POS does not mediate/moderate the relationship between perceived Talent Management Practices and Intention to Quit. These findings contradict Allen et al.'s (2003) results which confirmed POS as a mediator of

organizational supportive HR Practices (i.e. Talent Management practices) and intention to quit. This proposition was consequently disproved.

**Proposition 6: A direct positive relationship exists between the POS and PSS.**

The results of the Pearson product-moment analysis demonstrated a strong practically significant positive relationship between Perceived Organizational Support (POS) and Perceived Supervisor Support (PSS) (see Table 36), where high levels of Perceived Organizational Support is associated with high levels of Perceived Supervisor Support (PSS). The results of this study affirms proposition 6 and confirms numerous other studies, that have established a positive relationship between PSS and POS (Allen, et al., 2003; Dawley, et al., 2008; DeConinck, 2010, Eisenberger, et al., 2002, Hutchison, 1997; Rhoades & Eisenberger, 2002; Shanock & Eisenberger, 2006; Zagenczyk, et al., 2010). The direction of the relationship is however still debated, since both directions have been confirmed in previous research. The degree to which the an employee perceives that his/her supervisor cares for his/her well-being and supports them, consequently influences his/her perception that the organization cares for and supports him/her. It can therefore be deducted that a supervisor acts as an agent of the organization through the implementation of Talent Management practices and as a result becomes a personification of Talent Management practices. It can also be argued that the employee's perception that the organization values his/her contribution and cares about his/her well-being leads them to believe that their supervisors are favourably inclined towards them.

**Proposition 7: A direct negative relationship exists between the employee's PSS and his/her intention to quit the organization.**

The results of the Pearson product-moment analysis affirmed this proposition by demonstrating a medium practically significant negative relationship between Intention to Quit and Perceived Supervisor Support (PSS) (see Table 36). It can therefore be concluded that high levels of Perceived Supervisor Support can be linked to a decreased Intention to Quit. This confirms the negative relationship between employee's perception that a supervisor is willing to care for them and

support them and the employee's intention to leave the organization as established by Dawley, et al. (2008). Talent Management practices that contribute to a perception that an employee's supervisor cares for, and supports them, will consequently decrease the employee's intention to leave the organization and therefore improve the employee turnover rate.

**Proposition 8: PSS mediates the relationship between perceived talent management practice and the employee's intention to quit.**

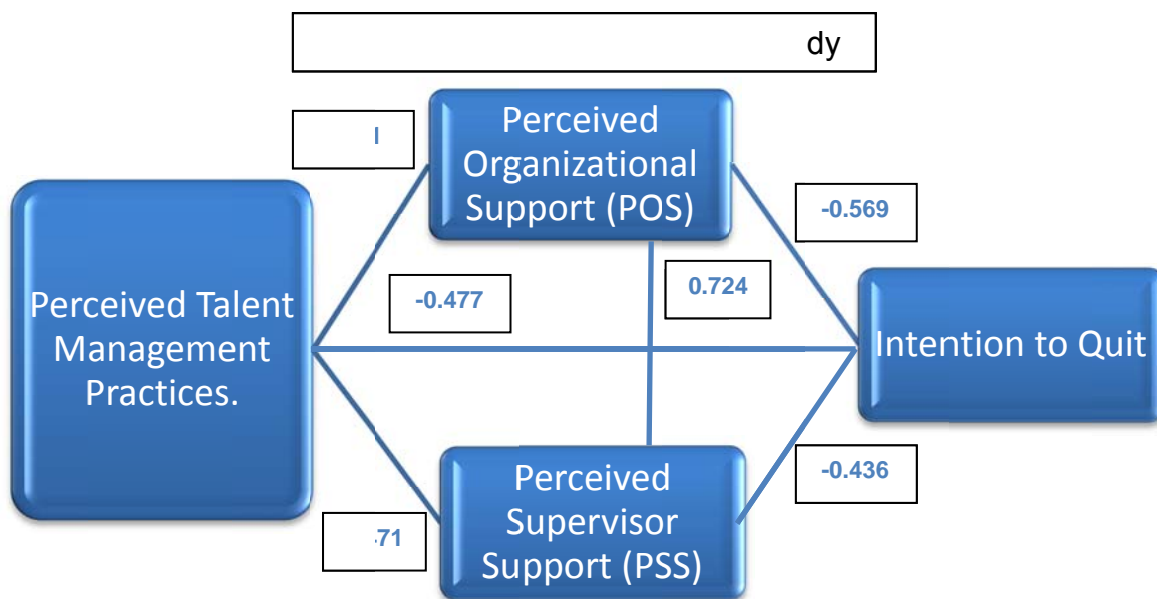
The multiple regression analysis (see Table 38) demonstrated that the interaction of perceived Talent Management practices or perceived Organizational Talent Mindset and PSS did not result in a significant increase in the explained percentage of variance in Intention to Quit, albeit a non-significant effect of Intention to Quit. As a result one can conclude that PSS does not mediate/moderate the relationship between perceived Talent Management practices and Intention to Quit.

