

POLYTECHNIC OF NAMIBIA



HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

The Relationship between Talent Management, Motivation and Service Orientation of
Support Staff at a Higher Education Institution in Namibia.

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The LORD is my strength and my shield; my heart trusts in him, and I am helped. My heart leaps for joy and I will give thanks to Him in song.

Psalm 28:7

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-

DECLARATION

I, Adri Katherene Smith, declare that “The Relationship between Talent Management, Motivation and Service Orientation of the Support Staff at a Higher Education Institution in Namibia” is my own unaided work both in content and execution. All the resources I used for this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my supervisors, I have received no assistance, except as stated in the acknowledgements. I declare that the content of this mini thesis has never before been used for any qualification at any tertiary institution.

Signature

Date: 06 December 2013

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LIST OF ABBREVIATIONS AND ACRONYMS

Talent Management -TM

Employee Motivation-EMOT

Motivation-MOT

Service Orientation-SO

Higher Education Institution-HEI

Higher Education Institutions-HEIs



ABSTRACT

Background and Aim:

The main problem that Institution of Higher Learning is experiencing regarding administrative and support staff, is a workforce that is not motivated to perform optimally and this results in poor service delivery. Organisations are losing talented and skilled personnel to competitors because employees are of the opinion that their abilities and skills are not valued. There are also no practices in place where shortcomings pertaining to skills and competencies are addressed in order for them to do their jobs effectively.

The challenge currently facing Namibian higher education institutions is for them to implement talent management practices successfully and put systems in place to attract, train and support the best people for the jobs in the field of education. The importance of talent management to higher education is starting to attract more interest from human resource practitioners who are looking at the implications of high turnover rates and poor fit within current positions. The employees of the Namibian Higher Education Institution have experienced a high level of dissatisfaction as a result of poor talent management practices. This has resulted in poor motivation levels by the employees and low levels of productivity. The purpose of the study is therefore to investigate the relationship between Talent Management, Motivation and Service Orientation at a Higher Education Institution in Namibia.

Method:

A cross-sectional research design was followed with data collected from employees of a Higher Education Institution in Namibia ($N=109$). The Human Capital Index (HCI), Motivation questionnaire and Servqual were administered. Exploratory Factor Analysis, Reliability Analysis, Descriptive Analysis and Regression Analysis were applied.

Results:

Significant relationships exist between the following variables:

- A significant positive relationship exists between Talent Management Practices and Motivation
- A significant positive relationship exists between Talent Management Practices and Service Orientation
- A significant positive relationship exists between Motivation and Service Orientation.

Moderator between variables:

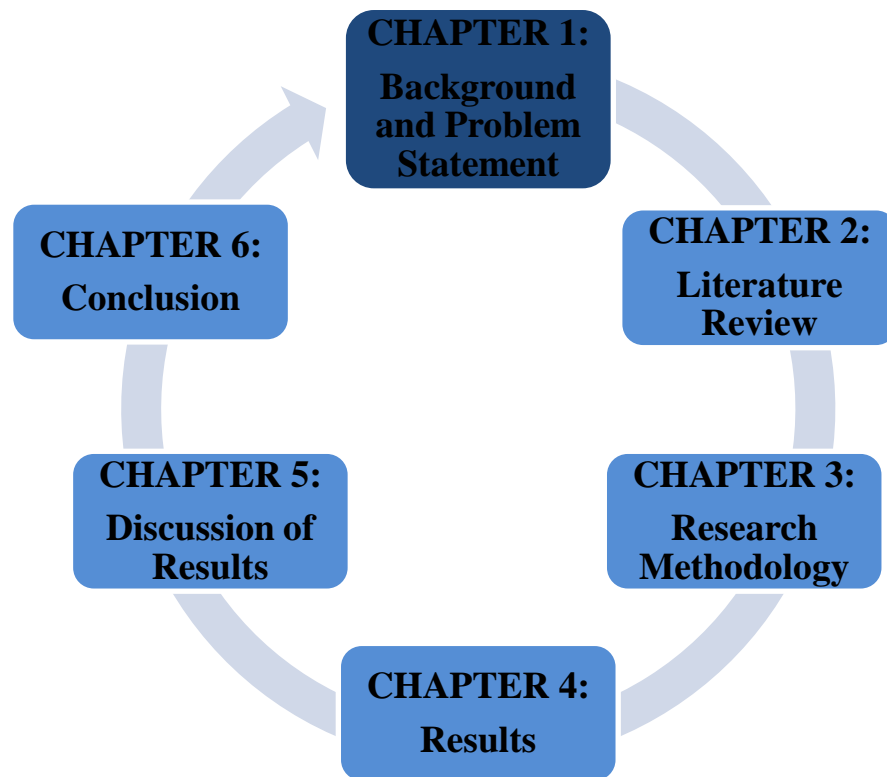
- From the Multiple Regression analysis conducted on the relationship between talent management and service orientation it was determined that motivation was a statistically significant moderator for the relationship between talent management and service orientation.

Practice Relevance:

The practical contribution of the study was expected to be the development and implementation of a Talent Management strategy for the Institution of Higher Learning in Namibia. In addition to this the practical contribution of the study was expected to be the application of successful and effective human resource management strategies which greatly rely upon how the organisation invests in its employees and how Talent Management Practices are applied to manage employees' talent. The study identified factors which are helpful to enhance motivation of employees. Also, the study helped employees to identify their strengths and weaknesses and to seek corrective measures in developing and growing their individual careers in order to remain productive. For an organisation to be productive, management should ensure that Talent Management Principles and strategies are applied and that employees are motivated in order for them to perform to the best of their ability.

Keywords: Talent Management, Motivation, Service Orientation, Support Staff, Higher Education Institution.

CHAPTER 1: BACKGROUND AND PROBLEM STATEMENT



1.1 Introduction

The first chapter is the foundation for the research project that focuses on the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution in Namibia. The chapter is exploratory in nature and focuses on determining whether there is an existing relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution. A problem statement is provided which gives a brief discussion of the relationship between the three concepts to be studied. This is followed by the research questions which led to the development of the research objectives. The expected contribution of the study is also given which highlights the benefits which

the study could have for various groups and individuals. The chapter further offers an overview of the study, limitations and the layout of the whole research project.

1.2 Description and Background

Lavania et al. (as cited in Kamau, Gakure & Waititu, 2013) concur that attracting, developing and retaining employees, which is referred to as talent management, is essential for the success of any organisation. Literature, however, reveals that higher institutions of learning lack talent management. Olsen (as cited in Kamau et al., 2013) observed that there is no system for attracting, training and supporting the best people for the jobs in the field of education. Previous studies reveal that being the producers of knowledge, institutions of higher learning are expected to be at the forefront of talent management. This is however not so, as the private sectors have taken a lead in the same area. (Riccio, 2010; Olson & Macmillan as cited in Kamau et al., 2013). Riccio (2010) observed that the education sector lacks engagement in enlightened talent management practices and fails to invest in the understanding of these practices as compared to other industries. The areas in which the education sector underperforms the most are attracting and retaining talent, motivating and developing workers and transforming and sustaining the work force. (Ringo, Schweyer, De Marco, Jones & Lesser, 2008).

Mihyo (as cited in Kamau et al., 2013) is of the opinion that the most critical element to be given utmost attention in academic institutions is human capital which includes academic, administrative and technical staff resources. However, all developed countries are engaged in a struggle to attract talent and reduce the

migration of their skilled professionals to other countries. Euridice (as cited in Kamau, et al., 2013) makes the observation that the main talent management activities undertaken by higher education institutions are limited to selection, recruitment, employment contracts and career advancement.

The HEIs are mostly guided by supervisory bodies that are mainly composed of external stakeholders, making it quite controversial in terms of institutional autonomy. Almost all higher education institutions of learning have a collegiate academic body i.e. Senate, Academic Council or Academic Board. The academic body was traditionally the collegial decision-making body of the university under the direction of the State or government. Euridice (as cited in Kamau et al., 2013) further concurs that more than half of the countries studied have such academic bodies with a relatively limited decision-making role and do not hold direct responsibility for institutional policies, orientation, or strategic development.

Riccio (2010) concurs that the key differentiators identified as the talent management practices believed to be successful in the work environment include the incorporation of organisational and leadership competencies. Talent Management is possible in a conducive environment and its provision is a responsibility of institutional leadership. The Institution of Higher Learning in Namibia, like any other university in the world is operating in a highly competitive environment locally and globally and this requires management styles that enhance staff retention in order to gain competitive advantage. (Ngethe et al., as cited in Kamau, et al., 2013). According to Riccio (2010), "Colleges and universities that accept the challenge to build talent

from within to meet impending leadership requirements will certainly gain an advantage on peer institutions in this competitive climate”

1.3 Problem Statement: Statement of Research Problem

The main problem that Institution of Higher Learning is experiencing regarding administrative and support staff, is a workforce that is not motivated to perform optimally and this results in poor service delivery. Ringo et al. (as cited in Kamau et al., 2013) assert that compared to other sectors, the education sector underperforms the mostly in its talent management practices, especially in the areas such as attracting and retaining talent, motivating and developing workers and transforming and sustaining the workforce. Organisations are losing talented and skilled personnel to competitors because employees are of the opinion that their abilities and skills are not valued. This is supported by literature revealing that higher institutions of learning lack talent management. Riccio (2010), observed that the education field which is knowledge intensive is least engaged in enlightened talent management practices and do not invest in understanding these practices as compared to other industries.

The main purpose of the research is to study the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution

1.4 Towards a Conceptual Model of Talent Management, Motivation and Service Orientation

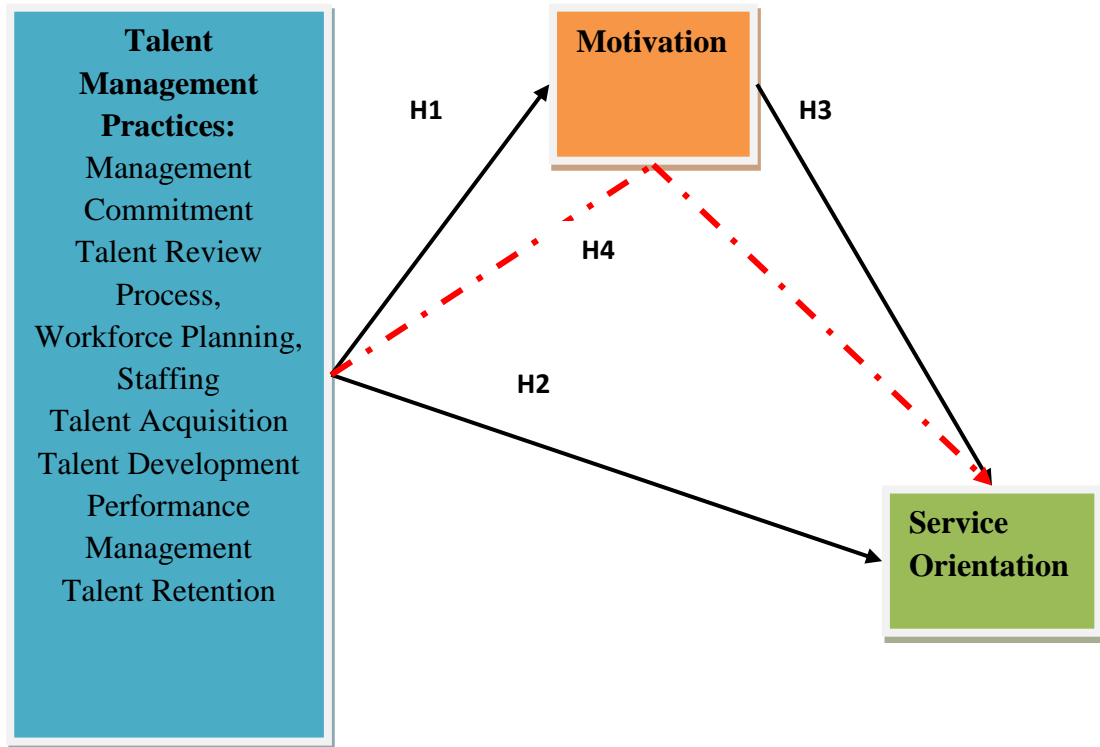


Figure 1: Conceptual Model of Talent Management, Motivation and Service Orientation

The model is a structural illustration of the relationship as hypothesised in this research. Talent management leads to motivation which ultimately leads to service orientation. The assumption is based on hypothesis 2 and 3. Hypothesis 4 assumes that service orientation is caused by motivation and talent management. A revised model will be developed according to outcomes of the research.

1.5 Research questions

The main research question of this research is: What is the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution?

1.6.1 The sub research questions of this research are:

- What is the relationship between Talent Management and Motivation of Support Staff?
- What is the relationship between Talent Management and the Service Orientation of Support Staff?
- What is the relationship between Motivation and Service Orientation of Support Staff?
- Does Motivation mediate/moderate the relationship between Talent Management and Service Orientation of Support Staff?

1.7 Significance of the study

There are three levels of significance on this study:

1. Theoretical: New knowledge on Talent Management of support staff in higher education institutions and the interrelationships as well as the outcomes thereof on the motivation and service orientation of support staff.
2. Methodological: Validation of a measure of Talent Management Practices in the Namibian context.
3. Practical: This study helps to shed light on the current application of TM practices in the institution and the consequences of it on the individual

employee. It can assist management and HR Practitioners to revise TM practices.

1.8. Research Objectives

1.8.1 General Objective

The general objective of this research is to determine whether Talent Management Practices predict motivation and service orientation of administrative staff at a Higher Education Institution.

1.8.2 Specific Objectives

The specific objectives of this research are:

- To examine employees perception regarding the current level of Talent Management Practices in their organisation.
- To determine the relationship between Talent Management and Motivation.
- To determine the relationship between Talent Management and Service Orientation.
- To design a model that establishes a link and a relationship between Talent Management Practices Motivation and Service Orientation.

1.9 Motivation for the study

This study aims to identify factors that will contribute to improve motivational levels of support staff of higher institutions employees as well as improving their service orientation. It also aims to assist organisations of higher learning to implement talent management practices that will increase motivational levels of employees in order to perform optimally in their day to day jobs. This will create a culture of

learning and positivism about career planning and succession planning. The institutions of higher learning will then be able to retain support and academic staff.

When implementing successful talent management practices such as staff development, career planning and performance management, the institution will invest in a high quality and motivated staff and a supportive professional culture that is geared towards quality customer service. In the end the institution will achieve commitment to the organisation's goals and promote a capacity to change.

1.10 Limitations to the study

Limitations that could be expected on the research are: Firstly a purposive convenience sampling method was used in this research. This means that the results of the research cannot be generalised to other populations. Secondly, the research used a cross-sectional method which makes it difficult to make inferences regarding cause-effect relationships. 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 therefore not capture change. The results of this study will only be generalizable to the support staff in the specific institution as they are the main focus of this study. This study used self-assessment as the method of data collection. This means that these are the perceptions of the participants in the study. If there was an observer in the workplace who observed the participants, the results might differ from the self-assessment results. Finally, the scarcity of literature and empirical research on, specifically, Talent Management and

Service Orientation of Support Staff at Higher Education Institutions limited the possible explanations of the results.

1.11 Delimitations

Contacting an organisation with which you already have a connection is more likely to be successful (Anderson, 2009). The researcher will be able to gain access to the Higher Education institution on the basis of being an employee of the organization.

Another element that should be considered is the surety about confidentiality and anonymity of their organisation and the individuals within it by means of signing consent forms as agreement thereof.

1.12 Definitions of key terms:

Table 1-1: Definitions of Key Terms

Term	Definition
Talent	Based on a comprehensive literature review of the term 'talent' talent is defined by identifying two categories. The first is individual potentials - talent is a quality possessed by people that drives outstanding performance. The second is people potential - talent is a generic term for people who hold key positions, such as organisational leaders, high performers who make unique contributions to an organization and those who possess excellent

	<p>knowledge and skills. Thus, on the one hand, maximizing people's inherent talent may drive them to perform well.</p> <p>On the other hand, a group of employees having above average educational qualifications, skills and performance, and defined as talent should be well managed and developed in the organization (Pianmsoongnern & Anurit, as cited in Perkins. & Arvinen-Mundo, 2013)</p>
Talent Management	<p>A process that could comprise activities such as staffing and employing, motivating and retaining and appraising and training talent, while focusing clearly on those employees who ensure the continuing competitiveness of the company (Berke et al., as cited in Bethe-Langenegger, 2012).</p>
Motivation	<p>Is defined as “the process that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal” (Robbins & Judge, 2011)</p>
Service Orientation	<p>Is defined as “the disposition to be helpful, thoughtful, and cooperative an aspect of non-technical performance that is important in a variety of jobs” This is based on trait perspective. (Hogan et al., 1984).</p>
Namibia	<p>A Republic on the South Atlantic Coast of Africa that achieved independence from South Africa in 1990.</p>

1.13 Chapter divisions

The following section gives a list and brief summaries of the chapters for the whole study.

CHAPTER 1: INTRODUCTION AND BACKGROUND

This chapter serves as the introduction to this research and provides the reader with a better understanding of the underlying problem which the study addresses. This chapter also provides the impetus for the research study by highlighting the problem statement and research objectives, an academic justification for the research and a basic outline of the report to follow. This chapter guides the whole study through its research objectives.

CHAPTER 2: LITERATURE REVIEW

This chapter presents an extensive literature review that gives an overview of all the concepts and aspects that were required for the development of a sound foundation for the execution of this study. The chapter commences by focusing on each concept of the study individually. Under each of the concepts the different aspects that made up the concepts in the study are discussed. The key concepts researched in this chapter are:

- Talent Management;
- Motivation and
- Service Orientation

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter commences with a description of the applicable research paradigm, and a detailed discussion of the research design and methods which were selected as the framework through which the research questions of the study were answered. An explanation of the population and sample as well as the sampling methods is followed by data collection methods and instrument descriptions. Furthermore, issues which affect the reliability of the research are considered before ethical concerns related to the study are contemplated. The research was designed in such a manner that it could adequately meet the research objectives of this study.

CHAPTER 4: RESULTS FROM EMPIRICAL STUDY

This chapter provides a brief discussion on the statistical techniques. The discussions include the processing, analysis, and interpretation of data in figures and tables. The chapter commences with a discussion on the biographical information collected during the data collection phase of the study. The next phase of the chapter involves discussing the statistical analysis of the different concepts involved in the study. The final section of the chapter (better known as phase 3) discusses the different relationships of the study through the hypotheses developed in chapter 2.

CHAPTER 5: DISCUSSION OF THE RESULTS

This chapter provides a review of the study and summarises the key points of the literature review, and the key empirical results obtained in Chapter 4. The chapter discusses the research objectives with reference to the literature review. All four hypotheses of the research study are presented and will be either accepted or rejected based on the evidence from the research findings.

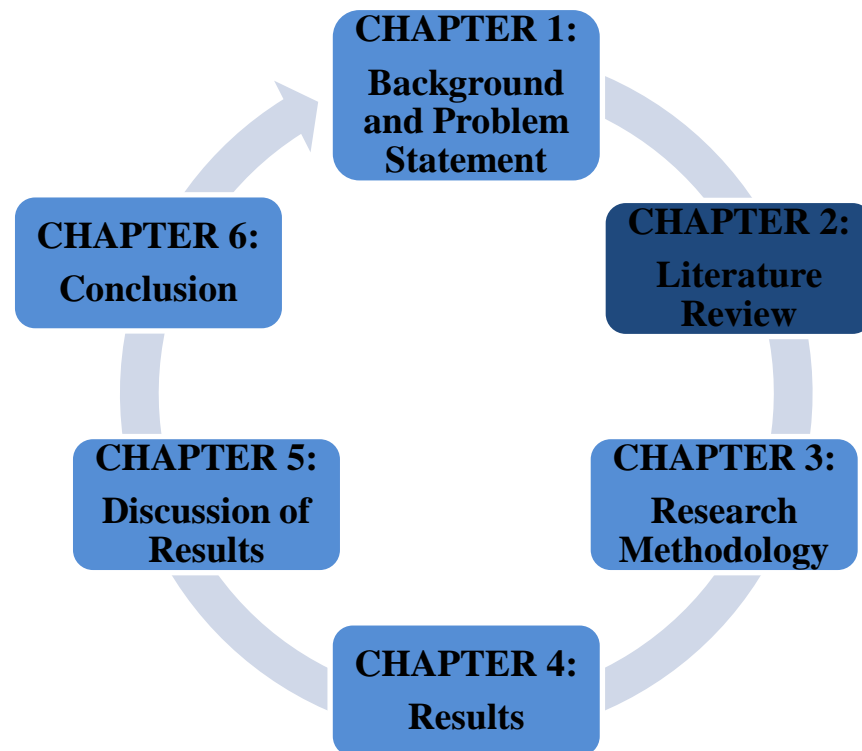
CHAPTER 6: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter is an overview of the research findings of the study in relation to the literature reviewed and the statistical analysis undertaken. This is done by discussing the significance and limitations of this study, as well as making suggestions for potential research opportunities in the field of Talent Management, Motivation and Service Orientation.

1.14 Conclusion

The purpose of this chapter was to introduce the entire research with a brief discussion of the research background. It also included discussions on the problem statement, research methodology, the importance of the study and summary of the chapters of the study. Chapter 2 deals with an outline of the literature reviewed regarding the key concepts of the study.

CHAPTER 2 LITERATURE REVIEW



2.1 Introduction

Hart (2001) defines a literature review as the selection of available documents (both published and unpublished) on the topic which contains information, ideas, data and evidence written from a particular standpoint to fulfill certain aims or express certain ideas on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed.

This literature review will be on the following concepts: Talent Management Process, Motivation and Service Orientation, how to measure motivation, and the effects of these concepts on service orientation. A literature review demonstrates

skills in library searching, to show command of the subject area and understanding of the problem, to satisfy the research design and methodology (Hart, 2001).

2.2 Talent and talent management

2.2.1 Talent

According to Holditch and Brinkley (as cited in Evans et al., 2012), talent is at the heart of the higher education enterprise. Chabault, Hulin, and Soparnot (2012), concur that the development of talent has come about as a result of globalisation and increased market competition. Since institutions were faced with the uncertainty of how long they could maintain a competitive advantage and optimum organisational performance, they needed individuals who could “make a difference”. A study carried out by the McKinsey research team, who coined the “war for talent” made the notion of talent first appear in 1997 to the management sphere. Since then the concept of talent has expanded and is widely used in the professional workplace.

Chabault et al. (2012) is further of the opinion that talent can be defined by several particular characteristics. Talent is individual, it presents a whole group of resources and it exists at every level within an organisation.

2.2.1.1 Talent is individual

Talent is invested within a particular individual who is differentiated from other individuals as a result. It is about the distinction to be made between those who have a particular talent and those who do not. It contains the notion of excellence and the notion of something different. If the individual has these traits it provides a source of competitive advantage for the organisation that employs such an individual. (Chabault et al., 2012).

2.2.1.2 Talent represents a whole group of resources

“The specific resources that were identified by some authors belonging to talented individuals are cognitive resources (the ability to deal with information, and to seek out and select which parts are of use), emotional resources (an ability to empathize and get on with other people, an ability to handle difficult situations and demonstrate good coping mechanisms) and instinctive resources (the ability to deal with emergency situations and to energise others). All of these factors combined make up the character of an exceptional individual. (Chabault et al., 2012)

2.2.1.3 Talent exist at every level within the organisation

Chabault et al. (2012) is further of the opinion that talent can exist at different levels of an organisation but it could be that the majority of individuals within the organisation might not necessarily be aware of this. It is not applicable to all organisations. Talent is actually not necessarily invested in directors or the leaders of the organisation. He further concurs that talent would correspond more to the term “highly promising individual” as this term indicates correlation with the performance of the institution or organisation.

2.3 Talent management

The view of the Human Capital Institute is that talent management is best seen not as a set of topics, but as a perspective or a mindset (Creelman, 2004) is further of the opinion that a talent-management perspective presumes talented individuals who play a central role in the success of the organisation. Management should have a

positive view to talent and be involved in the process of identifying talent. It will then be easier to do talent planning, think about sourcing, take care in recruiting, and work on developing talent. A management team that does not believe that talent is literally a top priority; will not devote appropriate attention to the execution of talent management processes. It is important to drive a talent mindset throughout the organisation through leading by example and through holding managers accountable for good talent management practices. Managers have to be committed and demonstrate that they are bringing top talent into the organisation and that they are retaining and developing the talent.

Sahai and Srivastava (2012), define talent management as making use of unifying strategies or processes in order to enhance the output of a work place by deploying and improving systems and processes for attracting, developing, retaining and utilizing required skills and abilities of the work force and their aptitude matched with the current and upcoming business needs. Talent Management typically involves the identification, development, appraisal, deployment, and retention of high-performing and high potential employees. Collings and Scullion (as cited in Sahai & Srivastava, 2012).

