

**An integrated talent management model for the
Public Service: The case of the Western Cape
Provincial Government**

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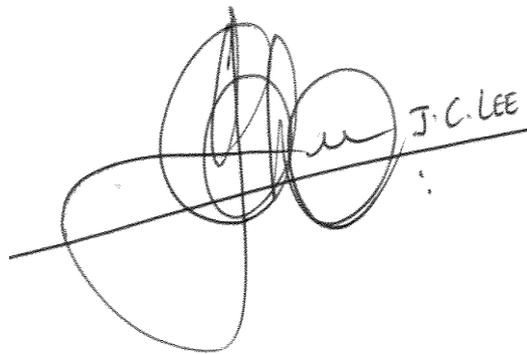
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DECLARATION

I declare that: ***“An integrated talent management model for the Public Service: The case of the Western Cape Provincial Government”*** is my own work; that the sources used or quoted have been indicated and acknowledged through complete references, and that this thesis was not submitted previously by me or any other person for purposes of degree qualification at this or any other University.

A handwritten signature in black ink, consisting of several overlapping loops and a horizontal line, with the text "J.C. LEE" written in a smaller, more legible font to the right of the signature.

J.C. Lee:

12 February 2020

Signature

Date

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- “Then you will understand the fear of the Lord, and find the knowledge of God. For the Lord gives wisdom; From His mouth come knowledge and understanding; He stores up sound wisdom for the upright” (Proverbs 2:5-7) (NKJV).

- “The fear of the Lord is the beginning of wisdom, And the knowledge of the Holy One is understanding” (Proverbs 9:10) (NKJV).
- “And whatever you ask in My name, that I will do, that the Father may be glorified in the Son. If you ask anything in My name, I will do it” (John 14:11) (NKJV).
- “For I know the thoughts that I think toward you, says the Lord, thoughts of peace and not of evil, to give you a future and a hope” (Jeremiah 29:11).
- “And whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ” (Colossians 3:23-24) (NKJV).
- “...Be strong and of good courage, and do it; do not fear nor be dismayed, for the Lord God - my God - will be with you. He will not leave you nor forsake you, until you have finished all the work for the service of the house of the Lord.” (1 Chronicles 28:20) (NKJV).
- Have I not commanded you? Be strong and of good courage; do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go.” (Joshua 1:9) (NKJV).

ABSTRACT

The scholarly discourse on human resource praxis in general and talent management in particular, established a corpus of knowledge that support the notion that motivated, committed, competent and skilled employees are key success factors for organisational excellence. People capital is regarded as the single most significant factor for organisations to achieve their mission statements and to operationalise their strategic objectives. The need to establish talent pools in organisations is accentuated by the dynamic nature of the labour market. Often unpredictable socio-economic and political factors heighten the necessity to acquire, train, engage, reward and retain talented individuals in key positions.

Talented employees are an essential prerequisite to operationalise the constitutional mandate and statutory obligations of the South African Public Service. National and provincial departments should be characterised by high levels of productivity, a strong service ethos, efficiency, effectiveness, and prompt customer services. The reality in the Public Service is, however, often far removed from these ideals. Official reports from oversight institutions such as the Public Service Commission, the Auditor General, and the Department of Public Service Administration reveal that departments experience significant challenges as far as the talent of its staff complement is concerned. The National Development Plan (2011), for example, indicates that a significant number of public officials are “demotivated, have low morale, low levels of service commitment, experience limited engagement, and have insufficient skills and competencies to perform their responsibilities”. This problem is exacerbated by the fact that senior managers and human resource directorates in government departments often treat the multitude of talent management functions such as performance management, recruitment, training and development, rewarding, career development and mentoring and coaching, in isolation. In other words, there is a dire need to effectively manage talent in the Public Service by following an integrated talent management approach. The purpose of this study was to design an integrated talent management model (ITMM) to inculcate a more

strategically-aligned, synergised, coordinated approach when dealing with the people capital in the Public Service.

By following a qualitative case study research design, this study utilised the principles of method and data triangulation to design an integrated model for talent management. Data was triangulated from a literature review covering meta-theory of talent management, the statutory and regulatory framework, and a comparative analysis of national and international talent management models. These three sets of data were then contrasted with the status of talent management in the Public Service by means of a case study comprising eleven provincial departments in the Western Cape Provincial Government. These provincial departments were the units of analysis within the case. A gap analysis was conducted by means of semi-structured, face-to-face interviews with participants who are actively engaged with talent management matters in these departments. Participants were thus purposively sampled based on the nature of their position and job responsibilities, their experience and expertise.

The empirical survey revealed that significant gaps exist between the best practice cases and existing talent management practices in provincial departments. Participants confirmed the absence of an integrated approach to talent management and were also engaged to provide input to a draft talent management model. Based on the gap analysis and their input to the draft model, a final integrated model (ITMM) was designed.

The ITMM makes provision for the alignment of core and non-core dimensions of talent management as well as for the dynamics in the external (macro), meso, and internal (micro) environments. The utilisation of the ITMM will make a significant difference in the Public Service by establishing talent pools through the strategic alignment and integration of various human resource functions and processes. The ITMM will furthermore foster a talent culture, mitigate the current “silo mentality”, and establish people value-driven approaches in Government.

Key words: Talent, Talent Management, Integrated Talent Management; Human Resource Management; Career development; Training and development; Coaching and mentoring; Employee engagement; Performance Management; Talent acquisition; Employee wellness; Diversity and inclusion; International best practice talent models.

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ACRONYMS

AA	Affirmative Action
ADP	Automatic Data Processing
BCEA	Basic Conditions of Employment Act
BPI	Best Practice Institute
CBED	Cambridge Business English Dictionary
CCT	City of Cape Town
CEB	Corporate Executive Board
CED	Collins English Dictionary
CF	Competency Framework
CM	Career Management
COIDA	Compensation for Occupational Injuries and Diseases Act
CV	Curriculum Vitae
DDG	Deputy Director General
DDI	Development Dimensions International
DPISA	Department of Public Service and Administration
DTPW	Provincial Department of Transport and Public Works
EEA	Employment Equity Act
EH&WMSF	Employee Health and Wellness Strategic Framework
ER	Employee Relations
EVP	Employee Value Proposition
EWP	Employee Wellness Programme
GNU	Government of National Unity
HIPO	High Performance Employees
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HR	Human Resources
HRIMS	Human Resources Information Management System
HRM	Human Resources Management
IT	Information Technology
ITMM	Integrated Talent Management Model

JD	Job Descriptions
JHU	John Hopkins University
LRA	Labour Relations Act
MBO	Management by Objectives
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NIA	National Intelligence Agency
NPC	National Planning Commission
NQF	National Qualification Framework
NRC	National Research Council of Canada
NWU	North West University
OD	Organisational Development
OHM	Organisational Health Measure
OHSA	Occupational Health and Safety Act
OSD	Occupation Specific Dispensation
PAJA	Promotion of Administrative Justice Act
PAM	Public Administration Management
PDP	Personal Development Plan
PERMIS	Performance Management Information System
PERSAL	Personnel and Salary Administration
PESTEL	Political; Economical; Social; Technological; environment and Legal
PMI	Project Management Institute
PMMM	People Management Maturity Model
PMS	People Management Strategy
PMS	Performance Management System
POE	Portfolio of Evidence
PSC	Public Service Commission
PSETA	Public Service Sector Education and Training Authority
PWD	Persons living with a disability
QDA	Qualitative Data Analysis
RDP	Reconstruction and Development Programme
ROI	Return on Investment

RSA	Republic of South Africa
SANDF	South African National Defense Force
SAQA	South African Qualification Authority
SARS	South African Revenue Service
SWFP	Strategic Workforce Planning
SWOT	Strengths; Weaknesses; Opportunities and Threats
TB	Tuberculosis
UNISA	University of South Africa
USA	United States of America
USQ	University of Southern Queensland
WCGPT	Western Cape Government Provincial Treasury
WCP	Western Cape Province
WCPG	Western Cape Provincial Government
WCTI	Western Cape Training Institute
WSP	Workforce Skills Plan

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The Constitution of the Republic of South Africa, 1996, hereafter referred to as the “Constitution”, is the superior law in the country and outlines the directive of the Public Service in terms of providing public services to all its citizens (RSA 1996:1243). The White Paper on a New Employment Policy for the South African Public Service, 1997, elaborates on this directive and has as its vision that Human Resource Management (HRM) practices in the Public Service should be guided by diversity, knowledgeable and well-managed employees, talented and dedicated to delivering a professional and committed public service to the people of South Africa (RSA 1997:5). This vision further accentuates the fact that HRM in the Public Service should become a “model of excellence” in which the management of human resources is applied in a proficient and effective manner (RSA 1997:5). To achieve this, the White Paper further highlights the importance of the growth of a devoted, industrious and people-orientated “Public Service”, whose human potential is maximised and fully developed (RSA 1997:3).

Human Resource (HR) literature emphasises the importance of the development of employees’ skills and talent, consequently strengthening the human capacity and potential to deliver work of high quality (Armstrong 2012a:4-9; Grobler, Bothma, Brewster, Carry, Holland & Warnich 2012a:2-24; Nel, Werner, Botha, Du Plessis, Mey, Ngalo, Poisat & Van Hoek 2014:2-21). According to the Strategic Framework Vision of the Public Service 2015, (2008:9), it is important that Public Service entities ensure that public officials are well equipped to assume their daily tasks and to advance in their careers. In doing so, Public Service departments, through their HR functions, must ensure that the correct people are identified, acquired, upskilled and their talent developed so that they will be in the correct position, at the correct time and in the correct place (Finlayson 2002:1-7; Strategic Framework Vision 2008:9; Global Centre for Public Service Excellence 2015:1-5; RSA 2016:2-4; RSA 2017:3-4; Vermeulen 2017:36).

According to Strategic Framework Vision 2015 (2008:75), Page up People (2008:3-15), Unilever (2012:1-20), and Peterborough (2015:2-11), an overarching HRM, inclusive of a talent management model, should include various strategic areas. These areas are important operational considerations for any organisation because they can have a substantial impact on the outcomes of the organisations. They include aspects such as management support, career planning, talent management, financial and physical assistance and appropriate organisational structures (Armstrong 2012a:255-266; Grobler *et al.* 2012a:18-21; Nel *et al.* 2014:199-214). An integrated talent management model could play an important role to create an efficient and well-organised public service people management fraternity (Strategic Framework Vision 2015, 2008:75).

HR as function in the Public Service is responsible for securing a steady flow of talented, committed, productive public servants through an HRM department and management teams (HRD Resource Pack: Part 3 2015:38). HRM is, according to Brown (2004:304), Campbell and Smith (2010:29), Knowledge Hub Media (2011:1-4) and Brown (2014:198), the managing of workers in order to secure a team that is focused on their work and which productive capacity is a benefit to the organisation. The HR function includes, inter alia, workforce planning, talent acquisition, up-skilling and training, talent mentoring, talent coaching, career progression, performance appraisals, reward and recognition and employee compensation. HRM should "... ensure the proper management of human resources and their available skills in an on-going effort to maintain a productive work force" (Strategic Framework Vision 2015, 2008:75).

An important function of any HR department is to manage the talent of employees (Khan & Louw 2010:177-180). According to Kordas (2013:3), Shafique, Iqbal, Mahboob and Malik (2015:154-155), Berggren and Corsello (2017:6-18), and Mercer (2017:16-19) the primary function of talent management is to deliver to an organisation the correct number of talented employees that are required to organise, plan and realise its desired future output. Talent management is directly linked to the development of the career paths of employees, coaching and development and the performance management of employees (Kock & Burke 2008:457-468; Wellins,

Smith & Erker 2009:1-4; Brown 2014:206-210; CEB 2014:4-13; University of Glasgow 2016:2-13; Tetik 2016:40-52). In the Public Service, talent management is relevant to those public officials who demonstrates the highest level of commitment, willingness and potential to perform in the short- as well as long-term and those whose contributions to effectivity in public institutions is above average. Developing and managing these public officials and retaining them within the Public Service should be the primary objective of an integrated talent management model and systems ought to be adopted to measure their performance on a regular basis (Grobler & Diedericks 2009:1-7; Barkhuizen 2014:2224; Van Zyl, Mathafena & Ras 2017:1-2).

An integrated talent management model should comprise of specific HRM components and if implemented in an integrated manner, could yield positive and sustainable results to the institution (cf. Grobler & Diedericks 2009:2-7; Wellins *et al.* 2009:2-4; Wheelock 2010:45-48; Peterborough County 2012:1-11; Heathfiled 2013:1; Kordas 2013:15-17). According to Grobler *et al.* (2009:11-24), the Hay Group (2011:2-12), Millar (2013:1), Oracle (2012:7-10) Tetik (2016:40-52) and BeamPines (2019:1-5), a typical talent management model should outline contextual realities, leadership dimensions and employee performance elements. It should also make provision for specific HRM components such as:

- recruitment and selection;
- training and development;
- career management;
- retention;
- employee engagement;
- coaching and mentoring; and
- employee wellbeing.

Bersin and Associates (2010a:6) and Bersin (2010b:1) concluded that an integrated talent management model is generally intended to illustrate the interrelationship between all the talent management processes and depicts how these processes could add value to an organisation. Such models generally guide HR policy

decisions, management interventions, organisational systems and processes, as well as required behaviour to achieve overarching talent management objectives.

- Former President Thabo Mbeki constituted the “National Planning Commission (NPC)” in May 2010 with the mandate to develop the National Development Plan (NDP). Specific objectives and targets were set to be achieved by the year 2030 (RSA 2010:26; RSA 2011:14-16). In Chapter 13, the NDP includes various proposals towards institutional reforms in the “Public Service” in order to make public servants more capable of optimally performing its functions within the context of good strategic leadership, effective guidelines, skilled supervisors and employees, flawless lines of responsibility, appropriate updated information technology and the constant implementation thereof (RSA 2011:410). The NDP further recommends that the Public Service should be professionalised by upgrading the skills levels of employees and that more effective coordination of projects should take place (RSA 2011:44). The NDP (Chapter 13, pages 410-426) requires that HRM practices, such as career progression and talent management, recruitment and selection, performance management, employee engagement and the disciplinary matters of the Public Service employees be managed more effectively and professionally than is the case (RSA 2011:423-424). The NDP also accentuates the prominence of a skills development programme and a graduate recruitment programme to be put in place in order to attract highly qualified and skilled employees to the Public Service (RSA 2011:423-424). The NDP further recommends that the Public Service should develop its human resource skills from amongst its own ranks by implementing programmes of career pathing, performance management and talent management and mentoring. In this regard, the NDP outlines strategic outcome areas for the Public Service emphasising skills development and talent management. These outcome areas include the following (RSA 2011:416-426; RSA 2018:3-8):

- “establish an efficient, effective and development orientated public service and employees that are empowered, take responsibility, fair and inclusive in its service delivery philosophy to citizens;
- develop the skills and capabilities of Public Service employees; to establish an inclusive growth and career path for public officials, which includes talent management; and
- secure a result driven efficient performance management system.”

These strategic outcomes should be translated into specific HR-related policies and programmes at strategic, tactical and operational levels in the Public Service. Since senior public officials are responsible for the operationalisation of these outcomes, effective and efficient HRM functions within the Public Service are essential (RSA 2011:22). A key role-player in facilitating these outcomes in South Africa is the “Public Service Commission (PSC)”. One of its core objectives is to support the notion of improving the efficiency, productivity and effectiveness of all its employees (RSA 2010:ii; RSA 2018:3-5). However, there is a general state of inefficiency, low morale and low commitment within the Public Service and the root causes of these problems can be traced to inefficiencies in HRM sections within government departments (RSA 2010:ii; PeopleAssembly 2015:1-7; News24 2018:1-4; RSA 2018:3-5).

Focussing on the development of public officials, motivation and engagement of employees may address the problem of low morale, low commitment, poor quality customer services and inefficiency within the Public Service (RSA 2011:420-424; RSA 2016[a]:17; Pavithra, Barani & Lingaraja 2017:554-558). Such development should include a performance management process, career pathing, training and development, mentoring, coaching and retention and rewarding and recognising such employees who go beyond the call of their duty as employees of the Public Service (Mgijima 2010:ii; RSA 2010:ii, RSA 2016[a]:21-25).

The motivation behind this study was to plot and represent an integrated talent management model for the South African Public Service. For the operationalisation of this purpose, the study is embedded in an analysis of talent management

approaches and models within the broader context of HRM theory. An analysis of such models and related HRM theory should expose the nature and scope of talent management dimensions and elements for the inclusion in the eventual integrated model.

1.2 PROBLEM STATEMENT

Even though significant improvement has been achieved to transform the Public Service since 1994, South Africa remains a divided society and this causes tension amongst people of different socio-economic, political and cultural backgrounds (Van Dijk 2008:385-387; Koketso & Rust 2012:2225-2232; Van Antwerpen & Ferreira 2016:81-86). Skae (2011), *Businessstech* (2016:1) and *SANews.gov.za* (2017:1) further argue that social challenges within communities also become embedded in service delivery agencies of the state. In this regard, RSA (2011:408-409), Koketso *et al.* (2012:2221;2232), RSA (2016[a]:14-15), RSA (2017:25-31), and Van Antwerpen *et al.* (2016:81-86) state that there are multiple challenges in terms of the approach and capability of the Public Service to deliver on their statutory mandate to render efficient and effective services to society. The function of the South African Public Service is seen as delivering “uneven performance” to the public, which is sometimes caused by tensions between the complex interfaces that exist between the executive and administrative support functions of the State (RSA 2011:408; Skae 2011:1; Schultz 2018:1; *Thesouthafrican* 2019:1). According to Hough (2008:1-11), Alexander (2010:25-38), Managa (2012:1-9), Franks (2014:48-56), Van Antwerpen and Ferreira (2016:91-97), Gossel (2017:1) and Schultz (2018:2), poor service delivery standards and instability within some of Public Service departments, can be ascribed to certain public service employees who do not take responsibility for their actions, to the low morale that some employees have, to the fact that others do not have the correct delegation of authority to perform their substantive jobs and to inappropriate or unskilled staff being recruited into the Public Service. This is exacerbated by weak organisational management and ineffective designs form part of these challenges. The historically disadvantaged areas, which exist due to past discriminatory legislation and practices, are worst affected when Public Service employees render poor quality services to the community (Alexander 2010:25-38;

Skae 2011:1; Pavithra *et al.* 2017:554-558; Mkhonza & Letsoalo 2017:25-33; Schultz 2018:1; News24:2018:1).

Chapter 13 of the “National Development Plan (NDP)” highlights the aim of the South African Government to build “a strong and capable developmental state” (Kock & Burke 2008:458460; Gumede 2009:9-13; Edigheji 2010:1-33; RSA 2011:407-408; RSA[a] 2016:8; Schultz 2018:1; RSA 2018:3-8). Developmental states are generally active in implementing social upliftment programmes and public institutions play a critical role in this regard (Edigheji 2010:4-12; Tshishonga & De Vries 2011:59-62; Kuye & Ajam 2012:51-60; De Wee 2016:488-500). It is further recommended by the “National Planning Commission (NPC)” that the principles of a developmental state be implemented and promoted within the Public Service since rapid change and improvement can only take place when the necessary resources are allocated towards social upliftment initiatives (RSA 2011:409; NSG 2011:4-8; RSA 2016[a]:8). Schultz (2018:1) in this regard argues that there can be no socio-economic transformation within South Africa, if the Public Service at “national, provincial and local government” areas of responsibility remain ineffective, non-responsive and have a lack of accountability for service delivery to all the citizens whom they serve”. The capability of the Public Service to provide the necessary amenities to the people has a direct impact on the wellbeing of all the citizens of the country (RSA 2011:408; National Public Management & Accountability, 2012:1-5). In order to render efficient basic services to previously disadvantaged areas of the country, the Public Service should focus more on developing the capacity, skills and competencies of many of its employees, who deal with customer service interfacing (Patterson 2005:1-11; RSA 2009:6-9; RSA 2011:408; Skae 2011:1; Mafunisa 2013:751-763; RSA 2018:3-8).

It is argued that, by investing in employee performance management, training, coaching, mentoring, employee engagement and development of its employees, the Public Service will increase the motivation of all its employees that will make a positively impact on their performance and increase their commitment levels (RSA 2011:409; Skae 2011:1; RSA 2016[a]:31). According to Narayanan (2016:34-39), RSA (2016[a]:8), Shriar (2017:1-5) and RSA (2018:3-8), there is a critical need to

improve the overall performance and service delivery of the Public Service by means of applying a long-term strategy and not only quick fix solutions and projects. The NDP (2011:409) further states that there is a deficit in the required skills of public employees and in certain instances, unprofessional behaviour by public officials that has caused significant harm to the legitimacy of the Public Service. According to the NDP (RSA 2011:409), the recruitment and selection of senior public officials is highly problematic in that there is too much political interference with these appointments which negatively influences and undermines the abilities of a strong, independent and developmental state (RSA 2011:409). Talent acquisition processes and practices in the Public Service are also “weak” because there are no clear career paths to ensure new skills production, a sense of commitment and professionalism or retention of capable employees in the Public Service (RSA 2011:409). There is a lack of vision from some leaders in terms of succession planning and there is no clear plan as to how to develop scarce specialist skills for the future Public Service (Bhattacharya, Sen & Korschun 2008:37-44; RSA 2011:409; Skae 2011:1; RSA 2017:27-31; Mkhonza & Letsoalo 2017:25-33; Schultz 2018:1). Regarding the employee upskilling and improvement agenda, the NDP (RSA 2011:409) states that the Public Service ought to build a skilled and professional public service from the most senior levels to the most junior levels of employees (RSA 2011:409; Barkhuizen 2014:2223-2224; Mkhonza & Letsoalo 2017:25-33; Karam, Yazid, Khatibi & Azam 2017:5-7). In terms of talent acquisition of senior employees into the Public Service, the NDP recommends that work experience, qualifications and expertise should play a role in employment and placement decisions within the Public Service (RSA 2011:409). At junior levels in the Public Service, management should concentrate on developing the skills and competencies of employees, thus, to build a “skills pipeline” and ensure future skills for succession planning (RSA 2011:409).

The South African Public Service comprises of national and provincial departments. Each of the nine provinces in the country generally centralise their HR policies and strategies in the Department of the Premier. These departments in turn receive directives from the national Department of Public Service and Administration (DPSA)

and the Public Service Commission (PSC). They are thus expected to implement national policies and practices in the respective provinces by issuing directives to the respective HR directorates or sections in provincial departments to execute. This is also the case in the Western Cape Province (WCPG). The People Management Strategy (PMS) of the WCPG 2012-2019 serves as the overarching HR policy framework for the Province. This Strategy highlights the following key points (RSA 2016[a]:26-27):

- distinctive people philosophy;
- value proposition;
- ideal people profile;
- strategic initiatives;
- people's scorecard; and
- implementation governance architecture.

These strategic foci are aimed at providing “a customer experience through people efficiency” (RSA 2012:2). Furthermore, the strategic foci have the intention to empower and enable people, to establish a productive workplace in which employees can perform at a higher output and to inculcate a service ethos. The People Management Strategy of the WCPG further emphasises the significance of talent management, referred to as “people management value chain excellence”, to promote overall provincial excellence (RSA 2012:4; RSA 2016[a]:28). Although the PMS accentuates the significance of talent management, an integrated talent management model does not currently exist to improve employee efficiencies and overall performance. In this regard, the PMS (RSA 2012:10-11; RSA 2016[a]:14-15) highlights the following concerns:

- the highly output driven performance approach is not supportive of people-centricity;
- operations management functions take precedence over people issues in the province;

- key people management responsibilities such as recruitment and selection, performance and development management and progressive discipline invariably do not receive adequate attention;
- based on scientific measurements there are elevated levels of unused energy and high levels of disengagement and low morale amongst certain employees;
- talent should be valued and managed in an efficient way which will support the achievement of strategic outcomes;
- the WCPG's human resources management strategy does not adhere to an integrated competency-based recruitment and people management strategy; and
- the WCPG is in search of a comprehensive HR strategy to guide people management to the acceptable standard of consistency and integration.

The WCPG, according to its PMS strategic documents, does not apply an integrated talent management model at present. The WCPG is in search of a comprehensive HR strategy to guide people management matters to the acceptable standard of consistency and integration (RSA2016 [a]:3 & 8). This is also significant to the rest of the Public Service, since a central/national directive guiding national and provincial departments towards an integrated approach for talent management does not exist. The central problem that this study intended to address is the absence of a comprehensive integrated talent management model for the Public Service.

1.3 CENTRAL THEORETICAL STATEMENTS

The following statements serve as baseline and foundational arguments for this study:

- Behaviourism and general human resource theory serve as foundational philosophical underpinnings for talent management” (Ryan & Deci 2000:68; Thebyane 2011:1;Oladapo 2014:19; Sparrow *et al.* 2015:249; Kheswa 2016:8-11).

- The theories and philosophies pertaining to talent management are significant in identifying the factors that determine the form that talent management practices are to take to attain optimal employee and organisational performance (Khoza 2011:22-25; Meyers & Van Woerkom. 2014:192; Urbancova & Lucie 2015:3-6; Tetik 2016:40-52; Efron 2017:1-4). These theories and philosophies are, however, often overlooked as factors that influence the effectiveness of talent management (Kahn & Louw. 2010:177-187; Meyers *et al.* 2014:192). Talent management is best described as a “bridge field” as it is drawing from a host of established disciplines such as HRM, Logistics, Supply Chain Management, Marketing, Economics, Psychology and Philosophy (Ryan & Deci 2000:68-76; Oladapo 2014:19-25; Sparrow *et al.* 2015:249; Acar & Yerner 2016:286). These well-established disciplines provide essential theoretical underpinnings for the development of a corpus of knowledge informing talent management praxis (Acar *et al.* 2016:286).
- An analysis of talent management models will reveal international best practice essential for the design of appropriate responses to current HR-related problems (Castellano 2014:2; McDonnell *et al.* 2017:86).
- The Public Service and the WCPG do not apply an overarching integrated talent management model as underpinned by HRM (RSA 2012:10-11; RSA 2016[b]:12-13).
- The WCPG has an output-driven performance management system, which is not supportive of a people-centric methodology (RSA 2012:11; RSA 2016[a]:8)
- There are only pockets of excellence within the WCPG with regard to excellent service delivery and people management.
- The WCPG applies a functional People Management Maturity Model and not an Integrated Talent Management Model within the institution (RSA 2016[b]: 11-12).
- The WCPG does not apply an integrated talent management model because operational functions still take precedence over people-related issues (RSA 2016[b]:12).

- Line management functions take precedence over people issues in the WCPG.
- Key people management responsibilities such as recruitment and selection, performance and development management and progressive discipline invariably do not receive adequate attention.
- The WCPG does not receive adequate HR support with competency-based recruitment and selection praxis to employ the best senior officials in the Public Service (RSA 2012:11; RSA 2016[a]:14-15).
- The WCPG is in search of a comprehensive HR strategy to guide people management to the acceptable standard of consistency and integration (RSA 2012:11; RSA 2016[a]:8)
- Many of the employees within the WCPG are demotivated and display signs of entropy (RSA 2012:8-9; RSA 2016[a]:15; Pavithra *et al.* 2017:554-558; RSA 2018:1).
- The WCPG does not have a strategy in place to improve Employee Engagement and commitment amongst its employees (RSA 2011:408-409; RSA 2012:11; RSA2016 [a]:3,8).
- The Public Service does not currently employ a strategy to improve the low morale and unused energy of its employees due to (RSA 2011:408-409; RSA 2012:11; RSA 2016[a]:14-15).

Considering the above theoretical statements, the following research objectives have been developed.

1.4 RESEARCH OBJECTIVES

Given the background to this study and the research problem, which was elaborated above, the research objectives of this study are to:

- **RO1:** Unpack the theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a sub focus area within HRM as study domain.

- **RO2:** Explore the nature and the need for an integrated talent management approach by analysing various best-practice integrated talent management models.
- **RO3:** Assess talent management in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis.
- **RO4:** Empirically evaluate the current status of talent management within the WCPG.
- **RO5:** Based on triangulation of data from a literature study, the statutory and regulatory framework related to talent management in the Public Service, as well as the opinions of sampled participants, to design an integrated talent management model for the South African Public Service.

1.5 RESEARCH QUESTIONS

The aim of this study was to respond to the below research questions by means of operationalising the research objectives as stated above:

- **RQ1:** What are the theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a focus area within HRM as study domain?
- **RQ2:** What is the nature and the need for an integrated talent management approach based on an analysis of various best-practice integrated talent management models?
- **RQ3:** What is the current state of talent management in the South African Public Service based on an assessment of the statutory and the regulatory frameworks governing human resources praxis?
- **RQ4:** What is the status of talent management within the WCPG as case study?
- **RQ5:** What dimensions and elements should be included in an integrated talent management model for the South African Public Service?

1.6 RESEARCH METHODOLOGY AND DESIGN

According to Creswell (2006:14-30), there are three primary research approaches in Social Sciences, namely a “qualitative, quantitative and the mixed method approach”. Methodology in this instance also refers to the research design of the study (Thomas 2009:70). Bless and Higson-Smith (2000:3) are of the opinion that a scientific study can be described as the discovery of knowledge obtained by using a methodology or research approach in order to access required knowledge during a systematic investigation. Research methodology refers to the technique in which relevant research information is gathered, decoded, scrutinised and interpreted and aims to achieve the “research objectives and questions” of a study (Thomas 2009:68). Welman and Kruger (2002:2) concur and express that “research methodology” focuses on the implementation of diverse data collecting procedures and approaches in order to discover scientific information on the topic under investigation. Research methodology is, however, not just about collecting data on already known concepts in a methodical manner, but it is also about obtaining knowledge and information on innovative phenomena under investigation (Goddard & Melville 2006:1). Goddard *et al.* (2006:1) further state that research methodology is a process of expanding the knowledge boundaries of humans by discovering the unknown. According to Thomas (2009:69), a successful research project is largely dependent on the methodology that a researcher follows.

1.6.1 Qualitative research design

As stated by Mouton (2002:107-108) and Pratt and Woods (2006:30-40), a “qualitative research approach” may consist of various stages and cuts across different scientific settings and disciplines. In a model world, the process of scientific investigation follows a “funnel pattern”, starting off with a larger and more wide-ranging type of exploration and working towards a more defined conclusion. A qualitative approach is usually associated with uncovering the deeper explanation of phenomena in the existent world (Terre Blanche & Durrheim 1999:29-33; Henning 2004:1-5; Babbie & Mouton 2010:72-75). Creswell (2009:4) defines a “qualitative approach to research” as a means for “exploring and understanding the meaning of

occurrences where specific problems are identified". Welman and Kruger (1999:186) and Denzin and Lincoln (2000:2) state that a qualitative approach to research can be used to interpret the world which is visible to the researcher and to make meaning of the occurrence and assist with the interpretation of the real-world situation as it presents itself to the researcher. According to certain authors (Bless & Higson-Smith 2000:37-38; Denzin & Lincoln 2000:2; Henning 2004:27-28), a "qualitative" approach to an analysis turns the indefinite world into reality through the utilisation of specific data collecting techniques such as the literature review or study". Qualitative researchers thus study occurrences and events in their ordinary settings and attempts to promote understanding of it and bring meaning to it in the form of something new (Denzin & Lincoln 2000:3; Seale 2001:202-203; Flick 2007:36-37).

In Public Administration (Social Science), research is almost exclusively based on qualitative research and the main reason for this is because the higher order practices in government institutions are primarily based on theoretical principles (Luton 2015:9). As alluded to by Denzin and Lincoln (2000:2), qualitative research however cross cuts many disciplines, fields of study, subject matter and each of these has their own intricate interrelated terms, conceptions and norms to describe qualitative research. For Public Administration (discipline and practice), it provides technological data, which can be applied to conclude the effective identification of aims and the efficient utilisation of resources to reach those aims (Brynard & Hanekom 1997a:1).

1.6.2 Data collection instrumentation

As stated by Brynard and Hanekom (1997a:27), "effective research requires research resources or data collecting instruments to produce knowledge with the intention of addressing the objectives of a research project". Knowledge gained at the hand of data collection instruments produces information, which is normally unverified evidence. When this information is scientifically analysed and reproduced, it becomes useful data for answering research objectives (Brynard *et al.* 1997a:29). There are several data collecting instruments in qualitative research to obtain information and data but "...some approaches and methods are more conducive to

certain types of qualitative inquiry than others”. Being a research rooted in the development of an integrated talent management model for the Public Service and based on an analysis of scholarly literature on theories, models and frameworks, most of the qualitative data collecting instruments available to a researcher are all applicable for this study (Brynard *et al.* 1997a:29-30). The best-known data collection methods or instruments in qualitative research, according to Pratt *et al.* (2006:40-45) are the following:

- literature analysis (including theories, frameworks, models, legislation, policies and written material);
- participant observations;
- case studies;
- semi-structured interviews;
- in-depth structured or unstructured interviews; and
- focus groups.

The focus of this study was on analysing various theories on talent management and theoretical talent management best practice models and an empirical study to validate the data, which was collected during the previous research methods. The primary method to collect data for this study was through a literature study. Robinson and Reed (1998:58) describe a literature study as a systematic search and analysis of published work to find out what has already been said about the research topic. Bless and Higson-Smith (2000:20) state that a literature study is used to analyse previous work, models, frameworks or theories on the research topic in order to adopt the gained knowledge for a new research project. Leedy (1993:87-97; Leedy (1997:71-83) and Leedy and Ormrod (2005:64-80) mentions that a literature study is not only there to obtain new knowledge, but it is specifically valuable to gain insight and understanding into the problem that is under investigation.

In order to achieve the primary objectives of this research as mentioned, a literature study was undertaken. A literature study was concluded and official documents from the Department of Public Service and Administration’s (DPSA) Annual Plan 2017/2018; Western Cape Government Provincial Treasury Annual Report

2017/2018; Public Service Commission Annual Report 2017/2018; Western Cape Provincial Government Annual Report 2018; A People Management Strategy (PMS) for the WCPG 2012-2019 and the Western Cape Province Strategic Plan 2015-2020 as approved by the Public Service Commission (PSC) were used to perform research for this study. From this, it has become evident that there is adequate information on the world wide web(www), minutes of Public Service meetings, Annual Performance Plans for the Department of Public Service and Administration (DPSA), Western Cape Provincial Government (WCPG); Public Service Commission (PSC) and official scholarly documents related to HRM and talent management in the private and public sector, in order to conduct the research for a study of this nature (a thesis). In support of the quantitative research methodology, an assessment of the statutory and regulatory framework for talent management in the Public Service was conducted. The following legislation and regulatory and HR policy frameworks in the Public Service were analysed to collect information for this research:

- The Constitution of the Republic of South Africa, 1996
- Occupational Health and Safety Act 85 of 1993
- Public Service Act 103 of 1994
- Labour Relations Act 66 of 1995
- South African Qualification Authority Act 58 of 1995
- White Paper on the Transformation of the Public Service, 1995
- White Paper on transforming Public Service Delivery, 1997 (*Batho Pele*)
- White Paper on Human Resources Management in the Public Service, 1997
- Report on the State of Human Resources Management in the Public Service, 2010
- Guide on the Practice of Career management in the Public Service, 2011
- National Development Plan, 2011
- Public Administration Management Act 11 of 2014
- Public Service Regulations, 2016
- Building a Capable, Career-Oriented and Professional Public Service to Underpin a Capable and Developmental State in South Africa, 2016

- Recruitment, Retention, Career pathing and Utilisation of Senior Management Service Members' Expertise and Skills in the Public Service, 2017
- Medium Term Strategic Framework (MTSF), 2014-2019.

The secondary data collecting instrument utilised in this study was the case study method. This was used to collect and validate talent management information on the WCPG.

1.6.3 Case study design

Symon and Cassell (2012:353), McLeod (2014:1-4) and PressAcademia (2018:1) define a case study as an “empirical inquiry used to investigate a research problem in realtime”, particularly when the restrictions of the research problem and the context are not clearly understood by all. While making use of a case study method, the researcher should endeavour to identify the differences, the unfamiliar, the novel, the newly discovered, surprising and the odd one out (Symon *et al.* 2012:353; McLeod 2014:1-4; Centre for Innovation in Research and Teaching 2018:1; PressAcademia 2018:1). A case study can evolve or develop into something different to what it was initially intended for (Symon *et al.* 2012:353). There is no single way of conducting a case study and a research problem can cover a range of possibilities or solutions (Symon *et al.* 2012:354; McLeod 2014:1-4; PressAcademia 2018:1).

With this investigation, the researcher conducted a case study within the WCPG to assess the current situation of talent management and HRM within the various provincial departments. This case study served to verify the theoretical data obtained from various literature sources from the Public Service and an analysis of various best practise talent management models. The case study elaborated on the current situation of talent management and analysed the future expected state of talent management within the WCPG.

1.6.4 Empirical survey

Data was assimilated by means of quantitative and qualitative research methods. According to Struwig and Stead (2001:4, 11) and Swift and Piff (2010:xvii), quantitative research is a form of decisive research involving large descriptive samples and organised information collection procedures. The principal role of quantitative research is to test a hypothesis. The term qualitative research does not describe a solitary research method since numerous are associated with such research (Gill, Johnson & Clark 2010:148-149; Wagner, Kawulich and Garner 2012:126-127). As stated, qualitative research is not easily defined but it does display certain features, enough to differentiate it from quantitative research methods (DeFranzo 2011:1).

1.6.4.1 Semi-structured interviews

Semi-structured interviews are interviews that are only partly prepared (Struwig & Stead 2001:98; Longhurst 2003:1; Wagner *et al.* 2012:102-103; Ritchie, Lewis, Nicholls & Ormston 2013:55-56; DeJonckheere & Vaugh 2019:1-7). Key questions are framed prior to the interview. The interviewer has the required scope to ask follow-up questions and hear a comprehensive description of responses (Cheminais *et al.* 1998:144; Longhurst 2003:1; Symon & Cassell 2012:239-240; Garner & Scott 2013:282-283).

Semi-structured interview questions were based on this study's research questions and objectives. The semi-structured interview schedule comprised of predetermined flexible questions followed by a semi-formal discussion on the proposed integrated talent management model for the Public Service. These "Semi-structured" interviews were held with the knowledgeable participants to this study in the Western Cape Province (WCP). The data-collecting procedure only commenced after the request from the researcher to conduct semi-structured interviews had been sanctioned by the Ethics Committee of the North West University (Potchefstroom Campus) and permission had been obtained from the Deputy Director-General: People Management within the WCPG. The data collected through these semi-structured

interviews was analysed, interpreted, interrogated, conclusions formulated and presented with follow-up face-to-face discussions to facilitate conclusions and recommendations about this study.

1.6.4.2 Purposive sampling

According to Gill *et al.* (2010:127), sampling is concerned with the identification of a population of respondents who have knowledge of the research problem and can give inputs into a possible solution to the phenomenon. Purposive sampling (also called expert “sampling”) is a type of “non-probability sampling” whereby relevant participants are identified based on their knowledge and experience on the topic under investigation (Palys 2008:697-698; Babbie 2015:510; Gentles *et al.* 2015:1778-1779; Etikan, Musa & Alkassim 2016:2-3). Sampling is concerned with the identification of a population of participants who have knowledge of the research problem and who can give input into a possible solution to the phenomenon (Palys 2008:697-698; Babbie 2015:510; Gill *et al.* 2010:127; Gentles *et al.* 2015:1778-1779; Etikan *et al.* 2016:2-3). There are thirteen provincial departments ($n=13$) in the WCPG. The Department of the Premier has its own Chief Directorate: People Management. This Department serves eleven departments across the Province, thus covering eleven of the thirteen departments. The Department therefore is the central policy and administrative hub regarding people management functions in the WCPG and can be regarded as representative of talent management practices in the province. The department further has six HR sub-directorates that serve the eleven provincial departments regarding people management issues. These sub-directorates are:

- Auxiliary Services;
- Employee Relations;
- Performance and Priority Unit;
- Policy and Planning;
- Recruitment and Selection; and
- Service Benefits.

Permission in writing was obtained from the Deputy Director General (DDG) within the Premier's Office and the Chief Director: People Management in the Department of the Premier to conduct research in these six sub-directorates, on their premises during office hours.

The Sample Size Calculator of Creative Research Systems (<https://www.surveysystem.com/sscalc.htm>) was utilised to determine the representative sample (Confidence Level 95%). The study population was the Chief Directors, Directors and Deputy Directors responsible for People Management in the WCPG. One participant from each of the six sub-directorates was purposively sampled based on their expert knowledge and work experience on the topic under investigation (e.g. talent management practices). These participants were identified as being responsible for the HRM functions such as talent acquisition, employee performance management, employee development, organisational design (OD), employee engagement, employee health and wellness, career progression and employee benefits and services within the WCPG.

Total population	Dept of the Premier (unit of analysis)	Sample size
13 provincial departments	6 x sub-directorates responsible for 11 of the 13 provincial departments	One senior manager per sub-directorate ($n=6$)

Source: Researcher's own compilation

It should be emphasised again that the purpose of this study was to ascertain the status of talent management practices in the WCPG. Therefore, the number of departments sampled was statistically more significant than the number of participants surveyed.

1.6.4.3 Analysis and interpretation of data

As alluded to by Mouton (1996:161-169), Brynard and Hanekom (1997a:48-49), Babbie *et al.* (2001:408-419), Lebied (2018:1) and Dudovskiy (2019:1), data analysis is when a researcher undertakes an in-depth analysis of the literature and empirical

studies that have been collected by filtering the data, mind mapping and the integration of the views of the different authors. A researcher must filter the massive amount of data that has been collected until only that which is critically important for the study remains. The researcher must, throughout the filtering process, take notice of the topic under research, research questions and objectives, relationship of the information to the research topic and the contribution that the research eventually will make (Lebied 2018:1; Dudovskiy 2019:1). Different authors frequently hold different views on the same phenomenon, and this is also the case with theoretical contents, where the same phenomenon can be differently founded. A researcher may follow the route where one single theory is utilised, but it is better to integrate different viewpoints because it is the best path to create new knowledge (Brynard *et al.* 1997a:54; Babbie *et al.* 2001:408-419; Lebied 2018:1; Dudovskiy 2019:1).

Taylor and Gibbs (2010) presented three specific steps that must be considered when Qualitative Data Analysis (QDA) is undertaken, namely “writing, coding and the integrating of themes”. Completed in this context, however, does not indicate the end of the data collection phase because in a qualitative study, the researcher can always return to literature to verify new developments in the study. These three steps were followed for purposes of this study.