This is an important finding, because no evidence in the relevant literature could be found to support this. The study of Allen et al. (2003) confirmed POS as a mediator of organizational supportive HR Practices and intention to quit. No study has examined the mediating characteristics of PSS in relation to perceived Talent Management practices. This proposition was consequently disproved.

**Integrated Conceptual Model**

Based on the literature review and the supporting propositions an integrated conceptual model was proposed where the relationships between four constructs were projected (see figure 6). The results of the Pearson product-moment analysis confirmed this conceptual model through the establishment of relationships between perceived Talent Management practices, perceived organizational support, perceived supervisor support and Intention to Quit. The confirmation of the integrated conceptual model as proposed in the literature review, and the strength of the various relationships is demonstrated in Figure 8.

**Figure 8: Confirmation of Integrated Conceptual Model**



The confirmation of this conceptual model allows the study to conclude that an increase in perceived Talent Management practices can be associated with an increase in POS and PSS and a decrease in Intention to Quit amongst Generation Y employees. The relationship between a high perception of Talent Management practices and a decreased Intention to Quit the organization amongst Generation Y employees, confirms that Talent Management can be used as an effective Talent Retention tool for Generation Y.

#### **5.4.3 Analysis of Talent Management Practices Between-Groups**

The main objective of this study was not to determine differences between groups for the respective variables, but the differences between groups in terms of their perception of Talent Management Practices was examined for exploratory purposes.

The sample provided four biographical variables with sufficient representation to support inter-group comparisons. These biographical variables were: Race, Qualifications, Number of Hours per Week and Business Unit. The differences between groups in terms of these four variables and the associated perceptions of Talent Management Practices revealed the following significant differences:

- Statistically significant differences exist between race and business unit groups based on Staffing as a Talent Management Practice area (see Table 39). The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5 (see Table 40).
- Statistically significant differences exist between business unit groups based on Talent Deployment as a Talent Management Practice area (see Table 43). The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5 (See Table 44).
- Statistically significant differences exist between business unit groups based on Talent Retention as a Talent Management Practice area (see Table 46). The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5 (see Table 47).
- Statistically significant differences exist between business unit groups based on Talent Management Practices as a collective construct (see table 49). The two Business units that displayed significant differences in mean scores are Business Unit 2 and Business Unit 5 (see Table 50).

The results of this study consequently indicate that the means, regarding race indicate that white and other nationalities have different perceptions of the implementation of Staffing Talent Management Practices in the same organization.

This is an important finding since no evidence in the literature could be found to support this. Strategic Direction (2008) did however confirm that the managers and individuals in general tend to favour individuals who may think or behave similarly to them. This can possibly clarify this occurrence through the enactment of personal preference during the management of human resources which results in differentiated preferential treatment based on similarities between supervisors and employees.