2.3.1 Talent Management in the Context of HEIs

According to Riccio (as cited in Kamau et al., 2013), literature reveals that higher institutions of learning lack talent management. Riccio (as cited in Kamau et al., 2013) is of the opinion that the education field which is knowledge intensive, is the least engaged in enlightened talent management practices and do not invest in

understanding these practices as compared to other institutions. Olsen (as cited in Kamau et al., 2013) concurs that in the field of education there is no system for attracting, training and supporting the best people for the jobs. In a comparison drawn with other sectors by Ringo et al. acknowledged that the education sector underperforms mostly in its talent management practices in attracting and retaining talent, motivating and developing workers and transforming and sustaining the work force. The most critical element to be given serious attention in academic institutions identified by Mihyo (as cited in Kamau et al., 2013) is human capital that includes academic, administrative and technical staff resources. Himansu et al. (as cited in Kamau et al., 2013) notes that “more than 80 percent of employees leave because of the push factor related to poor management practices or toxic cultures, a sense of professional isolation, including a lack of supportive and friendly colleagues.”

While many institutions do not appear to be investing in their talent through formal methods, the business sector continues to comprehend the value that colleges and universities provide to their own workforces. In other words, institutions are doing well to serve outside organisations in their training and development needs while limiting such benefits to internal personnel. There appears to be a mounting trend that has many companies advocating the worth of talent development within higher education institutions, while the institutions themselves dismiss the notion. Lynch (as cited in Holdich & Brinkley, 2010).

The importance of talent management to higher education is starting to attract more interest from human resource practitioners who are looking at the implications

of high turnover rates and poor fit within current positions (Bisbee, as cited in Holdich & Brinkley, 2010). However, while talent management is high on the list of priorities among human resource departments within corporations, this practice has yet to fully migrate into the higher education environment in determining future administrative leaders.

Lynch & Riccio (as cited in Holdich & Brinkley, 2010) are of the opinion that although Higher Education Institutions are aware of the contribution made by talented faculty and staff in propelling institutional progress, little formal programming in Higher Education currently supports strategic talent management practices. Lynch (as cited in Holdich & Brinkley, 2010) further concurs that as a result, “Universities lag behind industry in the development of practices to develop and retain talent.” He is further of the opinion that as a guiding principle, a strategic talent model for higher education needs to be aligned with the institution’s mission and vision. The focus of Talent Management in Higher Education should be on hiring, developing, retaining and engaging faculty, staff and administrators who help the institution to attain its goals.

The goals included are expanding the universities research capability and ensuring successful student outcomes. Talent Management in this regard includes programmes and processes co-owned by HR and line managers that increase the value of human capital by sourcing, deploying, assessing, engaging, rewarding and developing talent throughout the course of individual careers. Perrin (as cited in Holdich & Brinkley, 2011). For Cappelli (as cited in Holdich & Brinkley, 2011)” the

existence of Talent Management in the organisation should be to serve as an aid for the organisation to achieve its overall objectives by forecasting the need for human capital and then developing a plan to meet this need.”The highest level of organisational effectiveness is achieved when the organisation cultivates a cultural mind-set around effectively nurturing talent to achieve institutional objectives Silzer & Dowel (as cited in Holdich & Brinkley, 2010)

Key differentiators identified by Riccio (as cited in Kamau et al., 2013) as the talent management practices believed to be successful in the work environment included the incorporation of organisational and leadership competencies. Beyond leadership training, very few studies have been conducted on people development as a whole, particularly in administrative functions. In fact, some studies conducted confirmed the lack of attention placed in this area.

Riccio (as cited in Kamau et al., 2013) concurs that.”Colleges and Universities that accept the challenge to build talent from within to meet impending leadership requirements will certainly gain an advantage on peer institutions in this competitive climate”. According to Perreault, Holl and Grabove (as cited in Kamau et al., 2013), talent management strategies are mission critical to the long term viability of higher education. To maximize employee contribution to organisational mission and goals, every higher education employee should be required to have an individual development plan which fosters some self-directed growth and which parallels the organisation’s business plans. “Lifelong learning is crucial to ensure that the skills and competencies of employees are aligned with the changing needs of business.” In

order for any company or institution to grow and to be economically competitive it needs a skilled and talented workforce.

2.3.2 The War for Talent

Interest in Talent Management in the business context came in the 1990s with the groundbreaking study entitled “The War for Talent,” by McKinsey Michaels, Handfield-Jones, and Axerod, (as cited in Schuler & Tarique, 2012). This study suggested that the demand for talented employees exceeded the available supply, thus leading to the problem of talent shortage. Several HR practitioners recognised the importance of this trend and as a result, several excellent studies were done in subsequent years by human resource practitioners and consultants in order to examine talent shortages. (Schuler & Tarique, 2011). Three fundamental forces are fueling the war for talent: the irreversible shift from the Industrial Age to the Information Age, the intensifying demand for high-caliber managerial talent, and the growing propensity for people to switch from one company to another. (Michaels, Handfield-Jones, & Axelrod, as cited in Schuler & Tarique 2011).

The 1980s marked the birth of the Information Age and intangible assets such as brands, intellectual capital and talent became more important. Companies’ reliance on talent increased dramatically over the last century. In 1900, only 17 percent of all jobs required knowledge workers; now over sixty percent do. More knowledge workers means it’s more important to get great talent. (Michaels, Handfield-Jones & Axelrod, as cited in Schuler & Tarique, 2012).

Globalisation, deregulation and rapid advances in technology changed the way businesses did business and this resulted in the job of managers becoming more challenging, in the sense that today's businesses need to hire managers that can respond to these challenges. Therefore the demand for high- caliber managerial talent is growing. Literature reveals that just as companies became aware of seeking and hiring highly skilled managers, these managers on the other hand became aware of the advantages to switch companies. According to Michaels, Handfield-Jones and Axelrod (as cited in Schuler & Tarique, 2011), it was the corporate downsizing of the late 1980's that first broke the traditional covenant that traded job security for loyalty. The transparency of job opportunities through internet and job boards and career sites made the process of job hopping more attractive and easier for highly skilled managers. It is evident that the war for talent is creating a new business reality in that companies need people, while in the old reality people needed companies to work for.

Talented people are the competitive advantage. Better talent makes a huge difference, talented people are scarce, people are mobile and their commitment is short term. Employees' demand much more than the standard packages they are offered.

2.3.3 The Historical Overview of Talent Management

In order to understand the concept of Talent Management and its current state, it is important to look at the evolution of corporate Human Resources. The Business department known as the personnel department in companies during the period 1970-1980 was responsible for people. The function of this department was to hire people,

to pay them and to ensure that they had the necessary benefits (Bersin, 2007). Systems that evolved to support the personnel function were batch payroll systems.

2.3.4 Human Resource Management and Strategic HR

In the 1980s-1990s the concept of Strategic Human Resources emerged as companies realized that the Human Resources function was more important. The role of Human Resources included recruitment of suitable candidates, training, designing of job roles, organisational design, developing total compensation packages that included benefits stock options and bonuses and acting as a central point for employee health. Human Resources started playing a very important role in business strategy and execution, systems that supported this role was recruitment and applicant tracking, portals, total compensation systems and learning management systems. The Human Resources Department took on the role as a business partner who supports lines of business.

2.3.5 Talent Management

Talent Management, which incorporates the cooperation and communication of managers at all levels, has become an imperative in the face of today's business challenges (McCauley & Wakefield, 2006). Since organisations are increasingly in competition with each other to attract, develop, deploy and retain individuals with key skills needed to maintain a competitive edge, organisational leaders need to develop strategies and practices that not only address their current business needs for specific talent but also their future business needs (Michaels, Handfield-Jones, & Axelrod. as cited in Schuler & Tarique, 2011).

According to Rajasekar & Santhoshkumar (2012), ‘Talent Management ‘means different things to different organisations. To some it is about the management of high-worth individuals or ‘the talented’, whilst to others, it is about how talent is managed generally, i.e., on the assumption that all people have talent which should be identified and liberated.”

2.3.6 Talent Management Practices

According to McCauley and Wakefield (2006) talent management has become essential in today’s business challenges. The authors’ further state that talent management processes must be more strategic, connected, and broad based than ever before. Talent management processes include workforce planning, talent gap analysis, recruiting, staffing, education and development, retention, talent reviews, succession planning and evaluation (McCauley and Wakefield, 2006). “Talent Management is being positioned as the latest weapon in the human resources arsenal in the ongoing struggle to elevate the practice of human resource management to one of strategic importance” (Hughes, as cited in Waheed et al., 2012).

Successful organisations look to improve strategies, policies and practices for the attraction, development, deployment and retention of talent vital for their business needs. To manage talent effectively it is vital for organisations to aim to understand the capabilities needed in their organisation and to determine the actual or potential talents required of employees (Magolego, Lesenyeho & Barkhuizen, 2012). The Table below demonstrates Talent Management in context.

Table 1-2: Demonstrates Talent Management in context.

Talent Management dimensions	Description
Develop Strategy	Establishing the optimal long term strategy for attracting, developing, connecting and deploying the workforce
Motivate and Develop	Sourcing, recruiting and holding onto the appropriate skills and capabilities according to business needs.
Deploy and Manage	Verify the people's capabilities are understood and developed to match business requirements, while also meeting people's needs for motivation, development and job satisfaction
Connect and Enable	Identify individuals with relevant skills, collaborating and sharing knowledge and working effectively in virtual settings.

(Source: IBM Institution for Business Value/Human Capital Institute)

The different **Talent Management Practices** that will be measured in this study are the following:

2.3.6.1 Management Commitment:

The need for more leadership involvement in talent management is driven by the criticality of talent strategy development, articulation and execution. Some business leaders are starting to play an increasingly visible and active role in talent management, understanding that their practices must be aligned with these talent strategies in order to have a direct impact on workforce engagement and performance (Human Capital Institute, 2008).

A talent management strategy teaches individual managers that their goals of increasing productivity and output cutting costs are not independent from recruiting, retention and development efforts. Schreuder and Theron (as cited in .Magolego, Lesenyeho, & Barkhuizen, 2012). When managers reach the stage that they realize that they cannot reach their output goals without effective talent management processes, they can start committing more of their own time and resources unto recruiting, development, and retention of their talent

2.3.6.2 Talent Process Review

Regular Talent review meetings are necessary in any business to increase awareness of available talent and to develop a talent management strategy that is clear to be able to respond to business changes such as company growth, mergers or a decrease in talent need.

During the talent review process companies became aware of possible vacancy risks of current employees, top talent and successors are identified and development action plans that prepare employees for future roles in the organization are created.

2.3.6.3 Workforce Planning and Talent Acquisition

Workforce Planning is defined as an attempt to determine organisational objectives and to identify the actions required to meet those objectives, thereby minimising risk to the organisation (Bedeian, as cited in Buthelez,i 2010). Strauss (as cited in Magolego, Lesenyeho, & Barkhuizen, 2012) defines workforce planning as a process which ensures that the organisation has the right employees in the right jobs at the right time to achieve maximum output at minimum cost. It assists management to understand their current state, forecast talent gaps and take precautionary steps in order to remedy the situation.

Talent acquisition refers to the process of attracting and hiring talented employees (Strauss, as cited in Magolego, Lesenyeho, & Barkhuizen, 2012). It is necessary to employ employees that are needed by the organisation. Talent acquisition is a critical link in an organisation's talent supply chain Research done by Hewitt's Associates and Human Capital Consulting (2008) reveals that workforce planning in most companies is short-term focused, although more companies are becoming more strategic. They further state that effective workforce planning requires a clear understanding of what talent is currently in place and what is required to be successful in future. By matching future demand to current supply, organisations can effectively identify their hiring needs and use these projections to inform their sourcing effort.

While 69% of companies say they conduct workforce planning broadly across all divisions and business units to some or a considerable degree, only 15% report doing so consistently throughout the organisation. Most workforce planning done focus on top executive, management, and critical roles.

Below the senior leadership level, few companies are looking out beyond two years to identify the kind of skills and capabilities needed to support the business long-term. Only one out of ten companies forecasts its talent requirements for front line management and critical non-management roles three or more years into the future. The traditional approach to workforce planning often involves the tabulation of the organisation's objectives and the estimation of the number and competencies of employees required to achieve those objectives (Mckhenie, as cited in Magolego, Lesenyeho, & Barkhuizen, 2012). The workforce planning should be integrated into the business plan of the organisation. This process establishes workforce plans, hiring plans, compensation budgets, and hiring targets for the year.

2.3.6.4 Talent Commitment and Staffing

Wood (as cited in Bhati, 2011) found that high performance is driven by high commitment. According to Bhati (2011) commitment has different types and dimensions experienced by different people in the organisation at different levels, the intensity may vary as per the affiliation with the organisation. Elizur and Koslowsky (as cited in Bhati, 2011) is of the opinion that commitment can be affective, normative, and continual.

The effect of commitment and motivation on human talent and objectives are common in all high performance organisations. Organisational commitment refers to the emotional attachment to the organisation due to socialization and environmental factors (Elizur & Koslowsky, as cited in Bhati, 2011). It is believed that employees at individual levels have different levels of commitment. Literature reveals that the commitment levels of employees within organisations increase when the employees experience feelings of affiliation with the organisation and also when there is recognition from the organisation's side that employees are part of that organisation.

Kelloway et al. (as cited in Bhati, 2011) are of the views that commitment can be developed through creating love and interest for the job employees are performing in the organisation. They further state that passion for doing the job and completing the task improves the employee commitment for the organisation. They are of the perception that employees' commitment is also beneficial for the employees in their own interest as it provides them the chance to be established in the organisation.

2.3.6.5 Talent Development

Organisations can convince themselves that talent management is being carried out when they create a system to define the steps or outline a process to manage talent. However, talent development only happens when you create a culture based on shared values and beliefs, where thinking and feeling emotions are engaged and the leadership demonstrates its commitment through its behaviours and attitudes (Thorne & Pellant, as cited in Magolego, Lesenyeho, & Barkhuizen, 2012).

Companies need to abandon the belief that talent management is solely the HR's domain; it is a shared business and HR responsibility requiring active engagement, commitment, and accountability from leaders and managers. From the CEO down, these business leaders do not only emphasize the importance of talent management, but are also actively engaged in the processes. The company holds itself accountable in tangible ways for developing the next generation of talent across the entire organisation and not just at the leadership level.

2.3.6.6 Performance Management

So, what makes some businesses more successful than others? What is today's key competitive advantage? The answer is people. Organisations with motivated and talented employees, offering outstanding service to customers are likely to get ahead of the competition, even if the products offered are similar to those offered by the competitors. Customers want to get the right answer at the right time, and they want to receive their products or services promptly and accurately. Only people can make these things happen. Only people can produce a sustainable competitive advantage. "Performance management systems are the key tools to transform people's talent and motivation into a strategic business advantage" (Aguinis, as cited in Magolego, Lesenyeho, & Barkhuizen, 2012).

Performance management can be defined as a structured method of linking individual employee goals with overall organisational objectives Marchington and Wilkinson cited (as cited in Magolego, Lesenyeho, & Barkhuizen, 2012). By using the business plan, the organisation establishes processes to measure and manage

employees. Performance management is a continuous process of identifying, measuring and developing performance in organisations by linking each individual's performance and objectives to the organisation's overall mission and goals (Aguinis, as cited in Magolego, Lesenyeho, & Barkhuizen, 2012).

2.3.6.7 Talent Retention

Tertiary educational institutions depend on their employees' skills, knowledge and abilities for efficient and effective delivery of services in order to stay abreast with new changes and to achieve the vision of the institution. Attracting and retaining skilled employees have become an important aspect for institutions. In the absence of clear retention strategies for retaining employees the institutions goals might not be achieved (Naris & Ukpere, 2010).

“Retention should start with the job descriptions, orientation programmes, recruitment and selection. These are the foundations of building an effective retention strategy “(Dibble, as cited in Naris & Ukpere, 2010). Naris and Ukpere (2010) reveal in their study done on developing a retention strategy for qualified staff at the Polytechnic of Namibia that PoN found it difficult to attract and retain qualified staff including Namibians. It is therefore in the interest of PoN to develop retention strategies to retain their current staff.

“Employees with skills in short supply or higher qualifications have more bargaining power and want to negotiate for higher salaries for their services” (Dibble, as cited in Naris & Ukpere, 2010). It is the basic demand versus supply philosophy

which is being applied in the labour market by the employee and employer. Dibble (as cited in Naris & Ukpere, 2010) noted that the job description, induction, recruitment and selection also have a major impact on employees' decision to leave the organisation. He further identifies key contributing factors for leaving the job as: lack of career opportunities, dead end jobs, and no opportunity to go up in the hierarchical structure of the organisation.

“Reasons for high labour turnover in higher education institutions are dissatisfaction with relations between seniors, working conditions, few hours spent on research, excessive workload; financial rewards, lack of career opportunities; and work life balance” (Metcalf et al., 2005; De Vos & Meganck, as cited in Naris & Ukpere, 2010).

Non-academic staff should be offered non-financial rewards such as responsibility, influence, personal growth and acknowledgement for a job well done. Organisations or institutions should create a supportive work environment; organisations or institutions should focus on securing employment by making the organisation an “employer of choice” so that employees can return or recommend others; offer training and development opportunities; create organisations' or institutions' culture where teamwork is fostered and open communication is promoted; and create fair promotional opportunities for everyone are examples of such rewards.

Literature that has been reviewed suggests that organisations should identify employees with scarce specialized skills and try to retain them. Effective retention strategies should be in place to retain these employees. Pritchard (as cited in Naris & Ukpere, 2010) states that successful retention programmes incorporate training and development in an effort to retain their employees. “Job enlargement, the adding of challenging or new responsibilities to an employee’s current job could be offered as a retention strategy” (Noe et al., as cited in Naris & Ukpere, 2010).

A retention strategy for administrative staff members at a higher education institution suggests career development, challenging tasks, autonomy, and more responsibilities. The implementation of an innovative retention strategy will motivate staff members and commit them towards improving their qualifications, whilst encouraging them to share their newly gained knowledge with other staff members.

2.4 Outcomes of Talent Management and Motivation

Employee motivation is a widely practiced exercise today across all corporate sectors regardless of their size of being either big or small. Just like the psychological need for any individual to be appreciated over his efforts, the same idea of thought stems the need for rewards and recognition in order to increase the work drive of an employee and increase his efficiency and seriousness towards work. Mohsan et al.(2004).

Motivation is the inner drive that pushes individuals to act or perform. Specific theories may propose a varying set of factors influencing motivation. Harder (as cited

in Mohsan et al., 2004) concurs that “many scholars agree that motivation is the psychological process that causes the arousal, direction, intensity and persistence of behavior”. Robbins and Judge (2011) define motivation as the process that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal. According to the authors’ intensity “mentioned in the definition, describes how hard a person tries. This effort of a person should be channeled in a direction that benefits the organisation. Motivation has a persistence dimension which measure how long a person can maintain effort. A motivated individual will stay with a task long enough to achieve their goal.

According to Nederstrom (as cited in Robbins & Judge, 2011) the significance of money and rewards as a source of motivation, has often been exaggerated. A certain amount of remuneration is of course necessary to prevent competitors from taking away the company’s talent, but when considering the ratio of money to motivation , there is a certain point after which an increase in the pay no longer increases the motivation.

Literature points out that motivation can be external or internal. People also display different levels of motivation. External motivation comes from the willingness to obtain status, public recognition or monetary remuneration. People than consider work as just a means towards these ends. If people can obtain status, public recognition or monetary remuneration from winning the lottery or from an inheritance, the meaningfulness of externally motivated work will end there.

Internal motivation is perceived as psychological. This level of motivation brings genuine and lasting satisfaction. This is when people perform work because of work itself, meaningfulness is experienced in the work itself.

When money alone is not enough to keep talented employees motivated, Nederstrom (as cited in Robbins & Judge, 2011) proposes that optimal conditions and prerequisites for motivating workers such as personal development opportunities , a good atmosphere, sufficient influence on one's own work and high quality leadership. These are also considered important tools or means for ensuring the commitment and motivation of personnel.

Motivation increases the job involvement and satisfaction of employees by making the work more meaningful and interesting as well as to keeping the employees more productive and improving their subsequent job performance (Kamery et al., as cited in Mohsan, Nawaz, Khan, Shaukat, & Aslam, 2004).

2.4.1 Theories of Motivation

According to Warsi, Fatima, and Sahibzada (2009), there are multiple theories in management that discuss the work motivation. Motivation theories fall into two main categories, Content Theories and Process Theories. Theorists known for Content theories are Maslow, McClelland, Alderfer, and Herzberg, just to name a few. Two of the leading Process theorists are Vroom and Adams.

2.4.2 Maslow's Need Hierarchy Theory

Maslow's need hierarchy theory is also widely considered by the management practitioners while referring to job satisfaction and motivation. Maslow's theory constitute of five levels: physiological needs (includes hunger, thirst, shelter, sex and other bodily needs) safety needs (security and protection from physical and emotional harm), social needs (affection, belongingness, acceptance, and friendship) ,self-esteem (internal factors such as self-respect, autonomy and achievement and external factors such as status, recognition and retention) and self-actualization (drive to become what we are capable of becoming, includes growth, achieving our potential , and self-fulfillment)." Maslow separated the five needs into higher and lower orders. Higher order needs are satisfied internally (within the person) lower-order needs are predominantly satisfied externally (by things such as pay, union contracts and tenure)" (Robbins & Judge, 2011, p. 240). The theory has been used to motivate employees based on the level of needs the employee is looking to fulfill (Sarmad, as cited in Robbins & Judge, 2011).

2.4.3 Goal Setting Theory

Locke and Latham (as cited in Robbins & Judge, (2011) presented a goal-setting theory which has substantial impact in the field of work motivation. It states that people's performance will be maximized when they set specific goals and exactly understand what behaviour will lead to the accomplishment of the goal. This theory is based on the concept 'self-efficacy' which means an individual is capable for performing a hard task. Research has demonstrated that the motivating power of goal-

setting theory in more than 100 tasks with more than 40,000 participants in many different kinds of industries – from lumber to insurance to automobiles .Setting specific, challenging goals for employees is the best thing managers can do to improve performance.(Robbins & Judge, 2011, p. 250).

2.4.4 Herzberg Two Factor Theory

Herzberg stated in his two factors theory (motivation hygiene theory) that there are two categories of motives for the employees known as satisfiers and dissatisfiers. He related intrinsic factors with job satisfaction and extrinsic factors with dissatisfaction (Gagne, 2010). According to Herzberg, the factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore, managers who seek to eliminate factors that can create job dissatisfaction may bring about peace but not necessarily motivation. They will be placating rather than motivating their workers. “If we want to motivate people on the job, Herzberg suggested emphasizing factors associated with the work itself or with outcomes directly derived from it, such as promotional opportunities, personal growth opportunities, recognition, responsibility, and achievement”(Robbins & Judge, 2011, p. 250).

2.4.5 Expectancy Theory

Vroom’s Expectancy Theory is based on the belief that employees effort will lead to performance and performance will lead to rewards (Vroom, 1964). “Rewards may be either positive or negative. The more positive the reward the more likely the

employee will be highly motivated. To the contrary, the more negative the reward, the less likeliness the employee will be motivated” (as cited in Walsh, 2005).

Expectancy theory is also considered a highly rational theory of work motivation (Mitchell, as cited in Robbins & Judge, 2011) According to Robbins and Judge (2011, p. 260) ”Expectancy theory argues that employees will be motivated to exert a high level of effort when they believe it will lead to a good performance appraisal; that a good appraisal will lead to organisational rewards such as bonuses, salary increases, or promotions; and that the rewards will satisfy the employee’s personal goals.” The theory focuses on three relationships such as:

- 1. Effort-performance relationship:** The probability perceived by the individual that exerting given amount of effort will lead to performance.
- 2. Performance reward relationship.** The degree to which the individual believes performing at a particular level will lead to the attainment of a desired outcome.
- 3. Rewards-personal goals relationship.** The degree to which organisational rewards satisfy an individual’s personal goals or needs and the attractiveness of those potential rewards for the individual.

“Expectancy theory helps explain why a lot of workers aren’t motivated on their jobs and do only the minimum to get by.” (Robbins & Judge, 2011, p.260).

A common theme among all such theories is that work motivation may be generated by many different ways. These could be rewards, pay, praise, promotions, sense of accomplishment, appreciation, etc. All these motivational factors are

characterized into intrinsic and extrinsic motivational factors. (Guzzo & Mitchell, as cited in Gagne, 2010).

2.5 Outcomes of Talent Management and Service Orientation

Service orientation was first described by researchers Saxe and Weirtz as being related to a concern for others - it became a set of attitudes and behaviours that affects the quality of the interaction between the organization's staff and its customers" (Hogan et al., 1984). This definition was later expanded to include "a willingness to treat co-workers and clients with courtesy, consideration, and tact" combined with the ability to perceive a customer's needs, and communicate effectively. (Rosse, Miller, and Barnes (as cited in Walner, 2005).

Each of these definitions suggests a link between an individual's personality and customer service orientation. In other words, a person who is service oriented is predisposed to have empathy for a customer's needs and concerns coupled with the desire to meet those needs. Broken down into specific traits, this may include the likelihood or predisposition to be courteous and tactful, cooperative, helpful, and attentive - with a tendency to be people oriented and extroverted.

Previous literature done on the concept of service orientation suggests that service orientation is perceived on an individual level and on an organisational level (culture / strategy).At the individual level, the literature can be further categorized into two main types: Service Orientation as a personality and Service Orientation as what employees do in the service delivery trait (Hogan et al., 1984).