Table 1. 1: Data analysis phase

Analytical strategy	Description
Writing	During the analysis of literature, a researcher will constantly write important discoveries down. This is the activity where a researcher records his or her thoughts and ideas as they evolve throughout the literature review. In the beginning of the study notes and comments will be very open and not particularly focused. Towards the end of the literature review, such notes and comments will be increasingly focused on the core business of the study and this

	will eventually flow into the coding phase.
Coding data into themes	Coding is when the collected data is categorising into specific thematic themes and labels or codes are attached to the themes. This forms a well-documented framework of all data. The process starts with open coding that focus on minute detail of all the data that has been collected and then follows selective and systematic coding, which focuses on core concepts that has been identified during the open coding sessions.
Integrating of data	The researcher's next step is to evaluate all the findings and to find common ground for the structuring of a model or framework. The integrated data obtained from the analysis of theories thus forms the foundation of the new model or framework. The integrated data will thus make sense to the emerging theory, framework or model.

Source: De Vos *et al.* (2002:348-349), Babbie *et al.* (2001:407-419), Mouton (2002:166-167), Taylor and Gibbs (2010:1), Garner and Scott (2013:1-3),

1.7 CONTRIBUTIONS OF THE STUDY

A theoretical contribution to science is something that adds in a meaningful way to existing scientific theory or modules (Reed, Stringer, Fazey, Evely & Kruijsen 2014:337-339; Landry, Amara & Laamary 2003:3; Morrison 2003:8; Tsui 2004:491-513; Lou, Fang, Lim & Pang 2013:356-371; Boer, Holweg, Kildoff, Pagell, Schmenner & Voss 2015:1231-1252). According to Reed *et al.* (2014:337-339), a valid contribution to scientific study will address multiple elements of a theory, offering a logical reasoning why an anomaly or problem exists and proposing revisions to existing models or frameworks. This means that a researcher must undertake a scientific study (qualitative or a quantitative) to broaden the contextual assumptions of the study (Landry *et al.* 2003:3-10; Morrison 2003:8; Lou *et al.*

2013:356-371; Boer *et al.* 2015:1231-1252). According to Van der Waldt (2013:3), knowledge production and knowledge utilisation in the social sciences commonly lead to the development of conceptual and theoretical models or frameworks.

The Public Service requires motivated, engaged, talented, professional, committed and skilled employees to reach its commitment to the public (RSA 2011:45; RSA 2012:8-10; RSA 2016:14-17). It is the contribution of this research to contribute to the scholarly literature and the current body of knowledge in Public Management and in particular the development of an integrated talent management model for the Public Service (Grobler & Diedericks 2009:1-7; Barkhuizen 2014:2223-2224; RSA 2016[b]:9-19; Van Zyl, Mathafena & Ras 2017:1-4). The successful development and implementation of such a model within the Public Service will have a positive impact on the improvement of service delivery to all the citizens of this country at a national, provincial and municipal government level (Khan & Louw 2010:177-186; RSA 2012:1; Brown 2014:198-211; RSA 2016:3). This proposed integrated talent management model will assist the South African Public Service to improve on its position to effectively plan, attract, develop, train, transform, upskill, reward, motivate and retain talented individuals, who will render a high quality, efficient and effective public service to the electorate within this country (RSA 2011:416-421; Kordas 2013:15-22; Wellins *et al.* 2013:1-4; Shafique *et al.* 2015:154-157).

1.8 RESEARCH ETHICS

This study is subjected and evaluated against the ethical research principles and places particular focus on protecting the vulnerable group including woman, children and persons living with disability (Oliver 2003:26-44; Garner & Scott 2013:57-58; Webster, Lewis & Brown 2014:78). The basic human rights of participants to this study were protected by the researcher. The principle that respondents can stop participating in the study at any time without being penalised was upheld by the researcher in this study (Oliver 2003:26-44; Remenyi, Swan & Van Den Assem 2011:1-16; Garner *et al.* 2013:57). The protection of subjects was held in high regard while undertaking this study in the field of Public Administration (PAM). The confidentiality and anonymity of respondents should be protected by the researcher

(Webster *et al.* 2014:78). In this study, the researcher adhered to all ethical protocols as prescribed by the “North-West University (NWU)”. This study was evaluated and cleared by the NWU ethical committee and structures.

1.9 CHAPTER LAY-OUT

This section of the study highlights the content of all six chapters, each focusing on the different aspects of the research. A brief explanation of the content of these chapters is provided below.

Chapter 1: Introduction

Chapter 1 highlights the introduction to this study and provides the orientation, problem statement, research objectives, research questions, central theoretical statements, the foundational research methodology, which is used to gather and evaluate relevant information to this research. The significance of this research, the ethical considerations of the study and the chapter layout are all explained in this first chapter.

Chapter 2: Talent management: A theoretical framework

Chapter two describes the theories, approaches and principles which underpin talent management and contextualise talent management within the broader framework of Human Resources Management. This is the first leg of data triangulation which supports this research.

Chapter 3: Integrated talent management: An assessment of talent management models

Chapter three investigates the requirements for an integrated approach to talent management due to its multi-dimensional HRM components and evaluate various integrated talent management models to identify commonalities and differences in each one, which could be included in a draft integrated talent management model for the Public Service.

Chapter 4: The current status of talent management in the Public Service

Chapter four evaluates the current state of talent management within the Public Service and in particular the case of the WCPG. This chapter further explores the statutory and regulatory framework, which the Public Service has put in place in order to support the development and operationalisation of talent management.

Chapter 5: Towards an integrated talent management model in the Western Cape Provincial Government: Empirical findings

Chapter five presents the verified findings of an empirical study into the state of talent management within Western Cape Provincial Government, as a sample of the Public Service. Semi-structured interviews were conducted with knowledgeable participants from the WCPG and based on a purposive sampling methodology. Twelve HR and/or talent management officials from the WCPG make up the sample of respondents who are selected for their knowledge base on the problem being investigated. This chapter further elaborates on a preliminary integrated talent management model, which was discussed with identified respondents allowing them to provide their critique and recommendations in this study.

Chapter 6: Summary and recommendations: An integrated talent management model for the South African Public Service

Based on data triangulation, a proposed integrated talent management model for the Public Service is proposed in this chapter of the study. Chapter also six presents a summary of the chapters and portrays various recommendations related to an integrated talent management model to be developed for the Public Service in South Africa. The conclusions and findings contained in Chapters two to five are summarised in order to answer each research objective and question.

1.10 CONCLUSION

Considering the title of this study as: "*An integrated talent management model for the South African Public Service: The case of the Western Cape Provincial*

Government", this study had as objective to develop an integrated talent management model for the Public Service in South Africa. The contribution of this research is thus to add to the scholarly literature and current body of knowledge on integrated talent management models and how to implement it by means of a draft strategic integrated talent management model on the issue.

The next chapter explores the conceptual and theoretical underpinnings to talent management. Chapter 2 highlights the various talent management theories and approaches which will support the preparation of an integrated talent management model for the Public Service.

CHAPTER 2

TALENT MANAGEMENT: A CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

As alluded to in Chapter 1, the purpose of this study was to develop an integrated talent management model for the Public Service. Developing such a model necessitates a review of available theories, philosophies and perspectives to establish the value of these in supporting talent management in the Public Service and to determine the relevance thereof in the context of the democratic developmental state. An analysis of existing theories generally provides a deepened appreciation for the nature of the research topic (Struwig & Stead 2001:3). For this purpose, this chapter establishes a broad theoretical and conceptual framework for talent management.

The chapter starts with a conceptualisation of *talent* and *talent management*, as well as an explication of its purpose and the various perspectives thereon. Furthermore, the chapter provides an overview of the theories related to talent management as well as relevant meta-theoretical perspectives in order to lay a solid foundation for the design of an integrated talent management model. These theories and philosophies provide for an understanding of the relevance and importance of talent management in an organisation's overall productivity and performance (Meyers & Van Woerkom 2014:193-201) and the mutual benefits it holds for the employee and the employer (Acar & Yener 2016:286). In addition to establishing a sound "theoretical framework for talent management", the purpose of this chapter is to determine the applicability of these theories to public sector settings. In doing so, appropriate choices can be made in terms of the theoretical underpinnings to support an integrated talent management model for the South African Public Service in particular.

2.2 TALENT MANAGEMENT: CONCEPTUALISATION, PURPOSE AND PERSPECTIVES

Since the way in which talent management is approached and implemented in practice has a more significant effect on employee performance than the mere presence thereof in an organisation (Khan & Louw 2010:177-186; Boxall 2012:173), the study argues that it is necessary to understand talent management philosophies and perspectives, as well as related theories to effectively implement talent management practices. The theories and philosophies pertaining to this type of management are significant in identifying the factors which determine the form that talent management practices are to take to attain optimal employee and organisational performance (Meyers *et al.* 2014:192). These philosophies and theories are, however, often overlooked as factors that influence the effectiveness of talent management (Kahn *et al.* 2010:177-187; Meyers *et al.* 2014:192). Talent management is best described as a “bridge field” as it is drawing from a host of established disciplines such as HRM, Logistics, Supply Chain Management, Marketing, Economics, Psychology and Philosophy (Ryan & Deci 2000:68-76; Oladapo 2014:19-25; Sparrow *et al.* 2015:249; Acar *et al.* 2016:286). These well-established disciplines provide essential theoretical underpinnings for the development of a corpus of knowledge informing talent management praxis. Scholars such as Boudreau and Ramstad (2004:1-15), Boudreau and Ramstad (2006:25-32), Lewis and Heckman (2006:139-147), McDonnell *et al.* (2017:86-94), and Castellano (2018:1-5) strongly advocate for the development of talent management as an established body of knowledge. They argue that it should transcend its current status as a “sub-discipline” of HRM.

“Talent management” is accepted to be one of the key HRM challenges for organisations as it places significant value on the availability of competent, well-trained and highly-skilled individuals to achieve strategic objectives and financial success (Thunnissen 2013a:1-3; Cherkesova *et al.* 2015:399-403; King 2015:1-7; UNISA 2015:1-15; Beamond, Farndale & Hartel 2016:499-503). In this regard, theorists such as Anderson (2017:1-2) and Newell (2017:1-3) strongly argue that organisations should accept the strategic value and contributions of talent

management and that it should permeate all organisational decisions, functions and processes.

Before providing an overview of the theories and meta-theories related to this type of management, it is necessary to understand the importance, purpose and perspectives of talent and talent management as key constructs of this study.

Talent generally refers to a distinctive inherent ability, aptitude or skill; a capability for achievement or competence (Dictionary.com 2017; Cambridge Online Dictionary 2019). This definition implies that talent is innate. Those who support this notion believe that it cannot be developed and is therefore unique, scarce and exceptional (Michaels *et al.* 2001:1). Proponents of this view further emphasise HRM procedures such as talent acquisition, and retaining employees to ensure the attraction, identification, appointment and continued possession and use of “talented” employees (Meyers *et al.* 2013:307-308). However, others believe that talent can be acquired through personal development. Scholars such as Barret (2011:1), Czakan (2012:1), and Meyers *et al.* (2013:315) assert that talent can be taught, that it is obtainable through training, coaching and mentoring and that it can be methodically developed. In this respect, Ericsson *et al.* (2007:116) hold the view that adept individuals are “made, not born”. Supporters of this view deem talent management systems as vital in underscoring the importance of employee development and usually utilise a range of HRM practices with the intention of increasing employees' knowledge, capabilities and skills (Meyers *et al.* 2013:315). Therefore, those who support this perspective do not focus on the identification of employees who are regarded as talented, but rather aim to highlight and develop the capabilities of all employees in the organisation in order to pair them with suitable posts, responsibilities and challenges (Yost & Chang 2009:444). In this regard, studies conducted by Meyer and Herscovitch (2001:299-303), Deci and Ryan (2008:182-184) and Meyers *et al.* (2013:198-199) illustrate the connection between talent development and employee commitment, which both enhance the overall performance of organisations.

The definitions of *talent* reveal that talent is both an inherent ability of a person as

well as the ability to gain some degree of talent through personal development. This study argues that all individuals are born with particular aptitudes, although these may be dormant and should in some instances be nurtured and grown through development interventions. The development of already present, but untapped talent is essential for improved personal and organisational performance. In this regard, theorists such as Moczyłowska (2012:434) confirm that talent should match particular organisational expectations and intents. However, it may be argued that, although all employees in an organisation should be exposed to development opportunities, those who are regarded as talented (i.e. top performers) can be further developed as part of a succession planning strategy (Armstrong 2012a:658; Harrel 2016:1-6). This could ensure that there is a so-called talent “pool” available to fill vacant positions. In following this practice, organisations can proactively make provision for the continuity of performance and activities that contribute to the achievement of strategic priorities.

A review of scholarly literature on talent management revealed various perspectives and viewpoints on its meaning and application value. Based on an analyses of contributions of authors such as Michaels *et al.* (2001:126), Collings and Mellahi (2009:305), Höglund (2012:126), Dries (2013a:274), Meyers *et al.* (2013:305), Al Ariss *et al.* (2014:173) and Sparrow and Makram (2015:251), the array of meanings, purpose and perspectives on talent management typically includes the following different viewpoints:

- some merely replace the concept of HRM with talent management;
- others describe talent management as the development of talent pools;
- some focus on talent as generic and argue that therefore the management of talented employees is essential to ensure that all positions in an organisation are filled with top-performing employees; while
- some view talent management as identifying the indispensable positions (not persons) which play a distinctively significant role in the strategy and performance of an organisation.

Except for the first perspective on talent management mentioned above, this study embraces elements of each of these diverse perspectives. The different viewpoints are briefly elaborated on below for the context and purpose of this study:

a) Talent management as HRM

The perspective that talent management can be regarded as synonymous with HRM is mainly centred on the notion that the former encompasses major HRM practices such as recruitment, leadership development and succession planning (Boudreau & Ramstad 2004:1-18; Kiessling & Harvey 2005:22-25; Collings & Mellahi 2009:305; Huang & Tansley 2012:3674). Scholars such as Lewis and Heckman (2006:140) and Collings *et al.* (2009:305) thus regard talent management as merely “relabelled” HRM. However, a robust literature review has confirmed that this viewpoint is not commonly held and that it is mostly confined to strategic HRM practices. The majority of scholars seem to concur that HRM is a far broader, overarching concept which is aimed at all aspects of employee affairs and does not focus exclusively on employee development or talented employees *per se*. As alluded to above, all employees should ideally be exposed to developmental practices (which falls under the ambit of HRM), but HRM is broader than talent management. As stated earlier, HRM also includes functional activities and practices such as leave administration, change management, HR administration, employee benefits, group life benefits, payroll management and so forth (Akinnusi 2008:25-30; Barret 2011:46-47; Schoeman 2014:26-28).

b) Talent management is the development of talent pools

As referred to in the paragraphs above, the development of talent pools is typically focused on succession planning (Lewis *et al.* 2006:140; Cappelli 2008:10; Buttiens & Hondegham 2012:27; Kordas 2013:15-16). It can be argued that not all employees in an organisation will possess the required skills, competencies and commitment to qualify for senior management positions (Collings *et al.* 2009:13-17; Talent2 2010:6-9). Thus, the development of talent pools is predominantly focused on the top performing employees in an organisation.

In support of this view, Armstrong (2012a:256), Heathfield (2012:1), Wellins *et al.* (2012:1-9), Gorey (2014:1-2) and Van Zyl *et al.* (2017:1-19) state that the most effective talent management approaches strive to have the right employees in the right place, within the right position at the correct time when needed by the organisation. Thus, these approaches should facilitate the supply, demand and development of employees. This entails that a premium is placed on an organisation's most talented employees and that talent "pools" are thereby established (Lewis *et al.* 2006:148-152; Collings *et al.* 2009:13-17; Buttiens & Hondeghem 2012:1-27). According to this view, the aim of every successful organisation should be to maintain a "pool of talented employees" which is sometimes termed as a "talent management" "pipeline" (Meyers *et al.* 2014:194-195; Tetik 2016:45-52). These pipelines refer to employee advancement in their careers (Mäkelä *et al.* 2010:134-141; Oracle 2013a:1-7; Hogan 2014:1-5). Supporters of this perspective usually expand previous research on HR planning or succession planning. While embracing a comparatively limited focus, advocates of this belief at least demarcate the boundaries between talent management and HRM (Collings *et al.* 2009:305; Dries 2013a:279; Meyers *et al.* 2014:194-195). This study recognises the need for talent pools and therefore supports this view.

c) Talent management as focus on top performers

Proponents of this perspective are of the view that "talent management focuses on the management of talented people", as opposed to all employees in an organisation. This perspective "argues that all positions within an organisation should be filled with top performers only" (Michaels *et al.* 2001:126; Axelrod *et al.* 2002:7; De Long & Vijayaraghaven 2003:1-5; Smart 2005:1-52;). Collings *et al.* (2009:307) in this regard refer to the categorising or ranking of employees into *value-added talent pools* in terms of what they contribute to the organisation. In other words, the so-called "A, B or C" performing employees within an organisation should be identified in terms of their skills, capabilities and potential with a view to applying talent management strategies in the development, motivation and retention of "A- and B-performing" employees only (Axelrod *et al.* 2002:4; De Long *et al.* 2003:3; Smart 2005:1; Aguinis & O'Boyle 2014:315-316). In this respect, "A" employees refer to the

top performers in an organisation, “B” employees to the competent and average performers and “C” employees to poor performers (Axelrod *et al.* 2002:2-4; Smart 2005:52; Lewis *et al.* 2006:141; Aguinis & O’Boyle 2014:315-316).

Collings *et al.* (2009:305) explain that, while this perspective is significant, there are limitations to this methodology, since it is not possible or suitable to fill all positions in an organisation with top performers. Similarly, if the talent management system is utilised for all the employees in an organisation, the boundaries between “talent management and traditional HRM” become ambiguous (Collings *et al.* 2009:305). Thus, in recognising that not all positions in an organisation can be filled with excellent performers, this study embraces the notion that talent management strategies should primarily be focussed on the most talented employees in an organisation (Wellins *et al.* 2012:4; Talent2 2010:4-5). In doing so, the abilities and potential of these employees will be nurtured, grown and developed to capacitate them to perform optimally (Wellins *et al.* 2010:8-9; Acar *et al.* 2016:286). The investment in the development and growth of talented employees will also create a sense of belonging and is associated with employee commitment and the retention of employees (Vermeulen 2011:48-68; Armstrong 2012a:274-276; Grobler *et al.* 2012a:335-345; Nel *et al.* 2014:347).

d) Talent management focusing on key positions in an organisation

Collings *et al.* (2009:304) and the Project Management Institute (2014:7-12) introduced a perspective that emphasises the need to identify the strategic positions in an organisation which will exercise the most significant influence in achieving the institution’s strategic targets. According to Huselid *et al.* (2005:51), based on this perspective, “talent management” is typically defined as “the systematic identification of key positions which differentially contribute to the organisation's sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organisation”. This study concurs with this view on talent management, as explained through the four

primary components of this definition outlined below:

- **Identification of key positions**

Collings *et al.* (2009:306) and Huselid *et al.* (2005:51-67) emphasise the importance of focusing on key strategic positions that will exert significant influence on the outcome and performance of an organisation. Once these positions have been identified, a talent pool of the highest performing individuals in the organisation can be developed (Boudreau & Ramstad 2004:1-18; Smart 2005:1-52; Mäkelä *et al.* 2010:134-141; Oracle 2013a:1-7, Hogan 2014:1-5).

- **Development of a talent pool**

As mentioned above, not all employees in an organisation will possess the required skills, competencies and commitment to qualify for strategic positions (Collings *et al.* 2009:307-308; Talent2 2010:1-9; Tansley 2011:270; Dries 2013b:278-279; University of Southern Queensland 2016:5-11; Tetik 2016:40-52). Thus, as indicated, the development of talent pools will be primarily focused on the most talented employees or key positions within an organisation (Collings *et al.* 2009:307-308; Talent2 2010:1-9; Nel *et al.* 2014:78; Tetik 2016:46-47). However, this position contradicts Moczydłowska's (2012:434), Hogan (2014:6) and Effron's (2017:1-4) argument that *all* "employees in an organisation" should be exposed to "development opportunities" to augment their career prospects.

- **Developing a talent mind-set**

According to Beeson Consulting (2005:2-7), Grobler *et al.* (2012:158-159) and Colman (2013;1-2), organisations need to sustain their relevance and maintain a competitive edge. It is accordingly imperative that a talent mind-set be adopted by organisational leadership. This is, however, no easy feat since the inculcation of such a mind-set impacts on the organisational culture and climate (Wellins *et al.* 2010:5; Coleman 2013:1-3). It should include developing an attractive employee value proposition (EVP), devising a recruitment and selection strategy, prioritising management and employee development throughout the organisation and

differentiating all employees into A, B or C categories (Axelrod *et al.* 2002:4; Lewis *et al.* 2006:141; Ingham 2006:2-4; McCauley & Wakefield 2006:1-2; Collings *et al.* 2009:307; Wellins *et al.* 2010:2; Grobler *et al.* 2012:158; Meyers & Van Woerkom 2014:2; Schoeman 2015:28-29). Furthermore, a talent mind-set typically includes activities such as regular talent management audits and reviews within the organisation, the maintenance of talent-focused decisions, the allocation of adequate financial resources, as well as management accountability to meet talent management targets (Michaels *et al.* 2001:19; Michaels, Axelrod & Handfield-Jones 2001:14; McCauley *et al.* 2006:1-2; Gurdijian, Halbeisen & Lane 2014:5).

- **Development of a modified HRM approach**

Once the strategic positions, as well as the most talented employees for the talent pool in an organisation, have been identified, the organisation should develop and implement the most suitable HRM policies to ensure that these employees are strategically positioned and utilised (Collings *et al.* 2009:306; Wellins *et al.* 2010:1-4; Talent2 2010:1-9; Van Rooyen & Whittle 2011:1039-1053). In this respect, the study proposes a strategic integrated HRM approach that is aligned to the talent management strategy of the organisation.

Given the exposition above, the meanings, purposes and perspectives of talent management provide an understanding for the effective implementation of suitable talent management practices. The next section focuses on exploring various talent management philosophies or meta-approaches.

2.3 TALENT MANAGEMENT META-PERSPECTIVES

Scholars and HRM practitioners generally concur that talent management remains a challenge for most organisations, particularly because of the dynamic nature of the environment and the scarcity of highly skilled and talented employees. In order to make a meaningful scholarly contribution to this study and the understanding of talent management, as constituting this study's domain within Public Administration as an academic discipline, it is important that a thorough understanding of the underlying philosophical assumptions or meta-perspectives of talent management be

acquired. It should be noted that talent management perspectives *per se* seem to be a largely unexplored territory since they are a relatively new management application. Basic philosophies and meta-perspectives generally stem from Behaviourist theory, Human Resource theories and theories pertaining to Psychology.

2.3.1 Innate and acquired talent perspectives

Innate (i.e. gifted or born) and acquired (i.e. recruited or trained) perspectives on talent have received scholarly attention by theorists such as Evans *et al.* (2000), Tansley (2011), Meyers and Dries (2013:305-321), Eesley and Roberts (2012), Taylor (2016), and Stokes (2017). The innate talent or giftedness perspective focuses on the recruitment and selection, assessment and identification of a talented individual for a particular organisation (Oracle 2012:4-6; Dejoux 2013:11; Haigh 2017:1-4). According to Eesley *et al.* (2012:207-208) and Meyers *et al.* (2013:198), the innate talent of employees implies that not every employee has exceptional talent or the capacity to become powerful organisational leaders. In contrast, the acquired perspective on talent refers to the developmental activities of coaching, training, education, skills transfer, work exposure, work tools, succession planning, learning and development (Evans *et al.* 2000:80-82; Dries 2013a:279; Taylor 2016:4; Stokes 2017:4).

The practical application of this perspective to talent may imply that organisations adopt a two-tier talent management approach to accommodate elements of both innate and acquired perspectives. The innate approach to talent management could be utilised when recruiting or transferring talented employees or candidates from other organisations while the acquired approach to talent management might be utilised when the organisation trains, develops, coaches and mentors employees with high potential.

2.3.2 Inclusive and exclusive talent approaches

Further to the distinction between innate and acquired talent, a differentiation can also be made between the inclusive (e.g. egalitarian) and the exclusive (e.g. elitist) approaches to talent management.

According to “proponents of the inclusive approach to talent management”, all employees within an organisation are talented, but have different levels of talent (Buttiens & Hondegham 2012:11; Dries 2013a:279; Horowitz 2015:28-33; Acar *et al.* 2016:288; Meyers 2016:1-12). Acar *et al.* (2016:288) explain that the egalitarian approach supports the notion that all employees in an organisation should be regarded as “talented” and should thus fully participate in talent management programmes. Meyers *et al.* (2016:1-12) elaborate on this by stating that all employees possess valuable qualities and capabilities (i.e. talents) that can be productively applied within the organisation. Dries (2013a:277) and Meyers *et al.* (2014:4) further allude to the connection between inclusive talent management and Positive Psychology. The latter is a scientific discipline that generally focuses on all aspects of life which impact positively on people (Dries 2013a:277). According to Swales and Downs (2014:8) and Meyers (2016:4), Positive Psychology scholars refer to the term “individual strengths” rather than talent: these can be defined as “trait-liked individual characteristics” or the “best of human conditions”, which enhances employee performance and delivers heightened personal wellbeing and commitment within the workplace.

A further assumption related to the inclusive approach to talent management states that every employee can be developed, coached or trained in order to improve his/her performance within the organisation (Buttiens *et al.* 2012:11; Meyer *et al.* 2014:5). Horowitz (2015:28-34) and Ingram and Glod (2016:340-341) in this regard confirm that there is a plethora of scholarly research which supports an inclusive approach to talent within an organisation. The executing of an inclusive approach to talent management, places emphasis on generic HRM functions, including activities such as career management, recruitment and selection, talent development, employee engagement, coaching and retention (Lewis *et al.* 2006:140; Buttiens *et al.*

2012:11; Ingram *et al.* 2016:340-341). According to proponents of the “inclusive approach to talent management”, it leads to a “pleasant” working environment, which is underpinned by an atmosphere of “openness”, “trust relationships” and a focus on employee wellbeing (Horowitz 2015:28-34; Haigh 2017:1-4). Moreover, by applying the inclusive approach to talent management, the organisation generally strives to take care of the needs of all its employees, while at the same time, it monitors its organisational success, by endeavouring to strike a balance between the “performance of the individual employees” and the “needs of the organisation” (Buttiens *et al.* 2012:11; Dries 2013a:279).

It may be concluded that the inclusive approach to talent management is based on the acquired talent approach, because all employees at all levels of the organisation are considered as important and talented (Meyers 2016:10). In order for all employees to become more talented, it will be necessary to expose them to the required skills, development, coaching, mentoring, succession planning, on-the-job training and career guidance. It seems that the acquired approach to talent management is supportive of current labour law requirements as regards skills development and fair treatment within the workplace.

According to Acar *et al.* (2016:288), the elitist approach to talent management typically identifies talented employees by means of criteria related to high performance or high potential. Organisations who apply an exclusive talent management approach generally allocate significant scarce resources to a small number of their employees who perform a specific job, i.e. occupy a key position. This typically results in unrealistic expectations of superior results from a small pool of so-called “talented” employees (Swales *et al.* 2014:2; Meyers 2016:2). According to Buttiens *et al.* (2012:72), the exclusive approach to talent management merely focuses on a specific talented group of employees; only those employees are earmarked for talent management strategies as well as for the talent “pipeline” (Buttiens *et al.* 2012:72; Swales *et al.* 2014:2; Meyers 2016:2). Protagonists of the exclusive approach to talent argue that organisations should allocate most of their resources (monetary and non-monetary) towards a small number of their employees,

whom they have identified as “talented” (Buttiens *et al.* 2012:72-73; Dries 2013a:279; Haigh 2017:1-4).

It may be argued that the potential adoption of the exclusive or elitist approach in public sector organisations is highly unlikely. Although there is some merit in attracting high performance employees to become part of a talent pool, the exclusive approach will probably not be well received by all organisational role-players. Excluded employees may become demoralised and may even resort to litigation in terms of contemporary labour law and established workplace practices.

2.3.3 Exclusive talent perspective

According to Meyers *et al.* (2013:194) and Urbancova and Vnouckova (2015:3-6), the assumptions of innate talent management form the basis for the “exclusive talent perspective”. As noted, in the work of Meyers *et al.* (2013:194), this talent management philosophy” is generally underpinned by the understanding that all employees can be separated into two distinct groups: firstly, a small group of top performers (i.e. “star” or “A” performers) and secondly, a larger number of employees with limited or no talent (i.e. “B” and “C” employees). The concept of “top grading” propounds that organisations should only employ “A” employees in all levels of the organisation (Lewis *et al.* 2006:141). This exclusive approach to talent management consequently places emphasis on “talented” employees, thus enhancing the performance and overall success of the organisation (Buttiens *et al.* 2012:12). Protagonists of this philosophy argue that A-performers have a more balanced combination of intelligence, personality traits and superior organisational motivation and engagement (Meyers and Van Woerkom 2014:1-41).

Talent is understood as potential (Armstrong 2012a:257-258); accordingly this implies that employees can become better than what they are at present (Meyers *et al.* 2013:196; Urbancova and Vnouckova. 2015:3-6; Efron 2015:1-4). It is further assumed that talent is a latent potential, meaning that though it is an ability which is not present as yet, but the person shows great promise for the future (Meyers *et al.* 2013:196). According to “Meyers and Van Woerkom (2013:196)”, a definite

distinction can be made in terms of latent potential and realised potential – talent fulfilled in future performance. The conclusion can be made that latent potential will only bear fruit if it is exposed to more training and development opportunities within the establishment (Meyers *et al.* 2013:196; Acar *et al.* 2016:286-287).

The next assumption that can be made in support of the exclusive or developable talent management perspective is that there are generally just a few high-potential employees within an organisation (Meyers *et al.* 2013:196). Only about 10-15% of employees generally show significant promise as regards high-performance (Meyers *et al.* 2013:196). The exclusive perspective therefore supports the notion that talent is a latent potential and can only be achieved through training, coaching, mentoring and development opportunities (Buttiens *et al.* 2012:12; Meyers *et al.* 2013:196; Acar *et al.* 2016:286).

It may be reiterated that the likelihood of the adoption of a pure exclusive talent management approach in contemporary public sector organisations is very low. As intimated, the fact that this approach only focuses on a selected group of people will exclude many employees from talent management initiatives. It may also be contended that, in terms of current labour law and the significant bargaining power of labour unions, such exclusivity will be met by severe resistance.

2.3.4 Stable talent perspective

The stable talent perspective has its origin in the notion that more focus should be placed on the positive qualities or talents, which are inherent (i.e. stable) in all employees (Meyers *et al.* 2013:197). This stable talent perspective portrays characteristics of inclusive philosophy underpinned by the concept of “Positive Psychology”, the science of positive employee experiences, “positive individual traits”, “positive attitudes” and “positive organisations” (Meyers *et al.* 2013:197; Swailes & Downs 2014:8). “Inclusive talent philosophy” considers various talent forms, as and when presented by different employees within an organisation and include individual strengths, positive characteristics and supportive behaviour (Meyers *et al.* 2013:197; Swailes & Downs 2014:8). It is generally accepted that

individual talents are stable and enduring and only change slightly when individuals acquire new or updated knowledge (Meyers *et al.* 2013:197; Acar *et al.* 2016a:288).

2.3.5 Inclusive and developable talent philosophy

The departure point of the inclusive and developmental philosophy can be translated as wanting to develop ordinary employees into extraordinary top performers (Meyers *et al.* 2013:198). This philosophy is underpinned by the so-called “growth mind-set”, which propagates that all people have the capacity to adapt to chances and grow accordingly (Dweck 2012:3). This philosophy is also supported by the assumptions that employees have an inner need to grow, to achieve and to fulfil their desires and ambitions (Meyers *et al.* 2013:198).

The inclusive and developmental philosophy to talent management is underscored by two approaches in the main. Firstly, there is an appreciation for employees’ gifts and talents, that they have the potential for excellence and that they can be nurtured by means of training, coaching, knowledge transfer, exposure and personal effort (Meyers *et al.* 2013:198). The second approach supports the view that every employee can become exceptional in their areas of responsibility (Meyers *et al.* 2013:198).

2.3.6 Object and subject perspectives on talent

The object perspective on talent entails the focus being placed on the identification and possible development of certain required skills, competencies and characteristics, which are displayed by talented employees (Dries 2013a:278). Organisations which adopt an object approach to talent management, will primarily deal with competence, skills and knowledge management as their primary focus area (Dries 2013a:278). The object approach to talent is supported by the acquired strategy (i.e. talent can be developed) since the focus is on developing, training, coaching, guiding and mentoring certain key skills, competencies and abilities of employees within the organisation.

The subject perspective on talent management is supportive of high performance and high potential employees (Boudreau *et al.* 2005; Silzer & Church 2010; Gallardo-Gallardo *et al.* 2013:14). Organisations which adopt a subject approach to talent management will focus mostly on HRM activities, including training and development, succession management, retention management, pay for performance, employee engagement, reward and recognition as well as career management (Dries 2013a:278). The subject perspective to talent management is thus supportive of the innate strategy (i.e. individuals who are born talented) as the focus is on an identified talent pool, skills pipeline and on certain categories of high performance, the so-called “A” and “B” employees within the organisation.

2.3.7 Transferable and context-dependable talent perspectives

The transferrable perspective on talent management holds the view that talented employees will apply and demonstrate their skills and expertise regardless of the organisational setting (Dries 2013a:280). This perspective is supported by activities such as recruitment, selection and direct talent search (Stahl *et al.* 2012:8-12; Khoza 2013:22-25; Theunnissen *et al.* 2013a:8-9; Kheswa 2016:8-11). When organisations headhunt and recruit performing employees, it is not always possible for the new incumbent to perform immediately at peak levels in the new organisation (Dries 2013a:280). Organisation dynamics such as culture, relationships, supervision, availability of resources and the absence of guidance may all influence the performance of an individual. In this regard, Dries (2013a:280) refers to the lack of organisational “fit” that impacts on performance. To address talent transferability challenges, organisations should have in place the necessary induction, performance management counselling, support, mentoring and employee wellness support systems— especially within the first twelve months of appointments - to facilitate a smooth talent transition between the individual’s previous and new organisation.

The context-dependable perspective on talent management relates to the interrelationship and interaction between employees and the context (e.g. work place, geographical location, politics, etc.) in which they find themselves. The context

also determines whether underlying talent comes to the fore and whether that talent is acknowledged, recognised and rewarded (Dries 2013a:280). It could be argued that the context-dependable perspective on talent management is supported by the acquired approach to talent in that the attitude of the new employee may be influenced by the presence or absence of talent management offerings (i.e. content-dependable) to persuade a candidate to accept a position within the organisation.

2.3.8 Bolander Asplund and Werr talent perspective

Bolander, Asplund and Werr (2014:2) assert that strategic talent management should be one of the most important items on the agenda of organisational leadership. They further argue that strategic talent management practices should include traditional HRM functions such as: “recruitment and selection”; “employee induction”; “employee and “leadership training and development”; “employee engagement; coaching and mentoring”; “employee retention and motivation” of the strategic employees within the organisation. According to Bolander, Asplund and Werr (2014:23), there are three identifiable “approaches to talent management”. “humanistic, competitive and the entrepreneurial”. These are briefly outlined below.

- **Humanistic approach**

The humanistic approach to talent management embraces the principle that all employees are talented and should therefore be considered as part of an overarching organisational talent management strategy. It focuses on the inclusion of all employees, thereby embracing the total contribution of all employees, as opposed to only a small number of top performing individuals. The humanistic approach therefore supports the inclusive approach to talent management.

- **Competitive approach**

In terms of the competitive approach to talent management, talented employees are identified based on their exceptional levels of performance and the display of superior skills (Bolander, Asplund and Werr 2014:24). Employees are typically identified and assessed based on their readiness to accept more advanced work assignments, accept higher levels of responsibilities, and be part of project teams. These employees are then plotted within a so-called “talent grid box”, against two axes, namely performance management and employee potential. Employees are segmented, categorised and judged against set objective criteria, to ensure consistent application throughout the organisation (Bolander, Asplund and Werr 2014:24).

- **Entrepreneurial approach**

In the entrepreneurial approach to talent management, employees are identified by management as “talented” only when they have proven themselves based on their superior performance and their success in various work assignments and projects allocated to them. The level of motivation and ambition of employees is valued higher than their particular skills and competencies since organisations accept that this will lead to entrepreneurship within the organisation. According to this approach, all employees within the organisation are encouraged to compete against each other in line with strict performance targets. This creates an environment of healthy competition whereby employees can excel and identify themselves as talented. This approach further suggests that ambitious employees should be granted more challenging work assignments or projects wherein they can excel. Therefore, the entrepreneurial approach to talent management encourages employees to step forward and request additional responsibility, as well as more complex projects that will benefit the organisation or a particular department.

It may be argued that the entrepreneurial approach to talent management focuses on the innate talent management approach in that certain talented employees who have high ambitions are identified. There is accordingly no, or only a limited, focus

on developing skills, abilities or competencies; instead, the emphasis is on creating healthy competition between groups.

A comparison of the three approaches to talent management, as proposed by Bolander, Asplund and Werr (2014), is illustrated in Table 2.1 below.

Table 2.1: Comparison between the humanistic, competitive and entrepreneurial approaches to talent management

Talent management approach	Innate vs. acquired	Inclusive vs. exclusive
Humanistic	Acquired	Inclusive
Competitive	Innate	Exclusive
Entrepreneurial	Innate	Exclusive

Source: Researcher’s own compilation

It is evident that the basis of the humanistic approach is acquired and inclusive. The competitive and entrepreneurial approaches in turn is focussed on innate and exclusive talent while the entrepreneurial approach is on an innate and exclusive approach to talent management. It can be argued that the competitive (innate and exclusive) and entrepreneurial (innate and exclusive) approaches to talent management would be beneficial to organisations in that they focus on exceptional levels of performance and superior skills.

2.3.9 Devine and Powell’s strategic talent management perspectives

In addition to the eight talent management perspectives highlighted above, Devine and Powell (2008:3-4) identified an additional six strategic talent management perspectives. These are outlined below since they make a specific contribution as far as strategic dimensions of talent management are concerned. It should be noted that scholars such as Koketso (2011:31-74), Urbancova and Vnouckova (2015:3-15), Acar *et al.* (2016:288) and Meyers and Van Woerkom (2014:2) all support these six strategic perspectives, while further refining their respective contributions to the meta-perspectives on talent management.

- **The competitive talent management perspective**

The competitive talent management perspective focuses on talented employees; it intends to offer them additional benefits with the hope of retaining their skills,

competencies and expertise. Bolander, Asplund and Werr (2014:1) support the notion of a competitive “approach to talent management” and add that “talented employees” are typically identified based on their level of performance, competencies, abilities and skills. Employees are also encouraged to become involved in projects and to take up additional and more challenging work assignments and responsibilities, which will benefit the organisation.

- **The process talent management perspective**

This perspective focuses on the processes of nurturing talented employees and placing emphasis on performance management processes on a day-to-day basis. The process talent approach includes managing, coaching, mentoring, guiding and training talented employees, and aims to align these processes with the operational activities of the organisation. The said perspective focuses on optimising the performance of employees and is underpinned by the belief that future success is based on having the right employees in the right place, equipped with the right skills and competencies.

- **The human resource planning perspective**

According to the human resource planning perspective, the HRM team continuously monitors the “talent management” processes within the “organisation” in an effort to match the right person with the right skills to the right position. Constant HRM planning is regarded as essential in this regard since it is accepted that talent is required to accomplish the strategic goals and objectives of the organisation. HRM planning is further necessary to confirm that the necessary talented employees are retained and developed to meet the future challenges of a forward-thinking organisation.

- **The human resource development perspective**

This perspective focuses on developing high potential individuals and on accelerated development plans by investing more resources in development initiatives. Talent development cannot be performed in isolation from an overarching talent

perspective. Certain identified talent management practices are commonly identified as part of the HRM developmental perspective and include competency management, high potential development, leadership development, employee development, learning and development, succession management and the retention of skilled and talented employees.

- **The cultural talent management perspective**

This perspective emphasises the talent “mind-set” and the belief that “talent management” is critical for the survival and success of an organisation. A talent mind-set should be driven and implemented by senior employees, but every employee should embrace and display a talent mind-set each day, and place value on every contribution being made by every colleague towards the overall success of the organisation.

- **The change talent management perspective**

Talent management is perceived as a driver of the broader strategic HRM change initiatives and can be used to change the organisational culture, management style and leadership capabilities of such an organisation. The said talent management perspective can also be utilised to prepare the organisation for the improvement of infrastructure and the utilisation of technology to enhance the overall efficiency, effectiveness and productivity of the organisation. Many organisations and employees sometimes resist any new modes of operation, are sceptical and sometimes resist the new way of working. Change management in this regard is thus essential to overcome any undue resistance.

Table 2.2 below reflects these talent management perspectives in relation to innate versus acquired talent and inclusive versus exclusive talent perspectives.

Table 2.2: Relation of talent management perspectives to talent management approaches

Six strategic talent management perspectives	Innate vs. acquired	Inclusive vs. exclusive	Humanistic/ Competitive/ Entrepreneurial
The competitive talent management perspective	Innate	Exclusive	Competitive
The process talent management perspective	Innate	Exclusive	Entrepreneurial
The human resource and talent planning perspective	Acquired	Inclusive	Humanistic
The human resource development perspective	Acquired	Inclusive	Humanistic
The cultural talent management perspective	Acquired	Inclusive	Humanistic
The change talent management perspective	Acquired	Inclusive	Humanistic

Source: Researcher’s own compilation

Based on this analysis, it can be deduced that the human resource and talent planning perspective, the human resource development perspective, the cultural talent management perspective and the change talent management perspective are supported by the acquired approach, are all inclusive in nature and are focused on the humanistic approach to talent management. The competitive talent management perspective and the process talent management perspective are premised on the innate approach. They are both exclusive focussing on an identified few and are supported by the exclusive and entrepreneurial approach to talent management.