The results of this study furthermore indicated that the means, regarding business units indicate that different business units have different perceptions of the implementation of Talent Management Practices in the same organization. The



Talent Management practices that were perceived differently were: Staffing, Talent Deployment, Talent Retention and Talent Management collectively.

This is an important finding, since no evidence in the relevant literature could be found to support this. Human Capital Institute Africa and Hewitt's Human Capital Consulting (2008) did however suggest that few organizations have the ability to implement Talent Management practices consistently across the organization's business units and divisions. The inability of organization's to implement Talent Management Practices consistently explains the discrepancies in perceptions that were demonstrated in this study.

## **5.5 CONCLUSION**

In this chapter the results of the statistical procedures were discussed and interpreted with the focus on explaining the four main constructs (Perceived Talent Management Practices, Perceived Organizational Support, Perceived Supervisor Support and Intention to Quit) and their relation to each other within the context of Generation Y.

The results of the analysis indicate the following:

- The HCI, SPOS, SoPSS and IQS are reliable instruments for use in a recruitment type organization.
- A higher perception of Talent Management practices are associated with high POS, PSS and low Intention to Quit. The creation of the perception of Talent Management practices should therefore enhance retention amongst Generation Y employees.
- A high level of PSS and POS decreases Intention to Quit and also enhances each other. The creation of the perception of Supervisor and Organizational Support will therefore contribute to enhance retention amongst Generation Y employees.
- Perceptions regarding the implementation of Talent Management Practices differ between race groups (white and other) and various business units of the

same organization. Possible explanations are preferential treatment based on similarities and inconsistent business practice.

The results of the analysis also indicated that theoretical and empirical objectives of this study have been satisfied.

The next chapter will focus on the closure of this study by presenting the significance and value of the study, as well as future research opportunities.

## **6 CHAPTER 6: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

This chapter presents a brief overview of the entire study which will be followed with a discussion on the significance of the study. This chapter will then conclude with the limitations of the study and recommendations for future research.

### **6.2 BRIEF OVERVIEW ON THE STUDY**

#### *Chapter 1: Introduction and Background*

This chapter served as the introduction to this research and provided the reader with a better understanding of the underlying problem that the study addressed the main objectives of the study and the motivation that supports its execution. The chapter consisted of 5 sections: Introduction, Problem statement, Research objectives, Importance and Benefits of the proposed study and a chapter outline of the study.

#### *Chapter 2: Literature Review*

Chapter 2 presented an extensive literature review, required for the development of a sound foundation for the execution of this study. The key concepts researched in this chapter were:

- Paradigms, Mental Models and Mindsets;
- Human Resource Paradigms;
- Talent Management;
- Perceived Organizational Talent Mindset;
- Perceived Organizational Support (POS);
- Perceived Supervisor Support (PSS);
- Generation Y

#### *Chapter 3: Research Design and Methodology*

Chapter 3 provided a detailed discussion on the research paradigm, research design, the research sample, measuring instruments, the research procedure, the analysis of the data and the research ethics. The research was designed in such a manner that it could adequately meet the research objectives of this study.

#### *Chapter 4: Results*

This chapter presented the results of this study in an integrated manner. The discussions included the processing, analysis and interpretation of data in figures and tables. The results of the descriptive statistics, reliability analysis, Pearson product-moment correlation analysis, multiple regression and ANOVA were revealed.

#### *Chapter 5: Discussion of the Results*

This chapter was used to provide a review of the study, summarise the key points of the literature review, and to discuss the key empirical results obtained in Chapter 4. The main findings, based on the research results of the statistical analysis, revealed the existence of the following relationships:

- A strong positive correlation between Perceived Organizational Support (POS) and Perceived Supervisor Support (PSS).
- A strong negative relationship between Perceived Organizational Support (POS) and the employee's Intention to Quit.
- A strong positive relationship between Perceived Organizational Support (POS) and the employee's perception of the organization's Talent Practices or Talent Mindset.
- A medium negative correlation between Intention to Quit and Perceived Supervisor Support (PSS).
- A medium positive correlation between Perceived Supervisor Support (PSS) and the employee's perception of the organization's Talent Practices or Talent Mindset.
- A medium negative relationship exists between employees' perception of the organization's Talent Practices or Talent Mindset and their intention to quit the organization.