Service orientation on an individual level consists of a personality trait perspective that includes five personality types such as extraversion, agreeableness, conscientiousness, emotional stability versus neurotism and culture. Extraversion, agreeableness and sociability traits are considered as very good predictors of service orientation or service orientation displayed on the job. Hogan et al. (1984), defines service orientation as "...the disposition to be helpful, thoughtful, and cooperative...an aspect of non-technical performance that is important in a variety of jobs", this is based on trait perspective.

Service orientation at individual level also includes what employees do in the delivery of service. Hogan et al. (1984, p. 167), also make reference to service orientation in service delivery: "... Such actions as treating co-workers with courtesy, consideration and tact, being perceptive about patient needs and able to communicate accurately and pleasantly, contribute significantly to the overall quality of patient care." Johnson (as cited in Solnet & Kandampully, 2005) defines service orientation in delivery as the "extent to which branch employees go out of their way to solve customer problems, cooperate to solve customer problems, are committed to providing excellent service, and feel personal responsibility for their work." In this case, two perspectives may be adopted: Service orientation at organisational level, refers to both internal organisational factors such as internal design characteristics, organisational structure climate, and culture, training and policies and a more external strategic approach (can be applied to strategy), such as a firm's orientation toward

service as a marketing strategy (Homburg et al., as cited in Solnet & Kandampully, 2005, p. 4.)

Lytle et al. (1998, p. 459) define an organisation's service orientation "as an organisation wide embracement of a basic set of relatively enduring organisational policies, practices and procedures intended to support and reward service and giving behaviours that create and deliver service excellence".

Based on the survey of previous literature on service orientation, it seems apparent that service orientation has been taken as something that manifests itself in the attitudes as well as actions of members of an organisation who highly values the creation and delivery of an excellent service. It is also conceivable that such attitudes and actions would have a substantial impact on organisation–customer interactions as well as the nature and quality of service delivery (Yoon, Choi & Park, as cited in Lytle et al., 1998).

Lytle et al., (1998) concur that an organisational service orientation consists of ten fundamental elements such as service leadership practices (servant leadership, service vision), service encounter practices (customer treatment, employee empowerment), service systems practices (service failure prevention and recovery, service technology, service standards communication) and human resource management practices (service training, service rewards).

2.5.1 Dimensions of Service Orientation

The extensive literature on service orientation contains many variations on the numbers and nature of the practical dimensions of the construct (Johnson et al., as cited in Solnet & Kandampully, 2005). Lytle et al. (1998) identify four practical dimensions of service orientation which are:

- service-encounter practices
- service-system practices
- leadership practices
- human-factor practices;

Each of these dimensions will be discussed in detail below.

2.5.1.1 Service –Encounter Practices

The key role players in service delivery and customers' perceptions of a service offering are people. According to Solnet and Kandampully (2005) "these people include any person involved, directly or indirectly in service provision. Employees who deliver the service have a direct influence on the service delivery. Customers' perceptions of a service are influenced by factors such as personal appearance, attitudes and behaviour of all involved (directly or indirectly) (Zeithaml & Bitner, as cited in Solnet & Kandampully, 2005).

Service encounters can be viewed as employees interactions with customers.(Lytle et al,1998). Carlzon (as cited in Lytle et al., 1998) proposes that these encounters have been described as "moments of truth" opportunities for an

organisation to define itself in the mind of its customer. Bitner et al. (as cited in Solnet & Kandampully, 2005) define a service encounter “as the interaction between a customer and a firm through its frontline employees.” The frontline employees should have the necessary skills, knowledge, personality, behaviour and performance as this determine the outcomes of service encounters (Mills, 1986; Reisinger, 2001, as cited in Solnet & Kandampully, 2005).

Outcomes that are successful include customer satisfaction, loyalty and positive word -of -mouth recommendations. Service firms should therefore understand how to manage these critical service encounters (Bitner et al., as cited in Solnet & Kandampully, 2005). At its most basic level, “service treatment is service quality”. Chase and Bowen et al. (as cited in Lytle et al., 2008) are of the opinion that the definition, meaning and evaluation of service quality exists in the mind of the customer. It is therefore important that the customer receives the correct treatment as this impacts their perceptions of service performance and customer satisfaction (Berry, Parasuraman and Zeithaml, as cited in Lytle et al., 1998). “In order to ensure that the importance of service encounters is realized in practice, firms need well-developed service systems” (Solnet & Kandampully, 2005).

2.5.1.2 Service System Practices

For the organisation to enable its employees to serve their customers better it's rules, policies and structures must be set in place to enable employees to serve their customers better. If such systems are not in place, systems should be created or redesigned to remove any obstacles that restrict employees' freedom to offer

exceptional quality of service. Employees should not in effect, have to work against the system in meeting their customers' special needs (Solnet & Kandampully, 2005). Reliability as well as the empowerment of employees is important aspects of developing quality service systems. To conduct effective empowerment it is also necessary to not only conduct it at only at the level of individual employees but to develop a creative culture within the entire organization. It is therefore essential for service firms to create innovative services to meet the needs of their customers, supported by a continuous superior quality of service every time. As Lytle *et al* (1998) concur that "various important service driven practices and procedures must blend together in a service system to bring about the delivery of service quality for the customer. They propose that an organisational service orientation requires service systems that includes (1) service failure prevention and recovery practices, (2) service standards communication practices, and (3) high levels of service technology adaptation

2.5.1.3 Service failure prevention and recovery

Service system practices should function to pro-actively prevent service failures and to respond effectively to customer complaints or service failures. In order to maintain or deliver service quality the firm should strive for service failure prevention and recovery (Berry *et al.*, as cited in Lytle *et al.*, 1998). It is important that organisations plan their responsiveness to service failures and that they should immediately act to solve service failures. Albrecht and Zemke (as cited in Lytle *et al.*, 1998) is of the opinion that "when immediate and planned responsiveness to service

failure occurs, organisations are able to retain up to 95 per cent of their dissatisfied customers”

2.5.1.4 Service Leadership

Leadership is a critical and integral ingredient necessary for creating and maintaining a positive and effective service orientation because leadership attitudes and practices direct and shape the climate of an organisation (Heskett et al.; Lytle et al., as cited in Solnet & Kandampully, 2005). When leaders of a firm demonstrate, through their own actions, that they consider customer service of the greatest importance, employees will behave toward customers with a similar sense of commitment. Through this behaviour management demonstrates a service leadership attitude and creates a service orientation through example, rather than by simply dictation policy. Church (as cited in Lytle et al., 1998) found that leadership behaviours of managers in the workplace directly affect service quality and organisational performance at the unit level. Lytle et al. (1998) finds servant leadership and service vision to be foundational leadership elements within the service orientation model.

2.5.1.5 Servant Leadership

Lytle et al. (1998) concurs that servant-leaders set service standards and management styles by their own behaviours, they lead by doing. They are actively and continuously engaged in helping, assisting and meeting the needs of employees within the work setting. Berry et al. (as cited in Lytle et al., 1998) refer to it as “they are a model of service to all employees-serving the servers, inspiring, motivating, and

enabling them to achieve service excellence. This aspect of leadership is similar to the rationale of internal service quality, whereby managers aim to provide excellent service to their external customers (Heskett et al., as cited in Solnet & Kandampully et al., 2005).

2.5.1.6 Human Resource Practices

A firm's service vision cannot be accomplished without the input of the most important factor in service delivery: the service employees of the organisation (Solnet & Kandampully, 2005). Knowledgeable and talented employees are increasingly recognised as indispensable in the innovative world of modern business and managers must nurture and develop "competitive intelligence" at every level of the organisation if it is to build a competitive advantage (Peters et al., as cited in Kandampully & Solnet, 2005). According to Lytle et al. (1998) "most research purports that an organisations' ability to produce external service quality is directly related to issues of internal service quality."

Lytle et al. (1998) further state that there is organisational service orientation when the organisational climate creates, cultivates and rewards service practices and behaviours which are accepted as satisfying customer expectations. In particular, it is "the adoption by the whole organisation of a basic set of lasting organizational policies, practice and procedures directed at supporting and rewarding service behaviours which create and provide excellent service" (Lytle et al., 1998, p. 459). There is mounting interest in service orientation research primarily because it appears to be a defining factor in the creation of superior customer service and, therefore,

customer value. Organisational outcomes such as profit, growth, customer satisfaction, employee satisfaction, and loyalty, are purported to result from organisational service orientations (Albrecht et al., as cited in Lytle et al., 1998).

2.6 Toward a Conceptual Model of Talent Management ,Motivation and Service Orientation

This research will employ the following conceptual model:

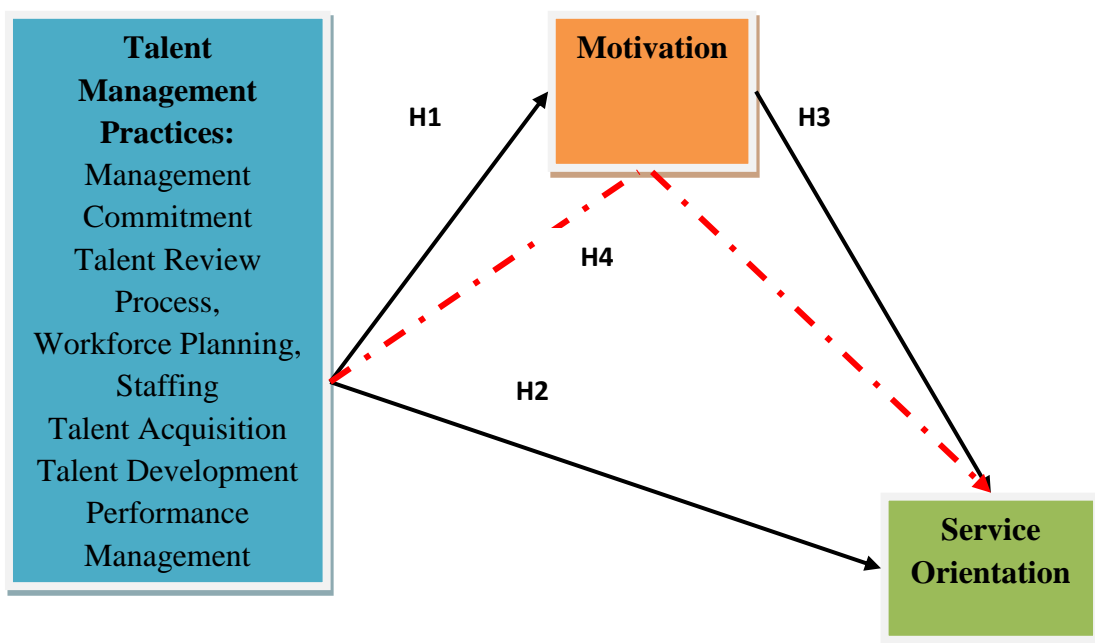


Figure 2 : The Relationship between Talent Management, Motivation and Service Orientation

2.6.1 Talent Management and Motivation

“In the light of literature it is believed that HR practices will help in developing the corporate image in the industry and also within the organization which will ultimately results in better performance leading to employee motivation and commitment”(Bhati et al., 2011, p.475).

Well and clearly explained performance standards to the employees will help them in focusing on the main areas of the task they are performing by keeping in view organizational requirements, thus reducing stress of the employee and improving performance with higher job satisfaction and motivation. Kulno (as cited in Bhati et al., 2011), states that performance appraisals and compensation systems will positively affect the motivational levels of the employees. Predefined performance related requirements will improve performance and motivation and help employees to establish their position in the organisation through their performance.

Talent management practices in the organisation are significant predictors of motivation. In order to achieve high performance, flexibility in processes is important; to retain talent it is necessary to engage them in decision making and keep them motivated otherwise retention of talent is difficult Martel (as cited in Bhati et al., 2011). Employees' engagement influences positively employees' performance and talent retention. Previous literature reveals that employees will be more motivated when they get the feeling that their contributions to tasks are considered and that their suggestions matter than giving them incentives for tasks well done.

It is explored in a research conducted by Choo and Bowley (as cited in Bhati et al., 2011) whether motivation in employees can be developed if they are satisfied by the job structure and job performance along with the working environments and peer support in the completion of tasks and responsibilities given to them within the organisation.

It is important to manage talent along with the existing approaches to organisational equality and justices. Special attention should be given to the transparency of procedures to motivate employees and enhance their commitment with the organisation (Bhatti et al., 2011). It is also believed that organisations should define a crystal clear strategy which defines the organisational values and also link performance with the rewards and time, identify the needs and develop the culture of talent development and to foster a learning supportive environment (Earley & Gibson; Baba et al., as cited in Bhati et al., 2011).

2.6.2 Talent Management and Service Orientation

The study by Sun et al. (as cited in Solnet & Kandampully, 2005, p. 4) reveals that the relationship of high performance human resource management practices and organisational performance are mediated by service-oriented organisational citizenship behaviours. Morrison (as cited in Solnet & Kandampully, 2005) proposes that human resource management practices influence employees to exhibit higher level of service oriented behaviour if a social exchange relationship exists between the employees and the organisation. Hence, Becker and Huselid (as cited in Solnet & Kandampully, 2005) support the argument that human resource management practices have a direct and significant relationship with employees' skills, creativity, productivity and motivations to stimulate the degree of service-oriented organisational citizenship behaviours demonstrated in the workplace.

Many scholars in the past have emphasized that the provision of high quality service to external customers should be preceded by satisfying the needs of a firm's

internal customers, its employees (Yoon, Choi & Park, 2007, p. 374). Employees that are satisfied with their jobs will be more inclined to give excellent service.

Hallowell et al. (as cited in Yoon, Choi & Park, 2007, p. 374) reported eight factors responsible for improving employee satisfaction i.e. tools, teamwork, managerial support, adequate training, reward and recognition, common goals, policy and procedure. They also asserted that any firm seeking differentiation through customer service must first achieve high internal service quality. Also, they reported that organizational traits such as a common goal, support and assistance from superiors, and reward and recognition are highly correlated with employee satisfaction.

2.6.3 Motivation and Service Orientation

The relationship between motivation and service orientation appears to be more clearly quantified. Based on previous research studies one can conclude that motivation is a significant predictor of employees' service orientation. This is because satisfied and motivated employees are most likely to engage in activities that enhance productivity and thus increase service delivery or orientation. According to DeCenzo and Robbins (as cited in Mohsan, Nawaz, Khan, Shaukat & Aslam, 2004) "motivation is the willingness or desire to do something, conditioned by the activity or action's ability to satisfy some need." Robbins and Coulter (as cited in Mohsan et al., 2004) described the motivation as the willingness of an employee to exert some effort or action in order to achieve the organizational goals, conditioned by the action's ability to satisfy employee's individual needs

Motivation is one of the most important and essential factors for the achievement of employees' and ultimately organisational targets and goals. (Berman et al., as cited in Mohsan et al., 2004). Motivation increases the job involvement and satisfaction of employees by making the work more meaningful and interesting, as well as keeping the employees more productive and to improves their subsequent job performance (Kamery, 2004; Nelson, 1996; Ekerman, 2006). Lord (as cited in Mohsan et al., 2004) argued that productivity is a function of employee motivation. The motivators such as accomplishment, pay, job responsibility, promotions and recognitions enhance the job satisfaction of employees which create confidence, loyalty, and commitment and improve productivity of the organisation.

Employee motivation is in fact an essential component of business operations. High motivation coincides with job satisfaction, a sense of pride in one's work, a lifelong commitment to one's organisation, and the desire to put the achievement of organisational goals ahead of personal goals, thereby enhancing an organisation's performance and productivity (Linz, Good, & Huddleston, as cited in Mohsan et al., 2004). When employees are not motivated and therefore not satisfied with their jobs in service delivery, they will not commit themselves to excellent service delivery.

2.7 Developing Of Research Hypotheses

For purposes of this research four hypotheses were formulated as indicated in Figure 3 above. The model is a structural illustration of the relationship as hypothesised in this research. Talent management leads to motivation which

ultimately leads to service orientation. The assumption is based on hypothesis 2 and 3. Hypothesis 4 assumes that service orientation is caused by motivation and talent management. A revised model will be developed as according to outcomes of the research

H 1: Talent Management has a positive effect on motivation.

Rationale:

Talent management practices in the organisation are significant predictors of motivation. In order to achieve high performance, flexibility in processes is important; to retain talent it is necessary to engage them in decision making and keep them motivated, otherwise retention of talent is difficult (Martel as cited in Magolego, Lesenyeho, & Barkhuizen, 2012). Talent management and motivation of employees are crucial in better performing organisations. Therefore this research hypothesis is set in a directional manner.

H 2: Talent Management has a positive effect on service orientation

Rationale:

The study by Sun et al. (as cited in Solnet & Kandampully, 2005, p. 4) revealed that the relationship of high performance human resource management practices and organisational performance were mediated by service-oriented organisational citizenship behaviours. Morrison (as cited in Solnet & Kandampully, 2005) proposes that human resource management practices influence employees to exhibit higher level of service oriented behaviour if a social exchange relationship exists between the

employees and the organisation. Therefore this research hypothesis is set in a directional manner.

H 3: Motivation has a positive effect on service orientation

Based on previous research studies one can conclude that motivation is a significant predictor of employees service orientation. This is because satisfied and motivated employees are most likely to engage in activities that enhance productivity and thus increase service delivery or orientation. Therefore this research hypothesis is set in a directional manner.

H 4: Motivation mediates the relationship between talent management and service orientation

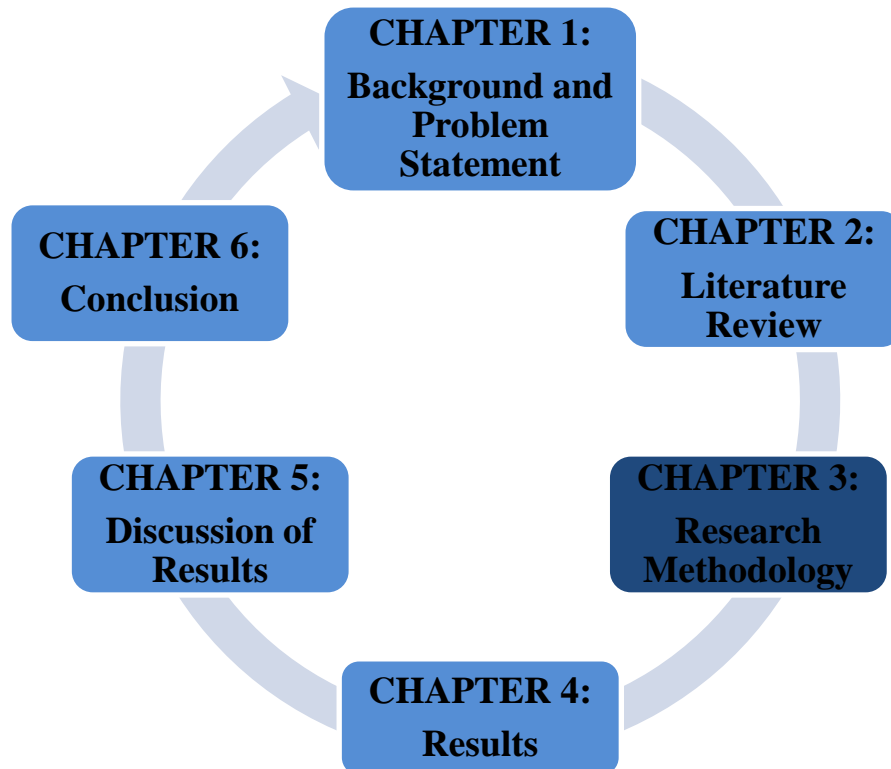
Rationale: The above three hypotheses proves that Talent Management leads to motivation; Talent Management leads to service orientation and motivation leads to service orientation. Therefore it is expected that motivation will mediate the relationship between Talent Management and service orientation in this research.

2.7 Conclusion

This chapter undertook a detailed review of the available literature on the concepts of Talent Management, Motivation and Service Orientation. A broad overview of the theoretical foundations of Talent Management, Motivation and Service Orientation was provided. The Historical development of Talent Management was discussed as well as the four models of Motivation were discussed and a brief comparison of the three concepts was given, before concluding the chapter.

The chapter that follows is concerned with the research methodology. It will contain a detailed review of the whole process followed by the research method used in conducting this research study. It will also contain all the research measurements that were employed in this research study and the method of analysis which will be followed including the whole process of ensuring the validity and reliability of the research study.

CHAPTER 3: RESEARCH DESIGN AND METHODS



3.1 Introduction

In Chapter 3, an outline is given of the research methodology used in this study in addressing the research problem presented in chapter one. The rationale of the methodology employed is discussed, and it contains a description of the instruments used to measure the range of constructs applicable to this study. Furthermore, a detailed description of the research design, quantitative method, population and sample, data collection, data analysis techniques and strategies to ensure quality and rigour of the research design as well as the ethical considerations are outlined in the Chapter.

3.2 Research Objectives

The objectives of this study were formulated in particular to explore the relationship between Talent Management Practices, Motivation and Service Orientation of support staff in a Higher Education Institution in Namibia.

The main objective that frames the study is to:

- Determine whether Talent Management Practices predict motivation and service orientation of administrative staff at a Higher Education Institution.

The main objective is broken down in the following more specific objectives:

- To examine employees' perception regarding the current level of Talent Management Practices in their organisation
- To determine the relationship between Talent Management and Motivation
- To determine the relationship between Talent Management and Service Orientation.
- To design a model that establishes a link and a relationship between Talent Management Practices, Motivation and Service Orientation.

The research paradigm of the study is closely linked to the research objectives.

This will be presented in section 3.3 below.

3.3 Research Paradigm / Philosophy

According to Newby (2010) a research paradigm ties the way a researcher works, to ideas about what is appropriate to investigate and on what basis should the research output be considered to be a truth. Wellman, Kruger and Mitchell (2005)

define a paradigm as “the progress of scientific practice based on people’s philosophies and assumptions about the world and the nature of knowledge. It therefore refers to the method of conducting research. According to Denscombe, (2010) it is important for social researchers to have some basic understanding of the philosophy that underlies the design and implementation of their research. He further suggests that philosophical assumptions constitute the foundations for research because it underpins the perspective that is adopted on the research topic, it shapes the nature of the investigation, specifying what type of things qualifies as worthwhile evidence and it points to the kind of conclusions that can and cannot be drawn on the basis of the investigation.

There are many different types of paradigms that can be used to guide research into all the assumptions made regarding the particular study (Ponterotto, 2005). According to Saunders, Lewis, and Thornhill (as cited in Cuff, 2012), a research paradigm sets the context for a research study, and provides the interpretive framework within which the researcher collects, analyses, interprets and discusses data to develop knowledge on the subject at hand.

The study was conducted from a positivistic paradigm. The positivistic paradigm holds that research must be limited to what can be observed and measured objectively and that which exists independently of the feelings and opinions of individuals. Welman et al. (2010), Ponterotto (2007), and Greiger (2010, p. 410) identify the characteristics of the positivistic paradigm as summarised in **Table 1-3** (below).

Table 1-3: The main characteristics of positivism

Dimension	Description	Positivistic assumption
Ontology	Nature of reality	One true reality that is identifiable, measurable and apprehend able. It is not context or time -bound and can be generalised.
Epistemology	The relationship between the researcher and research participant	Independent of each other. The research does not influence the participants and vice versa.
Axiology	The role of values in the research process	Values have no place and must be carefully controlled.
Rhetorical Structure	The language and presentation of the research	Objective, third person who is scientific and detached from the research process.
Method	The process and procedure of the research	Only Quantitative strategies of inquiry.
Role of the researcher	The part played by the researcher in the study	Objective, impartial observer who is passive and value-neutral.

Source: Adapted from Ponterotto and Grieger (2010, p. 410)

The positivistic paradigm was appropriate for the study as it attempted to find a relationship between constructs mentioned for this study and also made use of objective measurement instruments for the data gathering and analysis procedures. The paradigm was also appropriate for this study since it made use of a questionnaire/survey design and was furthermore aimed at quantifying the attributes related to Talent Management, Motivation and Service Orientation of the support staff in a Higher Education Institution in Namibia. The study furthermore aimed to generalise the results to the sample population as the results have the potential to be valuable to higher education institutions and add to the limited literature on this topic in Namibia. The function of the researcher in the study was to be objective, impartial and unbiased while hoping to reproduce as far as possible stringent scientific methods and procedures (Ponterotto, 2007). The assumptions on which this study was based fell in line with the paradigm the researcher intended to adopt.

3.4 Research Methodology

Kumar (1999) defines research as an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment and the search for knowledge through objective and systematic method of finding solutions to a problem in research.

According to Creswell (2009, p. 8), “research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted”. Most quantitative research, for example, starts with the testing of a theory. He further states that research seeks to develop relevant true statements, ones

that can serve to explain the situation that is of concern or that describes the causal relationships of interest. In quantitative studies, researchers advance the relationship among variables and pose this in terms of questions or hypotheses.

Newby (2010) states that research methodology is concerned with the assembly of research tools and the application of appropriate research rules. For this study a descriptive research design is applied. This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena.