2.3.10 The talent decision science perspective

According to Boudreau, Asplund and Werr (2005:133), Lewis *et al.* (2006:145) Lengnick-Hall *et al.* (2009:71) and Castellano (2018:1-6), a particular “talent

decision science” should be implemented in organisations to support critical talent management decisions such as resource allocations. According to Castellano (2014:7) and Newell (2017:3), a “talentship” decision can be explained as comprising all the HRM or talent management decisions to be taken within an organisation; these include decisions about organisational structures, learning, development initiatives, collaboration between individuals and departments, the establishment of a new organisational culture, as well as a differentiated talent recruitment strategy to give effect to the organisational strategic goals. Lewis *et al.* (2006:144) conclude that a talent decision science should be conducted on an equal footing with other strategic decision-making sciences or tools, thus influencing critical strategic and operational decisions regarding talent management practices. Lewis *et al.* (2006:144) and Castellano (2018:1-6) propose that in order to establish talent management as a strategic “talentship” decision science, talent management strategies and organisational strategies should be aligned and interwoven. Strategic talent management should thus form an integral and proactive part of the overall decision science when organisational strategy is developed (Anderson 2017:2-3; Newell 2017:3). Talent management should therefore not be a so-called “step child” or a mere support function within the organisation. Talent management professionals should have a permanent seat at the boardroom table and be able to contribute towards the allocation of scarce resources in support of the overarching strategic talent management model.

This concludes an overview of the respective meta-perspectives on talent management. The different value-driven processes for this type of management, which includes the people approach, the practice approach, the position approach and the strategic pools approach will be explored in the next section.

2.4 VALUE-DRIVEN APPROACHES TO TALENT MANAGEMENT

To generate a greater meaning of the multifaceted nature of talent management, various additional so-called “value-driven” talent management approaches are outlined below. Lewis *et al.* (2006:140), Cappelli (2008:1-10), Collings *et al.* (2009:13-17), Buttiens *et al.* (2012:1-27), Kordas (2013:15-16) and Sparrow *et al.*

(2015:249-258) focus on four types of value that are typically added by “talent management”: “value creation”, “value capture”, “value leverage” and “value protection”.

Talent management as value creation relates to the meaning of “value”, e.g. what is valuable, who is adding value and where this value is captured or stored (Lengnick-Hall *et al.* 2009:70-73; Sparrow *et al.* 2015:254). Talent management should create value in the customers, employees and organisational processes (O’Callaghan 2008:5; Iles 2010:14-15; Sparrow *et al.* 2015:254). According to Lengnick-Hall (2009:70-71), Campbell (2013:4-11) and Sparrow *et al.* (2015:254), from an HRM or talent management perspective, value relates to the human potential or human capital, which will make a meaningful contribution towards the success of the organisation.

Value from talent management should be “captured” at an individual and organisational level (Thunnissen *et al.* 2013a:4-8; Sparrow *et al.* 2015:256). The organisation should establish a conducive work environment and improve the relationship between employees and organisational leadership. In this regard, Reagans and Zuckerman (2001:506) and Shaw (2001:452) refer to the establishment of a “positive social network” of employees. Furthermore, tacit knowledge of performing organisational tasks should be captured to facilitate high levels of performance (Farndale *et al.* 2010:165-166; Van Woerkom & Meyers 2015:83-87).

Talent management as a value amplifier or leveraging method refers to a process of mobilisation, coordination and deployment of talented employees within organisations (Sparrow *et al.* 2015:257; Beamond *et al.* 2016:500). The organisation can leverage the positive impact of “recruitment and selection”, “performance management”, “career management”, “coaching and mentoring” and “training and development” on an organisation as part of its overarching talent management strategy (Kock & Burke 2008:468; Tansley 2011:8; Brown 2014:206-210). Organisations should also consider investing more resources in high-performing

employees to leverage their contribution to organisational success (Axelrod *et al.* 2002:5-7; Effron 2017:4).

As far as talent management and value protection are concerned, organisations should be able to protect and retain their valuable assets – their people (Koketso *et al.* 2012:2228-2231; Alias, Othman & Ridzuan 2017:2-3). Various retention strategies should be put in place to protect, preserve and retain talented employees from being headhunted by competitors (Tarique & Schuler 2010:127-128; Shuler, Jackson & Tarique 2011:511-512; Oracle 2012:9). Talent investment thus poses a risk to the organisation, which should be proactively mitigated within the latter (Oracle 2012:4; Narayanan 2016:39). Talent architecture should include processes of talent retention to prevent so-called “value leakage” and appropriation from the organisation (Shuler *et al.* 2011:512).

To accentuate these four value types, Lewis *et al.* (2006:140), Cappelli (2008:1-10), Collings *et al.* (2009:13-17), Buttiens and Hondegham (2012:1-27), Kordas (2013:15-16) and Sparrow *et al.* (2015:249-258) identified four generic value-driven talent management approaches. These were mentioned above and will now be discussed.

2.4.1 The people approach

Talent management, as indicated, can be used to categorise employees into A, B and C performers by using performance indicators and measurements. Talent differentiation is at the centre of the people approach (UNISA 2015:8). According to Thunnissen (2013a:6-7) and King (2015:11-12), the people approach is supported by the exclusive and innate approaches to talent management. Organisations who employ these approaches towards talent management generally invest most of their available financial and other resources to further develop the skills and competencies of high performing and/or high potential employees (McDonnell *et al.* 2017:104). People (i.e. employees) are thus regarded as core value-driven elements of successful organisations.

2.4.2 The practice approach

The practice approach to talent management adds value by focusing on key HRM practices of talent attraction, talent development, talent deployment and talent retention. Van Rooyen and Whittle (2011:1039-1053) as well as Brown (2014:205-211) add that the practice approach adds particular value by defining, refining and utilising practices which include leadership-management competencies, workforce planning, talent acquisition (i.e. recruitment), performance management, training and development, retention and engagement, succession planning, knowledge transfer and organisational culture.

This approach is underscored by the fact that different HRM practices should be closely connected to the organisational strategy (Kock & Burke 2008:457-468; Stahl *et al.* 2012:28; Gallardo-Gallardo *et al.* 2013:17; Tetik 2016:40-52). According to Kock and Burke (2008:457-468) and also Nel *et al.* (2014:57-78), the following practices should support the value of talent management:

- identifying and recruiting talented employees (analysing talent pools; benchmarking against private sector and other public-sector organisations, centralisation or decentralisation of recruitment and selection strategies, establishing a preferred suppliers list of service providers; establishing and promoting organisational brand management within the job market);
- attraction of talented employees to the organisation (propagating an attractive employee value proposition (EVP) and employer brand management);
- improving retention of talented employees by means of employee engagement and retention strategies (proactive on-boarding; attractive reward and recognition process; upskilling line management skills and competencies; and employee engagement in terms of employee retention strategies);
- identifying key talented employees from within the organisation (identifying and affirming employees as talented individuals; identification of high potential employees; clearly identifying the critical and core positions that require talented employees; making use of assessment centres and processes to scientifically match the employees to the job profile);

- managing the talent pipeline flows (making use of succession planning; flexibility; internal mobility; career management; talent planning; and succession management);
- developing employees (Coaching and mentoring, opportunities of learning; formal or informal training; and employee and leadership development programmes); and
- delivering high performance employees (objective and fair performance review and appraisal system; analysing individual performance data against organisational performance; setting key performance indicators and stretching targets for employees to get the best out of them; prompting the management of poor or under performance within the organisation; and maintaining a high-performance culture).

2.4.3 The position approach

As alluded to earlier, talent management relates to the identification of key, core or pivotal positions within the organisation. According to Lewis *et al.* (2006:143-146), Collings *et al.* (2009:1-2) and McDonnell *et al.* (2017:104-106), identifying such positions adds value by supporting specialised talent management “architecture” or procedures to fill vacancies in the shortest possible time with the best incumbent. It should be noted, however, that the position approach focuses on managing positions and organisational structures rather than the incumbents of the positions (Huselid *et al.* 2005:1-7; Lewis *et al.* 2006:139-141; Iles *et al.* 2010:16-21). In terms of this approach, positions are segmented and arranged according to A, B and C positions as this adds value to the overall strategy of the organisation (Huselid *et al.* 2005:1-7; Lewis *et al.* 2006:141). The “A” positions within an organisation refer to strategic functions that contribute significant importance to the success and strategy of the institution. A-positions are also usually considered to be scarce skills that are pivotal to the organisation (e.g. executives, specialists, subject matter experts) (Huselid *et al.* 2005:1-6; O’Callaghan 2008:4-5; Collings *et al.* 2009:9-11). The “B” positions are also considered to be of strategic significance, but the skills sets of the incumbents are usually more common and available within the job market (e.g. line

management, operations staff, clerical, production process employees) (Huselid *et al.* 2005:1-6; O’Callaghan 2008:4-5; Collings *et al.* 2009:9-11). The “C” positions are deemed as non-core positions, which in some organisations are outsourced to service providers (e.g. security and cleaning services) (Axelrod *et al.* 2002:2-9; O’Callaghan 2008:4-5; Collings *et al.* 2009:9-11).

2.4.4 The strategic pools approach

Talent management can be applied to “strategic internal talent pools” and “succession planning”. Various talent management models highlight the importance of identifying certain talent pools from which the organisation can draw to meet its talent needs (Buttiens & Hondegham 2012:1-27; Dries 2013a:279; Hogan 2014:1-6).

This approach focuses on identifying pivotal talent pools – by means of employees or positions who add strategic value to the organisational success (Boudreau *et al.* 2004:129; Lewis *et al.* 2006:140; Lengnick-Hall *et al.* 2009:71; Mäkelä *et al.* 2010:134-135; Cannon *et al.* 2011:179; Tansley 2011:6; Buttiens *et al.* 2012:4; Oracle 2013a:1-7; Hogan 2014:1-7). There are certain human resource risks, which are identified in connection with pivotal talent pools, such as making human resource investments in training and development, where- after the trained resource is poached by another organisation (O’Callaghan 2008:2-4; Iles *et al.* 2010:32; Cannon *et al.* 2011:179; Campbell & Hirsh 2013:2-3). Talent management is about creating value for the organisation through its human resources (talented employees). Therefore, the necessary engagement, retention and succession planning should be put in place by management in order to mitigate this human resource risk to the organisation (Cannon *et al.* 2011:144; Campbell *et al.* 2013:4-12; Iles *et al.* 2013:16-21).

The four talent management approaches above form part of the value-driven processes that enhance effective and efficient talent management in an organisation. Table 2.3 below indicates these processes in relation to other talent management philosophies and approaches explored earlier.

Table 2.3: The four value-driven approaches vs. other talent management approaches

Four value-driven approaches	Other talent management approaches	Innate vs. Acquired	Inclusive vs. Exclusive	Humanistic/ Competitive/ Entrepreneurial	Six strategic talent management perspectives
The people approach	Binding talent approach	Innate	Exclusive	Competitive	The competitive talent management perspective
The practise approach	Building talent approach	Acquired	Inclusive	Humanistic	The human resources development perspective
The position approach	Buying talent approach	Acquired	Inclusive	Entrepreneurial	The process talent management perspective
The strategic pools approach	Boosting talent approach	Innate	Exclusive	Competitive	The human resource and talent planning perspective

Source: Researcher's own compilation

After evaluating the four value driven approaches in Table 2.3 above, the following deductions can be made. The people approach is supported by performance management, is innate, exclusive, competitive and represents the competitive talent management perspective whereas the practice approach is supported by training and development, is acquired, inclusive, humanistic and embodies the human resources development perspective. The position approach is supported by recruitment and selection, is acquired, inclusive, entrepreneurial and derives from

the process talent management perspective while the strategic pools approach is supported by succession management, is innate, is exclusive, competitive and stems from the human resource and talent planning perspective to talent management. There are two instances where innate and exclusive approaches are used; also two instances where acquired and inclusive approaches are employed; in support of various talent management approaches as stated above. The different talent management approaches are depicted in Figure 2.1 below.



Figure 2. 1: Talent management approaches

Source: Researcher's own depiction

Table 2.4 below specifies the relationship of the four value driven approaches and other talent management perspectives.

Table 2. 4: Value-driven processes in relation to other talent management philosophies and approaches

Seven strategic talent management perspectives	Innate vs acquired	Inclusive vs exclusive	Humanistic/ Competitive/ Entrepreneurial	Four value-driven approaches
The presence of key HRM practises in an organisation	Acquired	Inclusive	Humanistic	The practise approach
Talent management as management of positions	Innate	Exclusive	Competitive	The position approach
Talent management as identification of strategic talent pools	Innate	Exclusive	Competitive	The strategic pools approach
Talent management and value creation	Acquired	Inclusive	Humanistic	The people approach
Talent management as value capture	Acquired	Inclusive	Humanistic	The people approach
Talent management as value amplifier or leveraging	Innate	Exclusive	Competitive	The strategic pool approach
Talent management and value protection (retention and preservation)	Acquired	Inclusive	Humanistic	The position approach

Source: Researcher's own compilation

After evaluating the various value-driven talent management perspectives in table 2.4 above, the following conclusions and deductions can be reached in this section. It can be concluded that the manifestation of key HRM practises within the organisation is supported by the acquired approach, the inclusive approach, while it is humanistic in approach and embodies the practice approach to talent management. The second perspective comprises talent management as management of positions and is supported by the innate approach, exclusive

approach, competitive approach and the position approach to talent management. The third standpoint is that of talent management as the identification of strategic talent pools which is supported by innate, exclusive, competitive and the strategic pools perspective on talent management. The fourth perspective consists of talent management and value creation, which is acquired, inclusive, humanistic and embodies the people approach to talent management. The fifth talent management perspective is that of management as value capture; it is supported by the acquired approach, the inclusive approach, the humanistic approach and the people approach to talent management. The sixth talent management perspective comprises a value amplifier or leveraging which is supported by the innate approach, exclusive approach, is competitive in nature and may be categorised by the strategic pool approach to talent management. The seventh talent management approach consists of talent management and value protection (retention and preservation), supported by an acquired and inclusive approach, humanistic and representing the position approach to talent management. The final deduction that can be made from evaluating Table 2.4 above is that there are four instances of acquired, inclusive and humanistic approaches supporting talent perspectives. A further deduction is that there are three instances of innate, exclusive and competitive approaches supporting various talent perspectives discussed in the above table. The five value driven approaches outlined in Table 2.4 comprise one practice approach, two people approaches and two position approaches to talent management.



Figure 2. 2: Talent management approaches

Source: Researcher's own depiction

There are various theories which have a direct or indirect bearing on the design of an integrated talent management model. These are briefly outlined below to pinpoint their relevance and application value for the development of a theoretical framework for talent management as well as the practical utilisation of its content for the design of talent management models. They are the Psychological Contract Theory, the Organisational Support Theory, the Human Relations Theory and the Generational Theory.

2.5 TALENT MANAGEMENT THEORIES

According to Nilsen (2015:2), the concepts “theory” and “models” are often used interchangeably in the scientific world. Nilsen (2015:2) regards a theory as “a generalised definition attempting to better explain a research phenomenon”. Theories thus typically represent an organisation of multiple concepts or ideas, which could be extensively more intricate and intangible with a much larger range than a mere proposal or a hypothesis (Bhattachherjee 2011:14; Imenda 2014:188). Bhattachherjee (2011:14) further states that a theory intends to offer “enlightenments” for both societal and natural phenomena. Nilsen (2015:2) also contributes in this respect by adding that a theory can be regarded as “a set of logical ideologies or proclamations designed to guide our observations, interpretations, clarifications and explanations of the world”. In addition Nilsen (2015:2) explains that a “good theory” offers a concise elucidation of how and why exact associations lead to precise events and outcomes.

Theories can be defined on an abstraction continuum, which includes *high* abstraction level theories (encompassing general and/or grand theories) that have an unlimited research range or scope, whereas *middle* abstraction level theories explain restricted sets of phenomena and *lower* level abstraction theories are experimental generalities of limited scope and application (Nilsen 2015:2). A theory can additionally be explained as “a cluster of inter-reliant constructs which sketches a methodical elucidation of a phenomenon and supports the resolution of an explanation or predicting of an event” (Imenda 2014:186). Imenda (2014:186-187) further elucidates that a theory is likened to a “blueprint” which serves as a guide to

construct a model or a structure that clearly depicts the link of the interrelated or interdependent elements of such a model to each other. Also, Bhattacharjee (2011:14) makes a contribution by defining a theory as “a system of interconnected constructs or proposals, which is aimed at elucidating or forecasting an occurrence of interest”. Morrison (2003:2) emphasises that there is a direct relationship between a theory and knowledge construction. Knowledge is gained by analysing relevant theory to explain a specific phenomenon.

The theories which are accentuated for purposes of this chapter have been mentioned and are now discussed.

2.5.1 Psychological Contract Theory

The so-called “psychological contract” is defined as a set of “unrecorded prospects which is present between the employee and the employer” (Armstrong 2012a:408). Al Ariss *et al.* (2014:175) assert that a mutual benefit perspective exists between both the employee and employer and the psychological contract is a useful tool or mechanism for combining the organisational level talent management policies with the factor of the employees’ interests within the organisation. The Psychological Contract Theory is premised on various constructs that include mental models or schema’s which employees maintain regarding the employment relationship, the various promises that have been made and the various agreements between the employee and the employer (Rousseau 2001:511-512; Accenture 2010:3; Kurtessis *et al.* 2015:10; Acar *et al.* 2016:286). The Psychological Contract Theory thus focuses on the interrelationship between employees and employers, highlighting what can be expected from this mutual engagement (Armstrong 2012a:408). A psychological contract can also be described as an “implied set of intrinsic beliefs displayed by both the employee and the employer on what is expected by each other within their employment relationship” (Accenture 2010:3). According to Hansen and Griep (2016:119), the psychological contract depicts the reciprocal working relationship with the employer. This mutually beneficial relationship includes, from the side of the employee, benefits (e.g. remuneration, recognition, training and promotions), whereas, on the part of the employer, the expectation may include

being at work regularly, on time, productivity, efficient, providing customer service and commitment to the organisation in exchange for rewards (Lambert, Edwards & Cable 2003:895-896; Höglund 2012:129; Kurtessis *et al.* 2015:10).

It is argued that breach of a psychological contract takes effect when the employer party does not honour the mutually beneficial relationship towards its employees such as correct remuneration, rewards, recognition, opportunities for training, development and opportunities for promotion as part of a career path. Such a breach can occur when the employee(s) do not fulfil the conditions of their employment contract(s) by making themselves guilty of acts of misconduct, poor work performance, poor attendance, producing poor quality standards, lack of efficiency within the workplace, placing the employer brand at risk and rendering poor customer service while in the employ of the organisation. Breach of the psychological contract is not desirable within the context of a talent management model as it affects the employee morale, motivation, engagement and level of productivity in the workplace. The psychological contract supports talent management in that it enhances the loyalty, motivation, commitment and engagement of all employees within an organisation.

2.5.2 Organisational Support Theory

The Organisational Support Theory focuses on how the organisation places value on talented employees and how they take care of the wellbeing of their employees (Kurtessis *et al.* 2015:1-3; Acer *et al.* 2016:286). If employees are not valued, they may start devaluing the importance of their being part of the organisation (Kurtessis *et al.* 2015:1). Talent management should be regarded as an investment in the wellbeing and development of the organisation's employees to ensure that they remain productive, motivated and capable of performing to their peak, to the benefit of the organisation (Acer *et al.* 2016:286). Many organisations place a higher value on their investment in office space, office equipment and the latest technology, so that they do not invest adequate time, financial resources or equipment in their talent management strategy (e.g. education, training, development, coaching, mentoring, motivation and retention) (Kurtessis *et al.* 2015:1; Acer *et al.* 2016:286). It can be

concluded in terms of Organisational Support Theory that, if an organisation invests in the education, training, coaching, mentoring and developing of its talented employees, such an organisation can improve its overall productivity, efficiency and effectiveness (Kurtessis *et al.* 2015:1-3; Acer *et al.* 2016:286).

2.5.3 Organisational Commitment Theory

The Organisational Commitment Theory can be regarded as the “capacity of organisational employees to directly and personally influence decision-making in the workplace at different levels of the organisation” (Gallie *et al.* 2017:176). According to Tella Ayeni and Popoola (2007:6), the Organisational Commitment Theory intends to clarify the “desire of people to remain an active member of an organisation”. Organisational commitment refers to the employee’s identification with, and attachment to a particular organisation (Accenture 2010:3). There is thus a willingness to spend a high level of effort and make sacrifices towards such an organisation (Tella *et al.* 2007:6; De Baerdemaeker & Bruggeman 2015:1-2). To create organisational commitment amongst employees requires open communication between management and employees as well as a commitment to the growth of employees by means of development and training, formal educational programmes, job rotation, the creation of greater involvement, project ownership and the development of performance rewards (Accenture 2010:3; Meyer *et al.* 2013:190-191; Gallie *et al.* 2017:174-175).

2.5.4 Human Relations Theory

The Human Relations Theory came about as a result of renewed interest in human dynamics in organisations and the way these influence organisational culture and performance (Sharker & Khan 2013:3; Hartzell 2014:1). This theory is underpinned by the slogan: “the lifeblood of an organisation is its people” (Perry 2011:1; Retha 2012:4; Mulder 2017:1; Cameron 2019:1). It thus aims to create stronger professional working relationships, as opposed to the hierarchical autocratic, high controlling system, which is suggested by other management theories (Sridhar 2011:10). Some of the early protagonists of this theory were Abraham Maslow, Mary

Parker Follet, George Elton Mayo, Douglas McGregor, Frederick Herzberg, Keith Davis and Rensis Likert (Hartzell 2014:1). The theory propagates the view that workers should be treated like individuals, with dignity and respect, allowing them higher levels of participation and ownership in organisational decisions and processes. This theory further intends to promote positive interpersonal relations and pride in organisations since it is argued that this will result in enhanced workplace morale, efficiency, effectiveness and improved productivity (Griffen 2008:39; Sridhar 2011:10; Sharker & Khan 2013:4). Further to this, Boe (2008:112) and Katrina (2012:2) add that the theory mainly considers the feelings, emotions and conditions under which workers had to perform their responsibilities.

Human relations theorists mainly focus their attention on people issues and, in this regard, Rose (2005:1), Perry (2011:1) Mulder (2017:1) and Tirintetaake (2017:1) and Cameron (2019:1) postulate that organisational culture is a key determinant. Organisational culture has an almost universal influence on the management of human resources within an organisation as well as the nature of human dynamics. It influences the relationships of employees, how they respond to incentives and instructions, how organisations are structured and how executives implement organisational strategies to meet the strategic goals of the organisation (Wickert & Schaefer 2015:1; Mulder 2015:1; Cameron 2019:1). According to Rose (2005:1); Katrina (2012:1-4), Tirintetaake (2017:1), Mulder (2017:1) and Cameron (2019:1-2), managers' success largely depends on their ability to create a conducive work environment and positive human relations. The authors thus recommend that managers should embrace the principles of the Human Relations Theory to enhance employee motivation by quickly responding to conflicting situations within the workplace. Such responses should include the creation of a safe and acceptable working environment and the coordination of tasks between various organisational units.

2.5.5 Generational Theory

To design and implement a comprehensive talent management model, it is important that a broader understanding of the Generational Theory within the workplace be explored. According to Jonck *et al.* (2017:1-14), Eletter *et al.* (2017:1-5) as well as Sanner-Stiehr and Vandermause (2017:103-110), Generational Theory largely concentrates on the differences (including talents) between various generations in an organisation (Alwin 2002:1). These are labelled as the “Baby Boomers”, “Generation X”, “Generation Y” and “Generation Z”. It is argued that employees from different generations have different expectations and views of the world of work (Alwin 2002:1; Williams & Page 2011:4-10).

A typical practical challenge that generational theorists have to contend with is the fact that a large proportion of workforces are nearing their retirement age, particularly those who are known as “Baby Boomers” (born 1945 to 1960), possess a wealth of knowledge, competencies and skills (i.e. talent) which they acquired over years of stable service (Wood 2013:1-2). According to Masibigiri and Nienaber (2011:1-3) and Oracle (2012:9), Baby Boomers are typically hard-working employees and it is not strange that many may suffer from job burnout. They sacrifice much for the organisation and their careers. They are mainly motivated by positional power and status in life. Baby Boomers are furthermore confident, independent workers and are self-reliant (Beutell & Behson 2018:1-3). According to Kurtessis *et al.* (2015:1), Baby Boomers are goal orientated, very competitive and place significant value on self-worth. They are said to be knowledgeable, possess wisdom and exhibit a winner’s mentality.

According to Lissitsa and Kol (2016:304-312), Jonck *et al.* (2017:1-14) and Sari and Torre (2018:227) members of “Generation X” (born between 1960 and 1983) in turn values a sense of belonging, have strong family ties, prosper in a teamwork environment and accept opportunities to learn new things. Similarly, to the Baby Boomers, they usually work independently and cherish job security. They furthermore embrace change relatively easily and they crave short-term rewards and recognition. Williams *et al.* (2011:7), Jordaan (2017:13-18) and Sari *et al.* (2018:227)

are of the opinion that Generation X-ers enjoy challenging authority, they do not simply accept the status quo and do not pay much attention to hierarchical relationships. They generally believe that leaders or managers should earn their respect and not demand authority and power. Generation X is known to clash with leaders of organisations, particularly when such leaders try to enforce strict, rigid and hierarchical organisational principles and structures. Kurtessis (2015:1) thus argues that managers should motivate Generation X employees by rewarding innovation and new ideas emanating from them and recognise their efforts and talents in public. Managers should furthermore support personal growth through training and development and create opportunities for teamwork.

Employees within the Generation Y (born between 1984 and 1996) are known by different names, including Millennials, Echo Boomers, Recession Generation and Net Generation (or *nexters*). According to Lissitsa and Kol (2016:312) and Jonck *et al.* (2017:14), Generation Y employees generally do not like to follow strict rules as they prefer to create their own ones, suiting their own personal styles. Some of them can be seen as non-conformers within the workplace, are overconfident and relatively self-centred. Naim and Lenka (2018:433-455) argues that Generation Y employees usually find it difficult to distinguish between their professional and personal lives. They grew up in a digital world with reality television, the Internet, online shopping and banking and social network platforms to communicate. There is thus a strong expectation of organisations; that processes should happen almost immediately and as simply as possible.

Generation Z, those born after 1997, are next to enter the workforce, possessing unique characteristics and talents. The influence they will have on organisational dynamics in general and talent management in particular is yet to be determined. However, research conducted by Wood (2013), Pyöriä *et al.* (2017) and Grow (2018:1-3), suggests that this generation will demand more freedom and a flexible work environment.

From the above orientation, it is evident that Generational Theory has a significant influence on talent management due to the unique needs, requirements and

motivations of different generations within the workplace. The design of a comprehensive and integrated talent management model for the Public Service, as the main contribution of this study, should thus make provision for the incorporation of these realities.

2.6 CONCLUSION

This chapter outlined a conceptual and theoretical framework for talent management. This was achieved by an in-depth investigation of various perspectives, approaches and talent management-related theories. It is evident that talent management should be regarded as a subdomain within HRM. It requires particular attention to the development of talent pools by focusing on talented employees (top performers) and the filling of key positions in an organisation. Various sub-themes of talent management were also elaborated upon; these include developing a talent mind-set and improving strategic HRM planning to fill vacant positions with the right (i.e. talented) person at the right time.

This chapter further made a significant contribution to operationalising the first research objective of this study, namely differentiating between innate and acquired talent approaches. Further to the distinction between innate and acquired talent, this chapter highlighted the difference between the inclusive (egalitarian) and exclusive (elitist) approaches to talent management. Various talent philosophies like the exclusive and stable talent, the exclusive and developable talent, the inclusive and stable talent, the inclusive and developable, the object versus subject approach to talent and transferrable versus context-dependable talent were highlighted. Furthermore, the three approaches to talent (i.e. humanistic, competitive and entrepreneurial) were compared to innate versus acquired, and inclusive versus exclusive, approaches to talent management. Also, it was argued that Devine and Powell's (2008) six strategic talent management perspectives would further add value to the process of designing an integrated talent management model for the South African Public Service.

Various value-driven approaches to talent management were furthermore analysed in section 2.4 of this chapter. As highlighted by Sparrow *et al.* (2015), these talent management approaches add value by focusing on issues such as people, practices, positions and strategic pools. Additional value-driven approaches to talent management were also assessed in this chapter and included value creation, value capture, value amplifier or leveraging and value protection (i.e. retention and preservation) approaches.

The chapter lastly identified and outlined various value-adding theories related to talent management. These included the Psychological Contract Theory, the Organisational Support Theory, the Organisational Commitment Theory, the Human Relations Theory and the Generational Theory. All these theories contain relevant elements and dimensions which should be included in the design of an integrated talent management model.

The next chapter explores various talent management best practise models to serve as a second “data set” for integrated talent management modelling.

CHAPTER 3

TALENT MANAGEMENT MODELS: AN ASSESSMENT OF INTERNATIONAL BEST PRACTICES

3.1 INTRODUCTION

The previous chapter explored various theoretical perspectives of talent management. Chapter 2 endeavoured to analyse the origin, dimensions, principles and concepts associated with talent management. This conceptual and theoretical orientation was necessary to serve as one leg of data triangulation for purposes of designing an integrated talent management model. Particular elements of talent management such as the determination of individual and organisational performance as well as personality determinants were highlighted in this regard. It was established that talent is transferable and context dependent.

The purpose of this chapter is to operationalise the second research objective, namely “to explore the nature and the need for an integrated talent management approach by analysing various best practice talent management models”. With this purpose in mind, the content of the chapter is aimed at an assessment of existing talent management models, as applied in different contexts and regions, by identifying core elements of such models. The assessment of existing models further endeavoured to pinpoint commonalities in these models to serve as core dimensions and practises for the design of an integrated talent management model for the South African Public Service. Various best practises were extrapolated from these models. This data set served as second leg of data triangulation for purposes of designing an integrated talent management model.

3.2 THE USE OF MODELS IN SCIENTIFIC ENDEAVOURS: A CONCEPTUAL ORIENTATION

The use of models and frameworks to gain insight into phenomena is common practice in scientific endeavours (Kumar 2014:57). However, a robust literature study revealed that there is no consensus regarding the precise meaning or demarcation of the borders between these two concepts. Some scholars such as Storbacka (2011), Bhattachherjee (2011) and Nilsen (2015) regard it to be synonymous, while others such as Abdulghafar (2011:111) and Lui (2012:4) make some distinction between models and frameworks by reflecting that “frameworks” are either used as theoretical or conceptual “schemes”. Kumar (2014:57), in this regard, concurs that a theoretical framework may be derived from a theoretical model or approach, which in turn will lead to the design of a conceptual framework.

According to Van der Waldt (2013:38), the construction of various models is often the intended outcome of research conducted in the field of social sciences. Researchers often approach their study with the view of designing an appropriate theoretical model as outcome or “answer” to a particular research problem (Van der Waldt 2013:39). Nilsen (2015:2) further explains that a model is considered as an attempt to simplify a phenomenon or a specific identified part thereof. In this respect, Edyburn (2001:16) argues that a model need not be an accurate representation of the underlying facts, parts or components in order for it to add value to a certain argument or inquiry. For Nilsen (2015:2), a model in this sense represents a specific tool, diagram, or flow chart which better explains and broadens the understanding of a specific phenomenon in a realistic manner. Storbacka (2011:699) and Bhattachherjee (2011:14) add that a model is a “portrayal of a scheme which is constructed to study that phenomenon and to provide an explanation of how that system works”. Van der Waldt (2013:43-44) concurs with this perspective and differentiates between the following types of models to clarify systems or phenomena:

- classification models
- typological models

- contingency models
- associative models
- functional models

In contrast, De Vos *et al.* (2005:39), Abraido-Lanza *et al.* (2006:1343) and Bless *et al.* (2007:14), emphasise the more abstract, heuristic nature of models by emphasising that models are used as “theory-building” instruments.

Based on this brief exposition, it seems that the concept “model” can be used either in a visual (e.g. schematic illustration) or more abstract theoretical sense. For purposes of this research, the concept “model” refers to a combination of the two notions by designing a visual talent management model to indicate structure and relationship between various concepts derived from theoretical and conceptual frameworks.

3.2.1 Integrated models

The Cambridge Online Dictionary (2019) defines the concept “integration” to mean “combine two or more things, business processes together in order to become more effective and efficient ... the act of combining or adding different parts to make a new unified whole”. The Online Business Dictionary (2019) describes integration as “...a process of attaining close and seamless coordination between several departments, groups, organisations, systems or components”.

As alluded to in the previous chapter, the success of talent management depends on its integration with organisational plans and strategies, as well as its integration with other HRM practices (Vermeulen 2008:409; Elegbe 2010:4-7; Grobler *et al.* 2011:155; Armstrong 2012a:651; Sparrow *et al.* 2015:249-258; Acar *et al.* 2016:284-286). Moreover, organisations whose HRM practices such as recruitment and selection, performance management, career management, training and development, succession planning and mentoring and coaching are consistent with their strategic plans, increase the likelihood of achieving its strategic objectives (Greenhaus *et al.* 2010:382; Wellins *et al.* 2012:4). Therefore, HRM practices should

be synchronised in a fashion that will increase employee performance and ultimately service delivery to citizens (Sparrow *et al.* 2015:249; Acar *et al.* 2016:285; Vermeulen 2017:190). The strategic integration of HRM practice therefore ensures that the HRM policies and plans of an organisation are reconcilable with its strategic, tactical and operational plans and policies (Bhattacharyya *et al.* 2009:53). Van der Westhuizen *et al.* (2005:91) describe the strategic integrated HRM approach as the incorporation of an organisation's needs and plans with the aspects relating to employee management.

Based on this brief exposition, the notion of "integrated" models used in this study refers to the following three aspects:

- the integration of various best practice elements and dimensions extracted from the theoretical orientation (Chapter 2) and assessment of existing models (Chapter 3) in a single, comprehensive model;
- the integration of various interrelated HRM practices such as recruitment and selection, performance management, career management, training and development, succession planning and mentoring and coaching; and
- the integration of various dimensions of talent management on different management layers of an organisation, thus aligning strategic, tactical and operational dimensions associated with the management of talent in organisations (referring to the managerial activities and functions required to manage the utilisation or implementation of an integrated model).

3.3 AN ASSESSMENT OF EXISTING TALENT MANAGEMENT MODELS

The notion of "best practise" generally refers to "procedures that are generally accepted or prescribed as being correct, can be trusted or most effective" (Online Dictionary 2019). The Merriam Webster Online Dictionary (2019) further adds to this stating that best practise is "a process or procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption, a benchmark". Best practise is also associated with terms such as "best in class", "leading practise"

(Online Business Dictionary 2019) and the “most efficient or prudent course of action” (Business Jargons 2019). For purposes of this study, various talent management models are briefly assessed below, based on the theoretical framework provided in the previous chapter, with the purpose of identifying best practice, core components, dimensions and commonalities for inclusion in an integrated talent management model for the South African Public Service. These models are commonly applied by various industries, sectors and organisations across the globe.

3.3.1 The Best Practice Institute’s (BPI) Integrated Talent Management Model

According to the Best Practice Institute (BPI) (2014), their Integrated Talent Management Model is recommended to organisations who wish to improve on their efficiency, effectiveness and productivity. In the centre of this best practise talent management model (refer to Figure 3.1 below) is the *Business Strategy*, which confirms the literature review in the previous chapter, that talent management and core organisational strategies should be closely aligned.

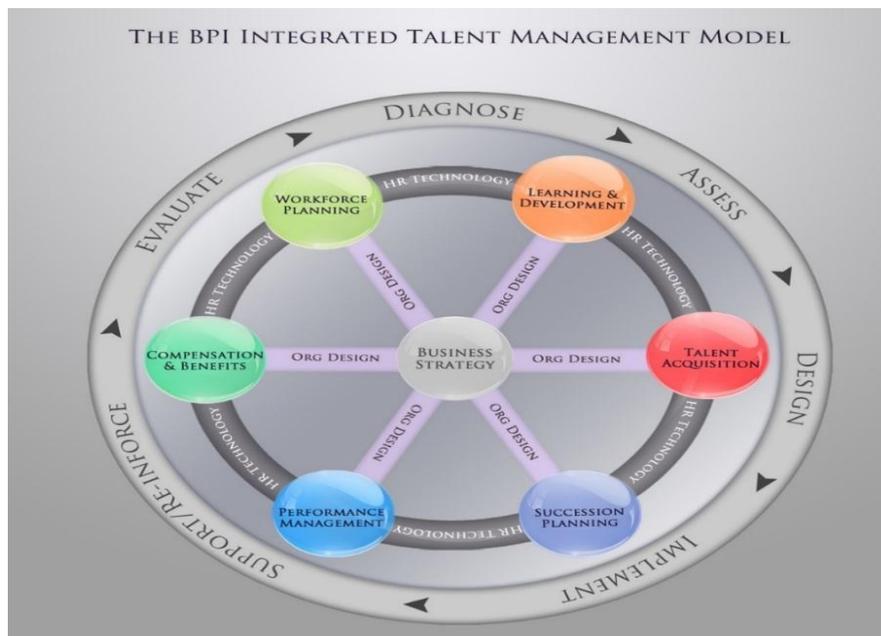


Figure 3. 1: The Best Practice Institute’s (BPI) Integrated Talent Management Model

Source: Best Practice Institute (2014)

The premise of this model is that, without skilled, trained and competent talented employees, an organisation will not be able to achieve its strategic objectives. This should form the basis of its business strategy, including *Strategic Plans* and *Performance Plans*. Various HRM components are incorporated in this model which are listed below (Best Practice Institute 2014):

- Workforce Planning
- Learning and Development
- Talent Acquisition
- Succession Planning
- Performance Management
- Compensation and Benefits

Further to the above, there are equally important organisational processes supporting this model. These processes include *HR Technology* and *Organisational Design*. The operational management functions such as *diagnose, assess, design, implement, support, reinforce* and *evaluate* form the outer ring of the model and support all the core talent management processes on an ongoing basis. The distinction between core and support dimensions of talent management adds specific value for purposes of this study.

3.3.2 Expert 360's Integrated Talent Management Model

Expert 360 is an HRM consultancy firm based in Australia. Based on their talent management consultancy experience in various sectors and organisations, an Integrated Talent Management Model was developed (<https://expert360.com/>). Figure 3.2 below illustrates this model.

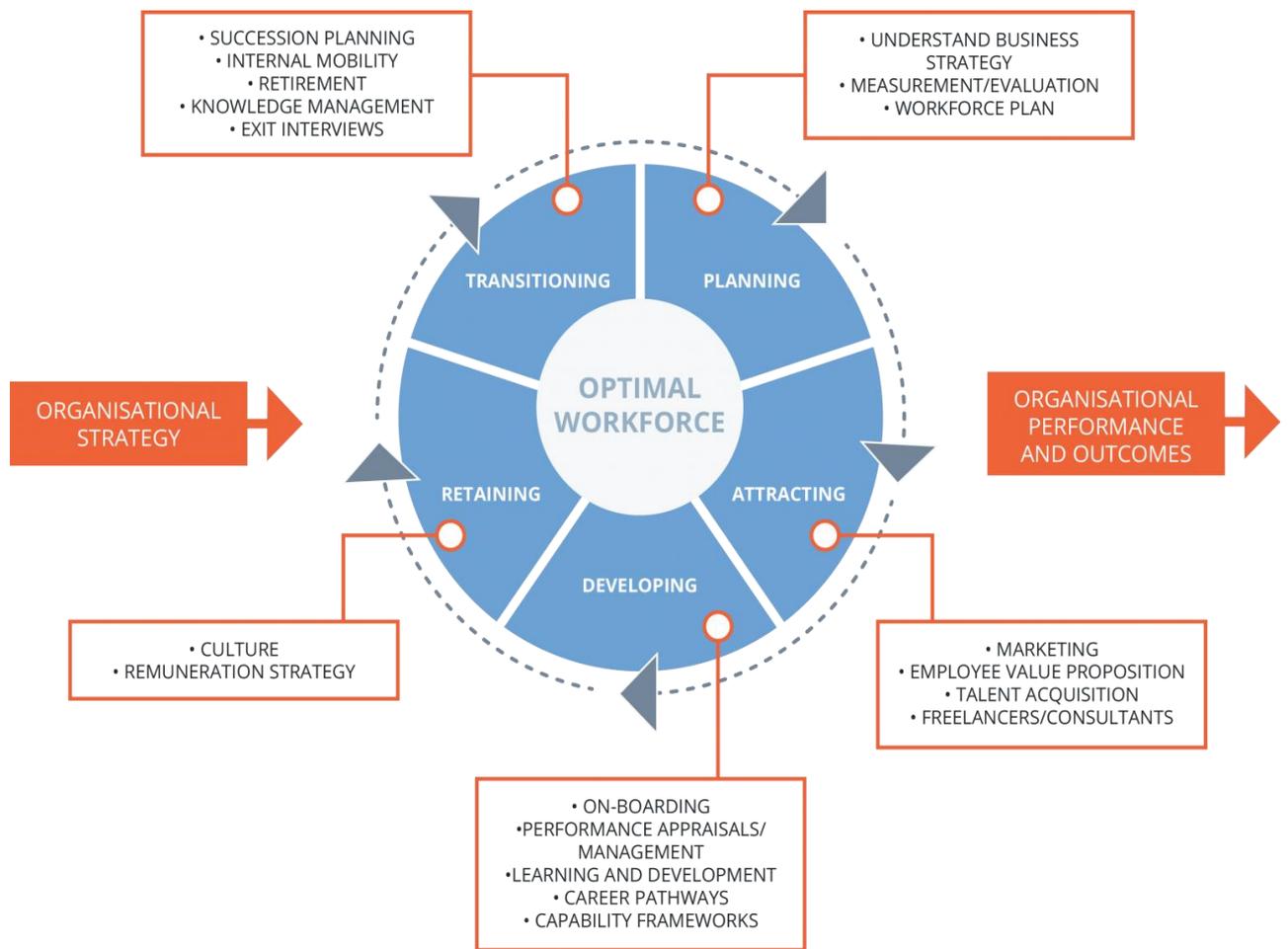


Figure 3. 2: Expert 360's Integrated Talent Management Model

Source: Expert 360 (2016)

The model accentuates the assumption that the central theme of an optimal workforce is talent management which should be strongly supported by other HRM processes. These support processes include the following:

- *Planning*: Understanding the business strategy, measurement, evaluation and workforce plan.
- *Attracting*: Marketing, Employee Value Proposition (EVP); Talent Acquisition.
- *Developing*: Onboarding, Performance Management, Learning and Development, Career Pathways, Capability Frameworks.
- *Retaining*: Culture and Remuneration Strategy.

This model especially contributes by accentuating key drivers for the process of talent management, namely *Organisational Strategy* (input dimension), *Organisational Performance* (output dimension) and *Organisational Outcomes* (results and impact dimension). The next model to be analysed is the University of Kansas' Integrated Talent Management Model.