The establishment of these relationships confirmed 6 propositions as suggested by the literature review.

The study also revealed that neither POS/PSS mediates/moderates the relationship between Perceived Talent Mindset or Perceived Talent Management Practices and Intention to Quit. These findings disproved the remaining 2 propositions. The discussion of all 8 propositions ensured the achievement of all research objectives set for this study.

This chapter concluded with a discussion of the confirmation that race and business units as biographical variables impact Generation Y employee's perception of Talent Management practices.

#### *Chapter 6: Conclusions, Limitations and Recommendations*

The focus of chapter 6 is to draw final conclusions regarding this study and to make recommendations. This will be done by discussing the significance and limitations of this study, as well as making suggestions for potential research opportunities.

### **6.3 SIGNIFICANCE OF THE RESEARCH**

This research has theoretical, practical, and methodological significance as it contributes to the better understanding of Generation Y's perceptions on talent management practices in theory and in practice by applying it in a recruitment type organisation.

Specific contributions of this research will be discussed in the following sections.

#### **6.3.1 Theoretical Significance**

The research contributes to a very important, contemporary issue of talent management in South Africa, namely does perceptions regarding talent management practices have the ability to change Generation Y's perceptions

regarding support from the organization and/their supervisors and does it ultimately have an impact on their intent to leave the organization.

The research provides a framework for assessing Generation Y's perceptions on talent management practices in a recruitment type organization.

According to Dubin in Coetzee (2006) proposes that theories are a simplified conceptual presentation of complex, real world situations that proposes to enhance our insight into a specific phenomenon. This study addressed such complex, real world situation – talent management and the impact that perceptions regarding this phenomenon impacts employee's intention to leave the organization.

A comprehensive literature study was conducted on the concept of talent management and associated perceptions. The insights gained from this investigation, will contribute significantly towards the understanding of a topic that has been empirically neglected, Generation Y's perceptions of talent management practices. It will further more contribute to the understanding of this construct in relation to Generation Y's perceptions of organizational and supervisor support and their intention to quit. The results of this study will contribute significantly to prove reliability of a fairly new instrument, The Human Capital Institute (HCI) Assessment of Talent Practices. In essence this will provide managers with ground-breaking academic perspectives of 21<sup>st</sup> century threats to Generation Y talent. This will assist managers to shift paradigms/mindsets regarding talent management practices, which will decrease Generation Y's intention to leave the organization.

This research provided holistic insight into the concept of perceptions regarding talent management practices and clearly determined relationships between this concept and three other constructs. The direction of these relationships can be explored in future research. This research specifically defines the role that perceptions play in Generations willingness/intent to leave the organization.

Pearson product-moment analysis was applied in this study to analyse the relationships between sets of key variables. This was a first time that these

constructs' correlations in relation to each other were determined, as far as it could be determined.

This study adds to the body of knowledge regarding Generation Y's perceptions of talent management practices and specifically, how this affects their intent to leave an organization. This is significant based because of the fact that empirical studies that focus on Talent Management and Talent Management practices are ever-present, but studies that investigate the perceptions of Generation Y employees in relations to other constructs are extremely rare.

### **6.3.2 Methodological Significance**

The well-constructed research design of this study contributes to the limited body of original research studies regarding perceptions related to talent management practices.

Comprehensive use was made of inferential statistical procedures, which included reliability analysis, multiple regression, analysis of variance and Pearson product-moment correlations.

This research study therefore comprehensively contributes to the body of knowledge of perceptions regarding talent management practices amongst Generation Y employees, providing a quantitative method for assessing this perception in relation to other constructs. This is valuable as very little empirical research has been conducted, both internationally and in South Africa, to assess perceptions of Generation Y employees on talent management practices specifically.