The purpose for employing this method is to describe the nature of a situation, as it exists at the time of the study and to explore the causes of particular phenomena. By employing this kind of research the researcher aims to obtain first hand data from the respondents, so as to formulate rational and sound conclusions and recommendations for the study. The two sources of research that the study utilizes are primary and secondary research. Primary data was obtained through this new research study through a questionnaire survey. The secondary research data was obtained from previous studies on the same topic, through the use of journals, internet and books.

3.5 Research Design

According to Kumar (1996) a research design is a procedural plan that is adopted by the researcher to answer questions objectively, accurately, and economically. He is further of the opinion that the functions of a research design is to detail the procedures for undertaking a study (for example, a study design, sampling,

measurement) and to ensure that, if a study seeks to establish a causal relationship, the independent variable has the maximum opportunity to have its effect on the dependent variable whilst the effect of extraneous and chance variables is minimised.

Denscombe (2010) is of the opinion that a good research design provides a description of the various components of the investigation, it provides a rationale for the choice of research strategy in relation to the research questions and it explains how the key components of a research project link together.

The diagram below illustrates this:

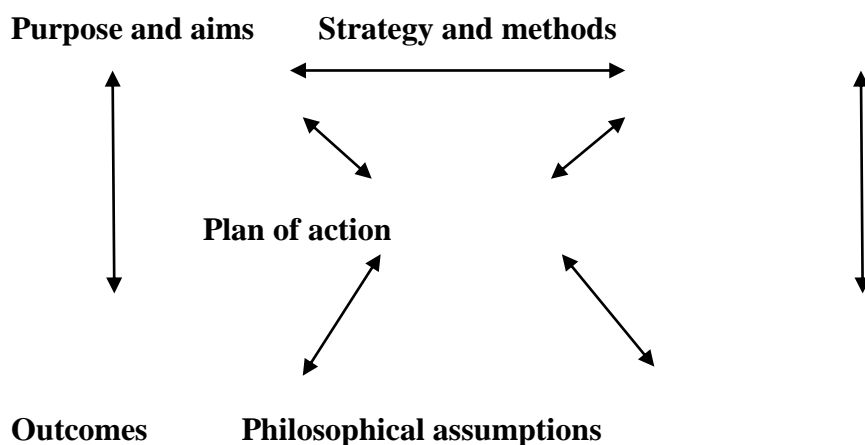


Figure 3: Research Design Source: Adapted from Desncombe (2010).

The research approach of the present study is quantitative in nature, since the intention of the research was to explore the relationship between Talent Management Motivation and Service Orientation of Support Staff at a Higher Education Institution.

Quantitative research involves looking at amounts, or quantities, of one or more variables of interest. The quantitative researcher seeks explanations and predictions

that will generalise to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalisations that contribute to existing theories (Leedy & Ormrod, 2010).

Various research strategies that can be employed include experimental research, descriptive research, correlational research, exploratory and explanatory research design (Kumar, 1999). This study will employ basic descriptive statistics to describe the quantitative data, in terms of deriving conclusions and distributions of the constructed questionnaire. The benefits or strengths of the quantitative method include stating the research problem in very specific and set terms. According to Kumar (1999) when a descriptive research approach is employed the researcher attempts to describe systematically a situation, problem, phenomenon, service or program or attitudes towards an issue which is in this case the perceptions of support staff towards talent management practices in an organisation of higher learning.

Kumar (1999) is of the opinion that correlational research discovers or establishes the existence of relationship/association interdependence between two or more aspects of a situation as this study aims to determine the relationship between Talent Management and Motivation and the relationship between Talent Management and Service Orientation

3.5.1 Characteristics of the research

The following are appropriate descriptors that best describe the broader research design of the proposed study:

Cross-sectional research involves the study of a particular phenomenon at a point in time. This study is carried out once and only represents a snapshot of one particular point in time (Creswell, 2007). The present study can be considered cross-sectional, as each respondent completed the survey once, and the data collected by the survey enabled the determination of the Relationship between Talent Management, Motivation and Service Orientation at a single point in time.

Non-experimental includes a variety of different methods which describe relationships between variables.

Primary Data refers to data that is collected specifically for a research project being undertaken (Saunders et al., 2009). Empirical data was collected by the researcher to address the research.

Empirical Research: The researcher collected and analysed primary data to conduct the research.

Descriptive Research according to (Saunders, et al., 2009) descriptive research aims at portraying an accurate profile of people, events or situations. The main aim of this study was to provide an in-depth description of the relationship between Talent Management, Motivation and Service Orientation in a Higher Education Institution.

Quantitative Data (Numeric Data) the present study can be classified as quantitative research since it dealt with data that needed to be processed in order to

make it useful. This type of data was then used to perform statistical analysis and draw conclusions from. This study attempted to find a relationship by means of correlation analysis which is a statistical technique and therefore the use of numerical data was necessary.

Quantitative data is described by (Saunders et al., 2009) as numerical data that could be usefully quantified to help the researcher answer research questions and to meet the research objectives of the research study.

3.6 Sampling

3.6.1 Sampling Frame and Unit of Analysis

A distinction can be drawn between two types of sampling such as probability samples and non-probability samples. Types of probability samples include simple random samples, stratified random samples, systematic samples and cluster samples. Examples of non-probability samples are accidental or incidental samples, quota samples, purposive samples, snowball samples, self-selection samples and convenience samples.

Before a researcher draws a sample of the population for analysis, clarity should be obtained about the population, or units of analysis, to which the research hypotheses apply. The unit of analysis of a study refers to the population on which the researcher intends to conduct the research, which is in this case the support staff of the Higher Education Institution in Namibia. Sekaran (2000) states that a “population refers to the entire group of people that the researcher wishes to investigate”. The target population for the proposed study is the support staff at a Higher Education Institution in Namibia. The results of the study would be able to be generalised to the

support staff of a Higher Education Institution in Namibia as they share the same characteristics despite different biographical data.

The total population of the Higher Education Institution in Namibia is 388 and it ranges from Directors, Managers and subordinates. The sample of the study was drawn from the population of the Higher Education Institution. Data was collected from the population of 388 and the researcher was able to get 28% of the population to respond to the research study questionnaires.

3.6.2 Sampling

Sampling refers to the practical process involved to collect data. Two general sampling strategies identified are probability sampling and non-probability sampling. According to Salkind (2012) with probability sampling the likelihood of any member of the population being selected is known while with non-probability sampling, the likelihood of selecting any one member from the population is not known.

The research under study adopted the purposive convenience sampling technique which is a common type of probability sampling. Each support staff of the Higher Education Institute in Namibia had an equal opportunity to be selected as a respondent in the study. According to Salkind (2012) a sample refers to the subset of a group of participants, in this case the support staff of the Higher Education Institution in Namibia, to whom the researcher wants to generalise the results of the study. He further suggests that simple random sampling allows for the equal and independent chance of subjects being selected as part of a sample. The two processes identified by

Welman and Kruger (2000) which are necessary to draw a random sample are firstly that all the units of analysis in the sampling frame should be identified separately and be given consecutive numbers. Secondly, the mechanism (computer programme) used to choose the units of analysis should assure that each number has an equal chance of being selected. The Higher Education Institution in Namibia's population was represented by (N=388) and the sample (n=200) of the employees was drawn from the population used to draw conclusions about the entire population of a Higher Education Institution.

3.6.3 Sampling Technique

Sampling techniques provide a range of methods that enable the researcher to reduce the amount of data one needed to collect by considering only data from a sub-group rather than all possible cases of elements (Saunders, as cited in Mpofu, 2012). This was a quantitative research seeking to determine the relationship between Talent Management Motivation and Service Orientation of the support staff at a Higher Education Institution in Namibia. The sample method used was purposive convenience sampling. The unit of analysis of this study as well as the nature of the research undertaken make it necessary for the sampling technique to be purposive convenience sampling.

3.6.3.1 Purposive Sampling

Purposive sampling operates on the principle that the researcher can get the best information through focussing on a relatively small number of instances deliberately selected on the basis of their own attributes (i.e. not through random selection). The

sample was ‘hand-picked’ for the research on the basis of relevance (to the issue/theory being investigated) and knowledge (privileged knowledge or experience about the topic). (Denscombe, 2010).

This type of sampling technique was considered adequate for the present study, as the researcher had a specific population in mind, namely the support staff of a higher education institution in Namibia.

3.6.3.2 Convenience Sampling

Convenience sampling involves selecting haphazardly those cases that are easiest to obtain for a sample. (Welman et al, 2005). The sample selection process is continued until the required sample size is reached. The reason for choosing this specific population is because the participants will be easily accessible in terms of the location and entry, and it matches the research objectives.

3.6.3 Sample Size

According to Denscombe (2010), the crucial factor to be considered in relation to sample size is not the proportion of the population which is included in the survey, but the absolute size of the population. The aim of this research is to produce an exploratory sample, where the scale of research is smaller. The small sample is more convenient. The sampling size for the Higher Education Institution was N=200, and N=109 responded.

3.7 Data Collection

The following section will discuss the specific attributes and characteristics of the units of analysis, as well as the factors that hampered the access to the required data. The section then will shift focus and discuss the specific approach, method and instruments used in the collection of the data. Next there will be a discussion on the specific forms of data collection and the pilot testing done for the study. To end this section there will be a discussion of who were involved in the data collection and the length of data collection period.

3.7.1 Specific attributes and characteristics of the units of analysis

The units of analysis identified for this study were the support staff of the Higher Education Institution in Namibia. The specific characteristics and attributes of the units of analysis were collected through primary data collection method. To understand the result gained from the study it was first important to have a better understanding of the sample population, so that generalisations made on the population could be more accurate. To understand the relationship between Talent Management, Motivation, and Service Orientation of the Support Staff, the population was first divided by the functions they worked in. The participants were first asked to state the function the managers worked for (Human Resources, Finance, Printing, Enterprise Development, Cooperative Education, Logistics, Technology, etc.) and then their department within the specific function (Payroll, Creditors, Projects, Training, etc.). By stating one of these, the researcher was able to determine which function and which department had the highest levels of Talent Management,

Motivation and the Service Orientation. By stating the department the researcher was also able to determine which position had the highest level of Talent Management, Motivation and the Service Orientation. The reason for this is that the researcher will have a better understanding of the division of the respondents and better generalisations could be made about the population.

The second attributes and characteristics that were collected from the sample were gender. This attribute was used to determine if there was any difference between the relationship between Talent Management, Motivation and Service Orientation regarding males and females. The reason for this is that the researcher will have a better understanding of the division of the respondents and better generalisations can be made about the population.

Some of the other attributes and characteristics that were measured in the study were marital status, home language, age, current level of qualification, ethnicity, work experience, number of years working in current job, promotions, employment basis, hours worked per week, travel time to and from work and entitlement of leave. These were also used to see if there were any significant trends that played a role in the relationship between Talent Management, Motivation and Service Orientation of the Support Staff.

The final attribute and characteristic that was important to the study was the participants' level in management. The respondents were asked to select their managerial level from amongst the following levels (supervisor, lower management,

middle management or senior management). This attribute was used to determine if different levels in management displayed different relationships between Talent Management, Motivation and Service Orientation.

3.7.3 Factors that hampered access to the required data source

In every research study there are certain factors that hamper access to the required data sources. Access to the primary data for this study depended on gaining access to the required participants. Since the researcher needed access to the support staff in the higher education institution, the researcher had to ask permission from the organisation to gain access to them. This was only the first step. The researcher had to write a letter to the organisation asking permission to do the study in the organisation. Once the letter had been approved, the researcher still had the task of gaining participation from the employees within the organisation. Not all employees had the time and the commitment to answer the questionnaires.

3.7.4 Specific approach, method and instruments to be used in the collection of the data

The following section will discuss the specific approach used to collect the required data for the study. The next part of the section will discuss the specific measurement instruments used in the collection of the required data.

3.7.4.1 Specific Research Method

The method of data collection that was used in this study was questionnaires. The questionnaires used in this study were all self-administered questionnaires. These

were all administered by dropping it off in a sealed envelope to the respondent. Due to time constraints this study was a cross-sectional study.

3.7.4.2 Measurement Instruments

For the purposes of the study the following questionnaires were administered to the participants. These questionnaires were the Talent Management survey, an adapted version of the Human Capital Index (Human Capital Institute of South Africa), Employee Motivation Scale and also the Servqual.

3.7.4.2.1 The Human Capital Index

The Human Capital Index (HCI) is an adapted version of the Human Capital Institute (2008) that was used to measure the perceived talent management practices and the importance of the talent management practices of the institution. The Human Capital Index (HCI) consisted of 35 items and measured eight talent management practices namely:

- Management Commitment
- Talent Review Process
- Workforce Planning
- Staffing
- Talent Acquisition
- Talent Development
- Performance Management
- Talent Retention

Dual scales were used in this study. Respondents were first required to rate the current TMP in the organisation on a five-point likert scale ranging from “Poor (1)” to “Excellent (5).” Secondly, the respondents were required to rate the importance of the eight Talent Management Practices from Not Critical (1) to Critical (5). Previous studies found acceptable internal consistencies for the version of the TMP Index, ranging from 0.73 to 0.87 (Barkhuizen & Stanz, 2010, as cited in Magolego, Barkhuizen & Lesenyeho, 2013).

3.7.4.2.2 The Employee Motivation Scale

The employee motivation scale was used to measure the motivation of the respondents. The EMS covered nine facets’ of motivation, due to the fact that the shortened questionnaire only measured one item per facet, all items was joined to obtain a total score. The EMS used the 5-point Likert-type scale ranging from Strongly Disagree (1) to Strongly Agree (5).

3.7.4.2.3 The Servqual

For the purpose of this study the service orientation scale was used to evaluate the support staff’s service orientation. The Servqual was be used to measure the respondent’s orientation towards service delivery. The Servqual consisted of 22 items and measured five service delivery dimensions. The five service delivery dimensions were assurance, response, reliability, tangibles and empathy. A five-point Likert-type scale ranging from Strongly Disagree (1) to Strongly Agree (5) was utilized.

3.7.5 Specific form of data to be collected

Primary data was collected as the specific form of data for this study. In this study the researcher collected empirical data to address the research objectives. The reason for selecting primary data as the specific form of data for this study was because there were no real sources of secondary data available for this specific study. After an elaborate search the researcher realised that there has not been much research done on the relationship between Talent Management, Motivation and Service Orientation in a Higher Education Institution in Namibia. As a result of these findings it was decided that to achieve the most accurate results for this research project, primary data would have to be collected.

3.7.6 Pre- / Pilot Testing

In line with the recommendation of Foza (2002), the survey used in the present study was tested using subject matter experts in the field of survey testing, academic professionals, and employees from the target population. Although no formal pilot study was undertaken in the present study, Foza's (2002) recommendations were followed. In addition, a sample questionnaire was compiled and tested with a few support staff members working at the Institution of Higher Learning. The individuals who were consulted in the pre-testing phase of the study did not take part in the final phase of study. These support staff members provided valuable information on the wording and content of the different items as well as the time it took them to complete the questionnaire.

3.7.7 Who was involved in the collection of the data

Questionnaires were hand delivered by the researcher and one research assistant. Two hundred questionnaires were administered to the support staff of the institution and only 109 questionnaires were returned. Respondents were asked to return the completed questionnaires in sealed envelopes provided by the researcher. The researcher also collected the completed questionnaires from the employees.

3.7.8 Length of the data collection period

The data collection period lasted for about three weeks as participants were busy and needed more time to complete the questionnaires. Reminders were given by email and personal visits, two days before the actual submission dates for the completed questionnaires. According to Kumar (1999) and Denscombe (2010) questionnaires have a low response rate as people sometimes fail to return them.

3.7.9 Research Procedure

Permission was requested from the Vice Rector Academic Research of the institution, through a letter of request which was granted to the student by the Harold Pupkewitz school of Business. A written approval by the Higher Education Institution was granted. The respondents were sent an introductory e-mail two weeks before the questionnaires were hand delivered. The introductory email had an attachment of the letter of request to conduct the survey in the Higher Education Institution and the Institution's approval letter. The HCI Assessment with 34 Talent Management Practices, Employee Motivation and Service Orientation type of questionnaire were

developed with close ended questions and presented to the Support Staff of the Institution. Questionnaires were hand delivered and purposive convenience sampling was used for this study. Two hundred questionnaires were administered to the support staff of the institution and only 109 questionnaires were returned. Respondents were asked to return the completed questionnaires in sealed envelopes provided to the researcher. The researcher also collected the completed questionnaires from the employees. The time frame for returning the completed questionnaires was three weeks. Reminders were given by email and personal visits, two days before the actual submission dates for the completed questionnaires. According to Kumar (1999) and Denscombe (2010) questionnaires have a low response rate as people sometimes fail to return them.

3.8 Data Analysis

The main aim of the entire research study was to eventually answer the research objectives. In this section the data analysis process was described starting at the nature of the analysis of the data gathered. Data collected from the study was analysed by means of quantitative techniques.

3.8.1 Recording, storing and coding of the data gathered

The responses that were gathered from the online questionnaires were recorded electronically in a survey database. The recorded results were then exported into the statistical program called SPSS. The data received from the study were stored on two separate computers as well as an external hard-drive to ensure that the data would not get lost. Due to the fact that the data gathering process was completely anonymous, there was little need to secure the data.

3.8.2 Preparation of data for analysis

Field (2009) concurs that to explore data is seen as the first step in any data analysis procedure. The SPSS data analysis technique was used to prepare the data for analysis. The data was screened in order to ensure that the analysis techniques used did lead to significant results. This was done by SPSS and it highlighted errors such as missing data, incorrect data entered, irregular distributions and outliers (scores with extreme values) which may have resulted in distorted statistics and incorrect conclusions.

3.8.3 Analysis techniques

As stated, the study made use of quantitative techniques of data analysis. Quantitative data is described by Saunders et al. (2009) as numerical data that could be usefully quantified to help the researcher answer research questions as well as meeting the research objectives of the research study. In essence quantitative data is data that has been quantified, e.g. put into numbers. Following below are descriptions and motivations for the main types of analysis that were prepared in the study.

3.8.4 Descriptive statistics

Saunders, et al. (2009) is of the opinion “that descriptive research aims at portraying an accurate profile of people, events or situations.”. Descriptive statistics is used to enhance the understanding of the properties of the data and also to identify any severe inaccuracies that may appear in the data. The main forms of descriptive data are the mean, median, mode, standard deviation, counts and the skewness and

kurtosis of the data gathered (Field, 2009). In the proposed study these statistics will be used to explore data, describe the sample and ensure that the right tests are used.

3.8.5 Inferential statistics and analysis

Inferential statistics and analysis were of the essence in the study as the data gathered from the sample was used to generalise the findings back to the population. According to Maree (as cited in Smit & Barkhuizen, 2012) the field of statistical inference relies heavily on probability theory, as it is by means of probability statements that inferences are made. Inferential statistics are divided into parametric and non-parametric statistics. The first refers to a broad range of statistical procedures or tests that requires data to meet certain assumptions of which normality of sample distribution is most essential". (Field as cited in Smit & Barkhuizen, 2012).

The second type, non-parametric, refers to the range of statistical tests for establishing relationships between variables, without having to meet any assumptions regarding distribution or the nature of the data. Parametric procedures are seen to have more statistical power than their non-parametric counterparts (Field, 2009). In this study as far as possible it has been attempted to make use of parametric tests and procedures. However, if the data was found not to conform to the assumptions set by the specific test, the non-parametric alternative was used to analyse the data gathered.

3.8.6 Specific statistical techniques to be used

The data analysis for this research was carried out with the help of SPSS (SPSS20, 2012). Exploratory Factor Analysis was used to assess the structure of the

measuring instruments. For this study the measuring instruments were the Talent Management scale, Motivation scale, and the Service Orientation scale for which Factor Analysis was done on each. The reliability and validity of the measuring instruments to record the data were assessed with the help of factor analysis and Cronbach's alpha coefficients (Field, 2009). Descriptive statistics were conducted on the different variables. Linear and Multiple Regression Analyses were used to analyse the relationship between the dependent variables and the independent variables.

In terms of statistical significance, a value at a 95% confidence interval level ($p \leq 0,05$) was set. Effect sizes indicate whether obtained results are important (while statistical significance may often show results which are of little practical relevance). A cut-off point of 0, 50 (medium effect) was set for the practical significance of differences between means (Field, 2009).

3.9 Strategies to ensure quality and rigour of the research design

3.9.1 Validity and Reliability

Leedy and Ormrod (2010) state that the validity and reliability of your measurement instruments influence the extent to which you can learn something about the phenomenon under study. According to Welman et al., (2005) validity is the extent to which the research findings accurately represent what is really happening in the situation. "An effect or test is valid if it demonstrates or measures what the researcher thinks or claims it does". (Coolican as cited in Welman et al, 2005, p. 35). He further states that research errors, such as faulty research procedures, poor samples, and inaccurate or misleading measurement, can undermine validity.

Reliability on the other hand is concerned with the findings of the research and relates to the credibility of the findings. (Welman et al, (2005).If research findings can be repeated it is reliable.

According to Leedy and Ormrod (2010) validity of a measurement instrument is the extent to which the instrument measures what it is intended to measure. They propose that validity takes different forms, each of which is important in different situations. The different forms of validity include face validity, content validity and criterion validity and construct validity. It is important for the researcher to demonstrate that his measurement instruments have validity for its purposes. Leedy and Ormrod (2010) refer to reliability as the consistency with which a measuring instrument yields a certain result when the entity being measured has not changed. In the same way as validity, reliability takes different forms in different situations. These are inter - reliability, internal consistency reliability, equivalent forms reliability and test-retest reliability.

They further states that a researcher can enhance the reliability of a measurement instrument in the following ways.

- a) First the instrument should always be administered in a consistent fashion. There should be standardization in use of the instrument from one situation or person to the next.
- b) To the extent that subjective judgments are required, specific criteria should be established that dictate the kinds of judgments the researcher makes.

- c) Any research assistants who are using the instrument should be well trained so that they obtain similar results.

Something can be measured accurately only if it could also be measured consistently, therefore in order to have validity, reliability should also be present. The more valid and reliable our measurement instruments are, the more likely we are to draw appropriate conclusions from the data we collect and ultimately solve the research problem in a credible manner (Leedy and Ormrod ,2010).

3.10 Ethical consideration

Most ethical issues in research fall into one of four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues (Leedy & Ormrod, 2010).

The researcher needed to get ethical clearance since questionnaires were developed that would be implemented. Issues of ethics in research were discussed with the respondents or participants. The data collection instrument was compiled in English owing to the nature and calibre of the participants and oral translations were provided to the participants where necessary.

The following were applied to address some of the ethical implications that might have arisen in the process of conducting this study:

- The study was subjected to approval by the Harold Pupkewitz School of Business, Polytechnic of Namibia and the Ethical Committee thereof;

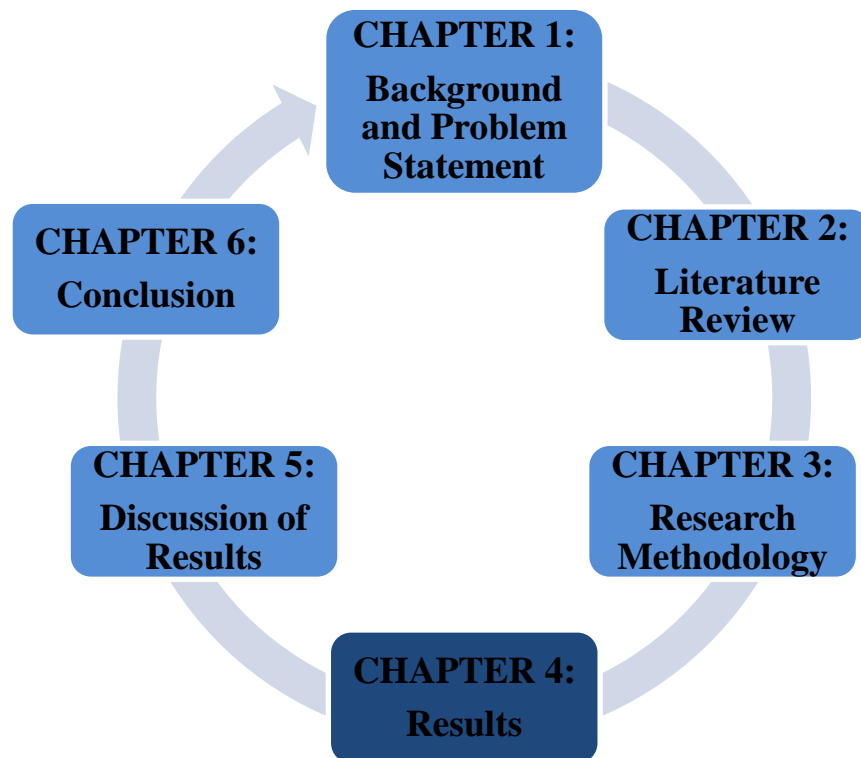
- Permission to gather and use the data was obtained from the Vice Rector: Academic Research of the Higher Education Institution in Namibia of which employees participated in the study;
- During the study, honesty, respect and sympathy towards all participants was exercised and where participants required debriefing before completing a questionnaire, they were provided with the necessary briefing.
- The respondents were not put at risk and voluntary participation was respected;
- The participants were assured of confidentiality and non-disclosure of their personal results to management and other parties;
- The questionnaires were designed as anonymous and were coded using individual numbers to ensure confidentiality of personal results;
- The research findings of the study were made available for participants and their employer;
- It was planned that the data will be kept for a minimum of 5 years, since the Institution wanted to use the results to develop a Talent Management Policy for the Institution.