3.3.3 University of Kansas' Integrated Talent Management Model

The Integrated talent management model of the University of Kansas is highlighted below. Figure 3.3 below highlights this integrated talent management model.



Figure 3. 3: University of Kansas' Integrated Talent Management Model

Source: University of Kansas (2018)

The core components of the University of Kansas' Integrated Talent Management model consist of *Aligning*, *Developing*, *Sourcing* and *Rewarding*. The inner circle represents core dimensions of talent management, namely:

- Workforce Planning
- Recruitment
- Performance Management;
- Reward and Recognition
- Training
- Career Development
- Leadership Development
- Succession Planning

The outer ring of the model represents the talent support functions within an organisation and include “leadership, adaptability, inclusiveness, occupational knowledge; technology orientation, communication, innovation, team focus, accountability and customer/quality focus”. This model makes a specific contribution as far as core and support functions are concerned and accentuate the need for *alignment* between these functions in an organisation. The Brown’s Integrated Talent Management Model is explained in the following section.

3.3.4 Brown’s Integrated Talent Management Model

Brown’s Integrated Talent Management Model was designed for organisational leaders and operational managers within State-Owned Enterprises in China (Brown 2014:206-210). Figure 3.4 below depicts the Browns Integrated Talent Management Model.

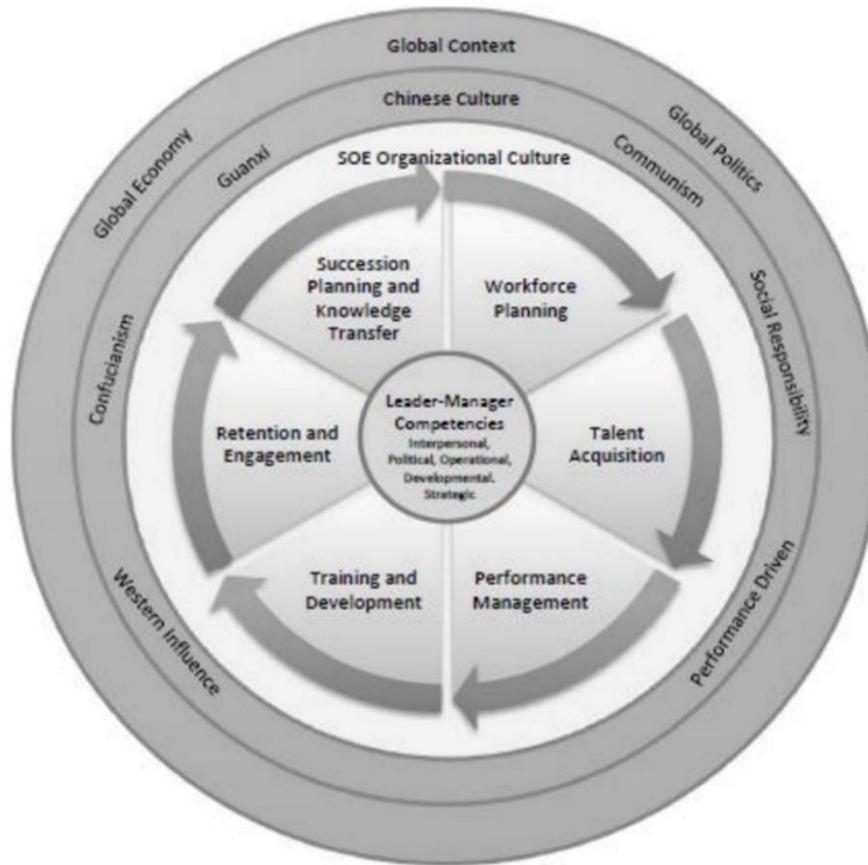


Figure 3. 4: Brown’s Integrated Talent Management Model

Source: Brown (2014:206-210)

According to Brown (2014:210), the central theme of this model is *Leader-Manager Competencies* (“Interpersonal, Political, Operational, Developmental, Strategic”). The core HRM components underscoring this model are the following:

- Workforce Planning
- Talent Acquisition
- Performance Management
- Training and Development
- Retention and Engagement
- Succession Planning and Knowledge Transfer

These core components are underpinned by the organisational culture of State-Owned Enterprises in China. The inner ring that consolidates all these HR

components consists of the following general managerial functions (Brown 2014:209):

- Culture
- Communication
- Social responsibility
- Performance driven
- Confucianism
- Guanxi

The unique contribution of this model is the fact that it incorporates the broader macro or global context of talent management, namely the “global economy, global context and global policies” as well as accentuates the potential influence of organisational culture on talent management praxis.

3.3.5 John Hopkins University’s Talent Management Model

In 2013, the John Hopkins University designed a Talent Management Model aimed at establishing a conducive organisational culture that supports the notion that the University should be recognised as the “employer of choice” (JHU 2013:1-2). With the adoption of this model, the University wished to encourage all staff to realise their full potential. The model supports the following learning and growing processes:

- organisation development services
- career pathing
- professional development courses

Figure 3.5 below depicts the design of the John Hopkins Talent Management Model.



Figure 3.5: John Hopkins University's Talent Management Model

Source: John Hopkins University (2013:2)

The inner core of the JHU Talent Management Model focuses on the following key talent management processes (JHU 2013:2):

- *Source* of talent by focusing on sub-processes such as succession planning, branding, workforce planning and the recruitment of talented, gifted and competent employees into the organisation.
- *Alignment* of talent by means of 'onboarding', strategic planning alignment and performance management.

- *Learning and development* that are supported by 360-degree assessments, coaching, leadership and professional development, as well as career pathing.
- *Reward* strategy in which provision is made for recognition programmes and the rewarding of high performers.

A unique feature of this model, not explicitly mentioned, but that supports the application of the model, is the fact that it makes provision for organisational diversity and inclusion. The JHU policy on diversity is aligned with the Talent Management Model and makes provision for employees with different experiences and backgrounds, including race, religion, gender, national origin, sexual orientation, age, disability, veteran status and ethnicity. The policy also makes provision for inclusion which is defined by JHU (2013:6) as “a sense of belonging, feeling respected, valued and supportive energy and commitment from others”. Engagement of staff is also a unique feature of the model and is defined as the “extent to which employees are committed to the organisation’s goals and values and are motivated to contribute to organisational success, whilst at the same time enhancing their own sense of well-being within the organisation” (JHU 2013:7).

3.3.6 Fish Camp Learning’s Integrated Talent Management Model

The Fish Camp Learning’s Integrated Talent Management Model combines HRM principles and practises into one interrelated model and portrays it as a sequential process. The unique contribution of this model is the fact that it allows for flexibility and adjustments in ongoing talent management processes in organisations. The model is premised on the fact that talent management should be driven by senior leadership in an organisation.

This model also displays the unique Talent (Employee) Engagement feature, which refers to a sense of employee motivation, rational commitment of employees, the commitment to the vision, mission and values of the organisation and their ability to go beyond the call of duty whilst being engaged. The rest of the core HR functions in this model form part of its core components.

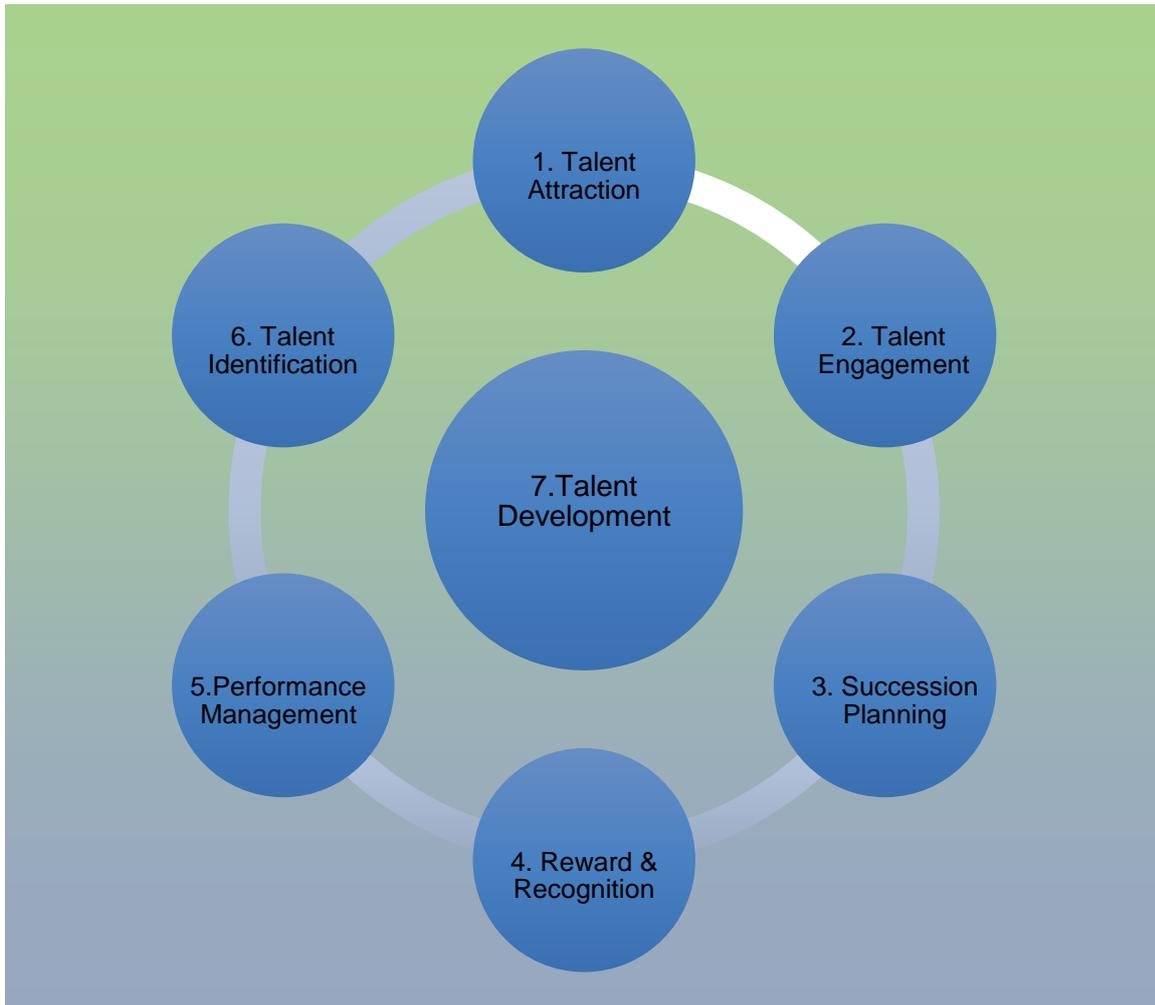


Figure 3. 6: Fish Camp Learning’s Integrated Talent Management Model

Source: Adapted from Fish Camp Learning (2015:2)

This model is supported by the following HRM practises (Fish Camp Learning 2015:2):

- Talent Attraction
- Talent Engagement
- Succession Planning
- Reward and Recognition
- Performance Management

- Talent Identification
- Talent Development

3.3.7 Berenson and Smith Talent Management Model

The United States of America (USA) public sector is experiencing similar challenges as many of their counterparts around the world, which include a shortage of young talent and an aging public service corps, who are preparing for retirement in the next few years (Berenson & Smith 2011:41). The USA public sector was encouraged to apply a world class talent management system, in order to address recruitment and selection, performance management, employee retention, employee engagement, HRM capability improvement and leadership development in order to occupy future public service positions (Berenson & Smith 2011:40-42). According to Berenson and Smith (2011:42), the USA public sector was advised and guided to apply an integrated approach to talent management, which is briefly explained in Figure 3.7 below.

The unique contribution of Berenson and Smith's (2011:41) talent management model is that the inner core of this model is focused on creating a talent culture and a talent mindset within the organisation. If there is no support for a talent mindset within an organisation, the implementation of such a model will not be successful. The outer ring of this integrated talent management model deals with "planning workload and workforce needs" within the organisation. The ring around the model keeps all talent activities neatly packaged and integrated in a ring model and culture in the core of this model's design.

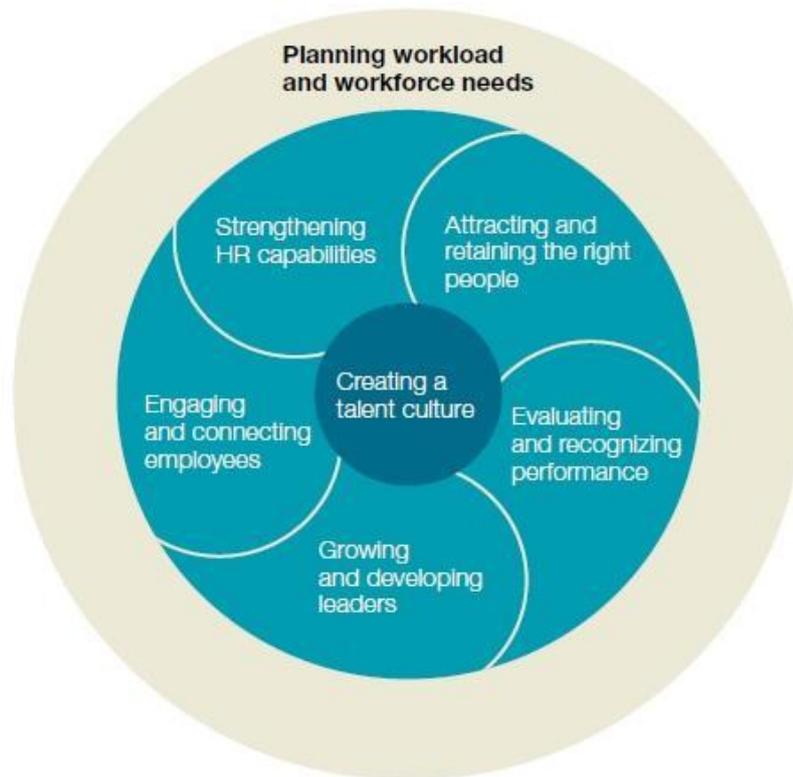


Figure 3. 7: Berenson and Smith’s Integrated Talent Management Model

Source: Berenson and Smith (2011:41)

The Berenson and Smith’s integrated talent management model highlights the following strategic and focused HRM functions to improve the USA public service (Berenson & Smith 2011:41):

- Conduct workforce planning and needs
- Evaluate and recognise superior performance
- Grow and develop the next leaders
- Engaging and connecting with employees
- Strengthening HR capability
- Creating a talent culture/mind-set within the organisation

The main contribution of the Berenson and Smith (2011:41) talent management model is that the core of this model is focused on creating a talent culture and a talent mindset within the organisation. If there is no support for a talent mindset

within an organisation, the likelihood of the successful implementation of such a model is quite low. The concept of a “talent mindset” was alluded to in Chapter 2, section 2.2 (d). The outer ring of this integrated talent management model deals with “planning workload and workforce needs” within the organisation. The ring around the model keeps all talent activities neatly packaged and integrated in a ring model and culture in the core of this model’s design. The National Research Council of Canada’s Talent Management Model is explained next.

3.3.8 National Research Council of Canada’s Talent Management Model

The NRC is a research and technology organisation based in Canada. It recognises talent management as a “driver towards organisational success and sustainability” (NRC 2017:1). Talented individuals should be identified, nurtured, developed and sustain talent for long term success (NRC 2017:2). The NRC conducted an audit on the state of talent management in the country and pinpointed especially two central activities for the design of its Talent Management Model, namely *Workforce Planning* and *Succession Planning* (NRC 2017). The objective behind the talent management audit, which led to the design of this model, was to ensure that the NRC of Canada’s policies and procedures support and enhance proper workforce planning and succession management. These processes should support the sustainability of existing talent pools within organisations (NRC 2017).



Figure 3. 8: NRC's Talent Management Model

Source: Adapted from National Research Council Canada (2017)

The NRC (2017:2) highlights the following HRM practices in this model:

- Strategy
- Governance
- Workforce Planning
- Acquisition
- Succession Management
- Rewards
- Learning and Development
- Performance Management

The NRC (2017:2) talent management model is unique in its design since it focuses on the strategy of the organisation. The strategy of the organisation is thus strongly underpinned by a talent management strategy. According to the NRC (2017:1), the talent model focuses on the core activities such as workforce planning and succession management components. The talent “Audits” is a unique none-core

feature of this model. This model includes the unique non-core component of “Governance” which underpins the core talent management components and is focused on promoting and ensuring that honesty, openness, fairness, objectivity, integrity and transparency of talent policies and procedures are maintained within the organisation. The next unique non-core HRM function contained in this model is “Rewards” and supports the policy of rewarding, recognising all top performance of employees, thus impacting the core components of employee engagement.

3.3.9 Development Dimensions International Integrated Talent Management Model

Development Dimensions International (DDI), an international human resources and leadership development consultancy, designed a comprehensive talent management model in 2013 to facilitate the establishment of talent management best practice in various industries and sectors. The model consists of various interrelated components, including the following (DDI 2013:1):

- *Business Landscape*, including strategic and cultural priorities resulting in business drivers.
- *Talent Implications*, including people trends, capacity gaps, organisation situation and capacity projections.
- *Growth Engine*, including selection, development, performance management and succession management.
- *Outcome*, including workforce performance and business impact.
- *Sustainability*, includes communication, accountability, skills, alignment, metrics and supported by technology enablers.

The five stages Development Dimensions International (DDI) Integrated Talent Management Model is schematically depicted in Figure 3.9 below.

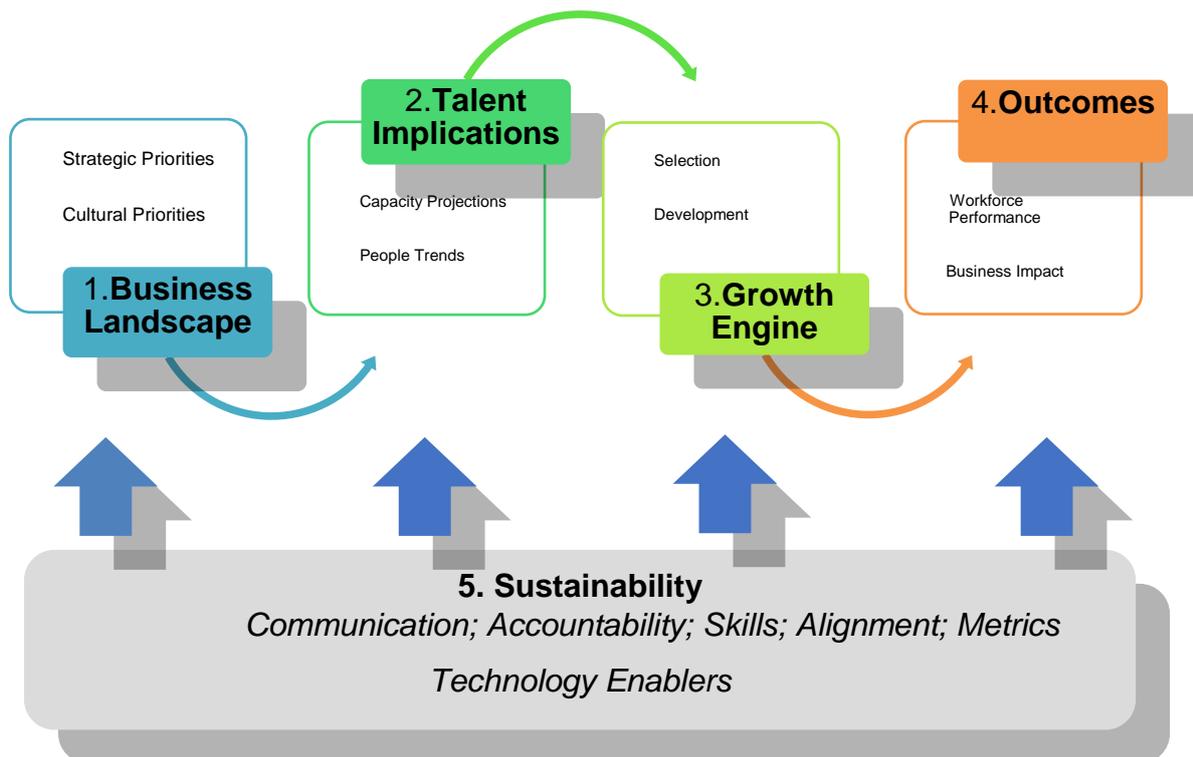


Figure 3. 9: Development Dimensions International’s Integrated Talent Management Model

Source: Adapted from DDI Talent Management Model (2013:1)

The DDI talent management model (2013:1) consists of five main distinctive core dimensions:

- The “Business Landscape” of this Model focuses on the strategic priorities and the organisational cultural priorities, which is underpinned by the “business drivers” of the organisation.
- The “Talent Implications” contained in this Model evaluates the current prevailing organisational talent management situation by means of analysing non-core talent activities such as “people trends”, “capacity gaps”, “organisation situation” and the “capacity projections” of the future talent needs of the organisation.

- The “Growth Engine”. Dimension of this Model focuses on the core talent management process of “selection”, “development”, “performance management” and “succession management”.
- The fourth dimension of this Model focus of “Outcomes”, which is underpinned by the collective “performance” of the employees within the organisation and the direct impact the performance has on the success of the organisation.
- The fifth and final dimension to this Model is the “Sustainability” process which focus on organisational “communication, accountability, skills, alignment, metrics, which is supported by various “technological enablers” such as systems and software.

3.3.10 The Integrated Talent Management Wheel

According to Stahl *et al.* (2012) and Satyendra (2013), the so-called “Integrated Talent Management Wheel” consists of a combination of various best practice dimensions of other similar talent management models. This “Wheel” or model comprises the following core HRM practises:

- Talent Review
- Recruitment and Selection
- Development and Training
- Performance Management
- Retention
- Compensation and Rewards

According to Stahl *et al.* (2012) and Satyendra (2013), the Talent Management Wheel is supported by various guiding principles. These guiding principles add a normative dimension to talent management and, as such, make a unique contribution to the corpus of knowledge of talent management. The guiding principles are:

- management commitment and continuous involvement
- employer branding through differentiation

- balancing global and local needs
- cultural embeddedness

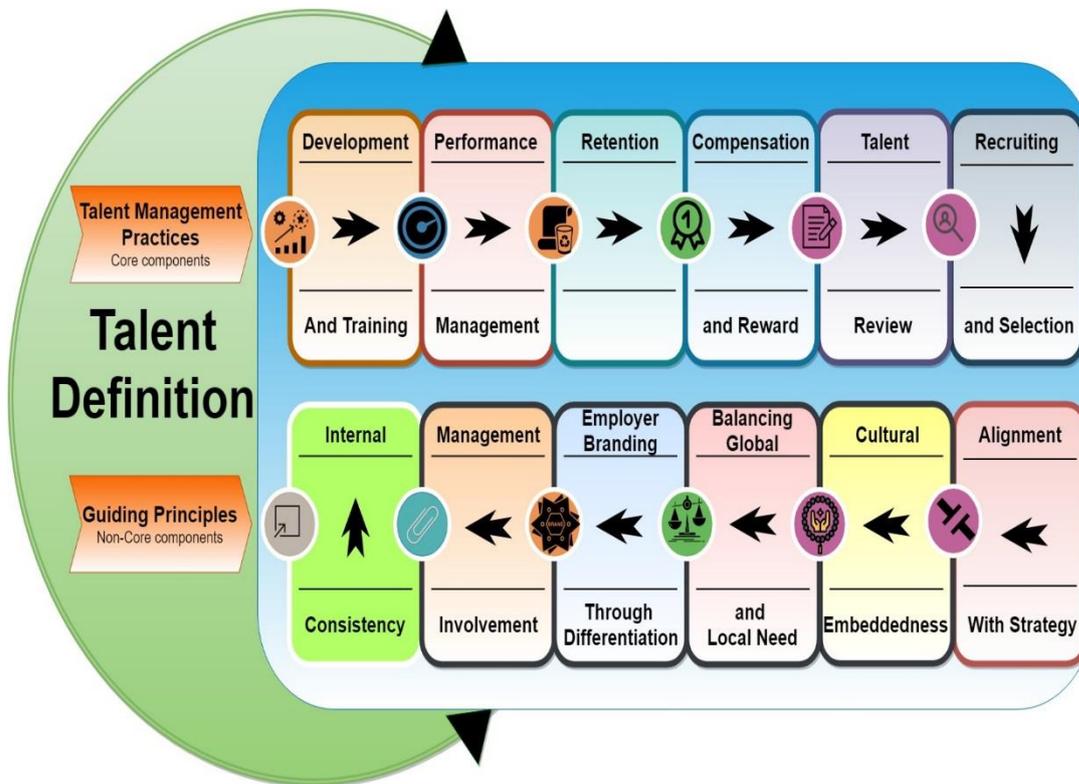


Figure 3. 10: Integrated Talent Management Wheel

Source: Adapted from Stahl *et al.* (2012) and Satyendra (2013)

The Bersin and Associates Integrated Talent Management model is evaluated next.

3.3.11 Bersin and Associates' Integrated Talent Management Model

Bersin and Associates, a California-based research and consultancy company designed its own Integrated Talent Management Model in 2010 to facilitate talent management practices in client organisations. This model is based on experiences and best practice gained during two decades of consultancy and research endeavours. The model accentuates the following HRM components (Bersin and Associates 2010):

- Talent strategy and planning
- Sourcing and recruiting
- Performance management
- Learning and development
- Succession planning
- Leadership development
- Compensation

It is evident that this model is underpinned by various HRM systems and processes similar to other models utilised across the globe. The unique contribution of this model is the fact that it makes use of metrics to measure the scope and level of talent in an organisation and to adjust talent development imperatives accordingly. It also makes provision for a comprehensive competency management process to support talent management practices and processes. The Bersin Integrated talent management is underpinned by an Integrated Maturity Model to provide organisations with a guide and measuring tool to ascertain at which level of Integration has taken place and presents itself in four levels, as depicted below.



Figure 3. 11: Bersin and Associates' Integration Maturity Model

Source: SuccessDart 2019.

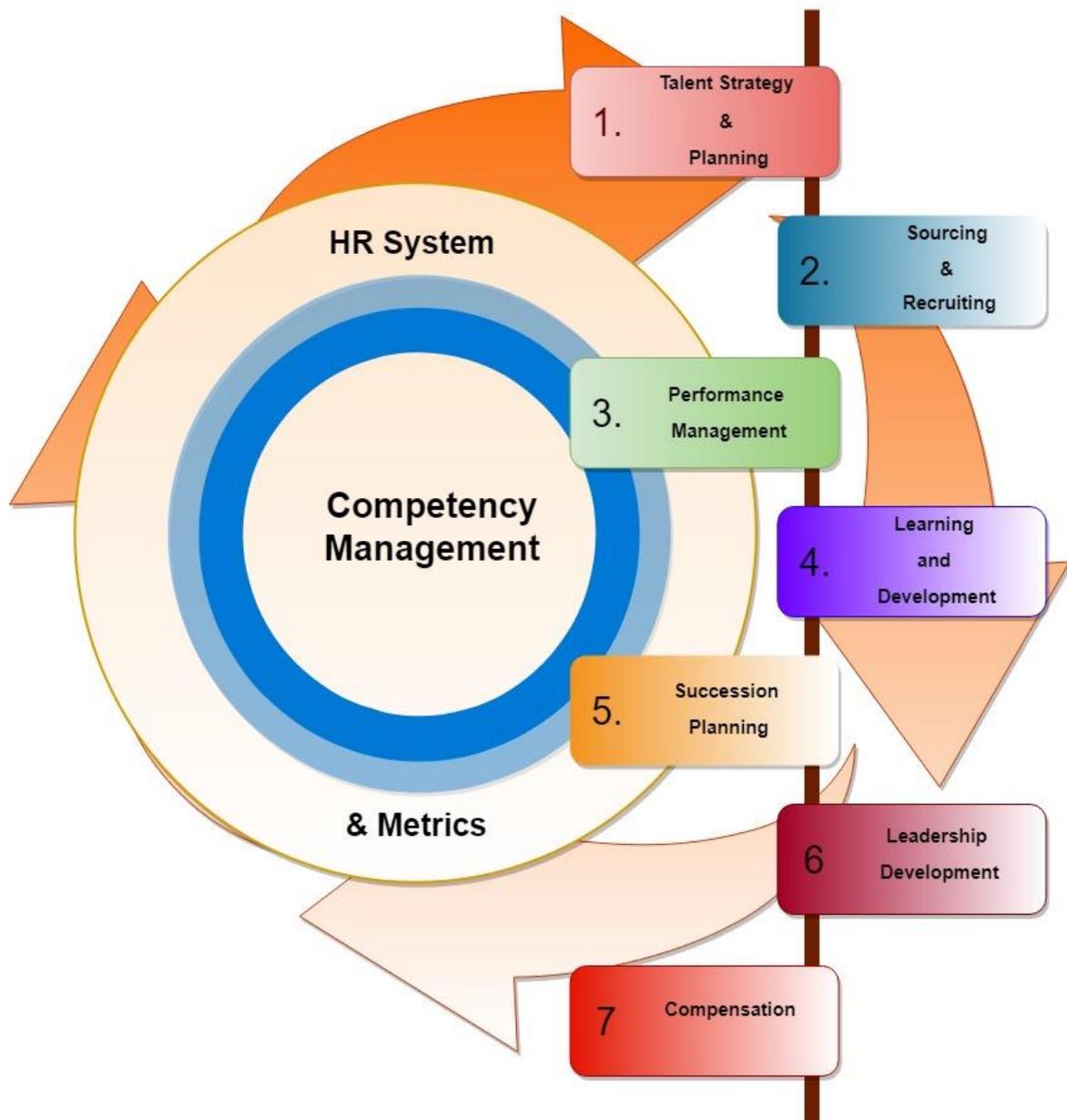


Figure 3. 12: Bersin and Associates' Integrated Talent Management Model

Source: Adapted from Bersin and Associates (2009)

3.3.12 Armstrong's Integrated Talent Management Model

According to Armstrong (2009:582), integrated talent management starts with the business strategy and the type of talented people needed to make an organisation a success. The aim of every successful organisation should be to maintain a pool of talented people and this process, according to Armstrong (2009:582), is referred to

as the talent management “pipeline”. In the design of his model, Armstrong (2009:582) reiterates the fact that talent management should be underpinned by various interrelated HRM processes, as illustrated in Figure 3.13 below. The HRM elements that form the core of this Model, according to Armstrong (2009:582), are the following:

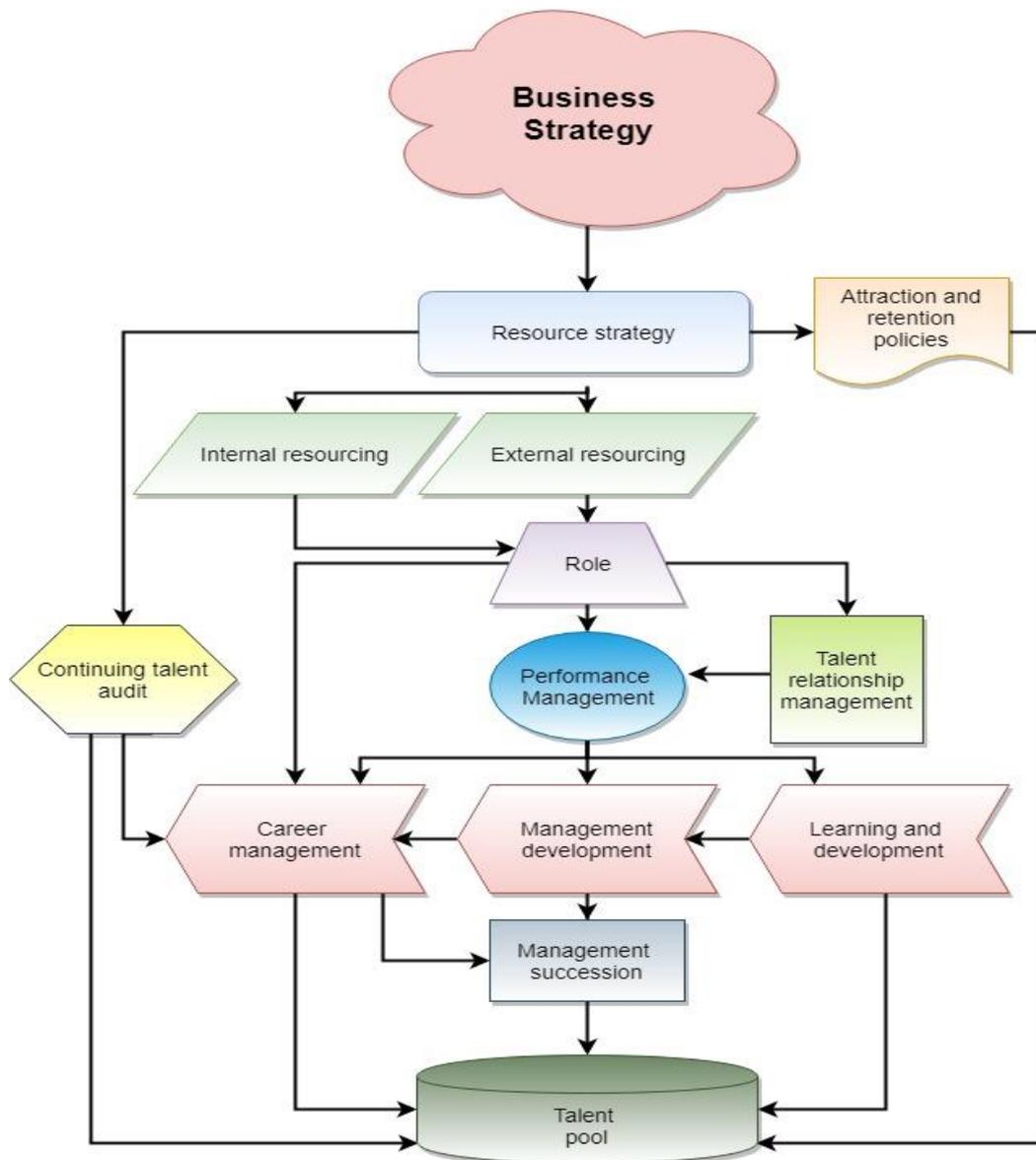


Figure 3. 13: Armstrong’s Integrated Talent Management Model

Adapted from Armstrong (2009) and Armstrong (2012)

- *The resourcing strategy:* The business plan, strategic plan grants the basis for human resource management (HRM) planning processes in the organisation.
- *Attraction and retention policies and programmes:* Attraction policies explain the organisational approach utilised to acquire the necessary skills. Retention policies are designed to ensure that the most talented employees remain part of the organisational structures.
- *Talent audit:* A talent audit should identify those employees with the most potential for future development, supported by coaching, mentoring and various learning and development opportunities.
- *Role design:* Talent management focuses on the roles that people perform within an organisation and they are encouraged to further develop their skills and responsibilities.
- *Talent relationship management:* This is the process of building effective relationships, creating a good place to work, treating employees fair, rewarding and recognising their talent and the value they bring to the organisation.
- *Performance management:* Through efficient and effective performance management processes, management can influence employee motivation and engagement by means of positive feedback and rewarding excellent performance.
- *Learning and development:* Learning and development is that HRM function that assists the employee in acquiring the required skills and competencies to perform optimally in current position and develop towards meeting future organisational needs.
- *Management succession planning:* Succession planning is the process of identifying talented individuals from the organisation and ensuring that the organisation has the necessary leadership capacity it requires in the future.
- *Career management:* Career management provides the employees with enough promotional and developmental opportunities, in order to meet the aspirations of both the organisation and the employee.
- *Talent pools:* talent pools in this model provide for the identification of talented employees in various job categories within the organisation, thus preparing

them for future succession management and internal resourcing projects to ensure the right person with the right skills and competencies are appointed to right positions within the organisation.

This model accentuates the *“Business strategy”* as one of the main components to the success of this talent management process and has a direct impact on the *“Resourcing strategy – Internal or External”*. This model is unique in its composition in that it separates the general development dimension into *“Learning and development”* aimed at the general employees within an organisation and specifically focusing on the *“Management development”* of the organisation’s leadership team. This model places emphasis on the *“Role”* clarification of all positions within the organisation and has a direct influence on a unique component, namely: *“Talent relationship management”* and have a direct impact on *“Performance management”*. The common HRM practises such as the *“Resourcing strategy, Performance management, Learning and development, Management development, Career management, Management succession”* are underscored by the unique *“Talent pool”* processes as key components to this model. The model includes a separate tab for *“Attraction and retention policies”* which informs this integrated approach. A focus on a *“Continuing talent audit”* component is also unique to this model. The role clarification, business strategy, talent audit, talent pools, talent relationship management all makes a unique contribution to this talent model.

3.3.13 Kock and Burke’s Integrated Talent Management Wheel

Kock and Burke (2008:463-466) developed an integrated talent management wheel which has as core aim the improvement of employee engagement within organisations. They included the components of talent identification, talent categorisation, career management, talent balance sheet, talent planning and employee engagement as the critical components which result in positive organisational outcomes.

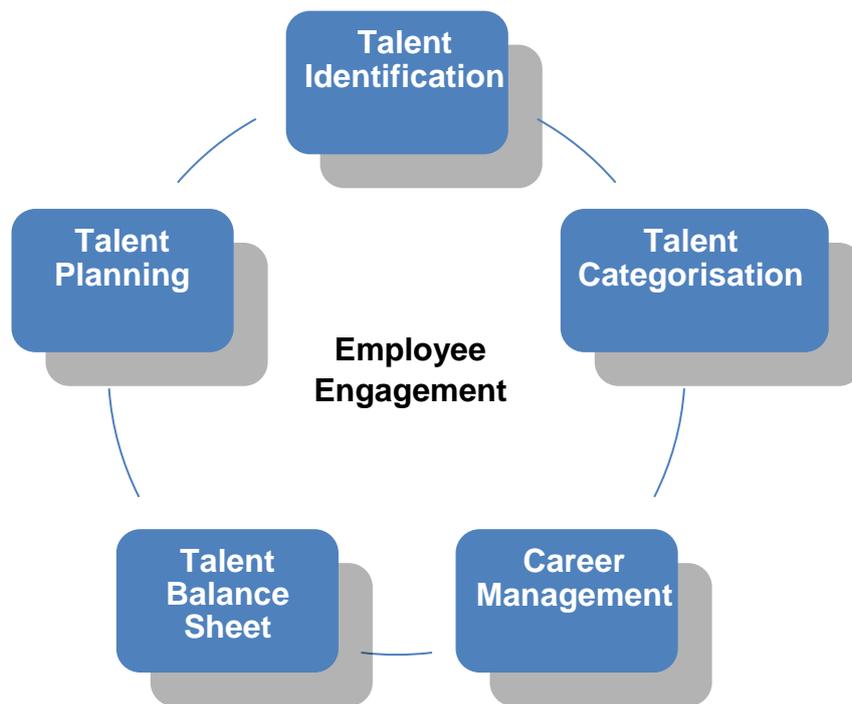


Figure 3. 14: Kock and Burke's Integrated Talent Management Wheel

Source: Adapted from Kock and Burke (2008:463)

The core HRM components which underpin this integrated talent management model are briefly highlighted below.

- *Talent Planning*: Talent planning is the first step to the talent management process and forms part of what is known as workforce or talent panning process. The purpose of talent or workforce planning is to establish the current skills capability of the organisation, which is compared to the critical, scarce or core skills which is required for the organisation to meet its strategic goals and objectives. The number of vacancies, talent pools, graduate development programmes, leadership development programmes, appropriate labour legislation, and financial resources are all evaluated during the talent planning process (Kock & Burke 2008:463).
- *Talent Identification*: This includes the process of identifying high performance employees (HIPO) within the organisation and assessing their current and

future ability against set competency profiles to determine their readiness to take up more superior and critical roles within the organisation (Kock & Burke 2008:463).

- *Talent Classification:* This is the process where the relevant data collected under talent identification process is analysed in order to provide greater meaning to this classification process. This classification of employees will inform discussions at talent management boards, which is driven by the most senior management team within the organisation (Kock & Burke 2008:463).
- *Career Management:* This is an important function as part of an inclusive talent management process. The organisation should assist all its employees to grow in their careers and to achieve their personal and organisational career aspirations. The organisation should develop and assist talented employees to prepare for the next level position within a designed career ladder (Kock & Burke 2008:464).
- *Talent Balance Sheet:* This process constitutes a consolidation and an analysis of all the HR related data, which was acquired as a result of various talent related processes such as performance management, training and development, employee engagement wellness data, employee trends and the strengths, weaknesses, opportunities and threats related to the talent management process. The organisation should do 'introspection' related to talent management processes (Kock & Burke 2008:465).
- *Employee Engagement:* This process refers to the level of rational and emotional commitment of all employees within an organisation. Employee engagement measures the level of motivation, commitment to the organisation, levels of productivity and efficiency within the workplace. During an employee engagement survey, all employees can confidentially provide the organisation with objective feedback on the working conditions and the challenges experienced which prevent or enhance the ability to perform at his or her peak. Engaged (i.e. motivated; committed) employees take pride in their work being performed, produce a high-quality standard of work and have the best interest of the organisation at heart. Employee engagement is not always driven by money, but by the passion for the organisation, its brand, its

values or the higher purpose which is propagated. Having said that, it can be argued that there is a correlation between employee motivation, personal needs, performance commitment to the organisation and retention of key employees within the organisation (Kock & Burke 2008:466).

Employee engagement is a unique feature of this model. The rational and emotional commitment of employees to the organisation's vision, mission and values is important to greater productivity and efficiency. The achievement of the organisation's goals and objectives is important for employment stability and retention of employees with key skills and competencies within the organisation. Motivated and committed employees are not always driven by financial rewards, but the working environment, open communication, trust, vision, mission, values and the organisational higher purpose, all contributing to higher levels of job satisfaction and organisational commitment. Employee engagement was thus a valuable component to a draft integrated talent management model as outcome of this study.

3.3.14 City of Cape Town's Talent Management Framework

The City of Cape Town Municipality's manages the Cape metropole and provides basic services such as water, sanitation, metro police, law enforcement, traffic services, emergency services (i.e. fire, rescue and ambulance), refuse removal, housing opportunities; libraries, parks, beaches and museums to millions of citizens within the geographical area of its responsibility (<https://www.capetown.gov.za/Local%20and%20communities>). The City applies a talent management framework, which is strategically managed from the senior leadership level. This generally ensures that the framework and its talent management components are aligned with various core business processes of the City. The talent management framework highlights the various traditional well-defined HRM activities including attracting, appointing, training, developing, retaining and managing talented employees with the purpose of improving overall organisational performance and efficiency.