This research supports the value of quantitative methods in assessing perceptions regarding talent management practices, organizational/supervisor support and intention to quit amongst Generation Y employees.

### **6.3.3 Practical Significance**

Very little empirical research has been conducted, in South Africa and internationally on the perceptions of Generation Y employees on talent management practices and how it influences employee turnover/their intent to leave the organization.

The research focussed on a very important, contemporary issue of talent management in South Africa, Generation Y's perception of talent management practices and how it influences their intent to leave the organization. The insight gained in terms of Generation Y's perceptions in relation to their intent to leave the organization and the biographical variables utilised in this study, motivates the effectiveness of talent management practices as a retention strategy.

An organization's ability to retain talent holds economic benefits for the organization both through cost containment (decreasing replacement costs) and revenue generation (through efficient application of talent). One can therefore conclude that a study around talent retention offers great benefit for the corporate environment. Despite its practical relevance, a retention study can also greatly contribute on an academic level.

The research provides a framework for management to understand that perceptions regarding talent practices and support influences employee's intent to leave an organization. A focus on implementing talent practices in such a way that it sways Generation Y's perception of talent practices can hold significant benefits in terms of talent retention.

Cappelli stated that paradigms only come undone when they "encounter problems that they cannot address. But before the old paradigm is overthrown, there must be an alternative, one that describes new developments better than the old one does" (Cappelli, 2008). This study provides evidence that management can use paradigm shifts as a talent retention strategy where the creation of a high perception of talent management practices will result in a lower intent to leave and presumably a lower turnover.

The next section outlines the limitations of this study.



## 6.4 LIMITATIONS OF THE STUDY

Although the study provided relevant insights into perceived Talent Management practices amongst Generation Y employees within the recruitment sector, it is accepted that this study has the usual limitations of survey research. However, the following are recognised as specific limitations of this study:

- The sample of this study was a sample of convenience. This sample was chosen because the researcher was familiar with the environment and because of the fact that the target organization declared itself available to participate in this study. The study focused on applying the theoretical model in the context of Generation Y employees within the recruitment sector. This implies that the results of this study can only be generalised to the Generation Y population of the target organization and to Generation Y employees of other similar environments.
- Although the need for a comprehensive sample was explained to the target organization's management, replies to the questionnaire were limited to Generation Y and remained voluntary. This caused the size and the quality of the sample dependant on the goodwill of the target organization. The projected sample size of 200 was further diminished by large scale lay-offs by the organization. An adequate sample size (135) was still obtained to accomplish the purpose of this study which was to establish relationships between the respective constructs, but the limited sample size prohibited the completion of a factor analysis. As a result construct validity could not be confirmed. However, the sample size is deemed sufficient for the purposes of the study and for the analysis methods employed.
- The survey was conducted at the target organization after an aggressive lay-off initiative at the organization. This created suspicion regarding the confidentiality of the study, despite efforts to ensure anonymity and confidentiality. One would also suspect that the implementation of organization-wide lay-offs will affect employees' perception of talent management practices, organizational support, supervisor support and intention to quit. The possible implications of data gathering and analysis

after a lay-off initiative, and the impact thereof on the results of this study were not investigated.

- The perceptions of Talent Management practices differ between business units of the same organization as established by this study. One would therefore expect that there would be differences between different organizations. Including samples from other recruitment organizations would be ideal for comparison of results between organizations.
- The perceptions of Talent Management practices appear to differ between generations. This research study only focused on a single generational group. The inclusion of other generations in a study would be ideal for comparison of results between generational groups.
- Furthermore, sampling was not controlled in respect of the race group, gender group and job category/organizational level of the participants, thus making it impossible to make comparisons between the separate groups within these biographical variables. The majority of the participants were white female production staff. Extrapolation of other race groups, gender groups or job categories/organizational levels should consequently be done with caution as it was not confirmed if different groups within these biographical variables exhibit different responses, thought patterns or mindsets.

The recommendations emanating from the findings of the research will be discussed next.