Every effort was made to ensure the accuracy of the information. All interpretations of the data were discussed with study leaders and external consultants with expert knowledge in the field.

3.11 Conclusion

Chapter three (3) of this research deals with how the whole research was carried out. The chapter outlines the research route map consisting of themes such as research design, population and sampling techniques, data collection method and statistical analysis. It also illustrates the data collection method and tool that was used reflecting the summary of the questionnaire used. In the next chapter (four) a presentation of the data collected through questionnaires is made. The collected data is analysed and interpreted in Chapter four

CHAPTER 4: RESULTS



4.1 Introduction

This chapter presents the results obtained from the data analysis done by means of SPSS as per the research design and methodology discussed in Chapter 3. This chapter includes all results obtained from the empirical statistical tests run on the data with regards to the objectives set for the study together with the applicable hypotheses.

This chapter is structured in three distinct phases as follows:

- **Phase 1:** The presentation of the sample demographics and descriptive

- **Phase 2:** Analysis of the data measurement instruments, Talent Management Practices Survey, Employee Motivation Scale, Service Orientation Scale respectively

- **Phase 3:** Hypothesis testing

Following is the presentation on the demographics of the sample used in this research study presented as phase one of data analysis.

4.2 Phase 1: Sample Demographics

The following section shows the demographics of the sample group used in this study with regards to the biographical information supplied by the respondents. All the support staff was identified as the units of analysis for this study. The specific characteristics and attributes of the units of analysis that were collected through primary data collection are firstly the functions the support staff work for (e.g. Human Resources, International Relations, Finance, Library, Cooperative Education, Enterprise Development, Distance Education, Information Technology, etc.) and then their department within the specific function (Payroll, Creditors, Debtors, Recruitment, etc.). By stating one of these, the researcher was able to determine which function had the highest levels of talent management practices, motivation and service orientation and which department in that function has the highest level. Unfortunately many employees did not fill in these fields and as a result this biographical information was left out of the data analysis part.

The sampling techniques utilised in the study resulted in a diverse group of respondents. Three hundred and eighty eight (388) questionnaires were sent out in a

large Namibian Higher Education Institute. One hundred and nine (109) responses were originally received, a 28% response rate. The following section provides more insight into the biographical composition of the sample group.

Table 4-1 represents the gender distribution of the sample group. It is apparent that male respondents are the minority (25.5%), with female respondents accounting for (73.6%) of the sample group.

Table 4 - 1: Frequency Distribution for Gender

	Frequency	Percent	Cumulative Percent
Female	81	73.6	100.0
Male	28	25.5	25.7
Total	109	100.0	

Various ethnicities were represented by respondents in the present study, with the largest proportions of respondents being of African (62.7%) and Coloured (25.5%) descent. Other had 12 (7%) respondents.

Table 4 - 2: Frequency Distribution for Ethnicity

	Frequency	Percent	Cumulative Percent
African	69	62.7	63.3
Coloured	28	25.5	89.0
Other	12	10.9	100.0

Total	109	100.0
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The frequency for ethnicity is well illustrated in the pie chart in Figure 4-1.

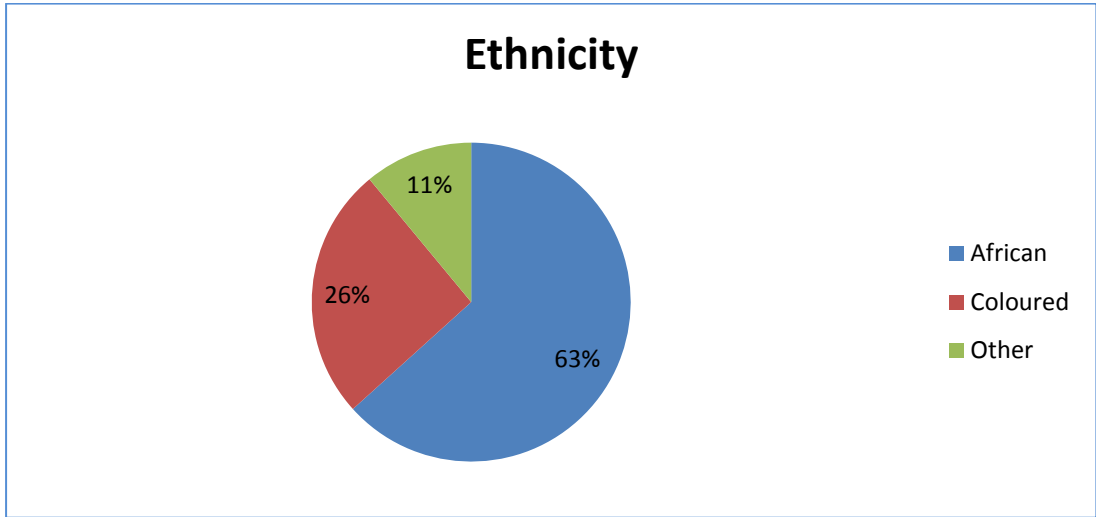


Figure 4 - 1: Pie Chart Illustrating the Distribution of Ethnicity

As indicated in Table 4-3 below, the home languages of respondents were grouped into the following groups: Afrikaans, English and Indigenous. 47 respondents' (42.7%) indicated that their home language was Afrikaans. A further 42 respondents (38.2%) indicated that their home language was one of the eleven Indigenous languages recognised as official languages in Namibia, and 20(38.2%) indicated that their home language was English.

Table 4 -3: Frequency Distribution of Home Language

	Frequency	Percent	Cumulative Percent
Afrikaans	47	42.7	43.1
English	20	18.2	61.5
Indigenous	42	38.2	100.0

Total 110 100.0

The biographical information also considered the age of the participants. The majority of the respondents (26.4.3%) were between the ages of 30 to 39 years. Additionally (26.4%). of the respondents were between the ages of 20 – 29 years, while 19 respondents (17.3%) were between the ages of 40-49 years. The minority for the participants were in the years of 50 and more years (10.0%).

Table 4 - 4: Frequency distribution of Age

	Frequency	Percent	Cumulative Percent
20-29 years	29	26.4	27.3
30-39 years	50	45.5	72.7
40-49 years	19	17.3	90.0
50 and more years	11	10.0	100.0
Total	109	100.0	

Below is a bar graph that figuratively represents the distribution of the age of the respondents

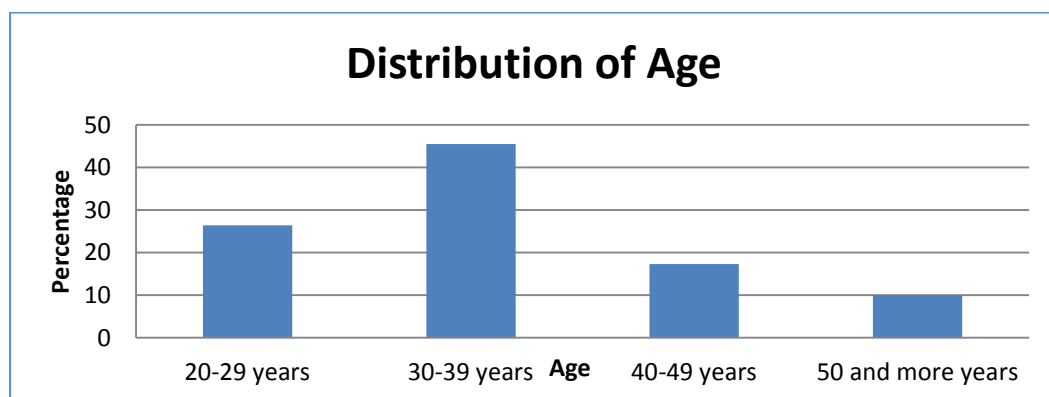


Figure 4 - 2 : Distribution of Age

The classification of respondents according to their highest qualifications disclosed that the majority of respondents (42.6%) possessed an undergraduate qualification such a degree etc., This is followed by those who have a Post graduate Degree (25.4%) such as Honours and Masters Degrees.

Table 4 - 5 : Frequency Distributions of Highest Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	81	73.6	74.3	74.3
Postgraduate	28	25.4	25.7	100.0
Total	109	100.0		

The pie chart in Figure 4-3 figuratively illustrates the frequency distributions based on the highest qualifications of respondents

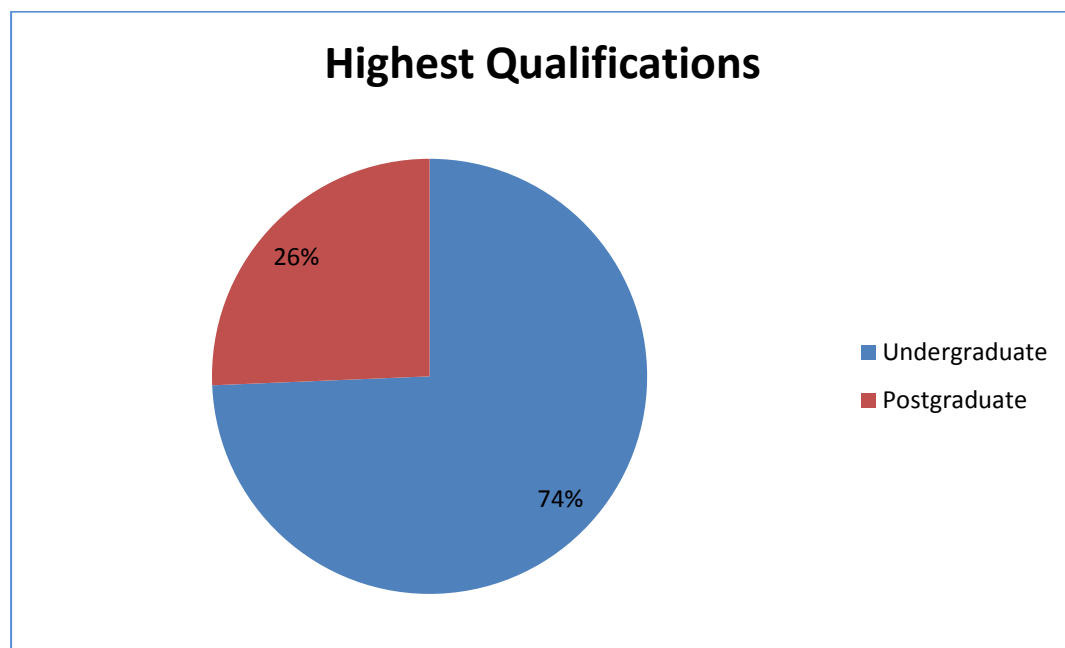


Figure 4 - 3: Highest Qualifications

Respondents were asked to indicate their job level within the organisation. As is evidenced by Table 4-6, the majority of respondents indicated that they are on subordinate level (41.8%). A further 29 (26.4%) and 26 (23.6%) of the respondents respectively indicated that they hold Lower Management and Middle Management positions, followed by eight respondents (7.3%) who indicated that they are on Senior Management level.

Table 4 - 6: Frequency Distributions of Job Levels

	Frequency	Percent	Cumulative Percent
Senior Management	8	7.3	7.3
Middle Management	26	23.6	31.2
Lower Management	29	26.4	57.8
Subordinate	46	41.8	100.0
Total	109	100.0	

Inserted below is a pie chart that graphically represents the frequency of the job levels of the respondents in the study.

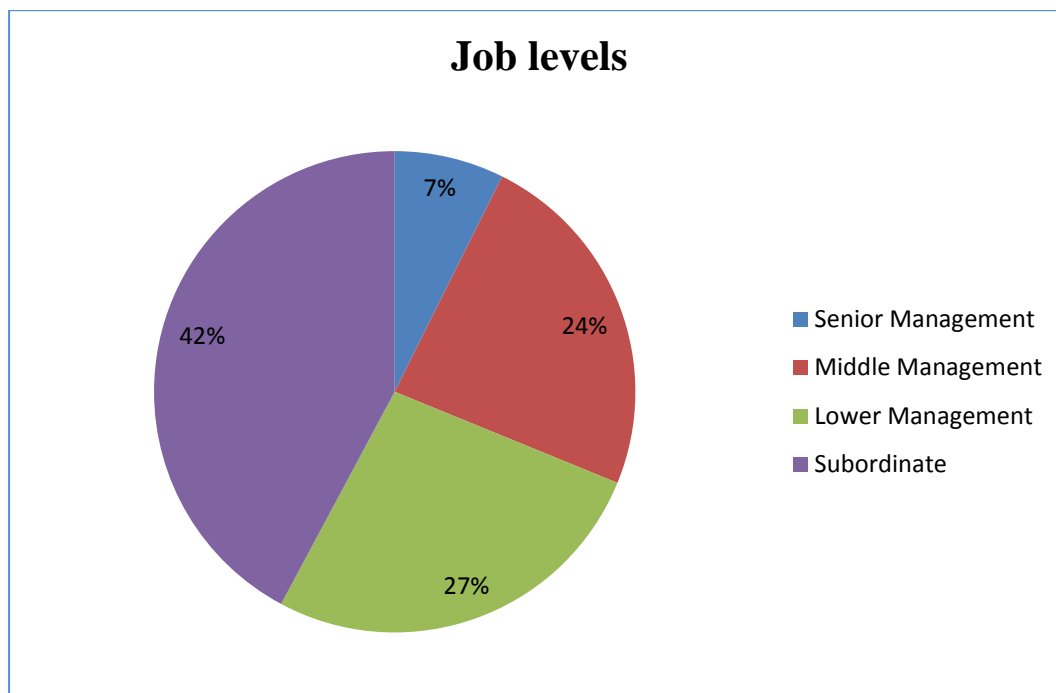


Figure 4 - 4 : Job Levels

The biographical information also took into consideration the number of years work experience the respondents had. The majority of the respondents (34%) had 16 and above years of work experience. Closely followed by this, 32 respondents (29.9%) had 0-5years' work experience. It is evident in Table 4-7, that (25.5%) of the respondents had between 6 to 10 years work experience. The minority of participants 15 respondents (13.3%) have worked for 11 to 15 years

Table 4 - 7 : Frequency Distribution of the Number of Years of Work Experience

	Frequency	Percent	Cumulative Percent
0-5yrs	32	29.1	29.4
6-10yrs	28	25.5	55.0

11-15yrs	15	13.6	68.8
16-above	34	30.9	100.0
Total	109	100.0	

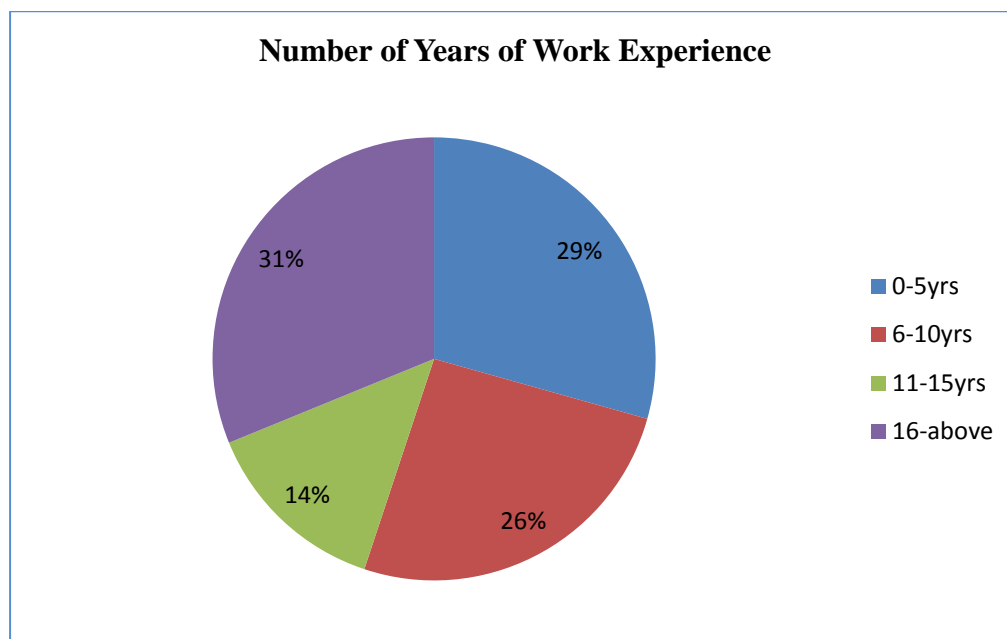


Figure 4 - 5 : Number of Years of Work Experience.

Table 4-9 below illustrates the frequency distribution of years that respondents have in their present position. (75.5 %)of respondents have been in their present organisation for a period of 0 to 5 years, and 13 respondents (11.8 %) have spent 6 to 10 years with their present organisation. Six of the respondents (5.5%) have been with their present organisation for 11 to 15 years. And three respondents (2.7%) have been with the organisation for 20 above years.

Table 4 - 8: Frequency Distribution of the Number of Years at Current Job

Table 4-8:	Frequency	Percent	Cumulative Percent
0-5yrs	83	75.5	76.1
6-10yrs	13	11.8	88.1
11-15yr	6	5.5	93.6
16-20	4	3.6	97.2
20 above	3	2.7	100.0
Total	109	100.0	

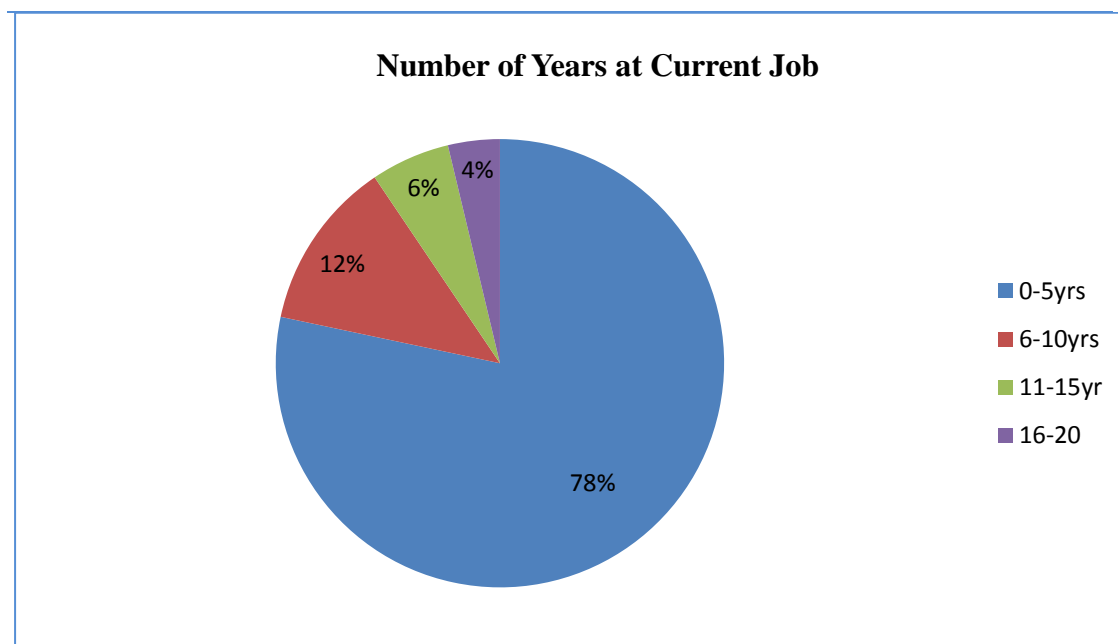


Figure 4 - 6: Numbers of Years of at Current Job.

The biographical information on chances of promotion shows that 62 (56.4%) of the respondents have had a chance of promotion in the last 5 years. 47 respondents (42.7%) stated that they have had 0-3 chances of promotion in the last 5 years.

Table 4 - 9 : Distribution of Chances of Promotion

	Frequency	Percent	Cumulative Percent
0-3 times	47	42.7	43.1
4 and more times	62	56.4	100.0
Total	109	100.0	

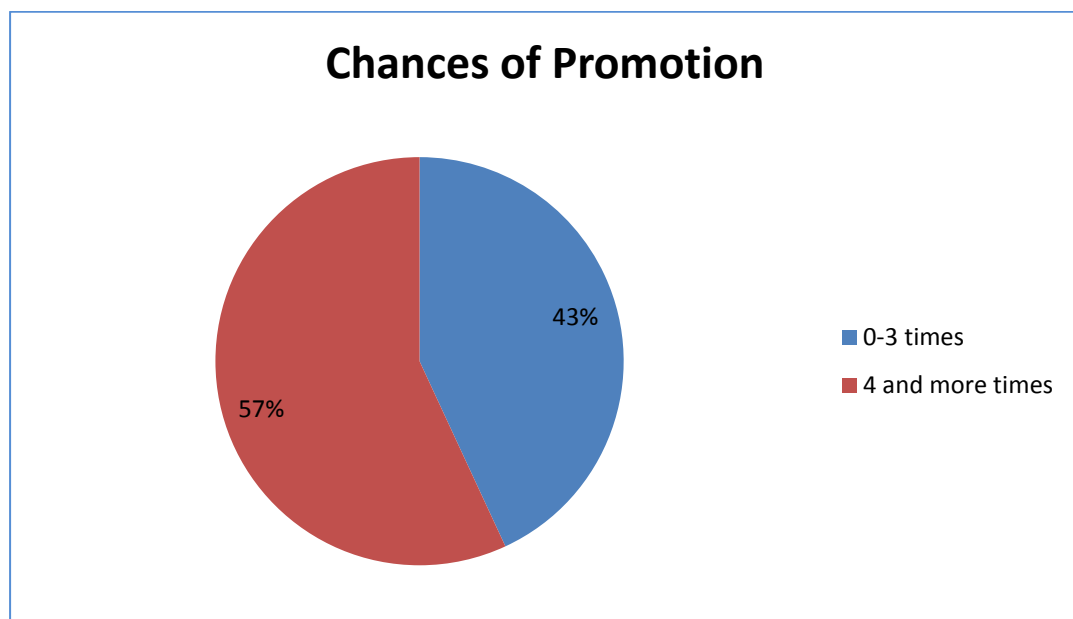


Figure 4 - 7: Chances of Promotion

Employment variable showed that the majority of the respondents (79.1%) are permanent employees while eighteen participants (16.4%) were temporary employees and 4 participants (3.6%) were fixed-term employees.

Table 4 - 10 : Basis of Employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Permanent	87	79.1	79.8	79.8
Temporary	18	16.4	16.5	96.3
Fixed-Term	4	3.6	3.7	100.0
Total	109	100.0		

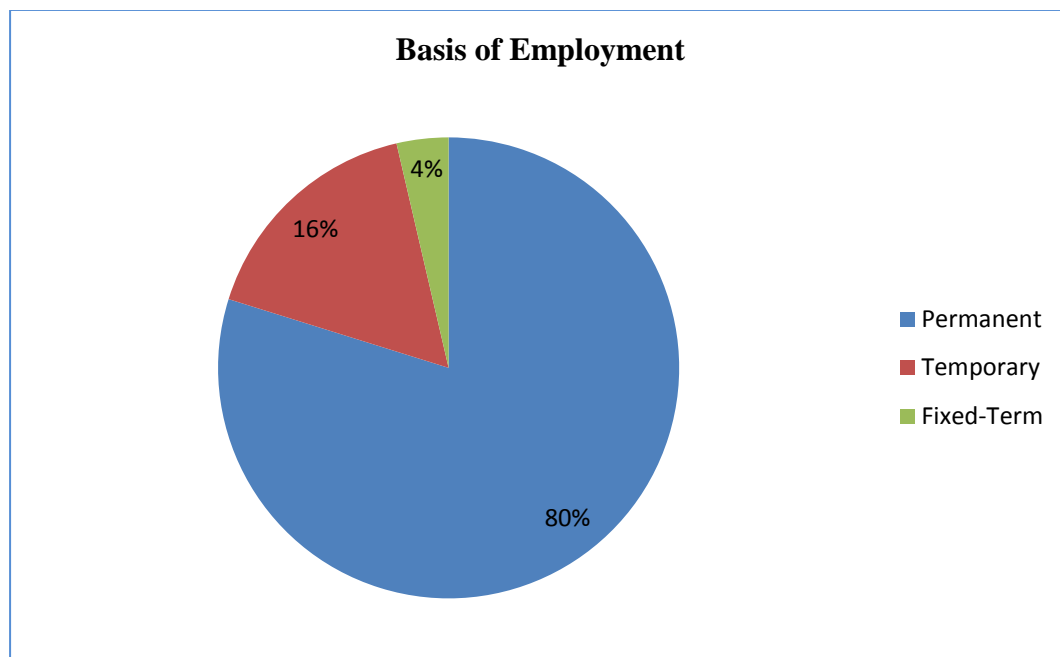


Figure 4 - 8 : Basis of Employment

The biographical information also considered the number of hours the respondents worked per week. Sixty one (55.5%) of the respondents worked up to 0-40 hours per week, while 48 (43.6%) of the employees worked between 40 hours per week and more.