The unique contributions of the City of Cape Town’s (i.e. City’s) talent management framework is “Competency frameworks”, “Personal Development Plans (PDP’s)” and “Technology solutions” which underpin the alignment of the respective talent components contained in the framework. The inclusion of the “External environment” and the “Employee value proposition” further adds significant value to the framework. The “Organisational culture” component of the framework is driven by talent management practises and a talent mind-set is instilled within the organisation. It is further evident that talent management is supported by the introduction of “Technology and software”.

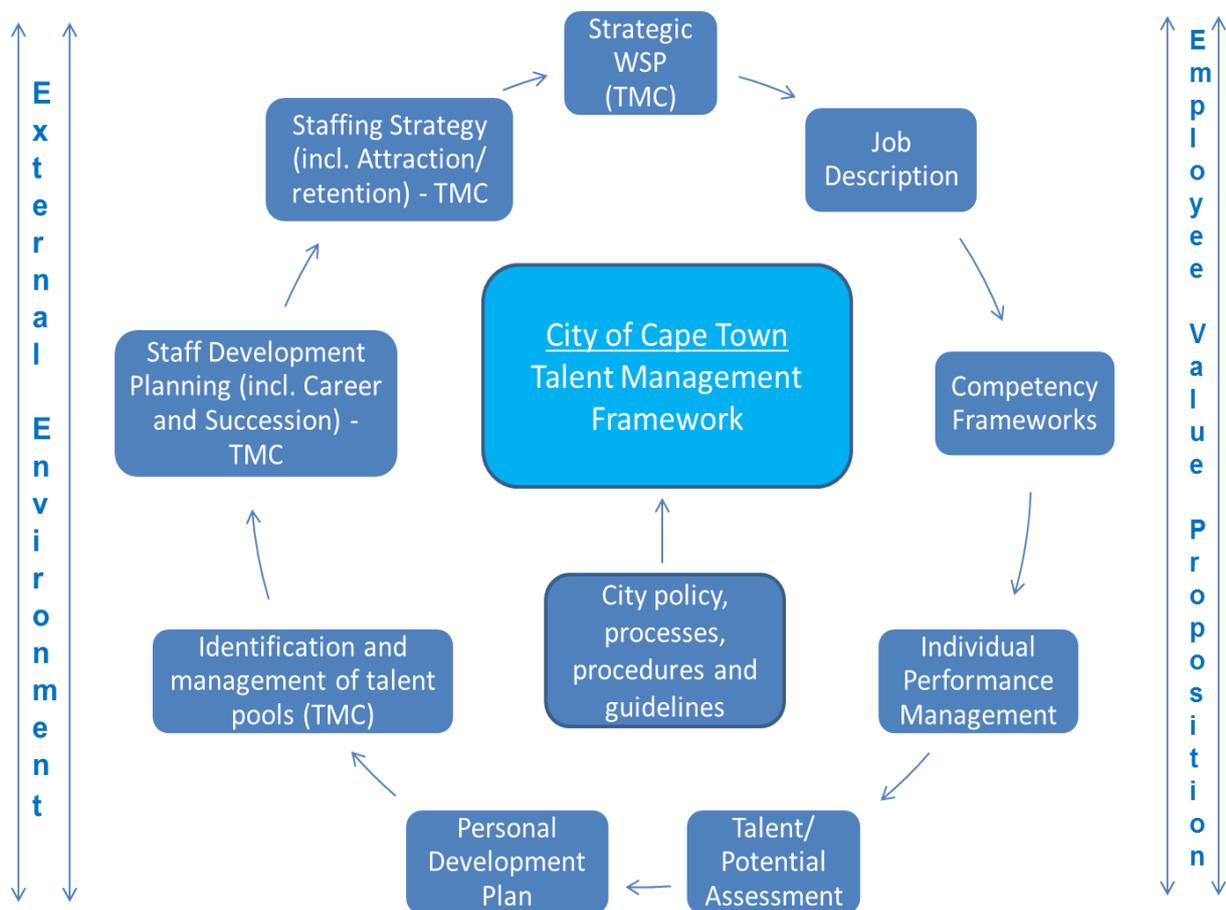


Figure 3. 15: The City of Cape Town’s Talent Management Framework

Source: City of Cape Town Municipality (2011:2)

The talent management framework of the City (CCT 2011:1-10) is supported by the following strategic talent management functions:

- *Strategic staffing strategy:* The main driver behind this talent management strategy is to ensure that the City recruits and selects people with the right skills, competencies and capabilities, in the right place and at the right time when the organisation has need of them. The staffing strategy of the City is the first step in their talent management process and focuses on the strategic environment within which the organisation operates and takes cognisance of the positive impact on its service delivery mandate. Cape Town Municipality's staffing requirements and the available budgets are key factors in implementing this staffing strategy within the organisation.
- *Competency frameworks:* The City values its Competency Frameworks (CF's) as complementary to the organisational job descriptions (JD's) and support to its overall talent management strategy. The CF highlights the desired criteria for successful job performance at different organisational levels and forms part of the internal career management (CM) processes. The CF positively affects the recruitment and staffing strategy by clearly defining the range of competencies associated with the level of complexity required by each position within the organisation.
- *Personal Development Plans (PDP's):* The City describes its PDP process as three activities, namely development, review and updating and expected outcomes. The development process of the PDP is defined as an employees' "personal action plan" which is jointly agreed to by the job incumbent and his/her manager and it clearly identifies the short-term, medium-term and long-term developmental goals of that employee. The PDP review and updating process forms part of an annual process of goals and employee action plans, which should benefit both the individual and the organisation. The review and updating of the PDP's involve feedback to employees, clarification, developmental needs, goal setting and future planning between the responsible manager and the employee.
- *Attraction and retention strategy:* The City focuses on the attraction and retention of talented employees, particularly those with scarce skills and competencies. These scarce skills of talented employees benefit the organisation in achieving its strategic goals and objectives. The City also

promotes itself as an employer of choice, which is supported by an attractive employee value proposition (EVP). The City promotes an objective and transparent performance management process, clear career pathing, succession planning, development of internal talent, opportunities for secondments, interesting projects and job rotation. The senior leadership is expected to support and promote a talent mind set within the organisation.

- *Development of employees:* The City adopted a strategic focus on employee development as an integral part of its talent management framework. The development of employees ensures that each employee have the appropriate skills and competencies to deliver the performance outcomes which is expected from them. The organisation strives to understand the level of skills and competencies of each employee which is compared against the core competencies as stipulated within its Job Descriptions (JD's) and profiles.
- *Performance Management:* Employees receive performance related feedback on a continuous basis. The City's approach to performance management is underpinned by a process of communication, development, coaching, mentoring and skills enhancement. Pre-determined performance criteria are set, which includes a scorecard containing key performance indicators (KPI's). The City's performance management process is informed by the individual's PDP's. This process highlights identified knowledge gaps, recommends training interventions and forms part of the organisations Workforce Skills Plan (WSP).
- *Career and succession planning:* The City's career and succession planning is aligned with the talent management process. Career and succession management allows employees to manage their own career progression, which forms part of well-defined 'career ladders' or 'job streams'. Career and succession activities promote the attraction and retention of scarce and/or critical skills within the organisation.
- *Technology solutions in talent management:* The framework in the City is supported by the required talent management software and information technology (IT) systems. Various core talent components of the framework are supported by technology solutions.

- *The external environment and the employee value proposition (EVP):* This component is important to be aware of the external environment inclusive of its challenges, threats and opportunities to the City's talent. The employee value proposition of the City serves as a 'magnate' to draw talented individuals to the organisation via its recruitment and staffing activities.

The unique contributions of the City's talent management framework are *competency frameworks, Personal Development Plans (PDP's) and the Technology solutions to integrate the respective components of a talent management framework.* The external environment and the employee value proposition (EVP) all play a positive role in successfully applying an integrated talent management framework by the City. Talent management within the City is driven from a strategic level throughout the organisation and all members of senior leadership are committed to its successful implementation throughout the organisation. Talent management forms part of the organisation's culture and mindset instilled by all its employees. Talent management technology in the city is more than just implementing talent software. The City also takes note of the external business environment while applying its talent management strategy.

3.3.15 BLOSS SA's Talent Management Model

BLOSS SA is a niche consultancy firm that focuses on improving organisational and people effectiveness (www.bloss.co.za/). Organisational and employee performance is fostered by integrating assessment, consulting and technology solutions, including psychometric and capability assessments, talent management and change management. To facilitate talent management endeavours, BLOSS SA (2017) developed an integrated talent management model consisting of six key steps. These steps are briefly highlighted below (BLOSS SA 2017):

- *Awareness:* The first step in the talent management process is to create awareness of this process within the broader organisation and to identify the type of talented individuals the organisation requires. The talent management model is implemented from a strategic level within the organisation. The

business planning and HRM strategic planning is important in this regard, thus, to align the business strategy with the talent management strategy. The talent management strategy should take all forces from inside of the organisation (i.e. culture, history, skills, capabilities and strategic goals) into account, as well as external factors to the organisation such as economic, political, location, community and demographics (BIOSS SA 2017).

- *Survey:* After creating the necessary talent management awareness within the organisation, it is imperative that a skills survey be undertaken to assess the current skills levels of employees and to ascertain what is required in order to achieve the organisational goals and objectives. The processes of workforce planning and organisational design (OD), job profiles and employee structures can be applied during the survey stage of the talent management process.
- *Recruitment:* Upon completion of the talent survey, the organisation will be aware of the talent management needs, the desired organisational structures and what human capital/skills gaps exist. The management of the organisation should then embark on a recruitment drive to attract and recruit the right type of employee (i.e. talent) in order to fill critical positions. Organisational leadership must ensure that the correct employee (i.e. adequately skilled and competent) is placed in the correct job by making use of various tools within its recruitment and selection value chain (i.e. competency assessments, competency-based interviews, pre-employment screening, reference checking, person-to-job-fit process, etc.).
- *Performance management:* Once placement of the suitable candidate is concluded, the 'on-boarding' process should take place. Performance management processes should commence whereby the organisation will cascade its personal goals, develop applicable matrices, coaching, assisting, reviewing the new employee to achieve a high performance and swiftly dealing with unsatisfactory performance that will negatively impact the organisation. By employing balance scorecards, employees should be aware of how their jobs fit into the broader value chain of the organisation.
- *Retention:* This step in the talent management process refers to talent retention of key and critically skilled human talent thus providing the

organisation with that required skills and collective knowledge base to create a sustainable and competitive advantage. The organisation must ensure that these critical and core employees are further exposed to developmental opportunities such as coaching, personal development plans (PDP's), succession management, career management, exposure to higher job functions, projects and mentoring. This will motivate and create an opportunity for those identified to remain engaged within the organisation.

- *Information technology*: The world of work has changed significantly over the past decades and most processes are supported by electronic systems. Working arrangements have also changed (e.g. flexible working hours) and the composition of the workforce experiences adjustments due to diverse teams that are required to work in a collaborative and productive way. New business models require high performance from employees due to increased competitiveness and technology-driven organisational demands. Team developmental opportunities, prompt conflict resolution, change management processes and talent mind-set changes should all be supported by information technology”.

Firstly, the uniqueness of the above model is contained in the first step of the talent process, namely, to “*Create an awareness*” of talent management within the entire organisation. This step proactively identifies the type of talent required by the organisation. Secondly, by conducting talent “*Surveys*” of the skills, competencies and capabilities of employees is important to support the successful implementation of this model. Thirdly, this model accentuates the important component of “*Information technology*” for successful implementation and sustainability of the talent model.

According to BIOSS SA (2019), there are many best practise talent management models that can be adapted to suit local organisational conditions. BIOSS SA (2019) propagates an easy to use five-step Talent Management Model, which serves as a starting point to develop a more sophisticated Talent Management Model. According to BIOSS SA (2019), this model is underscored by the 5 B's, namely “Buy, Build,

Borrow, Bind and Bounce”. These sequential talent management steps are briefly highlighted below (BIOSS SA 2019):

- *Buy* – this involves the recruitment process and how talent is ‘bought’.
- *Build* – how the organisation builds, grow and develop employees from a skills and competence perspective to ensure continued competitive advantage.
- *Borrow* – securing the assistance of internal or external consultants, or even expatriates, contract workers and temporary staff to assist for a short period of time so that the necessary talent is available.
- *Bind* – focusing on how to retain and bind talent to the organisation.
- *Bounce* – focusing on how to let go of people who are ‘not fit for purpose’.

The unique characteristic of this model is highlighted in the “B” strategies, which allow for greater flexibility of application by an organisation. The “*Borrowing*” talent strategy allows for the organisation to search for talented individuals from internal and external sources, such as consultants, contract workers, temporary staff or expatriates for particular projects and organisational needs. The “Bind” talent strategy focuses on talent retention and binding key employees to the organisation by means of developmental opportunities (i.e. granting a bursary) and co-opting talented employees to special projects and signing a work-back bursary contract to ensure return on the investment (ROI). The “Bounce” strategy focuses on the organisation separating from certain problematic or troublesome employees who is unable to make a meaningful contribution to the success of the organisation (i.e. dismissals, incapacity, transfers or for operational requirements). The organisation can apply any of these “B” talent strategies as and when the organisation requires it, which makes it very flexible to the organisation. The “B” strategies can be applied in any sequence and at any time, when it is required by the organisation. The “B” strategies contained in this talent model added value to a draft talent management model for the Public Service, allowing for greater flexibility when assessing the talent needs of the institution.

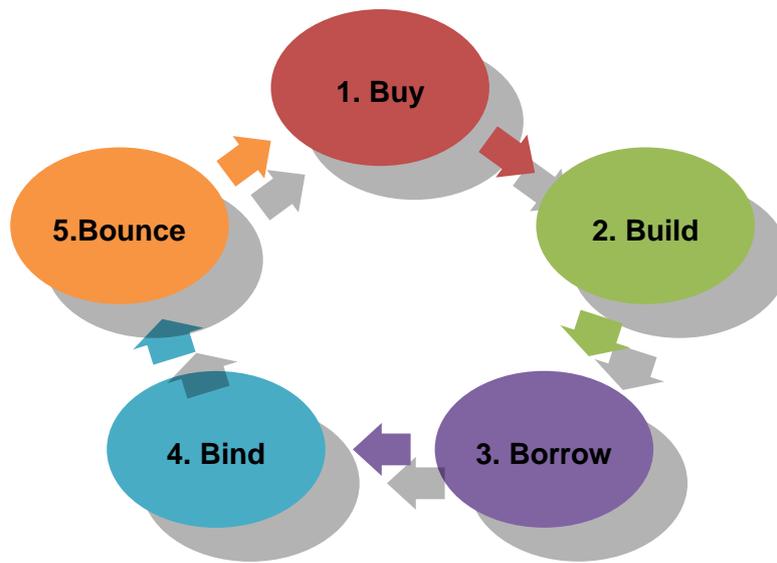


Figure 3. 16: The BIOSS “5 Bs” Talent Management Model

Source: Researcher’s own depiction

3.3.16 University of Southern Queensland Talent Management Framework

The University of Southern Queensland (USQ) is a Higher Education Institution of learning in Australia. The USQ introduced its Strategic Plan 2016 to 2020, which is the blueprint for the organisation to achieve its purpose of leading in economic and social development by means of higher education and research excellence (USQ 2016:3). The USQ aspires to positively affect the lives of ordinary people from the community where they operate, all students and their talented employees. During tough economic times and times of change experienced by the higher education institutions in Australia, the USQ has developed a Workforce and Talent Management Plan (2016-2020), which is implemented concurrently with its Strategic Plan (2016-2020). The talent management plan and supporting models are designed to ensure that the USQ could “plan, attract, develop, engage, empower and align” its employees (i.e. talent) to the needs of the organisation (USQ 2016:3-4). Both the Strategic Plan and the Workforce and Talent Management Plan are underpinned by the USQ “Workplace Culture” creating the correct environment for successful

implementation. The USQ talent management model below is underpinned by the interconnection and alignment of the business strategy, talent management strategy and the HRM strategy, in order to achieve the strategic goals and objectives of the organisation (USQ 2016:3-4). The USQ Talent Management Framework is underscored by the interconnectivity of its organisational or business strategy with the talent management strategy, which relates to the HR strategy of the organisation. Figure 3.17 displays the interconnectivity of the three strategies to ensure that optimal success and efficiency are achieved.



Figure 3. 17: Interconnectivity of the three strategies

Source: Adapted from USQ (2016)

The components of the USQ Talent Management Framework are depicted in Figure 3.18 below.

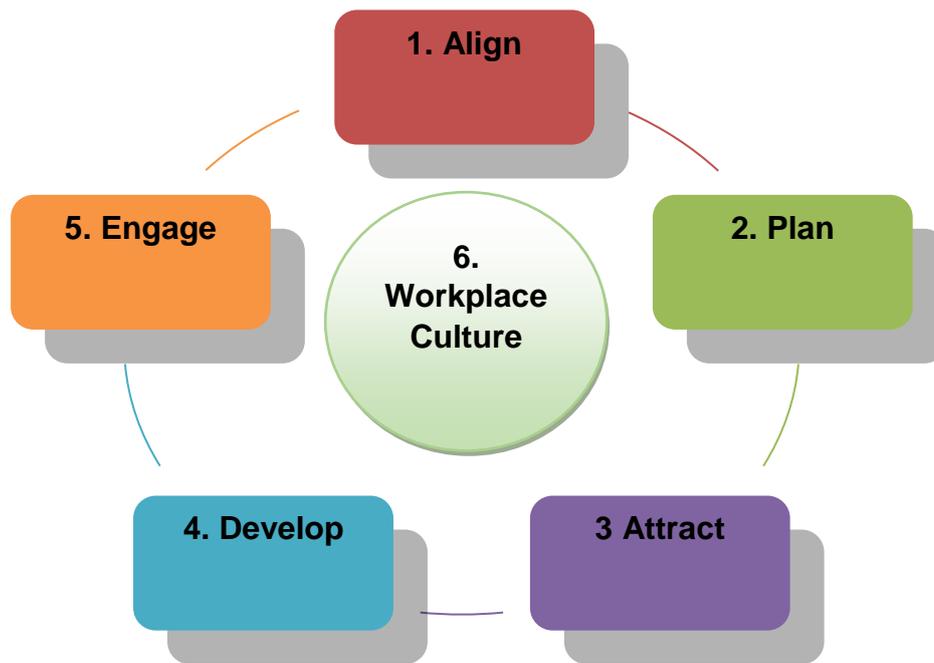


Figure 3.18: University of Southern Queensland (USQ) Talent Management Framework

Source: Adapted from USQ (2016:7)

The six-point talent management framework consists of the following areas:

- *“Align”*: the talent management strategy to the organisational strategy. Key talent management functions involved at this stage includes “people change and transition; talent deployment; succession planning and career pathways.”
- *“Plan”*: this step in the model includes all forms of talent and organisational planning and includes “Workforce planning; organisational development; employment frameworks; HR Technology and Data analytics and metrics.”
- *“Attract”*: This includes ‘recruitment’, ‘induction’ and ‘onboarding’; ‘employer branding’ and ‘Employee value proposition (EVP)’.
- *Develop*: This step of the process includes ‘leadership development’ and ‘performance’.
- *Engage*: This talent management step includes ‘diversity and inclusion’; ‘health and wellbeing’; ‘reward and recognition’; ‘employee engagement’; ‘organisational values’ and ‘employee benefits’.

- *Workplace Culture*: This talent culture and mindset is displayed and practised by the most senior executives (i.e. examples) to the most junior employees within the USQ. This workplace culture (i.e. how things are done at USQ) underpins the talent management strategy as it becomes part of the everyday operations of the USQ.

The unique feature of this USQ talent management model is its focus on promoting a “*Workplace culture*” which underscores the organisations strategic talent management strategy. This “*Workplace culture*” is underpinned by the USQ’s vision, mission and values. High value is placed on the supportive components of employee inputs into the process. Communication and honesty and integrity support the successful implementation of “diversity of skills and competencies”, promote “employee wellness”, encourage and recognise positive behaviours by employees, who impact “employee motivation” and “engagement” within this organisation. The second unique feature of the USQ talent management model is the (Employee) “*Engage*” component, which includes amongst others “diversity and inclusion”; “health and wellbeing”; “reward and recognition”; “employee engagement”; “Organisational values” and “Employee benefits”. A “Workplace Culture”; “Employee Engagement” “Diversity and Inclusion” “Health and Wellness” and a “Reward and Recognition” process are unique components to this model.

A further unique feature of this USQ talent management model is the “Workplace Culture” which supports the University’s strategic talent management strategy. The “Workplace Culture” is underpinned by the USQ’s vision, mission and values. It places value on the inputs from employees, to communicate openly and honestly, to support the implementation of diversity of skills and competencies, to promote employee wellness and to encourage and recognise positive behaviours. The second unique feature of the USQ talent management model is the “Engage” component, which includes amongst others “diversity and inclusion”; “health and wellbeing”; “reward and recognition”; “employee engagement”; “organisational values” and “employee benefits”.

3.3.17 BeamPines Integrated Talent Management Model

BeamPines is a niche consultancy in the USA assisting organisations to design the required organisational architecture to attract, develop, coach, mentor retain and grow talented employees. BeamPines drafts personalised talent management plans to suit the needs of each organisation. They conduct a deep analysis of the organisation and its goals and objectives and customise a talent management plan accordingly. The outcome is for the customer’s business to achieve sustained results during difficult economic times.



Figure 3.19: BeamPines Integrated Talent Management Model

Source: Adapted from BeamPines (2019)

The BeamPines Integrated Talent Management Model commences with its core component, namely “Business Strategy and Talent Strategy”. The key components of this model are the following (BeamPines 2019:1):

- Talent Acquisition and Onboarding
- Talent Development and Learning
- Career Pathing
- Engagement and Wellness
- Performance Management
- Succession and Workforce Planning

This model highlights the commonly identified components, dimensions and elements that are found in most of the international best practise talent management models. A unique feature of the model is the inclusion of “Engagement & Wellness”. According to BeamPines (2019:1), it is important that employees are fully engaged, motivated and in a state of mind that supports productivity and efficiency within the workplace. It is further argued that the rest of the common components in this model cannot be optimally achieved when employees are demotivated, absent from work, disengaged, low productivity, poor quality work or is not mentally and/or physically well enough to perform these critical job tasks to the benefit of the organisation. The model is further underpinned by various talent management “enablers” which are listed below:

- *Enterprise Sponsorship and Investment:* All critical stakeholders should be involved and give ‘buy-in’ to the integrated talent management model.
- *Talent Management Capability and Process:* Talent development and capability building within the organisation is important to the successful integration of talent management processes into the future.
- *Technology, Data Analysis and Reporting:* Technology, data and reports are key to the successful support and development of integrated talent management. Various trend analyses can be completed during the implementation and maintenance phases of integrated talent management process.
- *Supportive Culture:* A supportive workplace culture will benefit the development, satisfaction and motivation of employees which could lead to positive talent outcomes.



Figure 3. 20: Talent Management Enablers

Source: Adapted from BeamPines (2019)

The next model to be analysed is the Oracle Integrated Talent Management Framework.

3.3.18 Oracle Integrated Talent Management Framework

Oracle is a global technology company focusing on innovative technological solutions for their clients around the world. Oracle deals in data and emerging technologies and moving away from old paradigms and mindsets. They deal in cloud technologies and assisting organisations in re-designing their business processes, business models and experiences. They are the authors who introduced “Oracle Autonomous Database” the industries self-driving, self-securing and self-repairing databases (Oracle 2019:1). Oracle services 430 000 corporate customers in 175 countries around the world (Oracle 2019:1). Oracle technologies assist clients to grasp available business opportunities and to resolve tangible problems within the business arena for their clients (Oracle 2019:1). Oracle applied talent management principles to their own organisation but also assists their clients with developing

integrated talent management models for their clients to improve efficiency and productivity.

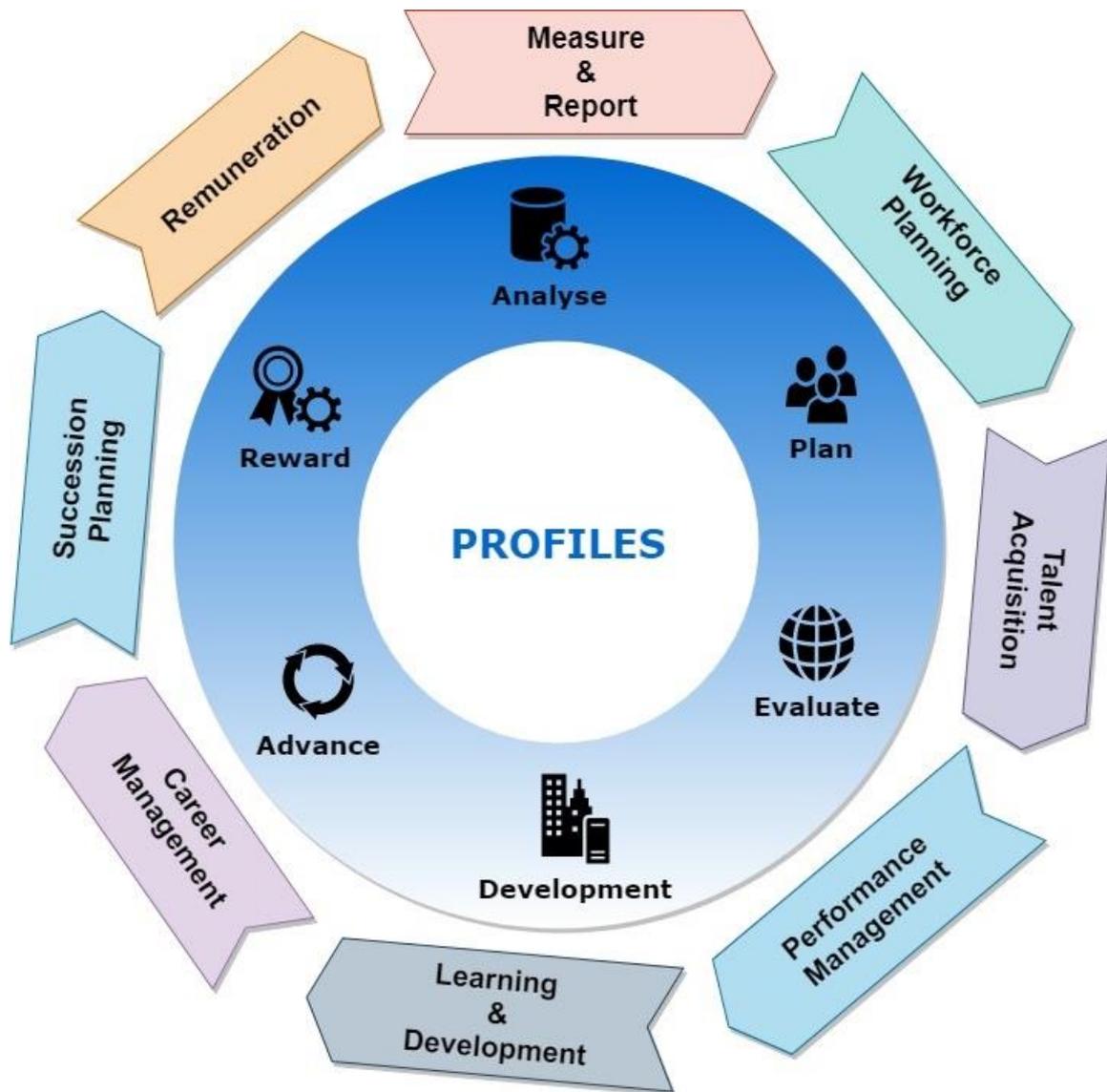


Figure 3. 21: Oracle's Integrated Talent Management Framework

Source: Adapted from Oracle (2008)

The hub and spoke wheel model used by the Oracle model highlights the normal sequential talent management process. The outer ring of this model contains the following HR processes:

- Planning
- Recruiting
- Performance
- Learning
- Career Development
- Succession Planning
- Compensation
- Measure and Report

The unique characteristic of this model is its centre point, namely (job) “*Profiles*” which impacts the “*Talent Acquisition and Onboarding*”, “*Talent Development and Learning*” and “*Performance Management*”. The outer ring contains the regular talent management processes which run sequential to each other. The hub and spoke design of this model is supported by various HRM activities such as “*Plan, Evaluate, Develop, Advance, Reward, Analyse*”. This model is well-designed with the outer ring keeping all non-core value adding activities on the inside, whilst a clear distinction is made between the core value adding talent activities (outer ring) which is supported by non-core value adding activities by the inner ring. The “*Profiles*” are in the centre of this model and influence both core and non-core talent management activities in this model. The design of this model enhances the integration of the various components and eliminates long lines and arrows which could potentially introduce some form of inefficiencies and subjectivities into the process. As stated earlier, Oracle is a technology company dealing in various databases and the practise of business analysis. The benefit of this model is that it can be fully implemented and integrated and supported by a technology solution to underpin it. This technology solution to talent is backed by a “*Cloud*” capability and allows for seamless connection of skills, competencies, learning objectives, succession management process, training metrics and financial information related to this model. A technology solution allows and supports talented people to work more flexible hours and from various venues while interplaying with a talent technology solution using mobile devices and video equipment. Technology is what brings people together and allows for that flexibility, which leads to motivation, productivity

and employee engagement. Paper driven talent management solutions – in any type of Model – are at risk of not being successfully implemented and can possibly be manipulated. The unique characteristic of the model is that technology enhances a talent management model within an organisation. It is argued that, for an integrated talent management model to be successful in any organisation, it should be underpinned and integrated by a technological advanced system which provides up to date data, dashboards and metrics which positively influence the Talent Management activities listed in the outer ring of this model.

This concludes a brief synopsis of some of the most common national and international talent management models. The next section elaborates on a comparative analysis of the respective best practise that can be extracted from these models.

3.4 COMPARITIVE ANALYSES OF TALENT MANAGEMENT MODELS

An analysis of international and national talent management models is necessary to pinpoint best practices and to identify core and non-core dimensions and elements associated with these models. This analysis serves as a further data set to design an integrated talent management model for the South African Public Service. The drafting of this is further underpinned by a theoretical framework for talent management (Chapter 2) and responses obtained from participants involved in talent management in the case study (Chapter 4). The design of a draft integrated talent management model based on the different data sets can be considered as the foundation for the empirical investigation (Chapter 5), which seeks to approve, authenticate, improve, expand and potentially confirm the content of the draft integrated talent management model. The various components of the draft integrated talent management model are extracted from the content of Table 3.1 below.

The first objective of this analysis is to highlight the most common HR components, which underpin most of the international best practise talent management models. The second objective is to highlight all those uncommon or unique HR components which were identified in some of the talent models. These uncommon and unique HR

components added value to a drafted integrated talent management model. The final integrated talent management model is presented in the final chapter of this study (Chapter 6).

Seventeen best practise integrated talent management models were analysed to determine commonalities and unique features.

Table 3.1: Common dimensions, components and elements of talent management models

Talent management models	Common model dimensions and elements
<ul style="list-style-type: none"> ● Best Practice Institute's (BPI) Talent Management Model ● Expert 360's Integrated Talent Management Model ● University of Kansas Integrated Talent Management Model ● Brown's Integrated Talent Management Model ● John Hopkins University's (JHU) Talent Management Model ● Fish Camp Learning Talent Management Model ● Berenson and Smith's Talent Management Model ● National Research Council of Canada's Talent Management Model ● Development Dimensions International Integrated Talent Management Model ● The Integrated Talent Management Wheel ● Bersin and Associates' Integrated Talent 	<ul style="list-style-type: none"> ● Workforce Planning ● Talent Acquisition (i.e. Recruitment and Selection) ● Learning and Development ● Succession Planning ● Performance Management

<p>Management Model</p> <ul style="list-style-type: none"> ● Armstrong’s Integrated Talent Management Model ● The City of Cape Town’s Talent Management Framework ● BLOSS SA’s Talent Management Model ● BeamPines Integrated Talent Model ● University of Southern Queensland’s (USQ) Talent Management Framework ● Oracle’s Integrated Talent Management Model 	<ul style="list-style-type: none"> ● Compensation and Benefits
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Source: Researcher’s own compilation

Table 3.2 below highlights all the unique core and non-core talent management components per best practise models. These unique core and non-core components were included in the draft integrated talent management model to operationalise the primary objective of this study.

Table 3.2: Unique core and non-core talent components for inclusion in the draft talent management model

Talent Management Models	Unique core and non-core talent components
Best Practise Talent Management Model	<ul style="list-style-type: none"> ● HR Technology ● Organisational Design (OD)
Expert 360 Degree Talent Management Model	<ul style="list-style-type: none"> ● Organisational Strategy ● Organisational Performance ● Organisational Outcomes
Brown’s Talent Management Model	<ul style="list-style-type: none"> ● Global economy

	<ul style="list-style-type: none"> ● Global context ● Global policies ● Organisational culture
University of Kansas's Talent Management Model	<ul style="list-style-type: none"> ● Leadership ● Adaptability ● Inclusiveness ● Occupational knowledge ● Technology orientation ● Communication ● Innovation ● Team focus ● Accountability ● Customer/quality focus ● Alignment of talent functions
John Hopkins University Talent Management Model	<ul style="list-style-type: none"> ● Diversity and Inclusion. ● Employee Engagement
Fish Camp Learning's Integrated Talent Management Model	<ul style="list-style-type: none"> ● Talent (Employee) Engagement
Berenson and Smith's Talent Management Model	<ul style="list-style-type: none"> ● Talent culture and talent mindset ● Planning workload and workforce needs
National Research Council of Canada's Talent Management Model	<ul style="list-style-type: none"> ● Governance ● Rewards
Development Dimensions International Integrated Talent Management Model	<ul style="list-style-type: none"> ● Business Landscape ● Talent Implications ● Growth Engine

	<ul style="list-style-type: none"> ● Outcomes ● Sustainability
The Integrated Talent Management Wheel	<ul style="list-style-type: none"> ● Management commitment and continuous involvement ● Employer branding through differentiation ● Balancing global and local needs ● Cultural embeddedness
Bersin and Associates' Integrated Talent Management Model	<ul style="list-style-type: none"> ● Makes use of metrics ● Comprehensive competency management process. ● Integrated Maturity Model
Armstrong's Integrated Talent Management Model	<ul style="list-style-type: none"> ● Role clarification ● Business strategy ● Talent audit ● Talent pools ● Talent relationship management
Kock and Burke's Integrated Talent Management Wheel	<ul style="list-style-type: none"> ● Employee engagement
The City of Cape Town's Talent Management Framework	<ul style="list-style-type: none"> ● Competency Frameworks ● Personal Development Plans ● Technology Solutions ● External environment ● Employee Value Proposition
BIOSS SA's Talent Management Model	<ul style="list-style-type: none"> ● Create an awareness ● Surveys ● Borrowing ● Bind

	<ul style="list-style-type: none"> ● Bounce
University of Southern Queensland (USQ) Talent Management Framework	<ul style="list-style-type: none"> ● Workplace Culture ● Employee Engagement ● Diversity and Inclusion ● Health and Wellness ● Reward and Recognition
BeamPines Integrated Talent Management Model	<ul style="list-style-type: none"> ● Enterprise Sponsorship and Investment ● Talent Management Capability and Process ● Technology ● Data Analysis and Reporting ● Supportive Culture
Oracle Integrated Talent Management Model	<ul style="list-style-type: none"> ● Talent technology ● Metrics ● Databases ● Profiles ● Plan ● Evaluate ● Develop ● Advance ● Reward ● Analyse

Source: Researcher's own compilation

3.5 AN ANALYSIS OF THEORETICAL DIMENSIONS TO BE INCLUDED IN A DRAFT TALENT MANAGEMENT MODEL

The following analysis highlights the theoretical underpinnings as explained in Chapter 2 of this study. These theoretical underpinnings provided support for the development of a draft talent management model for the Public Service.

Table 3.3: Theoretical underpinnings of talent management

Theoretical concepts and perspectives	Listing of theoretical concepts or components
Talent Management Meta-Perspectives (Section 2.3)	<ul style="list-style-type: none"> ● Innate and acquired talent perspectives ● Inclusive and exclusive talent perspective ● Exclusive talent perspective ● Stable talent perspective ● Inclusive and developable talent philosophy ● Object and subject perspectives to talent ● Transferable and context-dependable talent perspectives ● Humanistic approach ● Competitive approach ● Entrepreneurial approach ● The competitive talent management perspective ● The process talent management perspective ● The human resource development perspective ● The cultural talent management perspective ● The change talent management

	<p>perspective</p> <ul style="list-style-type: none"> • The talent decision science perspective
Value-Driven Approaches to Talent Management (Section 2.4)	<ul style="list-style-type: none"> • The people approach • The practise approach • The position approach • The strategic pools approach
Talent Management Theories (Section 2.5)	<ul style="list-style-type: none"> • Psychological Contract Theory • Organisational Support Theory • Organisational Commitment Theory • Human Relations Theory • Generational Theory

Source: Researcher's own compilation

Based on the above analysis conducted on various data sets, the following core components are identified as the most commonly used “core” components to be found in most best practise talent management models.

- Workforce Planning
- Talent Acquisition
- Performance Management
- Learning and Development
- Succession Management
- Career Management

3.6 PRELIMINARY INTEGRATED TALENT MANAGEMENT MODEL

Based on the evaluation and analysis of the above-mentioned seventeen best practise talent management models, the identified core commonalities were used to construct a draft integrated talent management model, which is scientifically sound and underpinned by theoretical value adding approaches, theories and concepts

(Chapter 2). This draft talent management model is also supported by an in-depth analysis of seventeen best practise talent management models, wherein the common talent components and the unique (uncommon) talent components are identified and neatly packaged into an efficient and integrated talent management model in this study. These best practice talent components are:

- Organisational Design (OD)
- Workforce Planning
- Talent Acquisition
- Training and Development
- Performance Management
- Employee Engagement
- Employee Wellness
- Compensation and Benefits
- Diversity and Inclusion
- Technology; Software, Metrics and Data
- Workplace Talent Culture;
- Talent Management Strategy
- Organisational Strategy

There are certain non-core talent components, which forms part of this integrated talent management model and includes:

- Governance
- Vision, Mission, Values; Talent Maturity Model
- Employee Value Proposition (EVP)
- Competency Framework
- Job Profiles
- Talent Pools

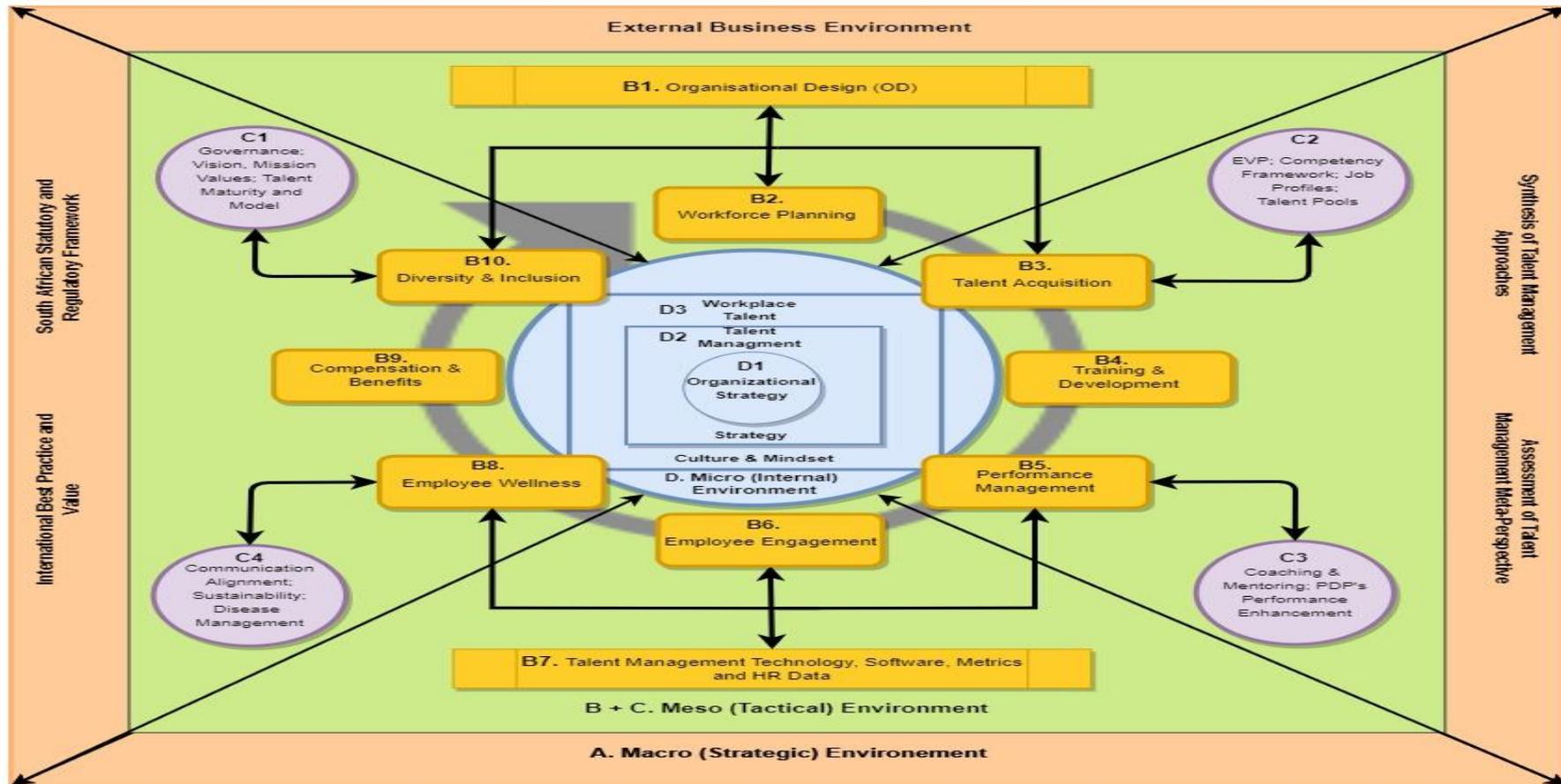
There are additional value adding talent management processes, which include:

- External Business Environment

- South African Public Service Statutory and Regulatory Framework
- Value Driven Approaches to Talent Management
- Talent Management Theories
- Talent Management Meta-Perspectives

Figure 3.22 below schematically presents the Preliminary Integrated Talent Management Model for the South African Public Service.