## **6.5 RECOMMENDATIONS**

When considering the scope and complexity of this study area it is clear that recommendations can and should be made. The recommendations regarding the theoretical, methodological and practical perspectives are as follows:

### **6.5.1 Theoretical Recommendations**

From a theoretical perspective the following recommendations are made:

- The literature reviewed the expectations and perceptions of Generation Y regarding Talent Management Practices. An effort should be made to investigate a comparative analysis between Generation Y and other Generations to investigate the uniqueness of their perceptions/mindset.
- To enhance the manageability of talent, the perceptions of Talent Management Practices should be researched in combination with aspects such as organizational maturity and organization life-cycle.

### **6.5.2 Methodological Recommendations**

The following suggestions may improve the methodology used:

- The five point Likert type response scale used in the HCI should be further refined to improve the reliability and validity of responses. Due to the complexity of the issue at hand, the depth of the questionnaire and the fact that the questionnaire was administered at all organizational levels, it is suggested that at selected items, a “do not know” option should be provided. This could be necessary where respondents, due to a specific biographical variable (such as job category or organizational level), will not have sufficient information to assess the respective talent practice “correctly”. An example of this is: “The organization’s reward and recognition programs are aligned with strategy. At lower organizational levels it is possible that respondents could have no insights into organizational strategy or the alignment of it with compensation.
- A system should be used that will ensure an adequate sample per biographical variable participates. This will negate the necessity to group biographical variables into categories for the purpose of analysis. As a result this should enhance the ability of the study to compare the results of the various categories within each biographical variable against each other.
- Qualitative approaches and methods, including interviews and focus groups should be employed to supplement questionnaire surveys. This will enable the researcher to build rapport with the various participants and should

consequently result in more truthful answers in response to questions regarding an employee's intention to leave an organization.

### **6.5.3 Practical Recommendations**

To add value, seen from a practical perspective, the following recommendations are suggested:

- The results of this study should be used by organizations to understand the impact of perceptions on an employee's intention to quit an organizations. Management's awareness regarding the variables that impact these perceptions will enable them to manage it.

### **6.5.4 Suggestions for Potential Research Opportunities**

Within the framework of this study and based on the identification of its limitations, the following suggestions for potential research opportunities are made.

- A comparison between various recruitment type organizations should be made, with the purpose of generalising findings.
- A comparison between recruitment type organization and other organizations should be made, with the purpose of generalising findings.
- A comparison between Generation Y employees' and other generations should be made, with the purpose of generalising findings.
- A comparison between recruitment type organizations in the respective stages of the organization life cycle or maturity levels should be made, with the purpose of generalising findings.
- Further research should be undertaken where the construct validity of the HCI is analysed with a larger sample that allows factor analysis.
- Further research could be undertaken to investigate the predictive direction of the respective correlations.
- Further research could be undertaken to develop a retention model through the management of Talent Management perceptions.

## 6.6 CONCLUSION

This chapter provided final conclusions and recommendations regarding this study by discussing the significance and the limitations of this study as well as suggesting potential research opportunities.

The study of talent management and specifically, Generation Y's perceptions regarding this phenomenon, is still a relatively new field of study and many gaps still exists in the body of knowledge. Talent management is an encompassing, multifaceted construct with a myriad of perceptions that influences its effectiveness. It holds the potential to influence talent retention amongst Generation Y employees and therefore once again confirms Ridderstrale & Nordstrom's (1999) proposition that talent can make capital dance. This potential ability of talent management to unlock capital has been the driving force behind it becoming a popular field of study.

The findings of this study do not only provide valuable insights into the theory of talent management, its related perceptions and Generation Y's intention to leave, thereby contributing to the body of knowledge, but also provides insight into the effective management of Generation Y talent.

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## **APPENDIX A**

### **- Data Collection Instruments-**

Thank you for taking part in this research study which will enable your organization to better their Talent Management Practices for your benefit. The Questionnaire consists of five parts and should take approximately 30 minutes to complete.