Table 4 - 11 : Hours Worked Per Week

	Frequency	Percent	Cumulative Percent
0-40 hours	61	55.5	56.0
40 hours and more	48	43.6	100.0
Total	109	100.0	

The bar graph in Figure 4-9 below illustrates the frequency distribution of table 4-11 in the number of hours worked per week.

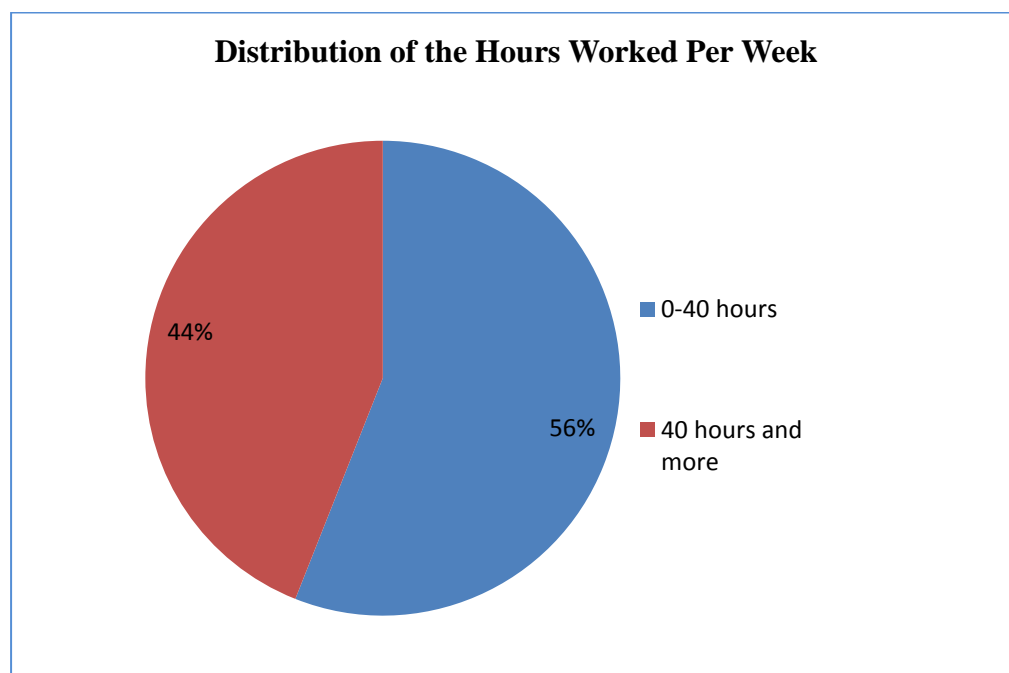


Figure 4 - 9 : Hours worked per week.

Additional to the number of hours worked per week the biographical information also focused on the time it takes the respondents to travel to and from work. Ninety (83.6%) of the participants stated that it takes them 1-2 hours to travel to and from work per day. Seventeen (15.5 %) mentioned that they travel between three and more hours a day to get to and from work.

Table 4 - 12 : Daily Hours Spent Travelling to and from Work

	Frequency	Percent	Cumulative Percent
1-2 hours	92	83.6	84.4
3 and more	17	15.5	100.0
Total	109	100.0	

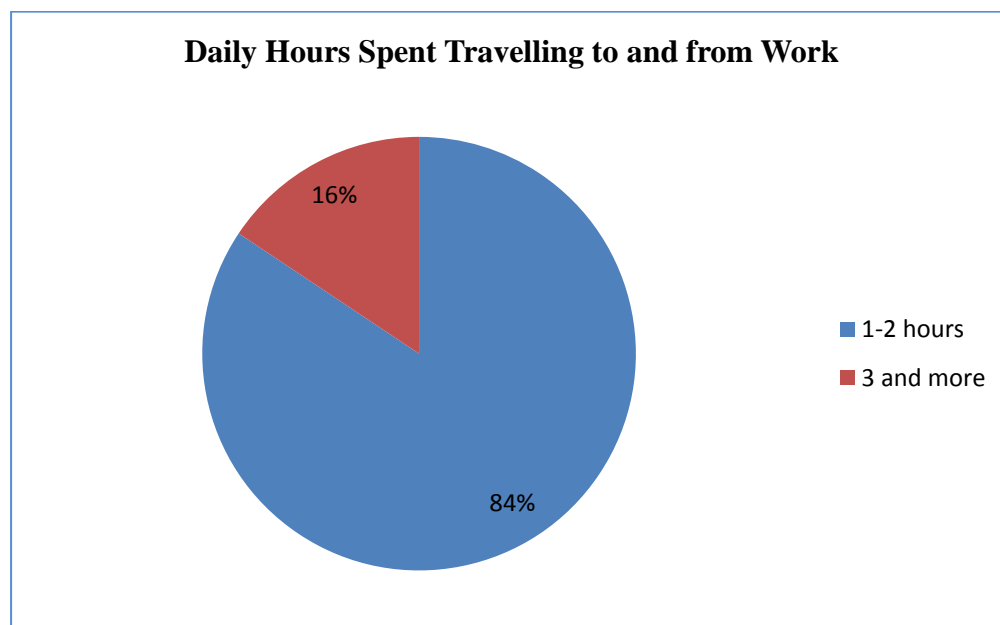


Figure 4 - 10 : Daily hours travelling to and from work

The final biographical question which focused on the respondents, enquired about the participants' annual leave entitlement. The majority of the respondents 56 (50.9%) stated that they sometimes use all of their annual leave entitlement, 37 (33.6%) of the participants mentioned that they sometimes use all of their full leave entitlement and 16 (14.5%) indicated that they never use their full annual leave entitlement.

Table 4 - 13 : Full Annual Leave Entitlement Used

	Frequency	Percent	Cumulative Percent
Never	16	14.5	14.7
Sometimes	37	33.6	48.6
Always	56	50.9	100.0
Total	109	100.0	

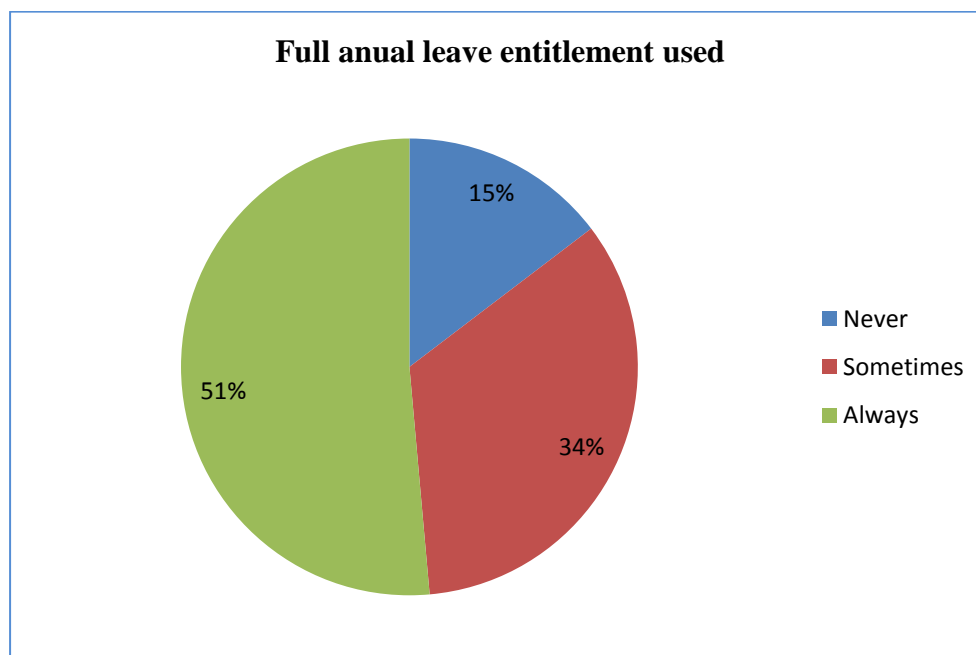


Figure 4 - 11 : Annual Leave Entitlement

This part gave a detailed summary of the respondents who participated in the study. The biographical data showed that a large number of the respondents in the study were in between the ages of 30 to 39. The demographics of the respondents' group were interesting as there were more women respondents than men. A large majority of these respondents were of African descent. Most of the respondents were from the subordinate levels in the organisation. The highest number of work experience of employees was 34 years of work experience. Many of the respondents in the study revealed that they work between 0-40 hours a week, with many of them having to travel between one to two hours to get to and from work on a daily basis. The majority of employees indicated that they always take their full annual leave entitlement. The analysis of the questionnaires in the study will be discussed in the next section.

4.3 Phase 2: Results pertaining to the instruments

Following is the presentation on the demographics of the sample used in this research study presented as phase two, which will discuss the results pertaining to the data collection instruments.

4.3.1 Introduction

The following section will present the results obtained from the measures. The measures are an adapted version of Human Capital Institute Assessment of nine Talent Management Practices the Employee Motivation Scale and the Servqual. Each measure is discussed in terms of its adequacy for analysis, factor analysis, (due to the low number of responses the researcher did a factor analysis for each individual factor as measured by the Human Capital Index),reliability and descriptive statistics.

4.3.2 Results of the Human Capital Measure of Talent Management Index

The emphasis in this section is placed on the statistical analysis of Talent Management Practices data to determine the level at which the organisation values Talent Management Practices. This is also used to determine the reliability of the instrument and data received from using the instrument. To achieve this outcome the following statistical techniques were used:

4.3.3 Sample Adequacy and Sphericity

The Sampling Adequacy and Sphericity of the Principal Component Analysis was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of Talent Management Practices. The results of the KMO for Talent Management Practices are presented in Figure 4-14below.

Table 4 - 14 : KMO and Bartlett's test of inter-item correlation

	KMO	Approx. Chi-Square	df	Sig.
Management Commitment	.818	197.129	6	.000
Talent Review Process	.816	247.522	10	.000
Workforce Planning	.839	243.653	10	.000
Staffing	.635	63.339	3	.000
Talent Acquisition	.663	98.175	6	.000

Talent Development	.747	168.293	6	.000
Performance Management	.714	110.342	10	.000
Retention Strategies	.674	94.573	6	.000

As evidenced in Table 4-14 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is 0.85 which is above the 0.6 cut - off point set by Pallant (2005) and Hair et al. (2010). Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items were sufficiently large for a factor analysis. Table 4-14 above shows the KMO measure is 0.85. From the same table it is evident that the Bartlett's test of Sphericity is significant. Based on the results in Table 4-14 factor analysis can now be applied to the Human Capital Index.

4.3.4 Factor Analysis

An Exploratory Factor Analysis was run using the Principle Axis Factoring extraction method. The PAF extraction method was conducted on the 34 items of the Human Capital Index which measured the current application of Talent Management Practices. The results showed adequate variance explained for each individual factor (should be above 50%) for each individual factor. The item loadings were acceptable for the factors. The reliabilities for each factor ranged from acceptable to very good. The results are reported below in Table 4-15 and Table 4-16.

Extraction Method: Principal Component Analysis.

Table 4 - 15 : Extraction Method: Principal Component Analysis.

	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	Cumulative %
Management Commitment	2.845	71.134	71.134	2.845	71.134
	.471	11.770	82.904		
	.374	9.340	92.244		
	.310	7.756	100.000		
Talent Review Process	3.218	64.356	64.356	3.218	64.356
	.729	14.585	78.941		
	.414	8.273	87.215		
	.379	7.583	94.798		
	.260	5.202	100.000		
Workforce Planning	3.270	65.406	65.406	3.270	65.406
	.585	11.706	77.113		
	.481	9.616	86.729		
	.399	7.982	94.711		

	.264	5.289	100.000		
Staffing	1.887	62.904	62.904	1.887	62.904
	.690	22.998	85.902		
	.423	14.098	100.000		
Talent Acquisition	2.199	54.972	54.972	2.199	54.972
	.910	22.752	77.724		
	.497	12.414	90.138		
	.394	9.862	100.000		
Talent Development	2.644	66.109	66.109	2.644	66.109
	.662	16.562	82.671		
	.408	10.191	92.863		
	.285	7.137	100.000		
Performance	2.372	47.446	47.446	2.372	47.446
Management					
	1.055	21.092	68.538		
	.613	12.266	80.804		
	.516	10.317	91.122		
	.444	8.878	100.000		

Retention Strategies	2.156	53.900	53.900	2.156	53.900
	.844	21.108	75.008		
	.658	16.454	91.462		
	.342	8.538	100.000		

• **Table 4 - 16 : Component Matrix^a HCI**

•	Component	•	• Component
•	Talent Management	•	• Talent Management
• Management Commitment	•	• Talent Acquisition	•
• HCC1	• 0.855	• HCC18	• 0.74
• HCC2	• 0.853	• HCC19	• 0.794
• HCC3	• 0.809	• HCC20	• 0.727
• HCC4	• 0.856	• HCC21	• 0.702
• Talent Review Process	•	• Talent Development	•
• HCC5	• 0.691	• HCC22	• 0.788
• HCC6	• 0.723	• HCC23	• 0.868
• HCC7	• 0.645	• HCC24	• 0.811
• HCC8	• 0.643	• HCC25	• 0.782
• HCC9	• 0.515	• Performance Management	•
• Workforce Planning	•	• HCC26	• 0.599
• HCC10	• 0.798	• HCC27	• 0.74
• HCC11	• 0.794	• HCC28	• 0.793
• HCC12	• 0.782	• HCC29	• 0.663
• HCC13	• 0.857	• HCC30	• 0.63
• HCC14	• 0.812	• Retention Strategies	•

• Staffing	•	• HCC31	• 0.838
• HCC15	• 0.705	• HCC32	• 0.82
• HCC16	• 0.85	• HCC33	• 0.7
• HCC17	• 0.818	• HCC34	• 0.539

4.3.5 Descriptive Statistics and Reliabilities for Talent Management

Importance

Descriptive statistics were used to explore the data. below, **Figure 4-17** provides the descriptive statistics of the TMI once the items have been grouped together after the Factor Analysis was conducted.

A five-point response scale ranging from “Poor” to “Excellent” was utilised. The mean values for the respondents ranged between 2.3671 and 2.9891. This indicates that respondents tended to have answers which fell toward the middle of the range. This means that the respondents perceive that Talent Management Practices within the organisation are currently only fairly to averagely applied.

Table 4 - 16 : Descriptive Statistics for HCI

	Mean	SD	Skewnes s	Kurtosi s	Cronbach' s Alpha
	Statistic	Statistic	Statistic	Statistic	Std.Error
Talent Management					
Sub-scales					
Management	2.0528	3.84	-0.41	0.56	0.917

Commitment					
Talent Review Process	1.8385	1.65	-0.38	0.48	0.902
Workforce Planning	2.1944	2.56	-0.34	0.15	0.901
Staffing	2.9327	4.23	-0.42	1.22	0.822
Talent Acquisition	2.5324	3.04	-0.32	0.73	0.871
Talent Development	2.1147	2.52	-0.26	0.3	0.948
Performance					
Management	2.0789	1.76	-0.42	0.33	0.91
Retention Strategies	1.7477	2.24	-0.2	0.96	0.842
Valid N (listwise)					

Table 4-17 provides an overview of the number of valid cases ($N=109$) per group for each of the eight grouped talent management practices, measures of central tendency and dispersion. The sample group consists of a total of 109 respondents. Standard Deviation values for the group range between 0.79570 and 0.99863, indicating a relatively small degree of dispersion. The skewness values for the group range between -0.464 and 0.431, indicating a positively skewed distribution. The kurtosis values for the range are between -0.622 and 0.325.

4.3.6 Results of the Human Capital Measure of Talent Management Index – Importance

The emphasis in this section is placed on the statistical analysis of Talent Management Practices data to determine the level of importance at which the organisation values Talent Management Practices. This is also used to determine the

reliability of the instrument and data received from using the instrument. To achieve this outcome the following statistical techniques were used:

4.3.7 Sample Adequacy and Sphericity

The Sampling Adequacy and Sphericity of the Principal Component Analysis was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of Talent Management Practices. The results of the KMO for Talent Management Practices are presented in Figure 4-18 below.

Table 4 - 18 : Sample Adequacy and Sphericity

	KMO	Approx. Chi-Square	df	Sig.
Management Commitment	.834	250.365	6	.000
Talent Review Process	.844	377.458	10	.000
Workforce Planning	.807	277.849	10	.000
Staffing	.674	69.165	3	.000
Talent Acquisition	.727	92.084	6	.000
Talent Development	.766	324.409	10	.000
Performance Management	.754	170.004	10	.000
Retention Strategies	.758	228.303	6	.000

As evidenced in Table 4-18 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is 0.85 which is above the 0.6 cut - off point set by Pallant (2005) and Hair *et al.* (2010). Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items were sufficiently large

for a factor analysis. Table 4-14 above showed the KMO measure is 0.85. From the same table, it is evident that the Bartlett's test of Sphericity is significant. Based on the results in Table 4-18 factor analyses can now be applied to the Human Capital Index.

4.3.8 Factor Analysis

An Exploratory Factor Analyses was run using the Principle Axis Factoring extraction method. The PAF extraction method was conducted on the 34 items of the Human Capital Index which measure the importance level of application of Talent Management Practices. The results showed adequate variance explained, (should be above 50%) for each individual factor. The item loadings were acceptable for the factors. The reliabilities for each factor ranged from acceptable to very good. The results are reported below in Table 4-19 and Table 4-20.

Table 4 - 19: Extraction Method: Principal Component Analysis.

	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	Cumulative %
Management	3.039	75.981	75.981	3.039	75.981
Commitment	.426	10.648	86.629		
	.292	7.298	93.927		

	.243	6.073	100.000		
Talent Review Process	3.740	74.796	74.796	3.740	74.796
	.461	9.219	84.015		
	.331	6.624	90.638		
	.310	6.209	96.848		
	.158	3.152	100.000		
Workforce Planning	3.313	66.258	66.258	3.313	66.258
	.715	14.299	80.556		
	.435	8.700	89.256		
	.318	6.360	95.616		
	.219	4.384	100.000		
Staffing	1.962	65.407	65.407	1.962	65.407
	.591	19.708	85.115		
	.447	14.885	100.000		
Talent Acquisition	2.246	56.144	56.144	2.246	56.144
	.767	19.175	75.318		
	.515	12.879	88.198		
	.472	11.802	100.000		

Talent Development	3.406	68.126	68.126	3.406	68.126
	.761	15.225	83.352		
	.380	7.604	90.956		
	.310	6.192	97.148		
Performance Management	2.792	55.844	55.844	2.792	55.844
	.760	15.200	71.044		
	.718	14.360	85.404		
	.411	8.225	93.629		
	.319	6.371	100.000		
Retention Strategies	2.847	71.173	71.173	2.847	71.173
	.615	15.372	86.545		
	.357	8.921	95.466		
	.181	4.534	100.000		

Table 4 - 20: Component Matrix^a for Talent Management Index-Importance

	Component		Component
	Talent Management		Talent Management
Management		Talent Acquisition	
Commitment			

HCI1	0.824	HCI18	0.723
HCI2	0.899	HCI19	0.762
HCI3	0.88	HCI20	0.716
HCI4	0.882	HCI21	0.793
Talent Review Process		Talent Development	
HCI5	0.835	HCI22	0.66
HCI6	0.872	HCI23	0.854
HCI7	0.912	HCI24	0.885
HCI8	0.836	HCI25	0.886
HCI9	0.867	Performance Management	
Workforce Planning		HCI26	0.676
HCI10	0.793	HCI27	0.786
HCI11	0.79	HCI28	0.779
HCI12	0.847	HCI29	0.655
HCI13	0.871	HCI30	0.826
HCI14	0.763	Retention Strategies	
Staffing		HCI31	0.754
HCI15	0.765	HCI32	0.851
HCI16	0.833	HCI33	0.904
HCI17	0.827	HCI34	0.859

4.3.9 Gap Analysis: Current Application versus Importance of Talent Management Practices.

Next an analysis was done to determine whether a gap exists between the employees current perception of the application of Talent Management Practices in comparison to the importance they attach to the respective Talent Management Practices. The results are reported in Table 4-21 and Figure 4.12 below.

Table 4 - 17: Current Application versus Importance of Talent Management Practices

	Mean			SD		<i>p</i>
	Current	Importance	Difference	Current	Importance	
Management Commitment	2.0528	4.2500	-2.1972	.91671	.80594	0.000* *
Talent Review Process	1.8385	4.3688	-2.5303	.86815	.65894	0.029* *
Workforce Planning	2.1944	4.3505	-2.1560	.96071	.60501	0.668
Staffing	2.9327	4.2840	-1.3512	.97476	.60255	0.201
Talent Acquisition	2.5324	4.4174	-1.8850	.88543	.53365	0.340
Talent Development	2.1147	4.4236	-2.3089	.90876	.62414	0.919
Performance	2.0789	4.3431	-2.2642	.77795	.57225	0.263

Management

Retention	1.7477	4.4051	-2.6574	.70587	.66075	0.005*
Strategies						*

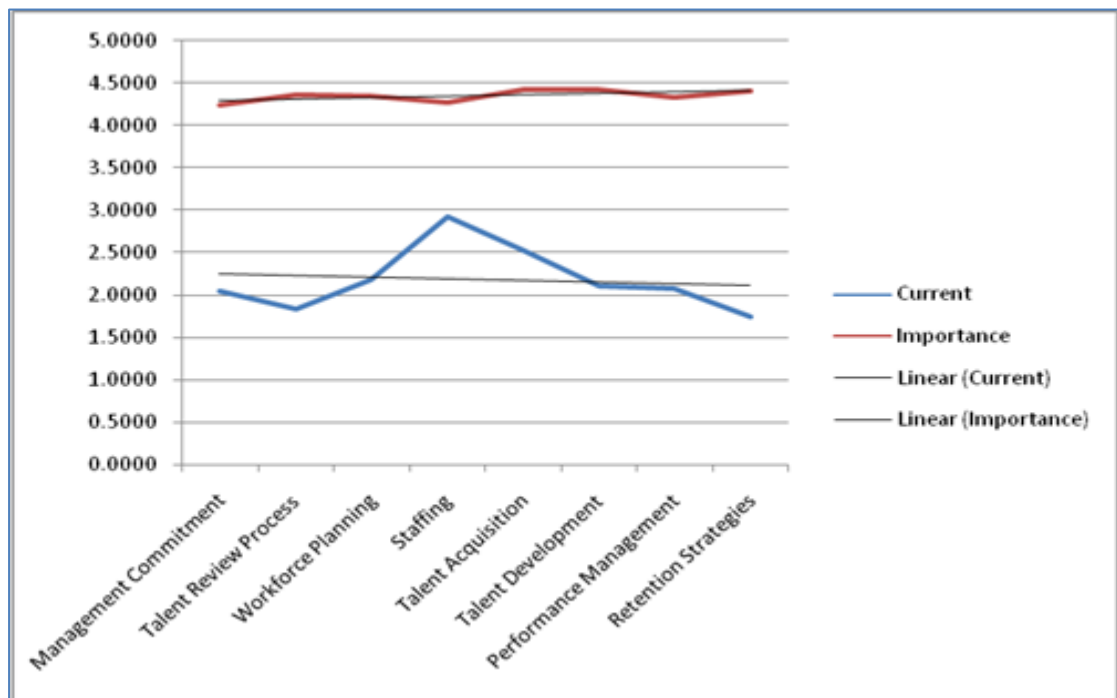


Figure 4 - 12: Current Application versus Importance of Talent Management Practices

The respondents perceived that the Talent Management Practices are applied below average within the institution. The results showed that on average the respondents indicated that all the Talent Management Practices are important. The most problematic Talent Management Practices are the Talent Review Process with the current application value vs. the importance value with a difference of -2.5303 and Retention Strategies with a difference between the current applications value to the importance with a value of -2.6574. It is also evident from the results that large gaps exist between the respondents' perceptions of the current application of Talent

Management Practices compared to the importance thereof. The largest gaps were observed between and Management Commitment, Talent Retention Practices and Talent Review Process.

4.3.11 Summary of Results

To conclude the information presented in the preceding section (section 4.3), the results of the statistical analysis of the TMP can be summarised as follows:

- The KMO of the Sampling Adequacy and Sphericity inter-item correlation was at a high level and there was a significant correlation between the items according to the Bartlett's test.
 - The Principal Component Analysis (PCA) was run and there were eight main factors. The Direct Oblimin Rotation broke the 8 factors to one main factor which had 36.634 % of the cumulative variances.
 - The overall value of Cronbach's Alpha indicates an excellent level of reliability for the Talent Management Practices.
 - And the reliability statistics for all the sub-scales were good and reliable.
 - All Talent Management Practices were viewed as highly important as perceived by the respondents
 - The results indicate that there was a large gap between the current application of Talent Management Practices and level of importance with regards to Talent Management Practices.
 - The largest gaps were observed between Talent Commitment ,Talent Retention Practices, Talent Review Process
-

4.4 Results for Motivation

The emphasis of this section is placed on the statistical analysis of the Motivation data to determine if there is motivation amongst the support staff within the Higher Education Institution. This is also used to determine the reliability of the instrument and data received from using the instrument. To achieve this outcome the following statistical techniques were employed: The Keyser-Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity; Principal Component Analysis and Reliability Analysis of the components based on the questionnaire.