Figure 3.22: Preliminary Integrated Talent Management Model for the South African Public Service



3.7 CONCLUSION

The research objective for this chapter was to explore the nature and the need for an integrated talent management approach by analysing various national and international talent management models. The chapter commenced with defining and clarifying various concepts such as talent management, models, need for integration, best practise, human resources and talent management. The chapter further analysed and synthesised the content of various best practice talent management models. Twenty-one talent management best practice models were evaluated, and the commonalities contained in them were highlighted. These commonalities were used to design a preliminary integrated talent management model. This preliminary integrated talent management model is underpinned by core and unique dimensions and elements emanating from the analyses of the talent management models. The preliminary model was used as part of the empirical investigation in an attempt to further refine it.

Chapter 4 of this study evaluates and assesses talent management in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis in general and talent management in particular.

CHAPTER 4

THE STATUS OF TALENT MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

4.1 INTRODUCTION

In the previous chapter, various best practise talent management models were analysed in order to identify commonalities as far as dimensions, elements and composition of talent management are concerned. These common features were utilised for purposes of designing an integrated talent management model for the South African Public Service with specific reference to the Western Cape Provincial Government (WCPG).

The research focus of this chapter is therefore to assess the current state of talent management within the South African Public Service, paying particular attention to the case of the WCPG. This was achieved by exploring the relevant statutory and the regulatory frameworks, inclusive of official strategies and guideline documents, pertaining to human resource management (HRM) in general and talent management in particular. It also included an overview of current policy directives and associated practises in the provincial government. For purposes of operationalising the relevant research objective, this chapter is divided into three distinct but highly interrelated sections:

- a case study analysis of HRM and talent management practices and processes in the WCPG;
- an overview of the statutory framework consisting of relevant HRM legislation in the South African Public Service; and
- an exploration of the regulatory framework guiding various HRM policies and procedures within the Public Service, with specific reference to talent management.

4.2 THE WESTERN CAPE PROVINCIAL GOVERNMENT: CASE STUDY ANALYSIS

As mentioned in Chapter 1 of this study, a case study generally refers to a survey of a real-life situation that seeks to derive a deeper understanding of an issue under investigation (Zainal 2007:5). Webb and Auriacombe (2006:599) concur that a case study emphasises a detailed contextual analysis of a limited number of events or conditions. Case studies as a research method are useful, according to Yin (1994:15), since multiple sources of evidence can be employed. Schurink and Auriacombe (2010:449) further assert that case study methods facilitate the use of the principle of data triangulation by differentiating between different units of analysis. This validates data collection and generally expands the rigour of scientific inquiry. Case studies further stress the comprehensive examination of a confined area or circumstances and their correlation (Webb & Auriacombe 2006:599).

A possible limitation of the utilisation of a case study in social science research is the absence of credibility in generating generalisable conclusions from a single case. Case study designs are thus often criticised for their dependency on the exploration of a single case as this makes it difficult to reach a conclusive finding. It is for this reason that this study employed multiple sources of evidence (i.e. data sets to develop an integrated talent management framework). The case selected for purposes of this study was the WCPG, and as mentioned, and multiple units of analyses (i.e. sampled provincial departments) were utilised to enable the generalisability of the findings within the province. However, these findings cannot necessarily be extrapolated to the entire Public Service, comprising of various national and provincial government departments. Nevertheless, since HRM practices in general and talent management procedures in particular are prescribed and governed by a comprehensive statutory and regulatory framework, which is applicable to the entire Public Service, some generalisations are possible.

A robust literature review conducted as regards the status of talent management in the WCPG included various HRM policy documents, strategies, official guidelines as well as annual reports. Various inferences were drawn from this literature review

regarding the status of HRM and talent management within the South African Public Service in general and the WCPG in particular.

4.2.1 The state of people management in the WCPG

The Western Cape is situated on the south-western tip of the African continent and is one of the nine provinces of South Africa. The province houses 11.3% of the national population: approximately 6.3 million people live in the Western Cape on 129 370 km² of land (PGWC: Provincial Treasury: Provincial Economic Review & Outlook 2016).

The WCPG was officially established with the promulgation of the Provincial Constitution in 1998. Currently, this government consists of 13 departments:

- Department of Agriculture;
- Department of Community Safety;
- Department of Cultural Affairs and Sport;
- Department of Economic Development and Tourism;
- Department of Environmental Affairs and Development Planning;
- Department of Health;
- Department of Human Settlements;
- Department of Local Government;
- Department of Social Development;
- Department of Transport and Public Works;
- Department of the Premier;
- Provincial Treasury; and
- Western Cape Education Department.

Collectively, these departments currently have 69 393 full-time employees in the salary bands 9-16. With a budget of R67 148 billion (2019/2020 financial year), these departments are responsible for implementing national legislation and providing services to citizens of the province (RSA 2019:1).

It was prudent to identify the current challenges associated with HRM and talent management as experienced by the WCPG. These challenges further substantiated the need for an integrated talent management model and furthermore identified key areas of concern that should be accommodated by such a model. Based on an analysis of official strategic documents, departmental annual reports, various HRM audits, press releases and initial interviews with senior HRM managers in provincial departments, the following preliminary HRM challenges were identified:

- **High staff turnover**

According to the WCPG (RSA 2012:8; RSA 2016:14-17), the provincial government values its employees and depends on them to be well trained and committed to the respective provincial departments and their strategic objectives. However, according to the WCPG (RSA 2012:8; RSA 2016:14-17), high staff turnover, mainly due to resignations, leads to the loss of institutional memory, expertise and experience. Numerous vacancies exist which place a significant burden on the recruitment and selection functions of departments (RSA 2017/18[a]:129; RSA 2017/18[b]:127-128). The high costs associated with recruitment were highlighted by various departmental strategic documents as a significant risk factor. It is furthermore evident that limited or no exit data exists to design and implement a comprehensive employee retention plan in provincial departments. Senior managers made it clear that it is vital for service excellence that critically skilled and competent employees within the WCPG are retained. According to RSA (2012:8) and RSA (2016:14), the departments of health and education in particular are affected the most in this regard.

A further complication as far as high staff turnover is concerned, is the fact that National Treasury introduced cost-cutting measures within the Public Service during 2017/18, which place serious restrictions on the WCPG that it cannot simply fill vacancies by means of recruitment. National Treasury urged departments to place greater focus on the upskilling of current employees, especially those acting in vacant positions, due to serious financial constraints (RSA 2017/18[a]:129; RSA 2017/18[b]:127-128).

- **Conventional HR administrative systems**

The literature review, inclusive of a desktop survey and preliminary interviews, revealed that the WCPG's HR administrative systems are still heavily reliant on conventional and rather technologically outdated paper-based and bureaucratic systems. These systems generally do not support current HR management and employment practises, which often compromise HR planning and management endeavours and lead to questionable data integrity (RSA 2012:8; RSA 2016:15). Due to such outdated systems, HR sections within provincial departments are faced with the challenge that HR data is largely gathered by means of unscientific subjective methods and processes. These methods and processes, and subsequent statistics, are generally vulnerable to manipulation, human interpretation and political interference, and cannot be relied on to underpin an integrated people management approach and talent management strategy for the WCPG (RSA 2012:8; RSA 2016:15).

- **Organisational culture and values**

The WCPG conducted a culture and values survey amongst its senior and junior leadership teams during 2012 (RSA 2012:8; RSA 2016:15). The outcome of this leadership culture and values survey highlighted that there was a high level of "entropy" within the WCPG (RSA 2012:8; RSA 2016:15). Entropy was defined as a loss of human energy which cannot be utilised for production activities (RSA 2012:8; RSA 2016:15). Such a condition manifests itself when employees must deal with activities which negatively impact on and hinders organisational productivity and personal performance (RSA 2012:8; RSA 2016:15). Identified values with negative impact were identified as the following (RSA 2018:8; RSA 2016:15):

- employee empire-building;
- employees blaming each other;
- shirking of responsibility for activities or actions in the workplace;
- manipulation of HR processes, data, and red tape;
- long turnaround times hampering quick decision-making;

- bureaucratic style of leadership and management; and
- a silo-mentality when applying HRM and talent-related processes.

From an organisational health measure (OHM) perspective, this cultural and values survey highlighted the fact that “unhealthy” values have manifested themselves within the WCPG and negatively impact on employee motivation, morale, productivity and employee engagement (RSA 2012:8-9; RSA 2016:15).

Based on the literature study conducted in Chapter 2 of this study, it can be concluded that the WCPG could potentially benefit from applying an integrated talent management model, which will facilitate employee motivation, morale, performance and engagement. Such a model might well enhance a coordinated and integrated management approach and thus mitigate the current HRM silo-based approaches.

- **Employee frustrations and concerns**

The WCPG’s culture and values survey (RSA 2012:9; RSA 2016:16) further identified various negative aspects, which cause employee frustrations and concerns. Such frustrations and concerns generally lead to demotivation, disloyalty and low morale amongst employees and include the following (RSA 2012:9; RSA 2016:16):

- internal red tape and a bureaucratic style of leadership and management;
- change fatigue and low organisational resilience leading to low morale;
- a lack of trust;
- incorrect delegation of responsibility and authority to employees;
- people- (talent-) related activities are performed on an *ad-hoc*, uncoordinated basis;
- lack of core values being portrayed within the workplace;
- the credibility and legitimacy of certain leaders are questionable;
- inconsistent customer-service experiences amongst employees and the public; and
- insufficient project design and implementation processes.

Further to the above-mentioned frustrations and concerns, the following critical points were highlighted by the survey (RSA 2016:15-16):

- the WCPG adopted a strictly output-driven approach to performance management, which is not supportive of a people-centric strategy;
- operational and line management functions, deliverables and deadlines often take precedence over talent management strategies;
- talent management functions such as recruitment and selection, performance management, training and development, progressive discipline and employee grievance resolution, do not enjoy the urgency and importance that they deserve within the WCPG;
- the high level of entropy amongst employees is indicative of the low levels of employee engagement, motivation, morale and low performance of employees;
- talent and people management processes within the WCPG do not adhere to or comply with competency-based integrated people management best practises; and
- people management is transactional, administrative, bureaucratic and compliance driven.

Based on the above-mentioned challenges highlighted by the WCPG survey, it can be argued that an integrated talent management model (as outcome of this study) could significantly benefit the WCPG in particular and the broader Public Service in general as regards overcoming these frustrations, concerns and challenges.

An analysis of the case study further revealed a number of positive initiatives taken to improve the status of HR management in general and talent management in particular. For example, the Provincial Department of Transport and Public Works (DTPW) (RSA[a] 2018:6) administers a bursary programme and during the 2018 academic year, awarded a total of 191 bursaries as part of its training and development plan. The said plan can be regarded as effective, since 97.84% of this department's vacancies are filled with competent and skilled employees.

Probably the most significant initiative as far as talent management is concerned, is the design and implementation of the Province’s People Management Strategy (PMS) (2012-2019). This strategy is briefly discussed in the next section.

4.2.2 The WCPG’s People Management Strategy (2012-2019)

The stated primary aim of the WCPG’s (PMS) (2012-2019) is to radically transform the current state of HR practices in the province (RSA 2012:8; RSA 2016:3). According to the PMS (RSA 2012:1; RSA 2016:3), the WCPG’s core focus is to encourage “service excellence with people”, in other words, utilising its talented, committed and trained employees to achieve its strategic objectives. The PMS (RSA 2012:1; RSA 2016:3) is underpinned by the following key drivers (RSA 2012:1; RSA 2016:3):

- a people vision;
- a people philosophy;
- a people charter;
- a people value proposition; and
- a desired people profile.

Table 4.1 below outlines the different people management strategy elements developed by the WCPG in more detail (RSA 2012:1; RSA 2016:4-5):

Table 4.1: WCPG People Management Strategy Framework

Strategy framework elements	Description
<p><i>“People Vision”</i></p> <p>“The desired future people end state”.</p>	<p>“Leading with people who are proud to serve, and serve proudly together”.</p>
<p><i>“People Value Proposition”</i></p> <p>“The compelling reasons</p>	<p>“As an employer we provide ample opportunities for people who have a passion for</p>

<p>person(s) must join and stay with the organisation in order to maximise people’s engagement of their hearts, minds and spirit in the organisation”.</p>	<p>serving others, to make a real difference in the quality of life of our citizens. We will equip you fully to fulfil your service role competently and with enthusiasm. In serving others, you will be a member of an achievement driven team. You will work in an attractive and safe work setting, located in one of the most beautiful natural settings in the world– the fairest Cape of them all – and live and work in a province that aspires to be the best run regional government in the world. Exciting opportunities for people who wish to make a visible difference”.</p>
<p><i>“People Charter”</i></p> <p>“The organisation’s basic beliefs regarding its people and how an organisation and its people wish to set up and manage the basic relationship between them.”</p>	<p>“People are vital to the success of the Western Cape Government. Service excellence depends on the wellbeing of our organisation and our people. Hence we:</p> <ul style="list-style-type: none"> • value people who act with integrity, and are engaged, caring, competent, accountable and responsive; • see people management to be the responsibility of everyone; • ground the management of our people in the principles of dignity, respect, efficiency, transparency and equity; • grow, develop, empower and enable our people to reach and use their full potential; and • embrace diversity and have a deep respect for one another's culture, language, values and beliefs.”

<p><i>“Desired People Profile”</i></p> <p>“The ideal type of person the organisation wants to employ, expressed holistically in terms of his/ her desirable attributes, knowledge, expertise and experience, as well as conduct/values”.</p>	<p>“The Western Cape Government employs people who serve proudly and live the values of caring, competence, accountability, integrity and responsiveness.</p> <p>Our people are:</p> <ul style="list-style-type: none"> • citizen-centred; • approachable; • determined to overcome challenges; • professional and competent at what they do; and • passionate in their desire to serve”.
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Source: People Management Strategy (RSA 2012:1-2; RSA 2016:4-5)

As far as specific people (i.e. talent) management practises are concerned, the PMS highlights the following key principles in the successful implementation and sustainability of the PMS process (RSA 2012:8):

- to aspire towards becoming an employer of choice;
- encourage a high-performance environment for its human resources (talent management);
- train and develop all talented employees; and
- continuous evaluation of the management and leadership culture and style within the organisation.

The talent management focus is furthermore supported by a five-point plan, namely (RSA 2012:2; RSA 2016:26-27):

- to develop HR policies, procedures, systems and toolkits to create an empowering and enabling people management framework;

- to create a conducive workplace for employees to remain productive and efficient within their job roles and responsibilities;
- to focus on the WCPG values and culture through an excellence leadership culture;
- to embed a talent management excellence strategy through people management value chain processes; and
- to implement human resources data analytics by means of workforce intelligence.

The WCPG (RSA 2012:18; RSA 2016:27) has developed five strategic initiatives to support its overall people strategy which encourage its employees to deliver service excellence to its customer base. These initiatives are (RSA 2012:18; RSA 2018:27):

- an empowering and enabling people governance framework;
- a performance conducive workplace;
- organisation values and culture alignment through leadership excellence;
- talent management excellence; and
- strategically focused people management data and analytics.

The said initiatives with their leading practices are further outlined in Table 4.2 below.

Table 4.2: Strategic initiatives and leading practices by the WCPG

Strategic initiative	Current leading practices
1: “An empowering and enabling people management framework (strategy, policies, systems and toolkit)”	<ul style="list-style-type: none"> • “Life-long learning; • On-going performance feedback; • Performance-based reward; • Performance enhancement; • Well-being; • Two-way person-organisation match; • Projects/ assignments/ flexible staffing; • Employment relations; and

	<ul style="list-style-type: none"> • Corporate citizenship”.
<p>2: “A conducive workplace in which people can perform optimally (the ‘hardware’)”</p>	<ul style="list-style-type: none"> • “Citizen centric; • Decentralisation; • Technical experts; • Front-office and Back-office arrangements; • Primary (key) service demands; • Shared-services concept; • Resource design; • Level of work; • Job design; • Multi-skilling and multi-tasking; • Workplace ergonomics; • Technology; • Attractive physical setting; • Smarter ways of working; and • Systematic organisational and job design processes”.
<p>3: “Organisation values and culture alignment through leadership excellence (the ‘software’)”</p>	<ul style="list-style-type: none"> • “Leadership mode; • Leadership style; • Leadership landscape: Entropy and Congruence, i.e. ‘Squeeze Culture’ vs. ‘Shadow Culture’; • Leadership stance: Vision-led and Values-driven; • Leadership excellence; and • Leadership role: serving culture”.

<p>4: “Talent management excellence (i.e. people management value chain excellence)”</p>	<ul style="list-style-type: none"> • “Interdependency with overall strategy; • Definition of types of talent required; • Focus on mission critical positions; • Demand for and supply of talent comparison; • Sound talent-informed intelligence; and • Quarterly environmental scan of applicable talent processes and leading practices and legislation.”
<p>5: “Improved people management data and analytics IQ”</p>	<ul style="list-style-type: none"> • “Systemic, multi-dimensional, integrated presentation of IQ; • Trends analysis; • Owned by line management and facilitated by HR; • Metrics of mission-critical issues; • Visible and user-friendly; • Work towards structural equation modelling and predictions; and • Start simple”.

Source: People Management Strategy (RSA 2012:18; RSA 2016:27-28)

It is evident from the above that only strategic initiative (4) specifically refers to talent management. WCPG defines the latter as “people management value-chain excellence” (RSA 2012:18; RSA 2016:28) and highlights the following associated talent management support practises:

- interdependency with overall organisational strategy;
- definition of types of talent should be specified;
- focus on mission-critical job positions;

- demand for and supply of talent;
- sound talent-informed intelligence; and
- an environmental scan of applicable talent processes, leading practices and legislation on a quarterly basis.

It can furthermore be deduced that the WCPG does not utilise a holistic and integrated talent management model within provincial departments. This aspect received particular attention in the empirical investigation as reported in the next chapter. According to the WCPG's PMS (RSA 2016:43), the state of strategic initiative (4) is listed as:

- People management practices are not integrated through and supported by standardised competency frameworks;
- People management functions i.e. performance management and individual assessment systems are not integrated;
- Line managers do not take up their responsibility as people managers;
- No benchmarking and/or evaluation of talent management strategic impact;
- Inefficient talent management processes (e.g. turnaround time);
- Talent information management system ineffective at identifying fit for purpose people;
- Inefficient paper-based people administrative practises" (RSA 2012:31; RSA 2016:43).

It can be concluded that the WCPG will benefit from the introduction of an integrated talent management model, which will in all probability mitigate most of the talent risks and shortcomings which are identified in its PMS.

This concludes a brief overview of the status of talent management in the given case study. It should be noted that the findings of this case study analysis were based on a literature and desktop survey, but were verified and tested by means of interviews with senior managers in selected WCPG departments. In the next section, focus shifts to the statutory framework governing talent management in the South African Public Service in general and in the WCPG in particular. An analysis of the

adherence to and compliance with the respective stipulations of national legislation is essential so as to further explore the status of talent management in the province. The design of an integrated talent management model, as the main contribution of this study, should also comply with the intent and stipulations of the respective Acts of Parliament.

4.3 STATUTORY FRAMEWORK GOVERNING TALENT MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

The South African Government has, since democratisation in 1994, made significant progress as far as the design of a comprehensive statutory framework for HRM is concerned. However, in spite of the comprehensive nature of legislation, scholars such as Van Dijk (2009:524), Koketso and Rust (2012:2221), Du Plessis and Van Niekerk (2014:1) and Parker (2014:iii) argue that the Public Service experiences difficulty in attracting, recruiting, developing, training, coaching, mentoring and retaining the most talented employees. In addition, Barkhuizen (2014:2232) also asserts that improving current HRM practises within the Public Service places a strong reliance on statutory provisions in an effort to establish an environment, which is conducive to transparency, openness, productivity, sound labour relations and honesty in government departments.

In consideration of the importance of a statutory framework for HRM practices in the Public Service, the following section elaborates on the most relevant and significant pieces of legislation, which are supportive of the development of an integrated talent management model. The legislation is analysed in chronological order, but commences with the Constitution as the highest legislative authority, setting broad parameters for the improvement of HRM practises and the development of talent management excellence in the Public Service.

4.3.1 The Constitution of the Republic of South Africa, 1996

The Constitution, 1996, is the supreme law in the country and provides clear strategic direction towards fair labour relations, the development of human resources, equality within the workplace, ethical behaviour, employee values and the

successful delivery of basic services to every citizen in the country on an equal footing without any favour or discrimination (RSA 1996:3-9). In addition, Chapter 10 and in particular Section 195 (1) (a), (h) and (i) of the Constitution, 1996, state the following requirements as far as HRM is concerned (RSA 1996:108):

- all Public Service employees should be professional and ethical in their dealings with the public;
- good HRM and career development practises must be developed to optimise human talent; and
- employment and HRM practices should be centred on capability, impartiality, equality, and the need to rectify the imbalances of the past to ensure a representative Public Service.

The Constitution does not specifically mention talent management, but it does support and highlight HRM and career development practises (RSA 1996:108-109). As noted to in Chapter 2 of this study, the integrated talent management model developed by means of this study, includes an integration of other HRM practises such as human resource planning, recruitment and selection, performance management, training and development, career management, employee engagement, succession planning, mentoring and coaching and employee motivation.

HRM as an umbrella discipline (under which talent management may be categorised) is further supported through Section 196(1)-(3) of the Constitution, which decrees the Public Service Commission (PSC). Section 196 (4) of the Constitution, explains the powers and functions of the PSC as follows (RSA 1996:108-109):

- to investigate, monitor and evaluate HRM practices within the Public Service;
- to make proposals towards enhancing effective and efficient performance management practices within the Public Service; and
- to provide strategic direction towards improving Public Service recruitment, transfers, promotions, conflict resolution and dismissals.

4.3.2 The Occupational Health and Safety Act 85 of 1993

The purpose of the Occupational Health and Safety Act (OHSA), 1993, is to provide for the general health and safety of employees within the workplace. This includes their safety when making use of equipment and machinery as well as hazards which may arise from activities in the workplace (RSA 1993:3). The significance of employee wellness, in addition to occupational health and safety, led the Department of Public Service and Administration (DPSA) to develop the Employee Health and Wellness Strategic Framework (EH&WMSF) for the Public Service in 2012. Its purpose is to establish an integrated and all-inclusive approach to health and wellness within the workplace. The EH&WMSF (RSA 2012:1-3) can be regarded as an overarching strategy to make provision for a wide variety of variables which may affect the general well-being of employees. These variables include:

- individual and organisational health;
- safety;
- wellness;
- environmental sustainability;
- organisational efficiency, effectiveness, and productivity; and
- employee motivation.

All of these variables are regarded as being instrumental in improving the quality and level of service delivery to the public (RSA 2012:1-3). In order to give effect to the EH&WMSF strategy, various strategic interventions were introduced. Some of the most significant ones in this regard, include (RSA 2012:2):

- HIV/AIDS and TB management;
- health and productivity management;
- safety, health, environment, risk and quality management; and
- employee wellness management.

It is thus evident that the EH&WMSF (RSA 2012:1-2) follows a multipronged and integrated approach to employee well-being and general wellness. As such, the

strategy makes two significant contributions to the design of the proposed talent management model for the South African Public Service. The first contribution is the adoption of a similar integrated approach to be absorbed as a core component of the design of the model, while the second is the fact that the EH&WMSF facilitates the establishment of a healthy and safe working environment conducive to talent retention in the Public Service. As was established in Chapter 2 of this study, employees spend a minimum of 40 hours per week at their workplaces and are subjected to different working conditions on a day-to-day basis. The physical work environment itself (e.g., cleanliness, lighting, building design, safety, etcetera.) contributes to employees' morale and thus to their motivation or demotivation when performing their tasks in the workplace (Armstrong 2009:976; Briscoe *et al.* 2012:368-376). In addition, psychological factors, such as the way in which fellow employees and managers treat their colleagues, also have a significant bearing on general productivity and the level of absenteeism within the workplace (Bergland 2017:1-3; Vermeulen 2017: 36; Badri , Boudreau-Trudel & Souissi 2018:1-3).

4.3.3 The Public Service Act 103 of 1994

The Public Service Act, 1994 was promulgated to give effect to the provisions of Section 195 of the Constitution, 1996 and relates to the services, benefits and functions to be performed by the Public Service. The Act aims to ensure that the Public Service functions efficiently and effectively within the boundaries of relevant national legislation (RSA 1994:1). The purpose statement of the Act eludes to the following key points (RSA 1994:1):

- to provide for the effective administration of the Public Service;
- to regulate the conditions of employment within Public Service; and
- to deal with disciplinary matters, resolving conflict, retirements of employees.

It can be argued that an integrated talent management model for the Public Service should be able to assist with the efficiency and effective administration of HRM and talent management activities, in that it will be integrated with other pivotal HRM management functions within the Public Service. The said model for the Public

Service should incorporate aspects of labour relations, inclusive of progressive disciplinary and grievance procedures, incapacity of employees and cases of ill health.

The Act further stipulates that an “Executive authority” should be appointed with the power to deal with internal departmental operational matters. These matters include organisational structures and their functioning, human resource planning, the establishment of new positions and the authority to appoint new staff (RSA 1994:9). The Executive authority is furthermore mandated with the responsibility to foster the efficient and effective management of public administrations, inclusive of the talent required (RSA 1994:9). The Executive authority in the Public Service should thus take full responsibility for the successful development and implementation of the proposed model.

4.3.4 The South African Qualification Authority Act 58 of 1995

The South African Qualification Authority (SAQA) Act, 1995, has the following core aims (RSA 1995:1):

- to create a uniform National Qualification Framework (NQF) that governs formal qualifications offered by Universities, Universities of Technology and certain registered Colleges of Education;
- to create and integrated national framework for learning achievements;
- to facilitate access to, and mobility and progression within education, training and career paths;
- to enhance the quality of education and training;
- to accelerate the redress of past unfair discrimination in education, training and employment opportunities; and
- to contribute to the full personal development of each learner and the social and economic development of the nation at large.

It is evident that the provisions of the Act prioritise training and development in the Public Service. Training, and the development of talented, motivated and engaged

employees, are imperative for the sustainability of a successful integrated talent management model. The Public Service should implement personal development plans (PDP's) for each one of its employees, which identify the skills gaps and the training interventions assigned to each employee to address such gaps. Training and development can be offered formally via universities, colleges or private institutions of learning. Performance management in the Public Service should be supported by a training and development plan to ensure that public officials have the required skills and competencies to perform critical tasks within the workplace. Training and development, coaching and mentoring are pivotal HRM components of an integrated talent management model and will give effect to the stipulations of the SAQA Act.

4.3.5 The Labour Relations Act 66 of 1995

According to Section 23 of the Constitution (RSA 1996:9), every employee is entitled to experience fair labour practises within the workplace. The Labour Relations Act (LRA) 66 of 1995 was promulgated in this regard to give effect to this basic human right. The Act makes provision for both public and private sector employees, with a few exceptions such as officials of the South African National Defence Force (SANDF) and the National Intelligence Agency (NIA). The purpose statement of the LRA encourages the advancement of economic development, social justice, and labour peace, as well as the democratisation of the workplace. In this regard, the primary objectives of the LRA are (RSA 1995:21-22):

- to give effect to and regulate the fundamental rights conferred by Section 27 of the Constitution;
- to provide a framework within which employees and their trade unions, and employers' organisations can:
 - collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest;
 - participate in workplace decision-making; and
 - enhance the prompt and effective resolution of labour relations disputes within the workplace.

The LRA makes it clear that senior managers are responsible for managing and leading departmental operations in a fair and consistent manner, for maintaining a high level of productivity, as well as a high-performance culture, and for promptly and effectively dealing with employee grievances. Managers must also take progressive disciplinary action where required and deal with instances of incapacity, ill health and poor performance by applying consistent and fair procedures. Chapter 8, Sections 185-188, stipulate fair procedures and the right not to be unfairly dismissed. Section 189 of the LRA further regulates that the process of dismissals must be based on operational requirements (e.g. retrenchments) and that certain rules must be followed when the need arises (RSA 1995:190-192). Furthermore, the Appendices of the LRA (Schedule 8) outline the Code of Good Practice: Dismissal, which stipulates that fair reasons for dismissal must be provided, that fair procedures during disciplinary matters must be followed and that disciplinary records must be kept (RSA 1995:288-296).

The Act is an important piece of legislation within the HRM field of activity in that it promotes workplace fairness, consistency and administrative justice for all Public Service employees. This Act further contributes to labour relations in the workplace by prescribing various codes of good practise, which guide managers in their decisions and actions. As such, the LRA is instrumental in the design of the envisaged talent management model for the Public Service.

4.3.6 The Basic Conditions of Employment Act, 1997

The purpose of the Basic Conditions of Employment Act 75 of 1997 is to advance economic development and social justice. The Act outlines its primary objectives as follows:

- to give effect to and regulate the right to fair labour practices conferred by section 23 (1) of the Constitution –
 - (i) by establishing and enforcing basic conditions of employment; and
 - (ii) by regulating the variation of basic conditions of employment;

- to give effect to the obligations incurred by the RSA as a member state of the International Labour Organisation”.

The Act makes a significant contribution in regulating the talent management domain since it determines the conditions of service of public officials. This includes the establishment of a conducive and productive work environment by stipulating aspects that may negatively influence talent retention such as remuneration and leave benefits. The Act thus has a direct bearing on the successful development and implementation of the proposed integrated talent management model for the Public Service.

4.3.7 The Employment Equity Act 55 of 1998

The provisions of the Employment Equity Act (EEA), 1998 stems from the Constitution, 1996 (Section 1[b] and Section 9[2] – [5]); these aims to redress the inequalities and unfairness of the past and to allow for fair and equal treatment of all employees in the Public Service (RSA 1996:1243, 1247; RSA 1998). The purpose of the EEA is to achieve fairness, equity and equality in the workplace by:

- promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination; and
- implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups pre-1994, in order to ensure equitable representation in all occupational categories and levels of the workplace.

The EEA further promotes proactive recruitment and selection processes and makes provision for the design of comprehensive training and development programmes. As such, an integrated talent management model should be able to contribute, by means of proactive recruitment and selection processes, to eliminating any form of discrimination based on race, colour, gender, religion or sexual orientation. The provisions contained in the EEA thus significantly influence the successful design and implementation of the said model for the Public Service.

4.3.8 The Skills Development Act 97 of 1998

According to Section 2 of the Skills Development Act 97 of 1998, the purpose of the Act is (RSA 1998:1):

- to develop the skills of the South African workforce;
- to improve the quality of life of workers, their prospects of work and labour mobility;
- to improve productivity in the workplace and the competitiveness of employers; to improve the delivery of social services;
- to increase the levels of investment in education and training in the labour market and to improve the return on investment;
- to encourage employers:
 - (i) to use the workplace as an active learning environment;
 - (ii) to provide the employees with the opportunities to acquire new skills;
 - (iii) to provide opportunities for new entrants to the labour market to gain work experience; and
 - (iv) to employ persons who find it difficult to be employed;
- to encourage workers to participate in learning programmes;
- to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- to ensure the quality of learning in and for the workplace; and
- to assist employers to find qualified employees.

The provisions of this Act speak directly to the training and development of the skills of Public Service employees. Training and development of employees are core components of talent management and as such have a direct bearing on the design of the envisaged model for the Public Service.

4.3.9 The Promotion of Administrative Justice Act 3 of 2000

The Promotion of Administrative Justice Act (PAJA) 3 of 2000 was promulgated to enhance fair and efficient administration, to promote good governance and to foster ethical and acceptable behaviour in government departments (RSA 2000:1). This Act further seeks to create a legal framework to give effect to Section 33 (1)-(3) of the Constitution, which provides for the right to just administrative action. Administrative justice mainly refers to actions that are “lawful, reasonable, procedurally fair, and consistently applied” (RSA 2000:13).

According to the PSC (2006:x-xiii), the provisions of the PAJA should be prioritised by public officials and citizens should always be informed of their right to appeal against unfair decisions made by government institutions. Anyone whose rights have been adversely affected by any administrative action, is entitled to be provided with written reasons for such actions. Fair and lawful administrative actions within the Public Service are of the utmost importance to the design and implementation of an integrated talent management model since talented employees who are treated unfairly may become demoralised and unproductive or may even resign.

4.3.10 The Public Administration Act 11 of 2014

The purpose and objectives of the Public Administration Act 11 of 2014 are to:

- promote the values of the Constitution, 1996 as set out in Section 195(1) of the Act;
- provide for the fair secondments and or transfer of Public Service employees;
- promote a high standard of professional ethics within the Public Service;
- promote the use of information, HRM and communication technology;
- promote efficient service delivery within the Public Service;
- eradicate and prevent all unethical practises within the Public Service; and
- set minimum standards of work in support of the constitutional values and principles as mentioned in Section 195(1).

According to Section 10(1)(a) of this Act, the Executive authority of a department is empowered and mandated to develop the capacity of HRM in the Public Service. Furthermore, the said authority is legislatively empowered to develop the capacity of the HRM Unit as well as associated processes that will positively influence the implementation of human resource planning and learning and development interventions for public employees (RSA 2014:3). The integrated talent management model developed by this study, includes all the HRM practices which have the potential to improve accountability from a senior managerial level within the Public Service and the authority vested within the Executive authority.

This concludes a brief overview of the most significant pieces of legislation that had a bearing on the design of an integrated talent management model. It can be deduced that a comprehensive statutory framework is in place covering virtually all domains and elements of talent management. Although the respective Acts do not always explicitly refer to such management *per se*, they accommodate peripheral and core aspects of talent management and, as such, facilitate the establishment of an environment conducive to management of this nature. However, the effective implementation of these Acts of Parliament is often hampered by the lack of organisational and human capacity, thus compromising the establishment of such a talent-friendly environment. This aspect was further explored in the empirical investigation and reported on in the next chapter.

The next section assesses the regulatory framework for talent management in the Public Service and also extracts relevant aspects and elements from official documents and guidelines, for purposes of the design of an integrated talent management model.

4.4 REGULATORY FRAMEWORK FOR TALENT MANAGEMENT

As was indicated to in Chapters 1 and 2 of this study, the South African Public Service, inclusive of provincial government departments, should implement appropriate measures, approaches and policies to give effect to a multitude of HRM

practices and activities. Such measures, approaches and policies should accommodate:

- efficient human resource planning;
- recruitment and selection;
- performance management;
- training and development;
- employee motivation; and
- career management and succession planning.

The activities listed above can be regarded as core support functions of talent management (Van Dijk 2009:524; Koketso & Rust 2012:2221; Parker 2014:iii). For the purposes of establishing appropriate measures, approaches and policies, as indicated the South African Government has developed a wide-ranging regulatory framework to underpin the statutory one. An analysis of this regulatory framework is necessary to focus on various relevant policies and white papers that supports HRM and talent management processes. It should be noted that this regulatory framework is highly fluid and dynamic and may also be sector-specific. In other words, each provincial department may design its own regulatory framework to make provision for its particular Constitutional mandate and peculiar functions. However, for purposes of this study, only those official documents that have a crosscutting or universal application to all national and provincial departments were explored in chronological order.

4.4.1 White Paper on the Transformation of the Public Service, 1995

The primary objective of the White Paper on the Transformation of the Public Service, 1995, is to improve the efficiency of public institutions (RSA 1995:3). At the start of the democratic era, South Africa was divided by social and political inequalities; the principles of the Reconstruction and Development Programme (RDP) became the corner stone of the then Government of National Unity (GNU). The RDP had the expressed aspiration to “unite a country that was divided along racial, social and economic lines” (RSA 1995:3-4). The purpose of the White Paper

was therefore to establish a policy framework, which could guide and direct the Government to develop and introduce new transformation policies and appropriate legislation, with the aim of transforming the entire Public Service (RSA 1995:4; Thornhill 2009:5-7). The transformation of government departments includes the establishment of appropriate mechanisms to capacitate public officials and to establish a work environment that is conducive for the retention and further development of talent in the work place.

4.4.2 White Paper on Transforming Public Service Delivery, 1997 (*Batho Pele*)

The White Paper on Transforming Public Service Delivery, 1997, (also referred to as the *Batho Pele* White Paper), is aimed at promoting the legal policy framework and providing direction to the Public Service in the national, provincial or local spheres of Government for the improvement of public services (RSA 1997:1; Van der Walddt *et al.* 2017:40-41). The White Paper highlights eight *Batho Pele* (People First) principles for the improvement of public service delivery:

- Consultation: citizens should be consulted about the level of service they receive and be given a choice of service they are offered;
- Service standards: citizens should be informed of the level of quality service they will receive and be made aware of what they can expect;
- Access: all citizens should have equal access to services to which they are entitled;
- Courtesy: all citizens should be treated with courtesy, respect and consideration;
- Information: citizens should receive full and accurate information about the services they have received and are entitled to;
- Openness and transparency: citizens should be told how national and provincial departments are run, how much they cost and who is in the leadership of such departments;
- Redress: in instances where the promised level of service is not delivered, citizens should be offered an apology, a full explanation, and a speedy

effective remedy and complaints should be dealt with by means of a sympathetic and positive response; and

- Value for money: public services would be provided economically and efficiently in order to give citizens the best possible value for money.

An integrated talent management model for the Public Service should add value to improving service delivery by embedding *Batho Pele* transformational goals and objectives in the competencies and capacity of public employees. Through the integration of all HRM practises with talent management, the proposed model could also ensure that the most capable, competent and customer service-orientated employees are recruited, developed, rewarded and retained. It is contended that satisfied, motivated and committed public employees will promote service excellence through the internalisation of the *Batho Pele* principles.

4.4.3 White Paper on Human Resource Management in the Public Service, 1997

The White Paper on Human Resource Management in the Public Service followed a strategic decision by Government to delegate and devolve the required powers and authority to the management corps closest to employees. After the publication of the White Paper, the administration of HRM was thus no longer centrally managed as was the case in the pre-1994 dispensation (RSA 1997:13). Chapter 4 of the White Paper elaborates on the HRM framework for the post-1994 Public Service and outlines the following core components (RSA 1997:18-31):

- efficient human resource planning, including assessing current, future HRM and succession planning for key positions;
- implementing employment contracts for all public employees, including fixed-term contracts and temporary contract workers;
- flexible working patterns and hours for all employees;
- a career management process;
- competitive recruitment and selection of the best available candidates;
- a performance management process for the Public Service;

- proactive management of employee conduct, values and behaviours; and
- effective employee relations and the management of employee grievances.

It should be noted that talent management as an HRM practice is not explicitly mentioned in the White Paper. However, a rationale for what may appear to be an oversight, probably lies in the fact that the notion of “talent” only became prominent after the publication of Michaels, Handfield-Jones and Axelrod’s *The War for Talent* (1997). Therefore, talent management was not yet part of the general HRM lexicon in the public sector at the time of the drafting and publication of the White Paper on HRM in 1997.

It can be deduced that the intention of the White Paper is to promote positive and efficient HRM practices in the Public Service. Furthermore, the White Paper explicitly states the areas in which transformation should take place (as indicated above). In order to implement a successful HRM transformational agenda within the Public Service, it is argued that an integrated talent management model, underpinned by strategic HRM practices such as HRM planning, conducive working conditions and competitive recruitment and selection processes, will greatly assist in this regard. Such a model can be used as a mitigating tool to give effect to the aspirations articulated in the White Paper.

4.4.4 Public Service Commission: Report on the State of Human Resources Management in the Public Service, 2010

The Public Service Commission (PSC)(RSA 2010) conducted a comprehensive survey to assess the state of HRM within the Public Service. The PSC’s assessment revealed numerous shortcomings within the implementation of HRM practices. The following specific areas were highlighted as problematic:

- job evaluation;
- human resource planning;
- recruitment and selection;
- career management;

- mentoring and coaching;
- employee health and wellness; and
- employee retention (RSA 2010:viii).

It should be noted that all the areas highlighted above can be regarded as core talent management support domains. The PSC Report (RSA 2010:vii) also placed focus on the shortcomings pertaining to HRM organisational structures and ineffective HRM Information Management Systems (HRIMS). As far as the deployment and development of employees are concerned, the PSC Report revealed the following shortcomings (PSC 2000:viii):

- employees are not properly deployed, placed in positions or developed for their current or future job roles;
- there are insufficient training, development, bursaries, mentoring, coaching opportunities and no established career ladders or progression of employees;
- there is no clear performance management system in place;
- no specific developmental plans are prepared for employees;
- employees' PDP's are mostly prepared reactively and performed as a compliance exercise which does not make a meaningful contribution to training and development; and
- there is no alignment of employee's training and development needs, the actual job performance or the skill needs of the organisation.

It is the contention of the researcher that the majority of these shortcomings can be ascribed to the lack of an integrated talent management model in the Public Service. As was emphasised in Chapter 2, talent management is considered to be one of the key HRM focuses since it places significant value on the availability of competent, well-trained and highly-skilled individuals to achieve strategic objectives (Thunnissen 2013a:1-3; Cherksova *et al.* 2015:399-403; King 2015:1-7; Beamond *et al.*, 2016:499-503). In addition, Anderson (2017:1-2) and Newell *et al.* (2017:1-3) strongly argue that organisations should accept the strategic value and contributions of talent management and that it should permeate all organisational decisions, functions and processes.

4.4.5 Guide on the Practice of Career Management in the Public Service, 2011

The Department of Public Service and Administration issued the Guide on the Practice of Career Management in the Public Service in March 2011. This Guide outlines the respective components and aspects of career management in the Public Service (DPSA 2011:5-8). It also accentuates the significance of effective career management for service excellence in the Public Service (DPSA 2011:22). It also outlines the importance of a career management policy, and identifies the following HRM and development components that should be accommodated in such a policy (DPSA 2011:22-28; italics in original):

- *human resource management planning*: performed in preparation for the attraction and recruitment of skilled and talented human resources to assist the Public Service in achieving its strategic goals and objectives;
- *recruitment planning*: to recruit the right people who display the correct attitude, organisational commitment, the training needs of all Public Service employees are identified and is supported by means of individual development plans (PDP);
- *development and training plan*: geared at supporting and ensuring a culture of high performance within the Public Service is maintained;
- *employee retention management*: creates career opportunities within the Public Service in the form of job enhancement, enrichment, special projects, developmental opportunities and skills enhancement within the organisation; and
- *diversity management*: refers to the Employment Equity Act (EEA, 1998) and Affirmative Action (AA) policies, which are applied in the Public Service to accelerate transformation and ensure a more acceptable representation for all races and genders of people, who are employed by the Public Service.

It is maintained that the components mentioned above as well as the primary conclusions of the Guide on Career Management are supportive of, and similar in

nature to, the proposed content design of an integrated talent management model as the main outcome of this study.