**PLEASE NOTE: ALL RESPONDENTS NEED TO BE 30 YEARS OF AGE OR YOUNGER.**

## Part 1: Biographical Information

1. Gender:

Male	Female
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2. Race:

African	White	Coloured	Indian	Other
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3. Home Language:

English	Afrikaans	Sepedi	Sesotho	Setswana	isiTsonga
isiSwati	Tshivenda	isiZulu	isiNdebele	isiXhosa	Other

4. Number of years with the company:

Less than 6 months	6 months to 1 year	1 -2 years	2-3 years	3-4 years	4-5 years	5-10 years	More than 10 years
--------------------	--------------------	------------	-----------	-----------	-----------	------------	--------------------

5. Highest level of education / qualifications

Grade 10 or lower	Grade 11	Grade 12/ Matric	Diploma
3 Year Degree	4 Year Degree/ Honours Degree	Masters Degree	Doctors Degree

6. Marital Status.

Single	In a relationship	Engaged	Married	Divorced	Separated	Remarried	Widowed
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7. On What basis are you employed:

Permanent	Temporary	Fixed-Term	Hourly Paid
-----------	-----------	------------	-------------

8. Please give a rough estimate of the total number of hours you work in a typical work week:

Up to 10	11-20	21-30	31-40	41-50	51 or more
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9. Please complete the following personal information:

Job Title	
Age	
Brand	
Branch	

10. Please select the appropriate Job Classification

Admin	Research Assistant	Recruitment Consultant	BDE/BDC	Branch Manager	Team Leader	Other: Please specify _____
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11. Please indicate how long you wish to remain with your current organization:

Less than 3 months	3-6 months	6-12 months	1-2 years	3-4 years	5 years or more
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## Part 2: Perceived Organizational Support

Listed below and on the couple of pages are statements that represent possible opinions that YOU may have about working at ADVTech. Please indicate the degree of your agreement or disagreement with each statement by crossing out the answer that best represents your point of view about ADVTech.

1. The organization values my contribution to its well-being.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. The organization fails to appreciate any extra effort from me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

3. The organization would ignore any complaint from me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

4. The organization really cares about my well-being.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

5. Even if I did the best job possible, the organization would fail to notice.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

6. The organization cares about my general satisfaction at work.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

7. The organization shows very little concern for me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

8. The organization takes pride in my accomplishments at work.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

## Part 3: Perceived Supervisor Support

Listed below and on the couple of pages are statements that represent possible opinions that YOU may have about working for your supervisor. Please indicate the degree of your agreement or disagreement with each statement by crossing out the answer that best represents your point of view about your relevant supervisor.

1. The Supervisor values my contribution to its well-being.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. The Supervisor fails to appreciate any extra effort from me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

3. The Supervisor would ignore any complaint from me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

4. The Supervisor really cares about my well-being.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

5. Even if I did the best job possible, the Supervisor would fail to notice.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

6. The Supervisor cares about my general satisfaction at work.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

7. The Supervisor shows very little concern for me.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

8. The Supervisor takes pride in my accomplishments at work.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

## Part 4: Intention to Quit

Listed below are statements that reflect on your intention to leave the organization in the near future. Please indicate the degree of your agreement or disagreement with each statement by crossing out the answer that best represents your point of view.

1. I think a lot about leaving the organization

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. I am currently searching for employment outside this organization.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

3. When possible I will leave the organization

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

## Part 5: Perceived Talent Mindset

Listed below are statements that reflect on your perception of the organization's Talent Mindset.

Please indicate your perception of the organization's current status of 45 Talent Management practices and the corresponding importance of each Talent Management Practice.