4.4.1 Sample Adequacy and Sphericity

The Sampling Adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of Motivation scale.

Table 4 - 18: KMO and Bartlett's test for inter-item correlation.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.879
Bartlett's Test of Sphericity	Approx. Chi-Square	489.657
	Df	36
	Sig.	.000

As indicated in Table 4-22 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is 0.879 which is above the 0.6 cut off point set by Pallant (2005) and Hair et al. (2010). Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items were sufficiently large for a factor analysis.

4.4.2 Factor Analysis

A Principal Component Analysis using the principal component analysis extraction method was performed on the 9 items of motivation. The Principal Component Analysis initially resulted in four factors. However a closer inspection of the factor matrix indicated the items primarily loaded onto two factors. The two factors explained 65.123% of the variance. The results of the Factor analysis as well as the Component Matrix are shown below in Table 4-23 and Table 4-24. The item loadings are acceptable.

Table 4 - 19: Total Variance Explained for Motivation Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.783	53.143	53.143	4.783	53.143	53.143	3.518	39.091	39.091
2	1.078	11.981	65.124	1.078	11.981	65.124	2.343	26.033	65.124
3	.769	8.547	73.671						
4	.730	8.106	81.776						
5	.434	4.821	86.597						
6	.390	4.338	90.936						
7	.340	3.782	94.718						
8	.283	3.143	97.861						
9	.193	2.139	100.000						

Extraction Method: Principal Component Analysis.

Table 4 - 20: Component Matrix^a for Motivation Scale

	Component
	Motivation
Mot1	0.797
Mot2	0.67
Mot3	0.544
Mot4	0.735
Mot5	0.789
Mot6	0.549
Mot7	0.859
Mot8	0.834
Mot9	0.711

4.4.3 Descriptive Statistics and Reliabilities of Motivation Scale

Descriptive statistics were used to explore the data. Table 4-25 below provides the item descriptive statistics of the Motivation Scale once the items had been grouped together before the Factor Analysis was conducted.

Table 4 - 21: Descriptive Statistics for Motivation Scale

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's Alpha
	Statistic	Statistic	Statistic	Statistic	Std. Error
Motivation	71.0	16.8	-.459	.128	.886
Valid N (listwise)					

Table 4-25 provides an overview of the number of valid cases (N) per group for each of the 9 grouped items, measures of central tendency and dispersion. The sample group consists of a total of 109 respondents.

A six-point response scale ranging from “Strongly Disagree” to “Strongly Agree” was utilised. The mean value for the respondents was 71.0. This indicates that respondents tended to have answers which fell between just above the middle of the range and the top of the range.

Standard Deviation values ranged at 16.8 indicating a small degree of dispersion. The skewness values for the group range at -.459, indicating a high negatively skewed distribution. The kurtosis value for the range is 0.128. The overall Cronbach’s Alpha Coefficients is 0.886 for Motivation which states that it has a high overall level of reliability (George and Mallery, 2003).

4.4.4 Summary of Results

To conclude the information presented in the preceding section (section 4.3), the results of the statistical analysis of the Motivation Scale can be summarised as follows:

- The KMO of the Sampling Adequacy and Sphericity inter-item correlation was at a superb level at 0.879 and there was a significant correlation between the items according to the Bartlett’s test.
 - The principal component analysis was run and it was determined according to the Principal Component Analysis Extraction method that there were four
-

main components. The four main factors had 53.143% of the cumulative variances.

- This required a Second Order Factor Analysis to be run. The four components were loaded onto one component.
- The overall value of Cronbach's Alpha indicates a good level of reliability for Motivation
- The reliability statistics for all the sub-scales were between acceptable limits

4.4.5 Results of the Servqual

The emphasis of this section is placed on the statistical analysis of the Servqual data to determine the service orientation of the support staff in the Higher Education Institution. This is also used to determine the reliability of the instrument and data received from using the instrument. To achieve this outcome the following statistical techniques were employed: The Keyser-Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity; Principal Component Factor Analysis; and the Reliability Analysis of the whole data received from the questionnaire. Due to the low number of responses the researcher did a factor analysis for each individual factor as measured by the Servqual.

4.4.6 Sample Adequacy and Sphericity

The Sampling Adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of the

Service Orientation. The results of the KMO for the Service Orientation are presented in Table 4-26 below.

Table 4 - 22 : KMO and Bartlett's test for inter-item correlation

	KMO	Approx. Chi- Square	df	Sig.
Assurance	.644	122.062	6	.000
Responsiveness	.821	171.699	10	.000
Reliability	.750	177.432	10	.000
Tangibles	.722	136.771	6	.000
Empathy	.674	109.129	6	.000

As evidenced in Table 4-26 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO ranges between 0.644 -0.821 which is above the 0.6 cut - off point set by Hair et al. (2010). It can be seen to be a great inter-item correlation. Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items that were sufficiently large for a factor analysis. Thus the sample is suitable for further analysis by means of factor analysis.

4.4.7 Factor Analysis

A principal component analysis was conducted on the 22 items of the Servqual using the Principal Component Analysis extraction method. From the initial results it was clear that only five components could be specified for Service Orientation. The five components are assurance explaining 55.754% of the variance, responsiveness explaining 57.706% of the variance, reliability explaining 55.831% and tangibles and empathy 60.999% and 56.638 % respectively of the variance. The Cronbach Alpha coefficient ranges from 0.631 for assurance to 0.793 for reliability and accordingly the relationships go from the acceptable to the high level of reliability. The overall Cronbach Alpha Coefficients is 0.804 for responsiveness which states that it has a high overall level of reliability (George & Mallery, 2003).

The results of the factor analysis as well as the Component Matrix are shown below in Table 4-27 and Table 4-28. The item loadings were acceptable for the factors. The reliabilities for each factor ranged from acceptable to good.

Table 4 - 23 : Total Variance for Service Orientation

Initial Eigenvalues				Extraction Sums of Squared Loadings	
Factor	Total	% of Variance	Cumulative %	Total	Cumulative %
Assurance	2.230	55.754	55.754	2.230	55.754
	.948	23.701	79.454		
	.551	13.771	93.226		
	.271	6.774	100.000		
Responsiveness	2.885	57.706	57.706	2.885	57.706
	.660	13.201	70.907		
	.641	12.814	83.721		
	.475	9.503	93.224		
	.339	6.776	100.000		
Reliability	2.792	55.831	55.831	2.792	55.831
	.933	18.654	74.485		
	.562	11.231	85.716		
	.374	7.481	93.197		

	.340	6.803	100.000		
Tangibles	2.440	60.999	60.999	2.440	60.999
	.759	18.987	79.986		
	.510	12.749	92.734		
	.291	7.266	100.000		
Empathy	2.266	56.638	56.638	2.266	56.638
	.747	18.674	75.312		
	.676	16.891	92.203		
	.312	7.797	100.000		

Table 4 - 28 : Factor Matrix^a for Servqual Measure

	Component
	Servqual
Assurance	
SO1	0.744
SO2	0.864
SO3	0.812
SO4	0.52
Responsivenss	
SO5	0.699

SO6	0.778
SO7	0.851
SO8	0.686
SO9	0.773
Reliability	
SO10	0.782
SO11	0.674
SO12	0.747
SO13	0.791
SO14	0.736
Tangibles	
SO15	0.651
SO16	0.814

4.4.8 Descriptive Statistics and Reliabilities for Servqual

Descriptive statistics were used to explore the data. Table 4-28 below provides the item descriptive statistics of the Servqual once the items had been grouped together before the Factor Analysis was conducted

Table 4 - 24 : Descriptive Statistics for the Service Orientation Measure

	Mean	Std. Deviation	Skewness	Kurtosis
Assurance	5.4450	.51072	-.698	-.025
Responsiveness	5.5761	.44115	-.642	-.921

Reliability	5.6367	.38698	-.819	-.281
Tangibles	5.5619	.44247	-.385	-1.349
Empathy	5.5826	.41951	-.442	-1.248
Valid N (listwise)				

Table 4-29 provides an overview of the number of valid cases (N) per group for each of the 5 grouped items, measures of central tendency and dispersion. The sample group consists of a total of 109 respondents.

A six-point response scale ranging from “Strongly Disagree” to “Strongly Agree” was utilised. The mean values for the respondents range between 5.4450 and 5.6367. This indicates that respondents tended to have answers which fell between just above the middle of the range and the top of the range.

Standard Deviation values for the group range between 0.38698 and 0.51072, indicating a small degree of dispersion. The skewness values for the group range between -0.385 and -.698, indicating a high negatively skewed distribution. The kurtosis values for the range are between -.025 and -1.349. The mean values ranges from 5.4450 for assurance to 5.6367 for reliability.

4.4.9 Summary of Results

To conclude the information presented in the preceding section (section 4.3), the results of the statistical analysis of service orientation can be summarised as follows:

- The KMO of the Sampling Adequacy and Sphericity inter-item correlation was at a good level and there was a significant correlation between the items according to the Bartlett's test.
- The principal component analysis was run using principal component analysis extraction method; there were five main components. The main component had 60.99% of the cumulative variances.
- The overall value of Cronbach's Alpha indicates a good level of reliability for Service Orientation

4.4 PHASE 3: TESTING OF HYPOTHESES

This section reports on the results of the hypotheses. Three main hypotheses were set which was supported by sub-hypotheses. The results are reported in the section that follows:

4.1.1.1 Hypothesis 1

H1: There is a positive significant relationship between perceived current application of Talent Management practices and motivation of respondents

A correlational analysis was done on the collected data to assess whether there is an existing relationship between Talent Management and Motivation. The results of the correlational analysis are presented in **Table 4-30** below.

Table 4 - 25 : Correlation Analyses between Talent Management and Motivation

	Current	Importance
Management Commitment	.358**	-.086
Talent Review Process	.235*	-.126
Workforce Planning	.457**	-.091
Staffing	.541**	-.015
Talent Acquisition	.327**	.056
Talent Development	.482**	.030
Performance Management	.400**	-.040
Retention Strategies	.332**	-.092

The table shows that there is a significant relationship between all eight of the Talent Management Practices in terms of the current perceptions and Motivation. The relationship is positive, which means that the better the Talent Management Practices are applied in the organisation the more motivated employees will be. The results showed no significant relationship between the importance of Talent Management and Motivation.

4.1.1.2 Hypothesis 2

H2: There is a positive significant relationship between Talent Management and Service Orientation of Support Staff

A correlational analysis was done on the collected data to assess whether there is an existing relationship between Talent Management and Service Orientation. The results of the correlational analysis are presented in **Table 4-31** below.

Table 4 - 26: Correlation Analysis between Talent Management and Service Orientation

	Current				
	Assurance	Response	Reliable	Tangible	Empathy
Management Commitment	0.047	0.058	0.038	-0.037	-0.013
Talent Review					
Process	0.072	0.099	0.119	0.081	0.099
Workforce Planning	0.093	0.03	0.02	-0.051	-0.019
Staffing	0.166	0.181	.201*	0.06	.191*
Talent Acquisition	0.097	0.111	0.077	0.014	0.115
Talent Development	-0.009	0.023	-0.025	-0.097	0.001
Performance Management	0.04	0.034	0.016	-0.025	-0.01
Retention Strategies	-0.164	-.199*	-0.184	-.231*	-0.144
	Importance				
	Assurance	Response	Reliable	Tangible	Empathy
Management Commitment	-0.031	0.096	0.058	0.169	0.031
Talent Review					
Process	0.011	0.038	0.067	0.137	0.055

Workforce Planning	0.106	0.169	0.169	.266**	0.148
Staffing	-0.044	0.006	-0.082	0.095	-0.023
Talent Acquisition	0.053	0.131	0.037	.218*	0.152
Talent Development	-0.01	-0.048	-0.005	0.088	0.059
Performance Management	0.034	.190*	.209*	.248**	.203*
Retention Strategies	0.005	0.076	0.087	.219*	.202*

It can be determined from Table 4-31 above that Talent Management dimensions such as Workforce Planning, Talent Acquisition, Performance Management and Retention Strategies is a predictor for the following Service Orientation dimension, Tangible. It was further revealed that there is also a relationship between Talent Management Practices and the Service Orientation dimensions. The relationship is not a strong relationship.

4.1.1.3 Hypothesis 3

H3: There is a positive significant relationship between Motivation and Service Orientation of Support Staff

A correlational analysis was conducted on collected data to assess whether there is an existing relationship between Motivation and Service Orientation. The results of the correlational analysis are presented in Table 4-32 below

Table 4 - 27: Correlation Analyses between Motivation and Service Orientation

Service Orientation Dimensions	Motivation
Assurance	.223*
Responsiveness	.231*
Reliability	.101
Tangibles	.122
Empathy	.195*

It can be determined from Table 4-32 above, that the results showed a positive relationship between some of the dimensions of service orientation such as assurance .223 and Motivation, Responsiveness .231 and Motivation and Empathy .195 and Motivation. This higher the motivation, the more service orientated employees will be.

4.1.1.4 Hypothesis 4

H4: Motivation mediates/moderates the relationship between Talent Management and Service Orientation of Support Staff.

A multiple regression analysis was conducted on collected data to assess whether Talent Management mediates a relationship between Motivation and Service Orientation. The results of the regression analysis are presented in **Table 4-33 below**

Table 4 - 28 : Regression Analyses - Motivation as a mediator between Talent Management and Service Orientation

Model	Un- standardised Coefficients	Standardised Coefficients	t	P (Sig)	R	R ²	ΔR ²
	B	SE	Beta				
Talent Management and Service Orientation				.045 ^a	.002	-.007	
(Constant)	5.514	.126		43.803	.000		
Talent Management	.025	.055	.045	.461	.646		
Talent Management, Motivation and Service Orientation				.235 ^a	.055	.037	
(Constant)	5.259	.162		32.452	.000		
Talent Management	-.054	.063	-.095	-.854	.395		
Motivation	.101	.042	.270	2.416	.017		
Talent Management, Motivation, Talent Management X Motivation and Service Orientation				.334 ^a	.111	.085	
(Constant)	6.413	.479		13.391	.000		
Talent Management	-.638	.237	-1.130	-2.692	.008		
Motivation	-.172	.114	-.460	-1.504	.136		
Talent Management X Motivation	.133	.052	1.564	2.552	.012		

From Table 4-33 above, it is evident that Perceived Talent Management explains 0.02 % of the variance in Service Orientation, whilst TM and MOT combined explains 0.55% of the variance in Service Orientation. However a closer inspection of Table 4-33, reveals that adding the interaction of TM and MOT in the multiple regression analyses resulted in a significant increase (11.1%) in the explained percentage of variance in Service Orientation. One can therefore conclude that Motivation is a moderator for the relationship between Talent Management and Service Orientation. Motivation buffers the effect between poorly applied Talent Management Practices and Service Orientation.

4.4.2 Summary of Results

To conclude the information presented in the preceding section, the results of the statistical analysis of the relationship between Talent Management, Motivation and Service Orientation is presented below.

- There is a statistically significant relationship between the Talent Management and Motivation, based on the results of a correlational analysis.
 - Talent Management is a statistically significant predictor of Motivation based on the results of a correlation analysis.
 - Based on the results of a correlation analysis there is no statistically significant relationship between Talent Management and Service Orientation.
 - Talent Management is statistically a significant predictor of Service Orientation, which was determined from the results of a correlation analysis.
 - According to the results of a correlation analysis it has been determined that there is a statistically significant inversely proportional relationship between
-

Talent Management and Motivation. Thus the more any organisation focuses on talent management and applies its principles and practices, the more the service orientation will increase.

- Based on the Multiple Regression analysis conducted it was determined that Motivation was a statistically significant moderator for the relationship between Talent Management and Service Orientation.

In **Figure 4-13** below, the overall correlation coefficients are presented as achieved during the Simple Linear and Multiple Regression analysis of the data collected from the research questionnaires.

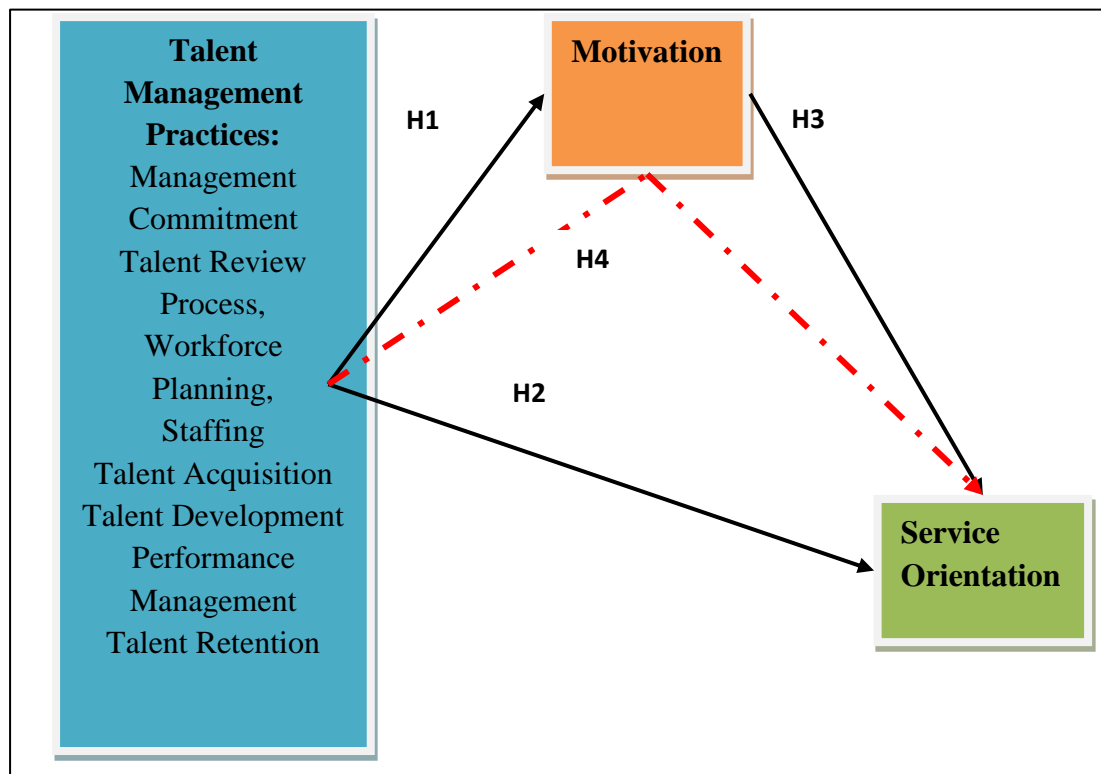


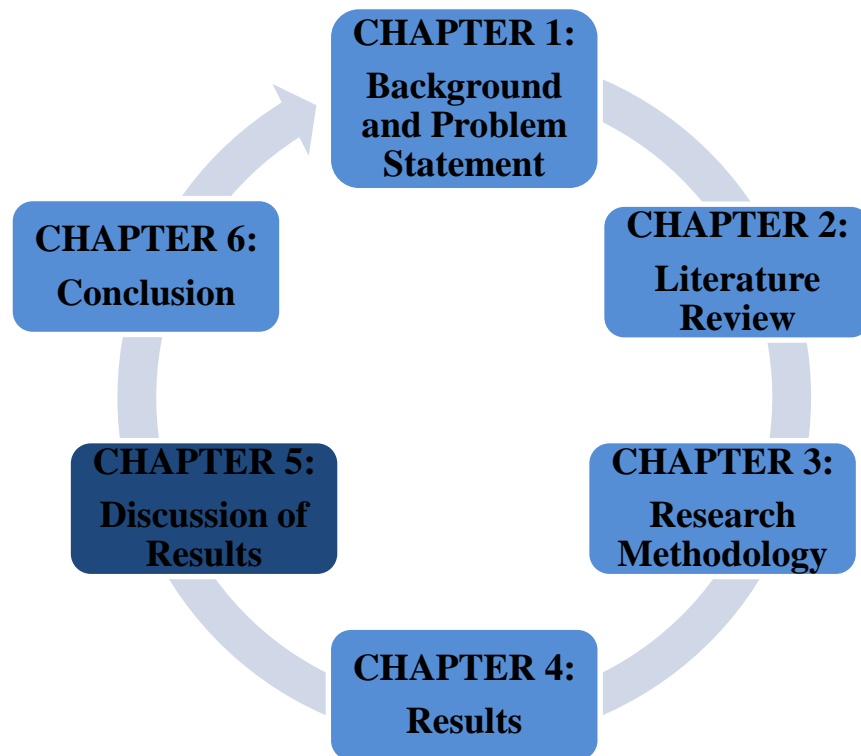
Figure 4-13: The Correlation Coefficients according to the Hypotheses

4.5 Conclusion

This section presents the results of the statistical analysis carried out on measures of the relationship between Talent Management, Motivation and Service Orientation between the Support Staff at a Higher Education in Namibia. An overview of the statistical techniques employed in the study was given before the results of the statistical analysis of the measures were presented. This was followed by a presentation of the statistical findings for the relationships between the different concepts which were explored before concluding the chapter.

The next chapter will encompass a discussion of the implications of the statistical results presented in this chapter. In addition, the research objectives presented in Chapter 1 will be further explored.

CHAPTER 5: DISCUSSION OF RESULTS



5.1 Introduction

This chapter offers a synopsis of the entire study, which will be followed by a discussion on the significance of the study, as well as a summary of the empirical results. This chapter will then conclude with the limitations of the study and recommendations for future research.

5.2 Overview of the study

The following section will discuss the purpose of the study, the main research objectives and an overview of the contents of the study.

5.3 Purpose of the study

The main purpose of this study is to add new knowledge to the existing literature. Derived from the research question, this study aims to determine the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution in Namibia. Through this research, it will be possible to identify current and perceived TM practices and interpret the application.

5.4. Research Objectives

5.4.1 General Objective

The general objective of this research is to determine whether Talent Management Practices predict motivation and service orientation of administrative staff at a Higher Education Institution.

5.4.2 Specific Objectives

The specific objectives of this research are:

- To examine employees perception regarding the current level of Talent Management Practices in their organisation.
 - To determine the relationship between Talent Management and Motivation
-

- To determine the relationship between Talent Management and Service Orientation.
- To design a model that establishes a link and a relationship between Talent Management Practices Motivation and Service Orientation.

The ensuing section summarises the contents of the study, highlighting the chapters which are discussed in this document.

5.5 Contents of the study

Under this section, a summary of the content of the study is provided, with emphasis on the six chapters which are laid out in this document.

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. This chapter also provided the impetus for the research study by highlighting the problem statement and research objectives, it also provides an academic justification for the research and gives a basic outline of the report to follow. This chapter guides the whole study through its research objectives.

Chapter 2: Literature review

This chapter presents an extensive literature review that gave an overview of all the concepts and aspects that were required for the development of a sound foundation for the execution of this study. The chapter commenced by focusing on each of the various concepts of the study individually. Under each of the concepts the

different aspects that made up the concepts in the study were discussed. The key concepts researched in this chapter were:

- Talent Management;
- Motivation and
- Service Orientation

Chapter 3: Research design and methodology

This chapter commences with a description of the applicable research paradigm; a detailed discussion of the research design and methods which were selected as the framework through which the research questions of the study were answered. An explanation of the population and sample as well as the sampling methods was followed by data collection methods and instrument descriptions. Furthermore, issues which affect the reliability of the research were considered before ethical concerns related to the study were contemplated. The research was designed in such a manner that it could adequately meet the research objectives of this study.

Chapter 4: Results

This chapter provides a brief discussion on the statistical techniques, after which the results and findings of this study were presented in an integrated manner. The discussions include the processing, analysis, and interpretation of data in figures and tables. The chapter commences with a discussion on the biographical information that was collected during the data collection phase of the study. The next phase of the chapter involves discussing the statistical analysis of the different concepts involved

in the study. The final section of the chapter (better known as phase 3) discusses the different relationships of the study through the hypotheses developed in chapter 2.

Chapter 5: Discussion of the results

This chapter which was used to provide a review of the study, summarises the key points of the literature review, to discuss the key empirical results obtained in Chapter 4, to discuss the research objectives with reference to the literature review, and all the four hypotheses of the research study were presented and were either accepted or rejected based on the evidence achieved from the research findings. This study also attempts to give an overview of the research findings of the study in relation to the literature reviewed and the statistical analysis undertaken. This is done by discussing the significance and limitations of this study, as well as making suggestions for potential research opportunities in the field of Talent Management, Motivation and Service Orientation.

5.6 Phase 4: Discussion and interpretation of results

5.6.1 Introduction

This chapter presents the discussion and interpretation of the results presented in chapter 4. As stated in the purpose statement of this study, this quantitative study has the purpose of investigating the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution in Namibia. From the main research objective the following specific research objectives were added based on the measurements in this study.

- To examine employees perception regarding the current level of Talent Management Practices in their organisation.
-

- To determine the relationship between Talent Management and Motivation.
- To determine the relationship between Talent Management and Service Orientation.
- To design a model that establishes a link and a relationship between Talent Management Practices Motivation and Service Orientation.