4.4.6 The National Development Plan: Vision 2030 (2011)

In May 2010, the National Planning Commission (NPC) was tasked with the mandate of developing an overarching development framework for the country. The NPC also shouldered the responsibility to ensure that such a framework would promote “a capable, developmental and transformational state to benefit all citizens, irrespective of race, gender, religion or sexual orientation” (RSA 2011(a):65-66). The outcome of this endeavour was the adoption of the National Development Plan: Vision 2030. The “Vision” refers to key strategic objectives that should be achieved by the year 2030 (RSA 2011(a):26-28; RSA 2011(b):14-16; RSA 2016:8).

To build a capable and democratic developmental state, various areas are highlighted in the National Development Plan (NDP), including professionalisation of the Public Service and the development of skills (RSA 2011(a):64-65). The NDP accentuates the significant role that the Public Service should play to act as a catalyst for a developmental and transformational society (RSA 2011(b):14-16). In this respect, the NDP identifies various avenues towards institutional reform in order to achieve and support a democratic developmental state (Gumede 2011:1-4; De Wet & Van der Waldt 2013:2-6; FitzGerald 2016:2-7). It is strongly argued that a democratic developmental state should be capable of performing its functions by means of strategic leadership, effective government policies and procedures, skilled managers and employees, clear lines of accountability and appropriate and updated information technology (RSA 2011(a):45). It is envisaged that the investment in the development of public employees will lead to greater coordination and the success of critical service delivery projects (RSA 2011(a):44-45). In this respect, it is an expressed requirement of the NDP that HRM practices such as career progression, recruitment and selection, performance management, incapacity management, employee grievances and conflict management within the Public Service be managed more promptly, efficiently and effectively (RSA 2011(a):45). The NDP

furthermore advocates the establishment of various support programmes (RSA 2011(a):45):

- a graduate recruitment programme;
- a skills development programme that is directly underpinned by the provisions stipulated in the Skills Development Act 97 of 1998; and
- a leadership development programme.

The proposed programmes as well as the aforementioned HRM practices required by the NDP (2011) are all key components of talent management. The NDP makes it clear that the Public Service is reliant on its employees to achieve goals and objectives, which implies the need for sound talent management practices to support employees in excelling in their respective careers (RSA 2011(a):46).

Talent management is not explicitly mentioned by the NDP as a possible solution to achieving this aspiration of professionalising the Public Service. However, as stated in Section 4.4.1, the NDP (2011) makes clear recommendations with regard to the professionalisation and career orientation of the Public Service (RSA 2011:45). In order to build the envisaged “capable, career orientated and professional Public Service, which is underpinned by a developmental state in South Africa”, the following critical foci are recommended (RSA 2016:vii-x):

- a value-driven Public Service;
- effective career management;
- a performance orientation and culture;
- the development of leadership competencies; and
- the capacitation and training of public employees.

The recruitment and selection of talented and highly skilled individuals into the Public Service is essential to strengthen its current and future human resource demands (RSA 2011:45). An integrated model for talent management could go a long way towards realising this ideal.

4.4.7 The Medium-Term Strategic Framework, 2014-2019

The Medium-Term Strategic Framework (MTSF) can be regarded as Government's strategic plan for the 2014-2019 electoral term. It outlines the commitments made in the political manifesto of the ruling party as well as the priority programmes to implement the National Development Plan (NDP). The MTSF 2014-2019 (RSA 2014:4) states that, in order to give effect to the aspirations of a democratic developmental state, the Public Service should place greater focus on entrenching the Government's transformation agenda, which is underpinned by the implementation of the NDP.

As far as talent management is concerned, the MTSF emphasises three core aspects. The first is the quality and efficiency of the public administration (RSA 2014:5). Secondly, the MTSF declares that the skills and competency shortages within the Public Service should receive priority. The skills shortage hampers institutional excellence and has a negative impact on the transformational agenda of the South African economy (RSA, 2014:9). The third aspect highlighted is the quest to improve the current standard of service delivery to the citizens of the country (RSA 2014:11-12). These three aspects are further outlined by means of more detailed action plans in the MTSF. These include the following (RSA 2014:31-33):

- building human resource capacity, accountability and service delivery orientation;
- developing a professional, disciplined, skilled, people-orientated public administration;
- community participating and an ethical Public Service;
- improving performance management;
- improving organisational problem-solving processes;
- proactive skills development within the Public Service;
- turning the workplace into a training and development space;
- mentoring of new managers and graduates within the Public Service;
- attracting, developing, training and retaining talented employees in the Public Service;

- creating a high-performance culture within the Public Service;
- proactively managing the careers of employees within the Public Service; and
- improving the Public Service information technology (IT) and HRM infrastructure respectively, which positively impact on public service delivery.

It is argued that an integrated talent management model for the Public Service could assist in addressing the three core aspects highlighted by the MTSF and also in operationalising the above-mentioned action plans.

4.4.8 Public Service Regulations, 2016

According to Sections 23 and 24 of the Public Service Regulations, 2016 (PSR), all departments should develop and implement a strategic plan and an HRM plan. The Executive authority of a department has the legislative responsibility and power to execute these plans (RSA 2015:21-23). The managerial functions for each department as described in the PSR include the following activities (RSA 2015:21-23):

- to draft and implement a comprehensive departmental HRM plan;
- to assess the current and future HRM needs of the department;
- to conduct human resources planning within the departments to ascertain the required headcount;
- to conduct an assessment on the competencies and proficiencies of all employees in the department;
- to identify and highlight the skills gaps of employees and the necessary resources required;
- to establish the training and development interventions required to mitigate the identified HRM risks;
- to incorporate information and communication technology in the HRM and strategic plans of the department;
- to apply the provisions of the EEA, 1998, and implement transformational measures in the department;

- to ensure that proper financial planning is conducted in order to recruit, motivate and retain individuals with scarce talents; and
- to regularly monitor, evaluate, guide and manage the process towards the implementation of the HRM transformational plans.

It is clear that the responsible Executive authority is sufficiently empowered by these regulations to manage the various operational and HRM departments within the Public Service. Therefore, the Executive authority will also be responsible to drive the successful implementation of an integrated talent management model for the Public Service.

4.4.9 PSETA: Skills Gap Analysis, 2017

The Public Service Sector Education and Training Authority (PSETA) conducted an empirical study to analyse the skills gap within the education sector of the Public Service (RSA 2017:4-5). The study by PSETA was also aimed at highlighting the required skills of employees at various post establishments and to compare that data to the actual skills of employees within those tested post establishments (RSA 2017:4). The skills comparisons were performed at three levels of work within the Public Service and focussed on skills gaps at managerial, professional and administrative levels (RSA 2017:25-28). The objectives of the analysis were as follows (RSA 2017:4); to:

- identify skills that are lacking in meeting Public Service strategic objectives;
- scientifically measure the current skills levels against that which is required;
- highlight the current training and development needs of the Public Service;
- provide a baseline for recruitment and selection initiatives where the critical skills are not present within the organisation.

Some of the main conclusions drawn from the empirical analysis include the following (RSA 2017:5):

- skills gaps are sometimes unique to certain departments, while others do cut across most occupational classes;

- the moratorium on filling vacancies by the National Treasury has given rise to many acting arrangements within various Public Service departments, leading to a skills gap;
- line managers are key in identifying skills gaps due to the fact that they interact with employees on a day to day basis and evaluate their performance levels and skills gaps;
- line management has the ability to compile personal development plans (PDP's) for individual employees based on interactions with them at an operational level;
- talent management and succession planning in the Public Service may assist with closing the future skills gaps, by identifying potential candidates for future roles and responsibilities and to provide them with opportunities for upskilling such employees;
- the Public Service should consider whether to upskill talented employees through development or to recruit new talent to the organisation; and
- limited organisational design (OD), improper job descriptions, ineffective job analyses, and the lack of training service providers were also highlighted as factors that negatively influence talent management in general and the skills gap in particular.

The outcome of the Skills Gap Analysis currently informs the training and development needs of the Public Service (RSA 2017:4). Government departments should evaluate and adjust their HR development strategies by considering various avenues to address skills gaps at managerial, professional and administrative levels. In further taking account of the financial implications and the moratorium placed by National Treasury, careful consideration should also be given to closing the skills gaps by means of recruitment and selection or head-hunting for specialised skill deficits.

4.4.10 PSC: Recruitment, Retention, Career Pathing and Utilisation of Senior Management Service Members' Expertise and Skills in the Public Service, 2017

According to the Public Service Commission (PSC) (RSA 2017:14), HRM practises of recruitment and selection, retention of employees, career pathing and the utilisation of the senior manager's skills and competencies are important for the improvement of employee performance and customer service. In the view of the PSC, the HRM functions of recruitment and selection are different from the retention and career pathing functions. However, these key HRM activities complement each other and are equally valuable to the success of the Public Service (RSA 2017:14). With this realisation as the background, the PSC issued a guideline document, entitled "Recruitment, Retention, Career Pathing and Utilisation of Senior Management Service Members' Expertise and Skills in the Public Service" during 2017. This official document adds significant value to the design of an integrated talent management model since it outlines the intentions of Government to promote talent, and also specifies key avenues or strategies that departments could pursue to recruit and foster talent.

The document explicitly mentions the fact that the PSC considers the talent of employees more important than acquiring the most up-to-date technology (Information Technology) or physical resources such as modern equipment or office furniture to improve the efficiency and effectiveness of the Public Service (RSA 2017:14). The PSC also highlights the fact that the respective HRM strategies and functions are interdependent. This notion is strongly supported by this study which intended to design an integrated model based on the premise that all HRM strategies and functions are highly interrelated and interdependent. Aspects such as training and development, mentoring and coaching, career management, recruitment and selection, staff retention and the establishment of a conducive and productive work environment should thus receive equal attention to develop and retain talent.

As was noted in Section 4.4.6, there is a drive by Government to professionalise the Public Service according to the provisions contained within the NDP (2011). It is the stated intention of Government that the Public Service should act as a catalyst to

build a “capable, well skilled, competent, committed and customer-centric workforce, which is underpinned by graduate development programmes to reinforce a developmental state, and drive a transformational agenda” (RSA 2017:18-19). The NDP (2011:415-416) explicitly refers to developing career paths, which produce skills and competencies and enhance the retention of high-performance employees within the Public Service (RSA 2017:18). The PSC’s document makes a concerted effort in this regard to outline the significance of various HRM strategies and functions. The document highlights career paths, a high-performance culture, recruitment, selection, graduate development programmes, training, skills development, transformation, change management, competency management and skills transfer through programmes of coaching and mentoring. As was established in Chapter 2, all of these functions have a direct bearing on talent management and, as such, should be underpinned by an integrated talent management model.

4.5 CONCLUSION

The review of the case investigation in this study, as well as of the statutory and regulatory framework in support of the design of an integrated talent management model, comprised the main focus of this chapter. It is evident that the Public Service is guided by a comprehensive framework insofar as human resource practises and functions are concerned. However, the analysis of the case study, the WCPG, revealed that the absence of an integrated talent management model contributes to various HR-related challenges currently experienced by provincial departments. These include a silo-mentality, skills gaps and inadequate supply and retention of competent and talented staff in key positions. An assessment of the Province’s official People Management Strategy (PMS) 2012 – 2019 was undertaken to obtain a deeper understanding of how talent is recruited, developed and retained in the Province. This strategy confirmed that various strategic initiatives are undertaken to ensure that people management is given the necessary importance that it deserves. However, these initiatives are hampered by, amongst other factors, high employee turnover, tedious paper-based HR administrative systems, and a negative organisational health culture, all of which lead to employee frustrations and entropy.

The stated ideal of building a “democratic developmental state”, as expressed in the National Development Plan: Vision 2030, can only be realised with due cognisance of the significant contribution that talent management could make in this regard. The Public Service should act as a catalyst for transformation and is ideally placed to achieve this aspiration through competent leadership, the implementing of effective HR policies and procedures, as well as the recruitment and retention of talented employees in the Service.

Chapter 5 empirically evaluates the current status of talent management within the Western Cape Provincial Government (WCPG).

CHAPTER 5

TOWARDS AN INTEGRATED TALENT MANAGEMENT MODEL FOR THE PUBLIC SERVICE: EMPIRICAL FINDINGS

5.1 INTRODUCTION

The theoretical underpinnings of talent management were explored in Chapter 2 to establish the philosophical dimensions and practical applications of this management domain. This served as a first data set for purposes of data triangulation. This was followed by an analysis of the statutory and regulatory frameworks governing human resource praxis in South Africa in general and talent management in particular. This analysis served as the second data set. Various talent management models were evaluated in Chapter 4 to extract appropriate dimensions and elements from best practice cases. This served as a third data set. Collectively, these three data sets were utilised to design an empirical survey in the Western Cape Provincial Government (WCPG) as case study of this research. The status of talent management and current practices and challenges pertaining to the application thereof were investigated by comparing it with the data obtained from the three data sets (i.e. Chapters 2-4). Based on this investigation, which served as fourth data set, an integrated talent management model was designed and is presented in the last chapter. This integrated talent management model thus serves as synthesis of the four data sets and is the main contribution of this study. The newly-designed model is intended to address the problem statement as highlighted in Chapter 1.

This chapter reports the findings of an empirical survey with selected participants consisting of Human Resource and Talent Managers within the WCPG. The empirical study was necessary to dispel or support the theoretical conclusions drawn in Chapters 2,3 and 4 of this study. The survey assisted in identifying considerations, approaches, philosophies and perspectives towards the drafting of an integrated talent management model for the Public Service by extrapolating the data obtained.

5.2 RESEARCH METHODOLOGY

Bless and Higson-Smith (2000:3) are of the opinion that a scientific study can be described as the “discovery of knowledge obtained by using a particular methodology or approach in order to access required knowledge during a systematic investigation”. Goddard and Melville (2006:1) further state that research methodology is a process of expanding the knowledge boundaries of humans by discovering the unknown. According to Wiersma (1995:409), research methodology in essence is the “heart of a scientific study” and should be presented with as much detail as possible within the confinements of the nature and scope of the study. It refers to the way in which relevant research data is collected, decoded, analysed and interpreted and aims to achieve the research objectives and questions of a study. Welman and Kruger (2003:2) concur and state that research methodology focuses on the application of various data collecting methods and techniques in order to discover scientific knowledge on the topic under investigation. Research methodology is however not just about the collection of information on already known information in an orderly manner, but it is also about obtaining knowledge and information on new phenomena under investigation (Goddard & Melville 2006:1). Methodology may include “publication research, interviews, surveys and other research techniques and could include both present and historical information” (Businessdictionary.com 2019:1). Methodology should furthermore answer two main questions: How was the data collected or generated? How was it analysed?” (UWC 2019:1). According to Thomas (2009:69), a successful research project should clearly answer these two fundamental questions and furthermore outline the design followed to achieve it. This design may utilise qualitative, quantitative or mixed methods for purposes of data collection and analyses.

5.2.1 Qualitative research methods

According to Pratt and Woods (2006:30-40), a qualitative research approach may consist of various stages. In an ideal world, the process of scientific inquiry follows a funnel pattern, starting off with broader and more general types of investigation and moving to a more structured conclusion. In the case of Public Administration and

Management (PAM) as an applied social science study domain, analysis is almost exclusively based on qualitative research. According to Luton (2015:9), the main reason for this is that the higher order practices in government institutions are primarily based on deep philosophical or meta-theoretical orientations. In this regard, Brynard and Hanekom (1997:1) argue that research in PAM is generally aimed at providing scientific knowledge which can be applied in practice to optimally utilise public resources for the realisation of public policy objectives. Denzin and Lincoln (2000:2) argue that qualitative research may, however, cross-cut a variety of disciplines, fields of study and subject matter. Each of these disciplines and fields typically has their own unique terms, concepts, assumptions and research traditions. A qualitative approach is usually associated with the uncovering of the deeper meaning (e.g. “thick” descriptions) of phenomena in the real world (Creswell 2009:4; Adams 2015:492). As stated in Chapter 1, section 1.7.4, information collected for this study was acquired by means of qualitative research methods. The term qualitative research does not describe a single research method since many are associated with such research (Gill *et al.* 2010:148-149; Wagner *et al.* 2012:126-127).

5.2.2 Data collection instrumentation

As stated in Chapter 1, section 1.7.4, semi-structured interviews are based on the study’s research questions and objectives. Semi-structured interviews were conducted with the use of an interview schedule. This schedule consisted of closed- and open-ended questions derived from the theoretical orientations emanating from Chapters 2 to 4. Input was also obtained regarding the preliminary, draft integrated talent management model for the Public Service. The schedule was pre-tested (piloted) with three participants to confirm the validity of the instrument.

The interview schedule had three distinct sections. Section A was intended to obtain biographical information of participants and comprised of six questions, section B comprised of fifteen questions regarding the status of talent management in the province and Section C was aimed at obtaining input to the draft integrated talent management model. All participants participated willingly in these interviews and they duly signed the Declaration of Consent to voluntarily participate. The researcher

ensured each participant that their participation was voluntary and that all information provided would be treated as private and confidential in terms of the Ethics Certificate (NWU-00071-14-A7) and Code of Ethics from the North-West University (Potchefstroom Campus).

5.3 RESEARCH DESIGN

Leedy (1998:66) mentions that a literature study is not only there to obtain new knowledge, but it is specifically valuable to gain insight and understanding into the problem under investigation. Multiple instruments were used for purposes of method triangulation. As was explained in Chapter 1, section 1.7.2, a literature study, semi-structured interviews, a case study and a document review of official documentation were used as data collection instruments. Official documents that were reviewed included:

- the Department of Public Service and Administration (DPSA) Annual Plan 2017/2018;
- Western Cape Government Provincial Treasury Annual Report 2017/2018;
- Public Service Commission Annual Report 2017/2018;
- Western Cape Provincial Government Annual Report 2018;
- People Management Strategy for the Western Cape Provincial Government 2012-2019; and
- the Western Cape Province Strategic Plan 2015-2020.

5.3.1 Study population and sampling

As alluded to in section 1.7.8., sampling is concerned with the identification of a population of participants who have knowledge of the research problem and who can give input into a possible solution to the phenomenon (Gill *et al.* 2010:127).

There are thirteen provincial departments ($n=13$) in the WCPG. The Department of the Premier has its own Chief Directorate: People Management. This department serves eleven departments across the province, thus covering eleven of the thirteen departments. The department therefore is the central policy and administrative hub

regarding people management functions in the WCPG and can be regarded as representative of talent management practices in the province. The department further has six HR sub-directorates that serve the eleven provincial departments regarding people management issues. These sub-directorates are:

- Auxiliary Services;
- Employee Relations;
- Performance and Priority Unit;
- Policy and Planning;
- Recruitment and Selection; and
- Service benefits.

Permission in writing was obtained from the Deputy Director General (DDG) within the Premier's Office and the Chief Director: People Management in the Department of the Premier to conduct research in these six sub-directorates, on their premises during office hours.

The Sample Size Calculator of Creative Research Systems (<https://www.surveysystem.com/sscalc.htm>) was used to determine the representative sample (Confidence Level 95%). The study population was the Chief Directors, Directors and Deputy Directors responsible for People Management in the WCPG. One participant from each of the six sub-directorates was purposively sampled based on their expert knowledge and work experience on the topic under investigation (e.g. talent management practises). These participants were identified as being responsible for the HRM functions such as recruitment and selection, training and development, performance management, organisational design (OD), employee engagement, employee health and wellness, career progression and employee benefits and services within the WCPG.

Total population	Dept of the Premier (unit of analysis)	Sample size
13 provincial departments	6 x sub-directorates responsible for 11 of the 13 provincial departments	One senior manager per sub-directorate ($n=6$)

Source: Researcher's own compilation

It should be emphasised again that the purpose of this study was to ascertain the status of talent management practices in the WCPG. Therefore, the number of departments sampled was statistically more significant than the number of participants surveyed.

5.4 ANALYSIS OF RESULTS

As alluded to in section 1.7.9., data analysis and interpretation refer to an in-depth analysis of the literature and empirical studies that have been collected by filtering the data, mind-mapping and the integration of the views of different authors (Brynard & Hanekom 1997:48-49; De Vos *et al.* 2002:348-349; Scott 2009:1-3). A researcher must filter the amount of data that has been collected until key themes emerge (De Vos *et al.* 2002:348-349; Scott 2009:1-3).

In order to authenticate the evidence gathered as part of this study into talent management praxis in the WCPG, it was essential to conduct an empirical study. In the sections below, the results of a comprehensive analysis on talent management practises are reported based on the interview schedule's three sections (A, B and C). The findings obtained are deliberated in some detail.

5.4.1 Section A: Biographical profile

This section reports the biographical profile of the participants to the study.

Table 5. 1: Ages group of talent management officials of the WCPG

Age group	Frequency	Percentage
20 to 30 years old	0	0%
31 to 50	1	16.67%
51 and older	5	83.33%
Total	6	100%

The above table reflects the ages of the six participants. It is evident that they have enough life and work experience to accurately answer the various questions on the state of talent management within the WCPG. They were all part of the WCPG senior and middle management team, were exposed to strategic management decisions and they did have access to policy documents and statements on people management activities within the provincial government.

Fifty percent of the participants were from the Coloured community and 50% from the White community. Even though Coloureds are also considered as Black employees in terms of the Employment Equity Act, there were no ethnic Black officials with whom an interview could be conducted. As far as gender is concerned 2 White females, 1 White Male and 3 Coloured males took part in the study. The female participants (33%) were placed at a senior management level (Chief Director and Director) within the WCPG. The male participants (67%) were part of middle management (i.e. Deputy Director). All of them were employed full-time. No part-time or contract workers participated.

Fifty percent of the participants had between 22 to 30 years working experience in the WCPG, while the other fifty percent had more than 30 years continuous service within their current positions. It is evident that a significant number of public officials are committed to the public sector as it provides them with stable employee benefits, including secure income, a strong pension fund, medical aid and adequate leave benefits. It can be deduced that participants have adequate experience and that, based on their job profiles, they have in-depth insight into talent management and people management related practices in the Public Service.

Table 5. 2: Highest qualifications of participants

Educational level	Frequency	Percentage
Grade 12	0	%
Post-Matric studies (Diploma)	2	33.3%
University degree	2	33.3%
Post-graduate degree	2	33.3%
Total	6	100%

Table 5.2 above shows that two of the WCPG people management employees (33.3%) completed post-matric studies (Diploma level), whereas 33.3% of participants obtained University degrees. Two of the participants from the WCPG people management division were educated at a post-graduate degree level.

Sixteen percent of participants were responsible for strategic people management leadership for eleven departments within the WCPG. These identified public officials are responsible for -

- policy development;
- people management oversight capability;
- organisational development;
- performance counselling strategies;
- HR data trend analysis;
- strategic workforce planning;
- employment relations;
- WCPG performance standards;
- the Future-Fit Guide for people professionals;
- updating information technology systems;
- the development and maintenance of the People Management Strategy (PMS); and
- implementation of HR strategies such as the PMS across eleven provincial departments.

Sixty-seven percent of participants were responsible or had some form of talent acquisition (recruitment and selection) of employees (talent) to the WCPG. Sixteen percent of participants were responsible for employee service benefits, payments of claims as well as injury of duty cases under the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA). The other sixteen percent was involved in the Personnel Administrative System (PERSAL). It is thus evident that, based on the profile of participants, the purposive sample adequately covered all the major talent management-related domains in the case study.

5.4.2 Section B: Responses from talent management officials

In this section, the status of talent management in the WCPG is explored, based on the expert opinions of participants. The WCPG highlights its core focus by means of its People Management Strategy (PMS) as “service excellence with people” (RSA 2016[a]:3; RSA 2016[b]:16). By means of this PMS, it strives to provide excellent customer service through motivated and committed employees. To this end, the WCPG developed the following core talent management pillars as part of its PMS (RSA 2016[a]:3; RSA 2016[b]:12-13):

- people vision;
- people philosophy;
- people charter;
- people value proposition; and
- desired people profile.

Almost three years since the adoption of these PMS pillars, it is now necessary to ascertain the status thereof, inclusive of its perceived successes and failures. The responses of participants are reported below.

B1. Please explain the purpose and intension of the Western Cape Provincial Government’s People Management Strategy (PMS) in more detail

Sixty-seven percent of participants indicated that the main purpose of the WCPG's PMS is to achieve service excellence through its people. The PMS is intended to move beyond a mere organisational and human resource plan and aspire the WCPG to become the "best managed regional government in the world". Participants confirmed that the PMS aims to improve employee engagement, thus increasing their emotional connection to the WCPG. This in turn could improve employee motivation, which may have a direct influence on their work output and the way they treat customers.

Thirty-three percent of the participants, however, regarded the PMS as "just a strategic document which is not fully implemented in all departments of the WCPG". This aspect further confirms the problem statement of this study, namely the absence of an integrated talent management model. This response was further interrogated in follow-up questions.

B2. In your opinion, what is the difference between the PMS and a generally accepted Human Resources Management (HRM) strategy?

According to 67% of participants, an HRM strategy highlights all the traditional human resources practises in "a silo manner". The difference in the PMS is that it aligns with the National Development Plan 2030, which supports Government's developmental agenda. Half of the participants indicated that, through Provincial Strategic Goal 5 (PSG 5) – "enhancing governance", the WCPG strives to "build a highly-capable workforce by improving the physical look and feel of the office space". This includes "technology like office Wi-Fi for all to use, a gym, a restaurant, and space where officials can do Yoga exercises before work". Based on these initiatives, it seems that the PMS of the WCPG offers more than the conventional HR services and functions typically rendered by Government departments. It is further evident that the PMS is proactive in nature and intends to place people at the centre of its delivery efforts.

Most participants (67%) further confirmed that the WCPG adopted a set of values which is propagated in all provincial departments. These values include, amongst

others, “caring, competence, accountability, integrity, innovation and responsiveness”. It is expected that every strategy and people management policy developed by the WCPG must be underpinned by these values. One participant mentioned that “values-based leadership” is propagated by the WCPG.

B3. Does the WCPG apply a formal recruitment and selection policy and an employee value proposition (EVP) to attract the most talented and skilled individuals?

All participants confirmed that the WCPG do apply a formal recruitment and selection strategy, which is underpinned by an employee value proposition. This value proposition is underscored by the five pillars of the PMS (i.e. “people vision; people philosophy; people charter; people value proposition and desired people profile”). As far as the second pillar “people philosophy” is concerned, the PMS describes it as a “people value proposition”. In further detail, the PMS refers to this value proposition as “the reasons person(s) must join and stay with the organisation in order to maximise people’s engagement of their hearts, minds and spirit in the organisation.” According to 67% of participants, the WCPG will always include the phrase: “Exciting opportunities for people who wish to make a visible difference” in all their job adverts for positions advertised both internally and externally. This further portrays the employee value proposition propagated by the Province.

All recruitment and selection are done via an online recruitment and selection system called E-Recruit. This online recruitment system allows the WCPG to drastically shorten the period of recruitment, from placing the advert to making a job offer to the successful candidate. According to 33% of the participants, the WCPG will visit the professional websites when they have specialised vacancies to fill, such as architects, engineers, accountants or social workers. They work with a limited number of CVs, thus reducing the time for shortlisting, conducting competency-based interviews, conducting assessment centres, checking for organisational values fit, doing reference checking and scanning for authenticity of identity documents, qualifications and criminal records. This holistic recruitment process generally ensures that the right person is recruited for the right job, with the right

competencies and values, in the right organisational structure, with the correct salary band. It is evident that measures are in place to attract and appoint officials with the necessary talent in provincial departments.

B4. Does your department have a career management and retention policy in place? Please elaborate on your opinion regarding the current successes and failures of this policy.

The majority of participants (83.3%) stated that there is no career management or retention policy within the WCPG or in the entire Public Service. The main reason cited for the absence of such a policy was because of “Government’s policy for recruitment and selection in an open market”. Any person who meets the minimum requirements may apply for an advertised vacancy. Upward career movement within the WCPG is vacancy-driven. In other words, officials can only be promoted if there is a vacancy.

One participant mentioned that, in terms of retention of skills, it is challenging in that the DPSA instituted policies, which prevent the WCPG from making counter offers to employees considering a higher position elsewhere. Instead, the WCPG offers “an attractive People Value Proposition” to retain key talented employees. According to the participant, the ultimate success of this proposition is yet to be determined, but it seems that all the initiatives such as Wi-Fi, ergonomically-designed office furniture, onsite gymnasium, colourful office spaces, improved office lighting, as well as air conditioning, create a conducive working environment.

Another participant was of the view that a transversal retention policy will not be successful. The reason cited was that each of the 11 departments serviced by the Department of the Premier has different needs in terms of skills and competencies. It was further the view of two participants that a “one size fits all” approach will not be effective within the WCPG, in that there are different requirements for engineers, accountants, lawyers, architects and social workers. It was recommended by the participants that each of the 11 provincial departments resorting under the

Department of the Premier should develop their own career management and retention policy.

B5: Does the WCPG apply its HRM policies and procedures in a silo mentality or does it utilise an integrated methodology? Kindly elaborate.

Fifty percent of participants were of the opinion that there is a level of integration between HR management functions within the WCPG. Certain policies, toolkits and procedures are being refined in order to improve the coordination and communication processes between various departments and HRM functions within the WCPG.

One participant insisted that there are operational challenges in terms of integration between HRM departments and functions within the Office of the Premier. An example cited was limited coordination. For example, when new employees are appointed, they should undergo an official Public Service Induction Programme before the appointments can be confirmed. However, some of the HR departments such as Pensions, Service Benefits or Conditions are not always informed of new appointments. Documentation is not adequately shared between the various role-players. The HRM process is still largely paper-based and hard copies are still filed by document management. This makes the distribution of documents and the dissemination of information challenging. Another example cited for limited coordination and integration was the nature of organisational design (OD) of the Premiers' People Management Department. Each of the six sub-directorates is led by a Director and is supported by various Deputy Directors. The Chief Director: People Management is the Head of department who manages the team of Directors and Deputy Directors. The fact that each department has its own management team makes integration a complex task. Although joint management meetings are held to share common concerns, the level of integration is generally limited. This challenge is further exacerbated by the fact that these directorates must coordinate talent management issues in eleven of the Province's thirteen departments. If the sub-directorates within a single department have trouble to coordinate their internal

activities, it becomes even more complex to coordinate and align the activities of eleven departments with the directives of these sub-directorates.

B6: Are you aware of an integrated approach to talent management within the WCPG?

This question forms the basis of the nature of this study. Fifty percent of the participants were sceptical about full integration of talent management practises within the WCPG and sighted operational inefficiencies that still exist within the People Management directorate. They were furthermore of the opinion that there is no integrated talent management framework or model within the WCPG nor the Public Service. All participants confirmed that they were not aware of any integrated talent management model which is consistently implemented within the Public Service in general. According to all participants, HR functions within the rest of the Public Service is still “fragmented, applied with a silo’s mentality, very reactive and transactional”, instead of moving towards a more strategic process. This finding further supported the problem statement of this study and emphasises the need for an integrated model for talent management.

It should, however, be noted that three participants were of the opinion that one should take cognisance of the WCPG functional People Management Areas as well as the Western Cape People Management Maturity Model (PMMM) in order to inform an opinion about the level of intergrality of talent management. The WCPG functional People Management Areas are presented in the PMMM and consist of the following twelve areas (RSA 2016[b]:12-13):

- Strategic People Management;
- People Policies;
- People Planning
- Organisational Design;
- Employment Relations Service Benefits;
- Talent Acquisition and Establishment Control;
- Training and Development;

- Performance Management and Recognition;
- People Analytics; and
- People Information Support.

According to the PMMM (RSA 2016[b]:11-12), each of these functional areas comprises of specialised roles. This implies that “Talent Acquisition and Establishment Control” (functional area) resorts under “Talent Management” (functional role). According to the PMMM (RSA 2016[b]:13), the functional areas “Training and Development” and “Performance Management and Recognition” are also resorting under the functional role “Talent Management” (RSA 2016[b]:13). The PMMM measures the level of maturity on a scale from 1 to 5 pertaining to People Management practises within the WCPG. The PMMM is thus an attempt to establish a more uniform approach to people management in general in the Province and to incrementally improve the level of sophistication thereof.

In a follow-up question, all participants are of the opinion that the current PERSAL system is not sufficiently aligned with other HR systems and functional areas. They expressed their concerns that PERSAL does not contain accurate and up-to-date information, is not user-friendly and that it is managed by external consultants. This means that the core people management system of the province is outsourced. The main reason cited for this state of affairs was the lack of skills to operate and maintain the PERSAL system. Participants reflected that the WCPG should develop or purchase additional systems that are aligned with the PERSAL to successfully manage the payroll and people administrative system. The absence of an integrated approach currently negatively impacts on strategic HR decision-making and the identification of priority concerns for the allocation of scarce resources.

One participant mentioned the fact that some HR administrators still manually capture employee leave applications on PERSAL. Most officials are still unable to process their leave applications from their desktop, laptop or smartphones. The participant was strongly of the opinion that the PERSAL system is “outdated and has not kept up with the development of technology and modern software development”. It should be noted that the DPSA is currently in the process to advertise a tender for

the purchasing of a new Human Resource Management Information System (HRMIS) for the entire Public Service. Such a system can make a significant contribution to establish a uniform technology-based data and administrative system for the Public Service. The HRMIS could further strengthen and support an integrated approach to talent management.

B7: Is there indeed a need for an integrated talent management model within the WCPG?

All the participants indicated that there is indeed a need for an integrated talent or strategic HR management system within the WCPG, as well as for the entire Public Service. Participants generally concurred that the PERSAL system is outdated and cannot support an integrated talent management model in its current format.

B7.1: In your expert opinion, what should be done to further foster talent management praxis in the Western Cape in general and your department in particular?

The majority of participants (67%) alluded to career management as the most significant area of concern as far as talent management is concerned. There is no career management model within the WCPG or the rest of the Public Service. The stringent rules and regulations that the DPSA has put in place furthermore limits the mobility of employees within the Public Service. All vacancies must be advertised and “cannot be reserved for any employees”. Employees must compete for the positions they aspire for with a large pool of potential candidates, both within and outside the department or Public Service. The participants in this regard emphasised the need for effective succession planning and the establishment of a succession policy. They are of the opinion that more focus should be placed on mentoring and coaching of young employees and aspiring managers.

A further area of concern as far as the fostering of talent management praxis is concerned, is the general absence of talent pools. According to 67% of the participants, this is mainly due to the official DPSA guideline that all positions must

be advertised in the open market. This implies that a junior employee within the department can be appointed above his/her current senior or department manager.

Thirty-three percent of participants further cited Employment Equity (EE) targets as an area of concern as far as talent management is concerned. These targets are set by the Department of Labour and at present it is merely “a tick box exercise” to meet these targets in the recruitment and appointment of employees. One participant believed the WCPG and the Public Service “should rather focus on diversity and inclusion, which is far more mature in its approach to manage talent management”. The participant continued to state that the “talent acquisition process of the WCPG should focus more on the diversity of skills, competencies and values thus ensuring that diverse skills, competencies and cultures are included in every team”.

Another participant proposed that the WCPG should “investigate and negotiate with Organised Labour (e.g., labour unions) to adopt more flexible working hours ... to suit the needs of the Millennials and Generation Y” (see chapter 2, section 2.5.5). Millennials want greater freedom and flexibility in their working conditions and hours.

B7.2: Which current HRM information technology system is in place within the Western Cape Provincial Government that might support the development of an integrated talent management model for the Public Service?

All participants confirmed that the WCPG utilises the PERSAL system for payroll and employee administration. As stated earlier, participants concurred that this system is outdated and needs to be replaced with a more modern and technological-advanced system. However, other HRMIS systems like E-Recruit interphase within PERSAL and do add value to the process of talent sourcing. Again, all participants concurred that the PERSAL system on its own will be inadequate to support the development or successful implementation of an integrated talent management model in the Public Service.

B8: Does the Western Cape Provincial Government apply an integrated performance management system to measure the performance and to reward the high performance of talented employees? Please elaborate.

All participants interviewed confirmed that all provincial departments in the WCPG apply a performance management process, which is underscored by a performance management system called PERMIS. This system is premised on the Management by Objectives (MBO) principle. The PERMIS of the WCPG contains all the performance agreements, performance standards and key results areas (KRA's) for the various job categories and post levels within provincial departments.

Performance contracting, quarterly performance reviews and annual performance appraisals are all done electronically (online) on the PERMIS system. Public Service officials obtain a personal performance score on the system. This score is based on the submission of a Portfolio of Evidence (POE) to the responsible line manager or supervisor. A performance meeting is arranged, and the manager and the employee meet to discuss the performance score and general achievements for the financial year. If an employee is not satisfied with the performance score allocated, they may nominate a senior manager to act as mediator to resolve the dispute.

Three participants cautioned that the PERMIS system is “a stand-alone system”, which has the functionality to draw salary, performance and personal information from the PERSAL system. It thus merely acts as performance tool and is not comprehensive enough to serve as an integrated talent management support system. The PERMIS system is like “an excel spread sheet on the side” maintaining performance-related data for the department.

B9: Does the WCPG apply a programme of coaching and mentoring to maintain a performance culture?

According to 50% of participants, the WCPG does not apply a formal coaching and mentoring programme. One of the participants was of the view that coaching and mentoring in general is highly problematic in the entire Public Service. There are significant challenges as far as the application of coaching and mentoring are

concerned and the participant was of the opinion that fundamental questions such as the interpretation, meaning and purpose of coaching and mentoring in the Public Service are not yet answered. Three participants noted, however, that the National School of Government offers an NQF 4 accredited course on mentoring (Unit Standard ID:114215). The main aim of this course is to equip managers to act as mentors for junior colleagues. All participants concurred that coaching and mentoring are essential components of talent management.

One participant mentioned that the WCPG has established an Internal Control Performance Consulting Unit in the Department of the Premier. This Unit is not yet fully functional but serves eleven provincial departments. It is realised that coaching programmes should be linked to performance management. The unit will assess the performance statistics available on PERSAL and PERMIS and will develop performance reports for analyses. It is the intention that inadequate people and organisational performance will be identified proactively. The unit will then propose corrective intervention measures to improve overall performance. This includes coaching of employees towards achieving an acceptable performance standard.

Thirty-three percent of participants were of the view that performance coaching is the responsibility of the line manager or supervisor. Regular informal coaching and feedback sessions should be provided to maintain acceptable performance levels. Two participants expressed concern that the performance management system is still open to “manipulation and favouritism”. Line managers and supervisors may still have their “favourite employees and they always score more than the rest of employees, as the scoring is done subjectively”.

B10: Does the WCPG apply an integrated training and development strategy to upskill staff and to close skills gaps?

All participants confirmed that the WCPG applies a training and development strategy and that there is an official policy governing its implementation. The WCPG has established the Western Cape Provincial Training Institute (WCTI) that is responsible to coordinate all training and development initiatives in the province. This

institute has two training facilities, one in Kromme Rhee, Stellenbosch and one in George. The WCTI has entered an agreement with the University of Stellenbosch's School of Public Leadership who offers the leaders accredited short courses in:

- Intermediate Project Management;
- Provincial Management Development Programme
- Intermediate Project Management; and
- Municipal Management Development Programme.

According to 50% of the participants, training and development are closely linked to performance management within the WCPG. If an employee performs below the standard, an improvement plan needs to be put in place. Such an improvement plan usually includes the attendance of training courses to address the skills deficit. However, two of the participants were of the opinion that the province is not very effective when it comes to managing instances of poor performance since not all provincial departments have such performance improvement plans in place. Furthermore, they indicated that "procedural fairness" and "prompt timelines in dealing with instances of poor performance" in the WCPG are not effective.

B11: Does the WCPG apply an integrated employee relations strategy in order to effectively deal with grievances, disciplinary cases (misconduct), incapacity, poor performance or ill health?

All participants confirmed that the WCPG does apply an Employee Relations (ER) strategy. However, the ER directorate is perceived to be "reactive in nature", in that it only gets involved in people management processes when employees have made themselves guilty of misconduct, or when an aggrieved employee lodges a complaint. It does not have a proactive approach to address circumstances or conditions that may lead to incapacity, ill health or poor performance. Two participants confirmed, however, that the ER directorate negotiates certain human resource policies with labour unions and is involved in the Wage Bargaining Forum in the province. It also becomes involved in cases of departmental restructuring and the transfer or secondments of employees. A positive development is the fact that

the ER directorate has instituted a Case Management System to track and manage all grievances or misconduct cases in the province. Information pertaining to these cases is captured on PERSAL to assist senior managers in making informed decisions. However, three participants were of the opinion that there is “no evidence in the Annual Plan 2017/18 which confirms that the ER directorate effectively deals with instances of poor performance within the WCPG nor is there evidence that it is successful in the broader Public Service”.

On a positive note, the WCPG has established Internal Control Performance Consulting Units within the Chief Directorate: People Management Practises that are tasked with assisting line managers to build capacity, supply performance data and support coaching of poor performers.

5.4.3 Section C: Input to the draft integrated talent management model

The researcher requested all participants to comment on the draft integrated talent management model for the Public Service that was designed based on a synthesis of the literature review, an assessment of existing talent management models and statutory and regulatory prescripts. All participants were requested to make recommendations on how the model can be improved and to make suggestions for making it more user-friendly. It should be noted that the draft model (see Table 5.3) only contains a framework inclusive of its nine core components. It is the intention that the model should be operationalised by means of support instruments such as guidelines and management toolkits to assist with its successful implementation within the WCPG and in the broader Public Service.

Feedback obtained and recommendations made by participants are reflected in the table below.