# HCI Assessment of 45 talent practices

	Current Status					Importance				
	1 Poor	2 Fair	3 Average	4 Good	5 Excellent	1 Not	2 Low	3 Medium	4 High	5 Critical
Strategy										
1. The organization's business strategy and human capital strategy are aligned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The organization's reward and recognition programs are aligned with strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The organization is very good at implementing and executing strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strategic goals are effectively communicated to all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The company's mission and values recognize the importance of talent to achieving business objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Average	Good	Excellent	Not	Low	Medium	High	Critical
<b>Talent Review Process</b>										
1. The organization knows who the best performers are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Talent is segmented based on performance, value and potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rewards and opportunities are provided to talent based on their contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Succession plans provide for two qualified candidates for key positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The majority of talent is developed internally as opposed to externally hired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Staffing</b>										
1. The organization is staffed at the right levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Compensation levels are competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company's workforce is diverse and includes people from different backgrounds, perspectives and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Diversity is properly represented in senior management and executive levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "A jobs" (Most critical jobs) are given priority in terms of bench strength and hiring practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Average	Good	Excellent	Not	Low	Medium	High	Critical
<b>Talent Acquisition</b>										
1. The organization can attract top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Employment Brand is strong and compelling among prospective employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Newly hired employees get off to a fast and productive start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Internal employee referral programs are widely used to bring in new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The hiring process is efficient, effective and focuses on “quality of hire”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talent Engagement</b>										
1. The majority of employees are fully engaged and committed to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engagement levels are tracked across different talent levels, jobs, departments and locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company is featured on “Best Places to Work” lists that are highly respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Innovative products and services are being developed in the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The organization participates in activities that are vital to the community and the well being of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1 Poor	2 Fair	3 Average	4 Good	5 Excellent	1 Not	2 Low	3 Medium	4 High	5 Critical
<b>Talent Development</b>										
1. Top performers are challenged to improve their skills and take the next steps in their careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Coaching, mentoring and challenging assignments are primary development approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication to employees is frequent, meaningful and two-way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Individual development plans are in place for all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managers are held accountable for the development of their employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talent Deployment</b>										
1. The best people are focused on the most important jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a strong match between an employee's competencies and job requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Employees are given the opportunity to do what they do best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Technology is used to assist in the effective deployment of talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The transitions from job to job within a company go smoothly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Current Status					Importance				
	1	2	3	4	5	1	2	3	4	5
	Poor	Fair	Average	Good	Excellent	Not	Low	Medium	High	Critical
<b>Performance Management</b>										
1. There is a “line of sight” between employees jobs and the company’s strategic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Coaching and feedback discussions with managers are on-going, frequent and candid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The company provides a range of interesting and challenging assignments, jobs, rotations and team activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Top performers are paid more for the value they provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Nonfinancial rewards are effectively used to reinforce excellent performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talent Retention</b>										
1. The organization can retain our best performers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Turnover is tracked across divisions, locations, talent levels and managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The reasons people leave, especially top performers, are recorded and addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Managers hold retention conversations with employees frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managers are held accountable for losing top performers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **APPENDIX B**

**- Respondents' Letter of Consent-**



## Informed consent for participation in an academic research study

### Dept. of Human Resource Management

#### THE RELATIONSHIP BETWEEN PERCEIVED TALENT MINDSET, PERCEIVED ORGANIZATIONAL SUPPORT, PERCEIVED SUPERVISOR SUPPORT AND INTENTION TO QUIT AMONGST GENERATION Y EMPLOYEES.

Research conducted by:

Ms.L. du Plessis (22074521)  
Cell: 071 606 0609

Dear Respondent

You are invited to participate in an academic research study conducted by Liesl du Plessis, a Masters student from the Department Human Resource Management at the University of Pretoria.

The purpose of the study is to investigate the relationship between Generation Y's Talent Mindset and their intention to quit the organization. The final outcome of the study should lead to the development of a model that enables organizations to retain talented Generation Y employees.

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 30 minutes of your time
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- The raw data will be truthfully collected and electronically archived for a minimum period of 10 years.
- Please contact my supervisor, Prof. K. Stanz (karel.stanz@up.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

---

**Respondent's signature**

---

**Date**