5.6.2.1 Research Objective 1: To examine employees perception regarding the current level of Talent Management Practices in their organisation

The results showed that employees perceived that in general, Talent Management practices are only moderately applied in the organisation. The Talent Management Practices that seemed most problematic included Talent Review Processes, Talent Retention Strategies and Management Commitment. The results are in line with previous research that suggests that Talent Management practices are only fairly to moderately apply in Higher Education Institutions. (Ringo et al.,2008). The results of the low Management Commitment to Talent Management practices is alarming. Previous research has shown that a leader's Talent Mindset has an important impact on employees' decision to leave the organisation (Du Plessis et al., 2010; Barkhuizen & Veldtman, 2012).

5.6.2.2 Research Objective 2: To determine the relationship between Talent Management and Motivation

The research shows that there is a significant relationship between all eight of the Talent Management Practices in terms of the current perceptions and Motivation. The relationship is positive, which means that the better the Talent Management

Practices are applied in the organisation the more motivated employees will be. The results showed a significant relationship between Talent Management and Motivation. When money alone is not enough to keep talented employees motivated (Nederstrom, 2011), proposes that optimal conditions and prerequisites for motivating work such as personal development opportunities , a good atmosphere, sufficient influence on a person's own work and high quality leadership serve as motivators. These are also considered important tools or means for ensuring the commitment and motivation of personnel.

5.6.2.3 Research Objective 3: To determine the relationship between Talent Management and Service orientation

The research determined that Talent Management is a predictor of Service Orientation dimensions. such as Tangibility and Empathy. It was further revealed that there is also a relationship between Talent Management Practices and all five Service Orientation dimensions (Morrison as cited in Solnet & Kandampully, 2005) proposes that human resource management practices influence employees to exhibit higher levels of service oriented behaviour if a social exchange relationship exists between the employees and the organisation. Hence, Becker and Huselid (as cited in Solnet & Kandampully, 2005) supported the argument that human resource management practices have a direct and significant relationship with employees' skills, creativity, productivity and motivations to stimulate the degree of service-oriented organisational citizenship behaviours demonstrated in the workplace.

5.6.2.4 Research Objective 4: To design a model that establishes a link and a relationship between Talent Management Practices Motivation and Service Orientation.

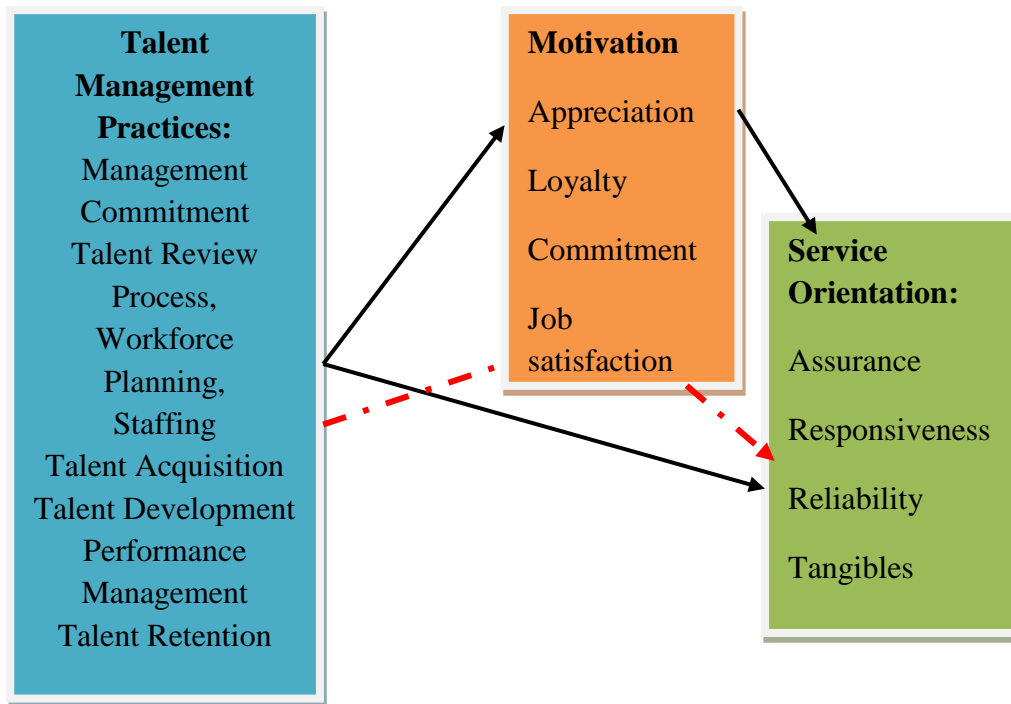


Figure 4 - 13: Revised Model that establish link and relationship between TMP MOT and SO

The model is a structural illustration of the relationship as hypothesised in this research. Talent management leads to motivation which ultimately leads to service orientation. The research determined that there is a link and a relationship between Talent Management Practices and Motivation. By combining Talent Management with Motivation the service orientation of the support staff can be influenced strongly. The research determined that Talent Management is a predictor of service orientation dimensions such as tangibility and empathy. Morrison (as cited in Solnet & Kandampully, 2005) proposes that human resource management practices influence employees to exhibit higher level of service oriented behaviour if a social exchange

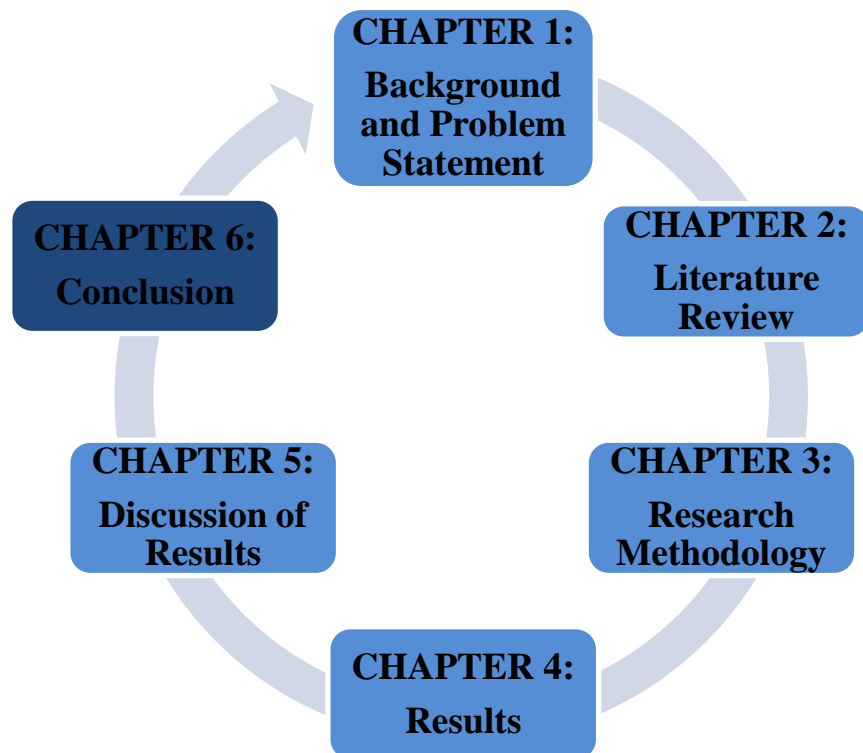
relationship exists between the employees and the organisation. Therefore this research hypothesis is set in a directional manner. The research further determined that Motivation moderates the relationship between Talent Management and Service Orientation.

Thus Motivation buffers the effect between poorly applied Talent Management practices and Service Orientation in the institution. In order to achieve high performance, flexibility in processes is important; to retain talent it is necessary to engage them in decision making and keep them motivated otherwise retention of talent is difficult Martel (as cited in Bhati et al., 2011). It can therefore be concluded that Talent Management Practices combined with Motivation will result in a significant positive relationship with Service Orientation. Service Orientation is influenced by Motivation and Talent Management.

5.7 Conclusion

This section provided a detailed discussion of the four research objectives which were formulated based on the research questions. Furthermore, the research objectives were supported by the available literature on the relationship between Talent Management, Motivation and Service Orientation. The four research hypotheses were empirically tested using the statistical data analysis techniques presented in Chapter 5.

CHAPTER 6: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS



6.1 Introduction

This chapter offers a synopsis of the entire study, which will be followed with a discussion on the significance of the study, as well as a summary of the empirical results. This chapter will then conclude with the limitations of the study and recommendations for future research.

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6.3 Purpose of the study

The main purpose of this study was to add new knowledge to the existing literature. Derived from the research question, this study aims to determine the relationship between Talent Management, Motivation and Service Orientation of the Support Staff at a Higher Education Institution in Namibia. Through this research, it will be possible to identify current and perceived Talent Management practices and interpret the application thereof.

6.3.1 Research Objectives

6.3.1.1 General Objective

The general objective of this research is to determine whether Talent Management Practices predict Motivation and Service Orientation of administrative staff at a Higher Education Institution.

6.3.2.1 Specific Objectives

The specific objectives of this research are:

- To examine employees' perception regarding the current level of Talent Management Practices in their organisation;
 - To determine the relationship between Talent Management and Motivation.
 - To determine the relationship between Talent Management and Service Orientation.
 - To design a model that establishes a link and a relationship between Talent Management Practices Motivation and Service Orientation.
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6.4 Contents of the study

Under this section, a summary of the content of the study is provided, with emphasis on the six chapters which are laid out in this document.

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- Talent Management;
 - Motivation
 - Service Orientation.
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This chapter commences with a description of the applicable research paradigm; a detailed discussion of the research design and methods which were selected as the framework through which the research questions of the study were answered. An explanation of the population and sample as well as the sampling methods was followed by data collection methods and instrument descriptions. Furthermore issues which affect the reliability of the research were considered before ethical concerns related to the study were contemplated. The research was designed in such a manner that it could adequately meet the research objectives of this study.

Chapter 4: Results

This chapter provides a brief discussion on the statistical techniques, after which the results and findings of this study were presented in an integrated manner. The discussions included the processing, analysis, and interpretation of data in figures and tables. The chapter commenced with a discussion on the biographical information that was collected during the data collection phase of the study. The next phase of the chapter involved discussing the statistical analysis of the different concepts involved in the study. The final section of the chapter, phase 3, discussed the different relationships of the study through the hypotheses developed in chapter 2.

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 chapter discussed the research objectives with reference to the

literature review. All four hypotheses of the research study were presented and were either accepted or rejected based on the evidence achieved from the research findings.

6.5 Conclusions drawn from the study

The conclusions drawn from this study are presented in this section with emphasis on those drawn from the literature study and empirical results.

6.5.1 Conclusions from the literature

There is no exclusive system for managing talent in Higher Education Institutions. It is therefore necessary for Institutions of Higher Learning to invest and implement a system for the effective management of talent. The Human Resources Department within the Higher Education Institutions takes care of recruitment, training, development and salary processing. Most institutions do not have career planning or succession planning techniques.

A Talent Management system needs a clear understanding of the organisation's current and future operational strategies. It is important to find the key gaps between the talent in place and the talent required to run the institution successfully. A sound Talent Management plan should be designed for closing the talent gaps. This should be integrated with the organisation's strategy. Accurate hiring and promotional decisions also helps in managing the talent effectively. The talents should be developed in such a way that employees' performance keeps on improving in current positions and that they should be ready for transition to the next level whenever required. More openness in leadership is recommended to enhance the motivational

levels of employees as well as high productivity and the service orientation in the institution.

6.5.2 Conclusions drawn from the Results

From the statistical analysis conducted in the study the following conclusions can be drawn:

- The respondents perceived that that Talent Management Practices are applied below average within the institution. The Talent Management Practices least applied within the organisation are the Talent Review Process, Retention Strategies and Management Commitment. The Talent Management Practices most applied within the organisation is Staffing and Talent Acquisition.
 - The results showed that on average the respondents indicated that all the Talent Management Practices are important. It is also evident from the results that large gaps exist between the respondents' perceptions of the current application of Talent Management Practices compared to the importance thereof. The largest gaps were observed between Management Commitment, Talent Retention Practices and Talent Review Processes.
 - There is a statistically significant relationship between the Talent Management and Motivation, based on the results of a correlational analysis.
 - Talent Management is a statistically significant predictor of Motivation based on the results of a correlation analysis.
 - Based on the results of a correlation analysis there is no statistically significant relationship between Talent Management and Service Orientation.
 - Talent Management is statistically a significant predictor of Service Orientation, which was determined from the results of a correlation analysis.
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- According to the results of a correlation analysis it has been determined that there is a statistically significant inversely proportional relationship between Talent Management and Motivation, thus the more any organisation focuses on talent management and applies its principles and practices the more the service orientation will increase.
- Based on the Multiple Regression analysis conducted it was determined that Motivation was a statistically significant mediator for the relationship between Talent Management and Service Orientation.

6.6 Limitation

There are negative factors that impact on the study. The factors pose limitations that may adversely affect the useful nature of the study. This study had several limitations associated with the theoretical perspectives, the context and the target population.

The following are the limitations of the study:

6.6.1 Limitations in Literature Review

Firstly, there exists limited literature concerning Talent Management and Service Orientation. Most literature is on Motivation therefore, most of the literature concerning Talent Management and Service Orientation used in this study was gathered from limited resources. It is thus possible that this literature is not sufficient enough to provide a solid conclusion.

6.6.2 Limitations as a Result of the Data Collection Method

The data collection tool used for this study was a questionnaire. The quality of the data it collects is often criticised (Leedy & Ormrod, 2010). The five-point Likert-type response scale used in the HCI should be further refined to improve the reliability and validity of responses. The complexity of the issue at hand, the depth of the questionnaire and the fact that the questionnaire was administered at all organisational levels was problematic because individuals at lower levels in the organisation were not well informed about strategic issues.

6.6.3 Limitations as a result of Sample Size and Characteristics

As mentioned above, the sample size was an important consideration and collecting an adequate sample was a bit of a concern. Two hundred (200) questionnaires were sent out at a Higher Education Institution. One hundred and nine (109) responses were originally received, in other words 54.5% .A large portion of respondents from the institution were females (73.6%) and (25.5.%) were males from the administration or support staff, thus influencing the representative nature of the study.

Due to the small sample size the findings of this study are not generalisable to the general population (Maree & Pietersen, as cited in Mogolego, Barkhuizen & Lesenyeho, 2012) The findings in this study cannot be generalized, because the sample size that was used was limited only to those respondents available. The findings may not reflect the situation in other higher education institutions in

Namibia. A bigger sample should be considered in the future in order for the findings to be representative.

6.6.4 Limitations Resulting from the Sample Method

Firstly, 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 organisation declared itself available to participate in this study. The use of purposive sampling resulted in the study being vulnerable to selection bias. The sample chosen may thus not represent the target population completely (Kumar, 2005). The data was collected over a short period and it is possible that the participants may have completed the questionnaires without understanding certain sections of the questionnaires due to lack of sufficient time.

6.7 Recommendations for future research

This study made a unique and important contribution to the understanding of Talent Management in a Higher Education Institution. No research has previously focused on determining the relationship between Talent Management, Motivation and Service Orientation in a Higher Education Institution in Namibia. This study was original and provided rich information regarding the Higher Education Institution. This information can be used to develop interventions to help improve service orientation and increase the level of employees' motivation through the right application of Talent Management Practices.

- 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
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consequently result in more truthful answers in response to questions regarding employees' levels of motivation.

- The results of this study should be used by institutions of Higher learning to understand the impact of Talent Management Practices in increasing the levels of Motivation and Service Orientation of the support staff.
- Future samples should also attempt to collect more information from a wide range of the employees' relation to satisfaction with Talent Management Practices, Motivation and Service Orientation. By using a larger sample group the relationship between the concepts can be more clearly investigated, as there will be more data to draw improved conclusions from.
- A participative or captive audience should be accessed to obtain a higher response rate for the questionnaire. This could be in the form of general organisational meetings that are hosted by the HR Department.
- Further research in this regard may also lead to more effective Talent Management Strategies for Higher Education Institutions.
- This study was limited to only one Higher Education Institution in Namibia. The scope of this study can firstly be extended to include at least two Higher Education Institutions.

6.8 Conclusion

The purpose of this study was to explore the relationship between Talent Management, Motivation and Service Orientation of the support staff at a Higher Education Institution in Namibia. The level of Talent Management Practices applied within the institution was below average as perceived by employees within the

institution. The results showed that on average the respondents indicated that all the Talent Management Practices were perceived to be important by the employees within the institution.

It has been demonstrated by the study that Talent Management and Motivation are critical for the success of the organisation and to increase employees' level of Service Orientation. It was valuable to gather the views of the support staff of the Higher Education Institution with regard to Talent Management Practices. The study was successful in achieving the intended objectives. This kind of research study should serve as an eye opener to Higher Education Institutions in Namibia and to encourage them to formulate Talent Management strategies and to implement it successfully. The researcher hopes that the Higher Education Institution will be able to use the study to improve on the current gaps in talent management and motivation and thereby improve the levels of service orientation of the support staff

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APPENDIX A
- Data Collection Instruments-

INSTRUCTIONS

This questionnaire consists of six sections:

- Section A: Biographical Information
- Section B: Talent Management Practices
- Section C: Motivation
- Section D: Service Orientation

Please complete all the questions in each of the sections of the questionnaire,

If you have any question, please do not hesitate to contact me at:

adrismith52@gmail.com

Dear Respondent

You are invited to participate in an academic research study conducted by Adri Smith, a Masters student from the Harold Pupkewitz School of Business at the Polytechnic of Namibia.

The purpose of the study is to determine the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution in Namibia. This research meets all ethical requirements.

This survey will be administered through the use of a research questionnaire and you will be requested to complete the questionnaire.

Please State the Department you are working in (e.g.
Human Resources, SHEC, Supply Chain)

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 7-10min 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.
- Please contact my supervisors Prof. E.N Barkhuizen, nicolene.barkhuizen@nwu.ac.za or Dr Grafton Whyte, gwhyte@polytechnic.edu.na if you have any questions or comments regarding the study.

- **SECTION A: BIOGRAPHICAL INFORMATION** *Please answer all questions in this section by marking the applicable answer with a cross,*

Please state the Unit you are assigned for (e.g. Training, Procurement, Payroll, etc.)							
Gender	Male	Female					
Marital Status	Single	Engaged/In a Relationship	Married	Divorced	Separated		
Home Language	Afrikaans	English	Otjherero	Oshiwambo	Damara-Nama	Setjsw ana	
	Ndebele	German	Shilozi	Tswana	Rukavango		
Race	African	Coloured	Indian	White	Other		
Please state your age in years							
Highest level of Education/Qualifications	12/Matric	Certificate	Diploma/ Advanced Diploma	Bachelor's Degree	Honours	Master's Degree	Doctorate
Please Specify Professional Qualifications / Registration at Professional Boards							
On what basis are you employed?	Permanent	Temporary	Fixed-Term				
What is your job level?	Senior Management		Middle Management	Lower Management	Subordinate		
How many years have you been working (years of work experience)?	0-5yrs		6-10yrs	11-15yrs	16-above		
How many years have you been working at your current job?	0-5yrs		6-10yrs	11-15yr	16-above		
How many chances of job promotion have you had in the past 5 years in your current organisation?	1-3		4-6	7-9	None		
Please give a rough estimate of the total number of hours you work in a typical	10	11 – 20	21 – 30	31 – 40	41 – 50	51 or More	

week						
Please give a rough estimate of how long it takes you to travel to and from your place of work (<u>in hours</u>) on an average day:	Less than 1	1 – 2		3 or more		
Do you use your full entitlement of annual leave?	Never	Sometimes		Always		
To what degree do you agree with the statement: "I consider quitting my job?"	Disagree					Agree
	1	2	3	4	5	
How frequently do you consider quitting your job?	Frequently					Never
	1	2	3	4	5	

<p align="center">Attitudes towards</p> <p align="center">your</p> <p align="center">Organisation</p>	
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SECTION C: MOTIVATION

Cross one of the six categories from <i>Strongly disagree</i> (1) to <i>Strongly agree</i> (6) for each statement as it applies to you:							
Statements		Strongly disagree 1	Disagree 2	Slightly disagree 3	Slightly agree 4	Agree 5	Strongly agree 6
1.	I feel valued and trusted by the institution.	1	2	3	4	5	6
2.	If necessary, I am prepared to put myself out for this institution e.g.	1	2	3	4	5	6

	working long and/or unsociable hours.						
3.	If asked, I am prepared to take on more responsibility or tasks not in my job description.	1	2	3	4	5	6
4.	I enjoy working for this institution to the extent that I am not actively seeking a job elsewhere.	1	2	3	4	5	6
5.	I am proud of this institution.	1	2	3	4	5	6
6.	Outside of my particular job, I take an interest in many aspects of the running and success of this institution.	1	2	3	4	5	6
7.	Overall I am happy with my institution.	1	2	3	4	5	6
8.	I feel that it is worthwhile to work hard for this institution.	1	2	3	4	5	6
9.	I am committed to this institution.	1	2	3	4	5	6

SECTION D: SERVICE ORIENTATION

Cross one of the six categories from <u>Strongly disagree (1)</u> to <u>Strongly agree (6)</u> for each statement							
		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
		1	2	3	4	5	6
1.	Administrative Staff should ensure that clients (i.e. students, parents, academics, institutional management) understand the service provided	1	2	3	4	5	6
2.	Administrative Staff should use language which the client can understand	1	2	3	4	5	6
3.	Clients should be informed beforehand how much the service will cost	1	2	3	4	5	6
4.	It is important to honour its promises to clients	1	2	3	4	5	6
5.	Clients should be informed about what alternate services are available	1	2	3	4	5	6
6.	It is important to have convenient operating hours	1	2	3	4	5	6
7.	Administrative Staff should always be polite and friendly to clients	1	2	3	4	5	6
8.	It is important to have up to date equipment so as to provide good service	1	2	3	4	5	6
9.	It is important to keep the client's best interest at heart	1	2	3	4	5	6
10.	The training and preparation of the support staff for	1	2	3	4	5	6

	effective service delivery is important						
1	Dependable service performance of administrative staff is important	1	2	3	4	5	6
1	Consistent service performance of administrative staff is important	1	2	3	4	5	6
1	Prompt service from administrative staff is important	1	2	3	4	5	6
1	Convenient service locations are important	1	2	3	4	5	6
1	The appearance of administrative staff is important	1	2	3	4	5	6
1	The honesty of Administrative Staff is important	1	2	3	4	5	6
1	A reputation for good service by Administrative Staff is important	1	2	3	4	5	6
1	The development of client confidence in the service is stressed	1	2	3	4	5	6
1	Individual client attention is important	1	2	3	4	5	6
2	A nice atmosphere for service is important	1	2	3	4	5	6
2	Clients should feel free to discuss their needs	1	2	3	4	5	6
2	The confidentiality of the service is important	1	2	3	4	5	6
2							

APPENDIX B

- Consent Form to conduct research-



POLYTECHNIC OF NAMIBIA

OFFICE OF THE VICE-RECTOR: ACADEMIC AFFAIRS AND RESEARCH

Private Bag 13388 • 13 Storch Street • Windhoek, NAMIBIA
Tel: (+264-61) 207-2322 • Fax: (+264-61) 207-2208 • E-mail: aniikondo@polytechnic.edu.na

MEMORANDUM

FROM: The Vice - Rector: Academic Affairs & Research
Dr Andrew Niiikondo Office of the Rector
Cc Ms M. Bennett Director CED
TO: Ms A. Smith: Projects Officer: Industry Focus Academy
Cc Ms M. Bennett, Ms R. Duvenhage
DATE: 28 August 2013

SUBJECT: Permission to Conduct Research

Dear Ms Smith

This memo serves as a confirmation on your request for the Polytechnic of Namibia to allow you to distribute questionnaires to all support and administrative employees of the company as part of your research on the below topic:

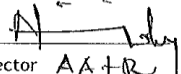
"The relationship between Talent Management, Motivation and Service Orientation of the Support Staff at a Higher Education Institution in Namibia."

I hereby confirm in writing that the approval is granted for you to conduct your research.

Approval:

The permission to conduct research as detailed above is hereby

APPROVED/NOT APPROVED

Signature: 
The Vice-Rector AA + R

Date: 28/08/2013



APPENDIX C

- Informed Consent Form –



POLYTECHNIC OF NAMIBIA

**Informed consent for participation in an academic
research study**

**The relationship between Talent Management, Motivation and Service Orientation
of Support staff at a Higher Education Institution in Namibia**

Research conducted by:

Ms. A.K. Smith (211094447)

Cell: +264 0812741826

Dear Respondent

You are invited to participate in an academic research study conducted by Adri Smith, a Masters student from the Harold Pupkewitz School of Business at the Polytechnic of Namibia.

The purpose of the study is to determine the relationship between Talent Management, Motivation and Service Orientation of Support Staff at a Higher Education Institution in Namibia. Permission has been granted to do the study at the Polytechnic by the Vice-Rector: Academic Affairs & Research, Dr Andrew Niikondo. This research meets all ethical requirements.

This survey will be administered through the use of a research questionnaire and you will be requested to complete the questionnaire.

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 7-10min 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.
- Please contact my supervisors Prof. E.N Barkhuizen, nicolene.barkhuizen@nwu.ac.za or Dr Grafton Whyte, gwhyte@polytechnic.edu.na 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