Table 5. 3: Input to the draft integrated talent management model

HRM model component	Participant’s input
<p>1.Strategic Human Resources Planning</p>	<p>Eighty-three percent of the participants indicated that the label “Strategic Human Resources Planning” is similar to the more well-known international term of “Strategic Workforce Planning (SWFP)”. They recommended that the component should be amended accordingly. In support of this recommendation, they indicated that the WCPG has a SWFP directorate that is responsible for performing analyses on people management data extracted from the PERSAL system. Various reports and people management analytics are produced to mitigate employee-related risks.</p>
<p>2. Recruitment and Selection</p>	<p>Eighty-three percent of the participants were comfortable with using the term of Recruitment and Selection but also use the term “Talent Sourcing” interchangeably. The Department of the Premier’s Directorate: People Management has various sub-directorates. One of these sub-directorates is called “Recruitment and Selection”. This sub-directorate is responsible for appointments, compensation, PERSAL and talent sourcing.</p> <p>Participants further alluded to the fact that government departments must comply with the stipulations of the Employment Equity Act 55 1998, which supports equal treatment of persons’ who are vulnerable and living with disabilities (PWD’s). Recruitment and selection should also consider the skills, cultures and competencies of candidates when attracting talent to the WCPG.</p> <p>One participant suggested that the elements “Competency Dictionary”, “Systems integration” “Talent Pools” “Branding” and “Job profiles” currently attached to component 9 of the model, should rather be incorporated with the component</p>

	<p>“Recruitment and Selection” (number 2).</p> <p>Fifty percent of participants alluded to the fact that “Organisational Development (OD)” forms an integral part of the “Recruitment and Selection” process. They were of the opinion that “OD” should be included in the final model.</p> <p>Thirty two percent of respondents supported the view that employee “Data Analytics and Metrics” will add value to a talent management process and should be included in the final model.</p>
<p>3. Training and Development</p>	<p>Five of the six participants were of the view that “Performance and Development” should be combined in one HRM function within the updated model. The rationale behind this suggestion was the fact that, after performance contracting takes place, the line manager will ask the employee if there are any training or development needs in order to achieve the required performance standards and KRAs for the new financial year. From this interaction, a detailed Personal Development Plan (PDP) is drafted and sent to the Training Directorate to be included in the Skills Plan for the WCPG.</p> <p>The Performance Management System (PERMIS) draws data from PERSAL in order to effectively measure and appraise the performance of all employees. When the PERMIS detects below average performance, it automatically sends an electronic message to the line manager or supervisor to enquire whether assistance with performance counselling is required. Line managers or supervisors are required to click on the online prompts for action items. Action items include training and development.</p>
<p>4. Performance and Retention</p>	<p>Eighty-three percent of participants informed that “Performance” and “Retention” should be separated. The rationale behind this suggestion was that it is difficult to retain skilled employees by making a counter job or financial offer to</p>

	<p>them when considering other opportunities. Official DPSA policies only allow for employees to be remunerated within certain salary bands attached to certain post levels. DPSA has furthermore introduced the Occupation Specific Dispensation (OSD), which highlights key positions within the Public Service. Key occupations included in the OSD can thus be remunerated at special salary scales. Incumbents of such positions (e.g., medical specialists, dentists and pharmacologists) may thus receive above-average remuneration and benefit packages. High performance is rewarded with a performance bonus for employees who score a “4” or a “5” rating on their annual performance appraisal.</p>
<p>5.Employee Relations</p>	<p>All participants were of the view that the ER directorate should not deal with poor performance issues. Staff of this directorate generally “think like “lawyers” and do not have a “personal touch” when it comes to people relations. Participants were further of the opinion that healthy employee relations are highly dependent on the role of line managers and supervisors. Supervisors should rather coach and mentor employees to reach the required performance standards and to prepare them for more senior positions. Healthy interpersonal relations are built in this mentoring and coaching process and departments will in general benefit from a more positive team spirit.</p>
<p>6. Coaching and Mentoring</p>	<p>Eighty-three percent of participants recommended that “Coaching and Mentoring” should be included in the “Training and Development” component of the talent management model. They were of the opinion that coaching and mentoring are indispensable for people development and general performance management. They mentioned that WCPG departments make use of “performance coaches” who are formally appointed to assist poor performing employees. These coaches work closely with supervisors to improve the performance rating of employees. Also mentoring entails, a formal contractual agreement whereby senior officials guide</p>

	<p>junior employees to attain certain skills and competencies. They were of the opinion that “Personal Development Plans (PDP’s)” will add value to “Performance Management” as part of the final model.</p>
7.Career Management	<p>All participants (100%) confirmed that there is no career management framework in place. All vacancies are simply advertised in the open market. Participants believed a career management model should form part of an integrated talent management model in the Public Service. They indicated that the current grade and pay progression system (grades 1 to 12) implemented by the DPSA is outdated and does not adequately support talent management in the WCPG. Five of the six participants suggested that the Public Service should implement a similar career progression model such as the Occupation Specific Dispensation (OSD) since the normal grade and notch incremental movements (career progression) take too long to achieve. Furthermore, they stated that a career management model in the Public Service would assist with employee motivation and job satisfaction for post classes 1 to 12 in the Public Service.</p>
8. Employee Wellness Programme	<p>All participants confirmed that the WCPG does utilise an employee wellness programme (EWP). There is an outsourced company which manages the EWP for the WCPG. Some of the participants are of the opinion that the EWP is also attached to the employee incapacity policy and procedure. According to the participants, the employee can be placed on incapacity leave based on the report and recommendation from the EWP consultants and medical practitioners. Sixty-seven percent of the participants agreed that an EWP will add value to the development of an integrated talent management model in the Public Service. They were of the opinion that many employees do battle with various challenges in life, such as alcohol and drug abuse, absenteeism, family violence, gambling and financial problems. Certain employees are also exposed to</p>

	<p>various life-threatening diseases such as Cancer, HIV/Aids and Tuberculosis (TB). All participants were of the opinion that a EWP will assist “troubled employees by means of psychological counselling and medical treatment to deal with their mental health conditions in the workplace”.</p> <p>It is evident that the participants’ opinions are underpinned by their belief that employees (talent) are the most important asset of the WCPG. The Public Service will reach its strategic and operational objectives by means of healthy, fit, motivated and engaged employees in the workplace. All participants agreed that employees battle with various challenges inside and outside of the workplace and that this has a direct impact on their productivity, engagement and efficiency. The EWP will assist employees by means of psychological counselling or referrals to medical specialists for appropriate treatment.</p>
<p>9. Human Resource Management Information System (HRMIS)</p>	<p>All participants confirmed that the WCPG utilises PERSAL as information system. Participants, however, concurred that PERSAL is an outdated system and many of its functionalities are not utilised due to a lack of skills and limited access. They recommended that technology should enable them to work remotely to be able to submit a leave form from mobile devices and to use Wi-Fi to connect to servers. Most participants expressed that “Millennial” employees are in search of much more workplace freedom and flexibility to work when and where possible. They suggested that the WCPG should consider a more flexible working hours policy, which is underpinned by a HRMIS system. They furthermore recommended that a newly developed HRMIS should interact with other systems to enhance talent management. These systems include:</p> <ul style="list-style-type: none"> • e-Recruitment (talent acquisition online system); • Bizbrains (A data cube for integrating and collecting employee information);

	<ul style="list-style-type: none"> • PERMIS (online performance management system); and • Employee Relations Case Management System. <p>Participants agreed that there is “still a lot of work to be done” before total integration of talent management systems and processes can take place – not only in the WCPG, but also in the entire Public Service.</p>
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5.5 REFINING THE DRAFT INTEGRATED TALENT MANAGEMENT MODEL FOR THE PUBLIC SERVICE

Based on the suggestions and recommendations made by participants, certain changes were made to the draft integrated talent management model. Below, a summary of these changes is provided.

- The title of step one was altered from “Strategic Human Resources Planning (SHRMP)” to “Strategic Workforce Planning (SWP)”.
- A Competency Dictionary and Job Profiles under the Recruitment and Selection tab were included. This will be underscored by the E-Recruitment System utilised by the WCPG.
- The People Value Proposition (EVP) will be included in component 2 of the revised model. Employer branding should be included under Talent Acquisition in the final model.
- Exchange “Training and Development” (number 3) with “Performance Management” (number 4). Training and Development (new number 4) will remain separate from Performance Management (number 3) since not all training and development are necessarily triggered by poor performance.
- Remove “Retention” from the Performance Management components of the model since it is difficult for the WCPG or the Public Service to retain key employees in critical positions.
- Remove “Employee Relations” from the talent management model and replace it with “Employee Engagement”.

- Include coaching and mentoring with the Performance Management component of the final model.
- Include diversity and inclusion management in the revised integrated talent management model.
- Allude to the alignment of the PERSAL system with the model.
- Align the Employee Wellness Programme (EWP) with the final model.
- Include Organisational Development (OD) as a core component to the final model.
- Focus on “data analytics” and “workplace intelligence” to support efficient decision making, resource allocation as part of the final talent management model.
- Include various arrows in the final model to point the flow and direction in which the talent management model should be applied by the Public Service.

Considering the recommended changes above, a new and refined integrated talent management model was drafted for the Public Service and is presented in the next chapter.

5.6 CONCLUSION

This chapter reported on findings obtained from interviews conducted with participants purposively selected based on their involvement in talent management processes and practices in eleven of the thirteen departments in the WCPG. The purpose of this empirical investigation was to identify gaps between the first three “data sets” (i.e. literature review, model assessment and statutory and regulatory prescripts) with the current status of talent management (fourth data set) in the province. The investigation further served the purpose to validate and refine a draft talent management model to address the research problem identified. The data collected during semi-structured interviews was analysed, interpreted and compared against the three data sets emanating from Chapters 2, 3 and 4.

In the next and final chapter, a summary of the study is provided, and the researcher reflects on the extent to which the research objectives were operationalised, and

research questions were answered. The chapter also presents the redesigned integrated talent management model as main contribution of the study. Related recommendations for the operationalisation of this model are also provided.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS: AN INTEGRATED TALENT MANAGEMENT MODEL FOR THE PUBLIC SERVICE

6.1 INTRODUCTION

This study was conducted to investigate the status of talent management in the South African Public Service. Special focus was placed on the case of the Western Cape Provincial Government (WCPG) to determine the current state of talent management within provincial departments of Government. Although findings from this empirical survey conducted in the WCPG cannot be extrapolated or generalised to other provincial governments or the entire national Public Service, the adherence to the principles, official guidelines, national legislation and the regulatory framework pertaining to talent management is universal. Thus, although the status of the adherence to the existing statutory and regulatory framework regarding human resource management in general and talent management in particular may differ slightly from department to department, all national and provincial departments must follow national policies and official guidelines governing the application of talent management in the Public Service.

The aim of this study was to develop an integrated talent management model for the Public Service. According to international best practise HR literature, it is imperative for all organisations to develop the skills, talents and competencies of their employees in order to deliver work of a superior quality. The Public Service is mandated by the Constitution of the Republic of South Africa to serve the people of South Africa and to deliver various goods and services to society. Society demands that responsible public officials are competent, willing, able and committed to serve. Talent management in this context is imperative.

The NPC, the PSC and various other institutions identified talent management as one of the strategic areas that deserve special attention as solution to the current level of entropy, low morale, demotivation, high absenteeism and the level of poor service delivery rendered to the public. There is a view that the Public Service still applies its HRM functions in a silo mentality and thus remains reactive, ineffective and of a poor quality.

The rationale for this study is premised on the fact that the Public Service does not have an integrated model to management talent. It was argued that if the Public Service adopt such an integrated model, it could facilitate adequate investment in the training, coaching, mentoring, performance management and engagement of all its employees. These core talent management activities will have a direct positive impact on the levels of motivation, commitment, engagement, quality of service delivery to the communities to whom they render a service.

This chapter presents a summary of the rationale, objectives, approaches and methods utilised in this study. The main contribution of the study, namely the design of an integrated talent management model (ITMM), is presented and explained. Recommendations for the application of the ITMM are also made.

6.2 STUDY SYNOPSIS: RESEARCH OBJECTIVES AND QUESTIONS

According to Chapter 1, section 1.4, the primary objective of this study was to develop an integrated talent management model for the South African Public Service. The following research objectives were formulated and operationalised in this investigation:

- **RO1:** Unpack the theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a sub-focus area within Human Resource Management as study domain.
- **RO2:** Explore the nature and the need for an integrated talent management approach by analysing various best practice integrated talent management models.

- **RO3:** Assess talent management in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis.
- **RO4:** Empirically evaluate the current status of talent management within the Western Cape Provincial Government.
- **RO5:** Based on triangulation of data from a literature study, conduct an analysis of the statutory and regulatory framework related to talent management in the Public Service and based on the analysis of the opinions of sampled participants, design an integrated talent management model for the South African Public Service.

As stated in section 1.5, the key research questions were developed from the research objects that were answered in this study.

6.2.1 Research questions

Based on the research objectives, the following research questions were formulated:

- **RQ1:** What are the philosophical and theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a focus area within Human Resource Management as study domain?
- **RQ2:** What is the nature, scope and content of national and international best practice models pertaining to talent management?
- **RQ3:** How is talent management currently applied in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis?
- **RQ4:** What is the status of talent management within the Western Cape Provincial Government as case study for the Public Service?
- **RQ5:** What should be included in an integrated talent management model for the South African Public Service based on the triangulation of data obtained from a literature study, an analysis of the statutory and regulatory framework

governing talent management in the Public Service and an analysis of the input gained from sampled participants?

Table 6.1 below aligns the respective research objectives and questions to the chapters of the study.

Table 6. 1: Research objectives and questions aligned to research objectives

Research objectives (RO)	Research questions (RQ)	Chapters
RO1: To unpack the theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a sub-focus area within Human Resource Management as study domain.	RQ1: What are the philosophical and theoretical underpinnings of talent management in order to understand the early schools of thought related to talent management as a focus area within Human Resource Management as study domain?	Chapter 2
RO2: Explore the nature and the need for an integrated talent management approach by analysing various best practice integrated talent management models.	RQ2: What is the nature, scope and content of national and international best practice models pertaining to talent management?	Chapter 3
RO3: Assess talent management in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis.	RQ3: How is talent management currently applied in the South African Public Service inclusive of an analysis of statutory and the regulatory frameworks governing human resources praxis?	Chapter 4
RO4: Empirically evaluate the current status of talent management within the Western Cape Provincial Government.	RQ4: What is the status of talent management within the Western Cape Provincial Government as case study for the Public Service?	Chapter 5

<p>RO5: Based on triangulation of data from a literature study, an analysis of the statutory and regulatory framework related to talent management in the Public Service and an analysis of the opinions of sampled participants, design an integrated talent management model for the South African Public Service.</p>	<p>RQ5: What should be included in an integrated talent management model for the South African Public Service based on the triangulation of data obtained from a literature study, an analysis of the statutory and regulatory framework governing talent management in the Public Service and an analysis of the input gained from sampled participants?</p>	<p>Chapter 6</p>
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6.3 SUMMARY OF CHAPTERS

In Chapter 1 of this study, the rationale and background to the study were elaborated. The Constitutional mandate of the Public Service was explained in more detail as well as the importance for skilled, talented and competent employees to render quality services to the communities they serve. Furthermore, the rationale and problem statement were explained. The rationale is largely premised on Chapter 13 of the National Development Plan (NDP) wherein Government is encouraged to build “a strong and capable developmental state” within the Republic of South Africa. The problem statement is centred in the fact that the Public Service does not apply an integrated “overarching” talent management model that is sufficiently underpinned by HRM principles and best practice approaches. The problem statement further elaborated on the challenges faced by the Public Service and accentuated the “highly output-driven performance approach” which is not people centric. The Public Service also experiences elevated levels of entropy, high levels of disengagement and low morale amongst employees. Chapter 1 (section 1.3.) explained the central theoretical statements as foundational arguments for the study. In sections 1.4 and 1.5, the research objectives and research questions of the study were explained. The latter part of Chapter 1 (section 1.6) elucidated the research methodology and the qualitative design followed in the study. This included an explanation of the adherence to ethical practices and conduct in the empirical survey. Finally, the

unique contributions of the study were defended based on the nature and scope of the identified research problem.

Chapter 2 served the purpose to create a sound philosophical and theoretical basis for the study. As such, it established a robust conceptual and theoretical framework for talent management. The conceptual framework made provision for key constructs, concepts and variables influencing the nature and scope of talent management. The theoretical framework firmly situated talent management as study domain within the broader field of HRM. It furthermore expounded core meta-perspectives to talent management, which accentuated innate and acquired talent approaches, inclusive and exclusive models, as well as object and subject perspectives on talent. Various value-driven approaches to talent management were deliberated and included the people approach, the practice approach, the position approach and the strategic pools approach. Key talent theories were further illuminated and included, namely Psychological Contract Theory, Organisational Support Theory, Organisational Commitment Theory, Human Relations Theory and Generational Theory, amongst others. These theories have a significant bearing on the formulation and implementation of talent management praxis within organisations.

Chapter 3 focused on operationalising the second research objective by evaluating and analysing various national and international best-practise talent management models. A comparative analysis was undertaken to identify commonalities in terms of design, dimensions and elements contained in the models. These commonalities were used to design a draft integrated talent management model for the Public Service. The theoretical underpinnings, as uncovered in Chapter 2, were further used to support the placement and nature of the dimensions and elements included in the draft model. The design and content of this draft model were then refined based on input gained from participants situated in the case study.

Chapter 4 was intended to answer the third research question of this study, namely to assess the status of talent management in the South African Public Service inclusive of an analysis of statutory and regulatory frameworks governing human

resources praxis. The chapter commenced by taking a broader vantage point considering the nature of talent management applications and practices in the Public Services. By making use of the principles of deductive logic, the chapter then focused on a case study analysis conducted in the WCPG. This analysis highlighted the status of HRM within provincial departments inclusive of the People Management Strategy (2012, 2016) of the WCPG. The chapter then elucidated the statutory framework that governs talent management within the Public Service. The Constitution (being the supreme law) provides an overarching framework for talent management by accentuating the need for an effective and efficient public administration. Other legislation explored that have direct bearing on talent management included the Public Service Act, the South African Qualification Authority Act, the Labour Relations Act, the Basic Conditions of Employment Act, the Employment Equity Act, the Skills Development Act, the Promotion of Administrative Justice Act and the Public Administration Act. It was established that South Africa has an extensive policy framework that provides ample guidance for the practical dimensions and applications of talent management praxis in government departments. However, the adherence to these stipulations is not always on par with expectations.

Chapter 4 also investigated the regulatory framework for talent management and included various White Papers, Public Service Commission reports on HRM, policy documents on career management in the Public Service, the National Development Plan, the Medium-Term Strategic Framework and the Public Service Regulations. Official guidelines included in the investigation included the PSETA: Skills Gap Analysis (2017), that elaborates on the skills gap which exists within the education sector at a managerial, professional and administrative level within the Public Service, as well as the PSC's Recruitment, Retention, Career pathing and Utilisation of Senior Management Service Members' Expertise and Skills in the Public Service (2017). These strategic policy documents are supportive of the drive by Government to professionalise the Public Service, as stated in Chapter 13 of the NDP. The stipulations and prescripts contained in the statutory and regulatory frameworks were

accommodated in the design of a draft integrated talent management model for the Public Service.

In Chapter 5, the researcher conducted an empirical study with participants to verify the status of talent management in provincial departments and to obtain input regarding the design and content of the draft integrated talent management model. Purposive sampling was used due to the participants' job responsibilities, knowledge and experience in the field of HRM and talent management. The input obtained from the participants was coded, analysed and presented in tables. The main finding of this study confirmed the key problem identified in this study, namely the absence of an integrated approach to talent management in the South African Public Service. The inputs from participants in the WCPG were used to refine and improve the draft integrated talent management model.

Chapter 6 is the final chapter of this study. This chapter serves to provide a summary of the entire study by reflecting on the way and extend to which the content of each chapter succeeded in operationalising the research objectives. The main contribution of this study, namely the recommended integrated talent management model (ITMM), is expounded in this chapter. This recommended ITMM intend to address the research problem statement, as outlined in Chapter 1 of the study.

6.4 RECOMMENDATIONS: AN INTEGRATED TALENT MANAGEMENT MODEL FOR THE SOUTH AFRICAN PUBLIC SERVICE

A preliminary (draft) integrated talent management model (ITMM) for the Public Service was designed and empirically tested by participants from the WCPG (see Chapter 5, section 5.3). The feedback and critique received from these participants were incorporated into the preliminary model. The final ITMM for the Public Service was designed by including the findings of the literature review, inclusive of theoretical underpinnings such as talent management meta-perspectives, talent management theories and value-driven approaches to talent management (see Chapter 2). This model also includes the findings of an analysis of the statutory and regulatory framework governing talent management within the Public Service (see Chapter 4)

and comprise core dimensions and elements emanating from various international best practise talent models (see Chapters 3 and 5). The final ITMM consist of the following four levels or layers:

A: Macro-level (strategic) environment

B: Meso-level (tactical) environment (*Core components*)

C: Meso-level (tactical) environment (*None core components*)

D: Micro-level (internal) environment

These four levels of the proposed ITMM are explained in further detail below.

A. Macro-level environment of talent management

The macro-environment refers to the broader political, economic, social, technological and business environment context of talent management. This context signifies the strategic dimensions of talent management and includes the broader supply and demand factors influencing the labour market in general and talent management in particular (see Chapter 2). For purposes of the ITMM, the macro layer includes the following:

- an analysis of the external “business” environment of public institutions identifying key strategic driving and constraining forces influencing talent management;
- an assessment of the South African statutory and regulatory framework governing HRM in general and talent management in particular;
- an evaluation of international best practises and values supporting talent management, with specific reference to public sector settings;
- a synthesis of talent management approaches and theories; and

- an assessment of talent management meta-perspectives in designing and utilising support guidelines for the implementation of the ITMM in the Public Service.

The external macro-environment serves as the outer layer of the ITMM. Figure 6.2 below outlines the macro talent management components of external environment with recommended support components and additional support instruments and tools for the application thereof. These support components and tools were extracted from the literature review (see Chapters 2 and 3).

Table 6. 2: Macro-level (strategic) environment for talent management

Macro-level talent components	Support components	Support instruments and tools
External environment	Political, economic, social, technology and environment (PESTEL) analysis	Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
South African Public Service statutory and regulatory framework	<i>Statutory:</i> The Constitution, 1996; Occupational Health and Safety Act, 1993; Public Service Act, 1994; Labour Relations Act, 1995; Basic Conditions of Employment Act, 1997; Employment Equity Act, 1998	<i>Regulatory:</i> People Management Strategy Framework (WCPG); White Paper on the Transformation of the Public Service, 1995; 1997; Public Service Commission Report on the State of Human Resource Management, 2010; Guide on the Practice of Career Management, 2011; and the National Development Plan 2030 (2011).
Value-driven approaches to Talent Management	<ul style="list-style-type: none"> • The People Approach • The Practise Approach • The Position Approach 	<ul style="list-style-type: none"> • Binding Approach • Building Approach • Buying Approach

	<ul style="list-style-type: none"> • The Strategic Pools Approach 	<ul style="list-style-type: none"> • Boosting Approach
Talent Management theories: conceptualisation, purpose and perspectives	<ul style="list-style-type: none"> • Psychological Contract • Organisational Support Theory • Organisational Commitment Theory • Human Relations Theory and Generational Theory 	<ul style="list-style-type: none"> • Talent Management as HRM • Talent Management as the development of talent pools • Talent Management as focus on top performers • Talent Management focusing on key positions in an organisation.
Talent Management meta-perspectives	<ul style="list-style-type: none"> • Innate and Acquired Talent Perspectives • Inclusive and Exclusive Talent Approaches 	<ul style="list-style-type: none"> • Humanistic approach • Competitive approach • Entrepreneurial approach • Competitive talent management perspective • Process talent management perspective • Human resource development perspective • Cultural talent management perspective • Change talent management perspective • Talent decision science perspective

Source: Researcher's own compilation

From the above-mentioned elements highlighted in Table 6.2, the macro-level (strategic) environment for talent management was developed. The macro-level environment is the strategic layer that underpins the development of an ITMM. This macro-level (strategic) environment forms the external layer of this ITMM. The three

spheres of Government (national, provincial and municipal), are advised to apply the various components of the macro-level (strategic) environment, when developing an ITMM for the Public Service. Table 6.3 below explains the (A) macro-(strategic) environment for talent management. The macro environment consists of the external (business) environment, the statutory and regulatory framework in South Africa, value-driven approaches to talent management, talent management theories, as well as talent management meta-perspectives. This is typically the domain and responsibility of the executive management team, who writes policies, procedures and strategies within the Public Service. Figure 6.1 below depicts the macro-level (strategic) environment for talent management.

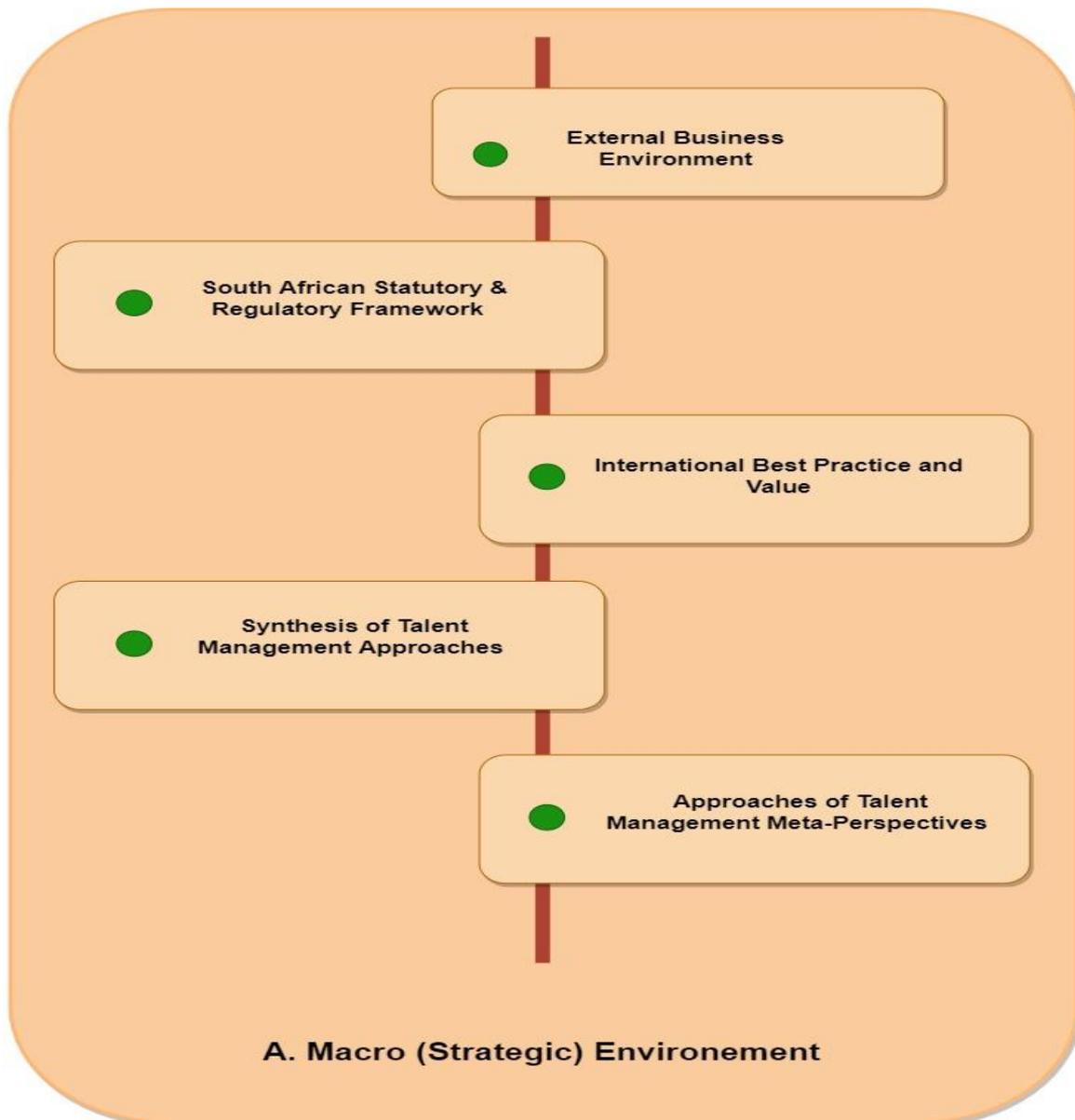


Figure 6. 1: Macro-level (strategic) environment for talent management

Source: Researcher's own depiction

The next component of the ITMM which will be explained is the meso-level (tactical) environment of talent management identified as B & C.

B & C. Meso-level (tactical) environment for talent management

The meso-level environment of the ITMM is based on two distinct functions, namely the core components (B) and non-core (support) components (C), which are

extracted from the analysis of various international best-practise models. These talent management components form the second layer of the ITMM. This is typically the domain of responsibility of senior and middle managers within the Public Service. Figure 6.2 below represents the *core* and the *non-core* (support) components of the ITMM. The non-core support functions include the establishment of various mechanisms, instruments and approaches in government departments to facilitate the successful implementation of the core components for talent management.

Table 6. 3: Meso-level (tactical) environment for talent management

B. Core talent management components	C. None-core (support) functions
Organisational Development	<ul style="list-style-type: none"> • Climate surveys • Change management • Team-building exercises • Organisational design
Workforce Planning	<ul style="list-style-type: none"> • Environmental analysis • Skills gap analysis • SWOT analysis • Career planning
Talent Acquisition	<ul style="list-style-type: none"> • EVP • Competency Frameworks • Job Profiles • Talent Pools • Recruitment and selection instruments
Training and Development	<ul style="list-style-type: none"> • Skills audits • Workplace Skills Plans • Competency assessments • Career development framework • Job orientation

Performance Management	<ul style="list-style-type: none"> • Coaching • Mentoring • Personal Development Plans • Performance appraisals • Performance enhancement
Employee Engagement	<ul style="list-style-type: none"> • Participatory management style • Collective bargaining • Climate engagement opportunities • Cultural surveys
Talent Management Technology, Software, Metrics, HR Data	<ul style="list-style-type: none"> • Upgrade the current outdated and fragmented HR systems
Employee Wellness	<ul style="list-style-type: none"> • Communication • Alignment • Sustainability • Disease Management • Health and safety programmes
Compensation & Benefits	<ul style="list-style-type: none"> • Policy and procedure development
Diversity & Inclusion	<ul style="list-style-type: none"> • Governance framework • Vision • Mission • Values • Talent management maturity model

Source: Researcher's own compilation

From the various core and non-core components listed in Table 6.3 above, the meso-level (tactical) model was developed. The meso-level environment forms the inner layer of the ITMM for the Public Service. The three spheres of Government (national, provincial and local) are advised to take the meso-level (tactical)

environment for talent management into account, when developing and implementing the ITMM. The meso-level is typically the domain and responsibility of the middle to senior management team, who operationalise the strategic plans of the Public Service. Figure 6.2 below presents the meso-level (tactical) environment of the ITMM.

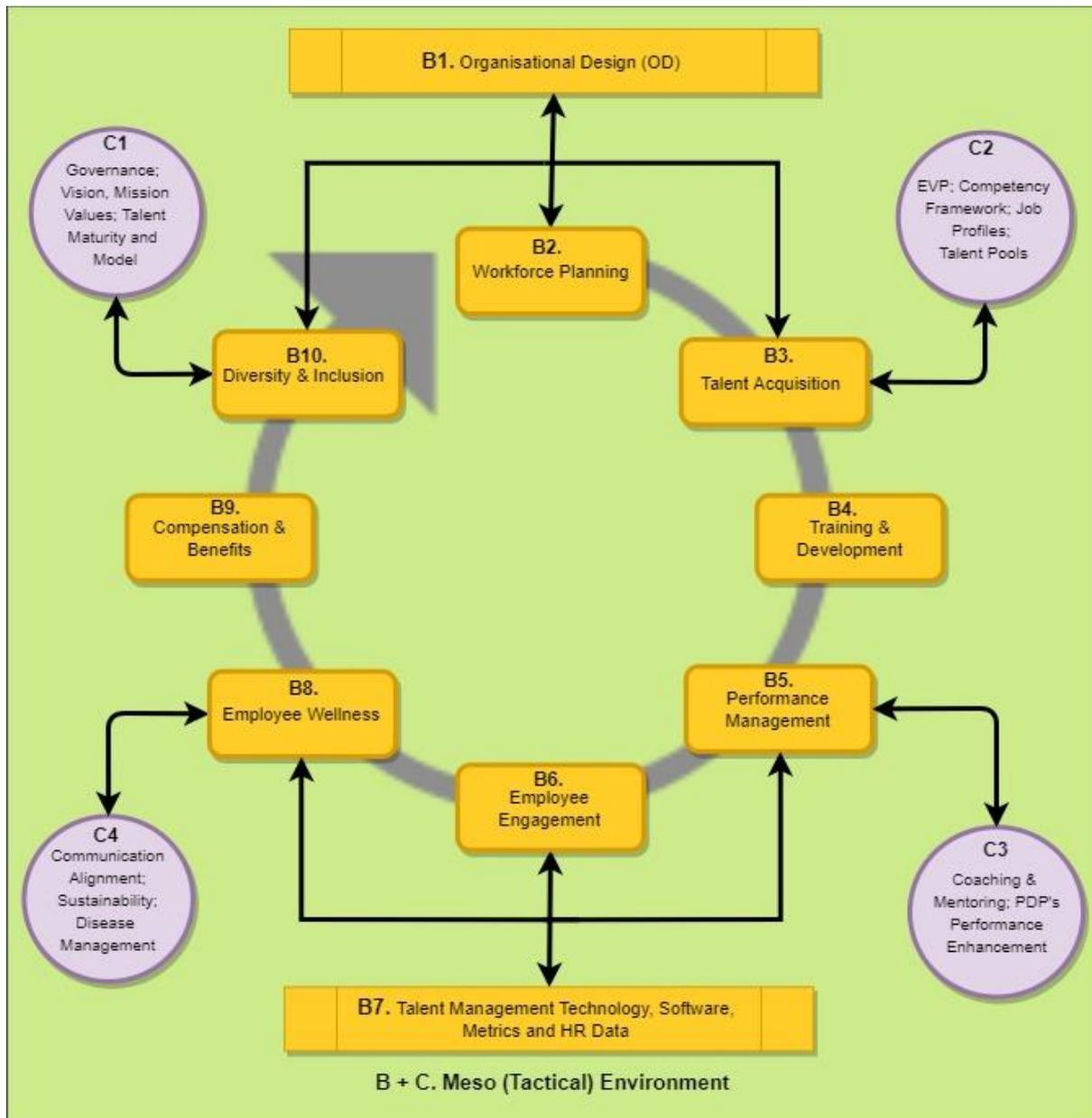


Figure 6.2: Meso-level (tactical) environment for talent management

Source: Researcher's own depiction

The following component of the ITMM to be explicated is the micro-level (internal) environment for talent management.

D. Micro-level (internal) environment

The micro-level talent management dimensions of the ITMM were extracted from the analysis of best-practise models and from conducting an empirical survey in terms of existing talent management approaches and practices in the Public Service. The micro-level talent management environment consists of the following functions, placed at the centre of the model:

- Creating a workplace talent culture and mindset;
- Developing an organisational Talent Management Strategy; and
- Aligning the above components with the organisational and departmental strategies.

These micro-level talent management functions form the nucleus of the ITMM. Every decision made and every action taken by political leadership and senior management in the Public Service should be informed and influenced by these functions.

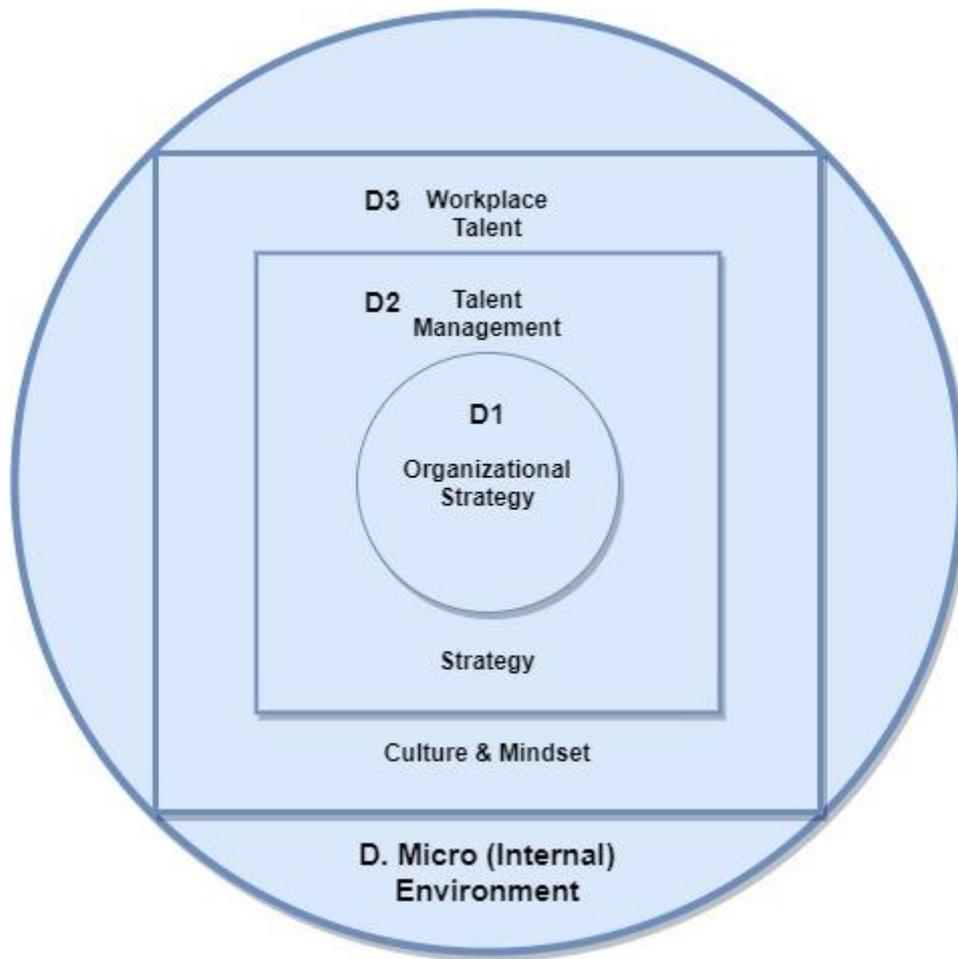


Figure 6.3: Micro level (Internal) environment for talent management

Source: Researcher's own depiction

Figure 6.3 depicts the micro-level (internal) environment, which has a direct impact on the successful development and implementation of the ITMM. The operational and middle management team should take into account the organisational-wide strategy as well as the core strategic goals that should be achieved within a particular financial year. These strategic objectives are typically specified in a five-year strategic plan.

The micro-level generally refers to the operational dimensions of public institutions. Front-line operational or supervisory officials typically interact with employees who render customer services within various departments. In this environment it is

imperative that the groundwork is set for the development of an ITMM. The ITMM should thus be flexible to accommodate bottoms-up information from operational staff. In other words, operational talent management issues will inform the ITMM, but is also operationalised or implemented on this level. This bottoms-up and top-down interfaces will enhance the success of the model since it will foster alignment between the strategic objectives of the department and the talent development goals of individual employees. It is also on this level that it is imperative that a conducive workplace talent culture and mindset be inculcated.

These three environmental layers of the model should thus be closely aligned to have a positive influence on the levels of productivity, efficiency, competency and capacity of officials. The (A) macro-level model formed the outer layer, while the (B&C) meso-level formed the inner tactical layer and the (D) micro-level environmental model is the internal environment for ITMM. The various components are integrated into a singular ITMM model and is schematically presented in Figure 6.4 below.

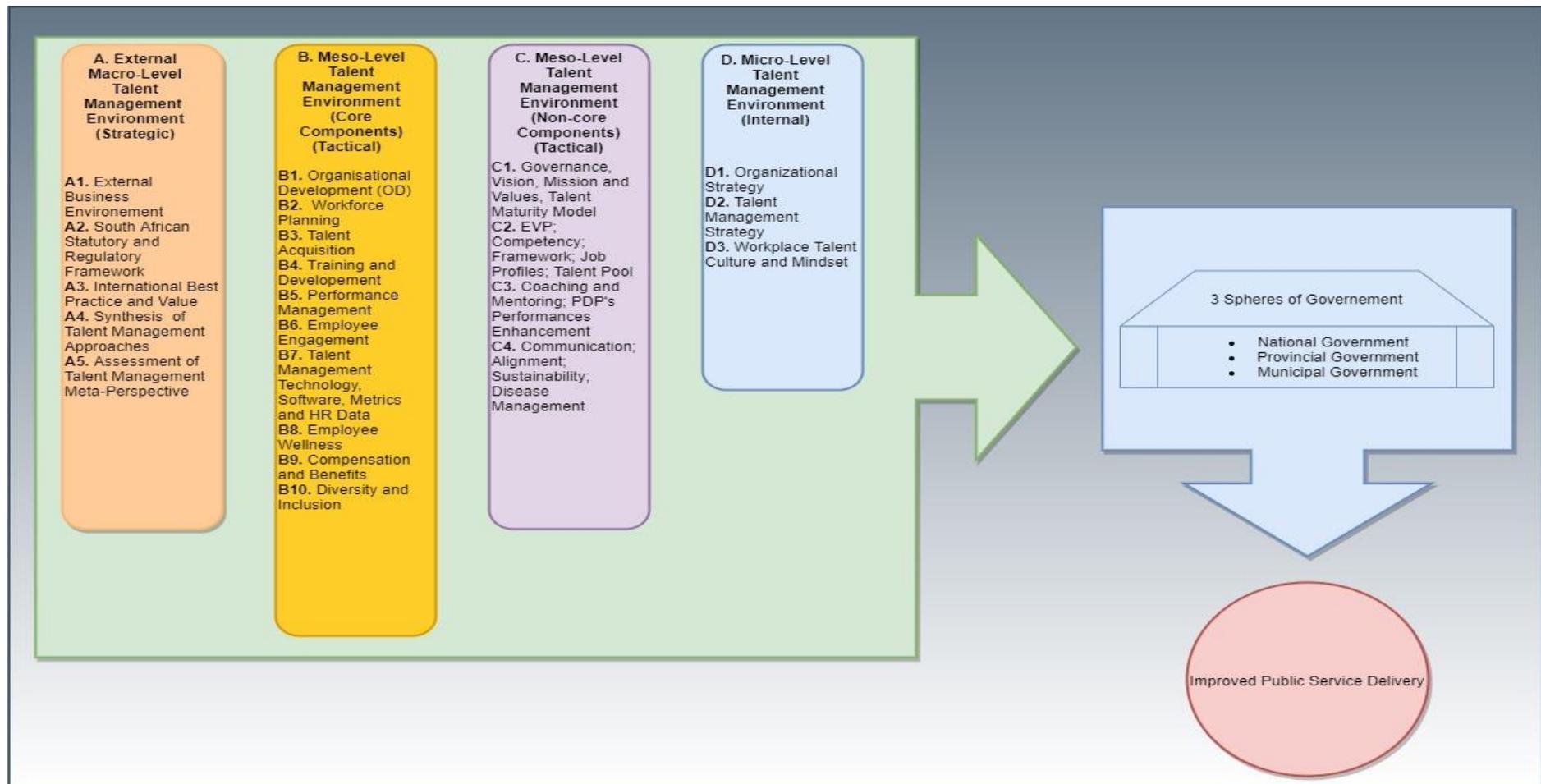
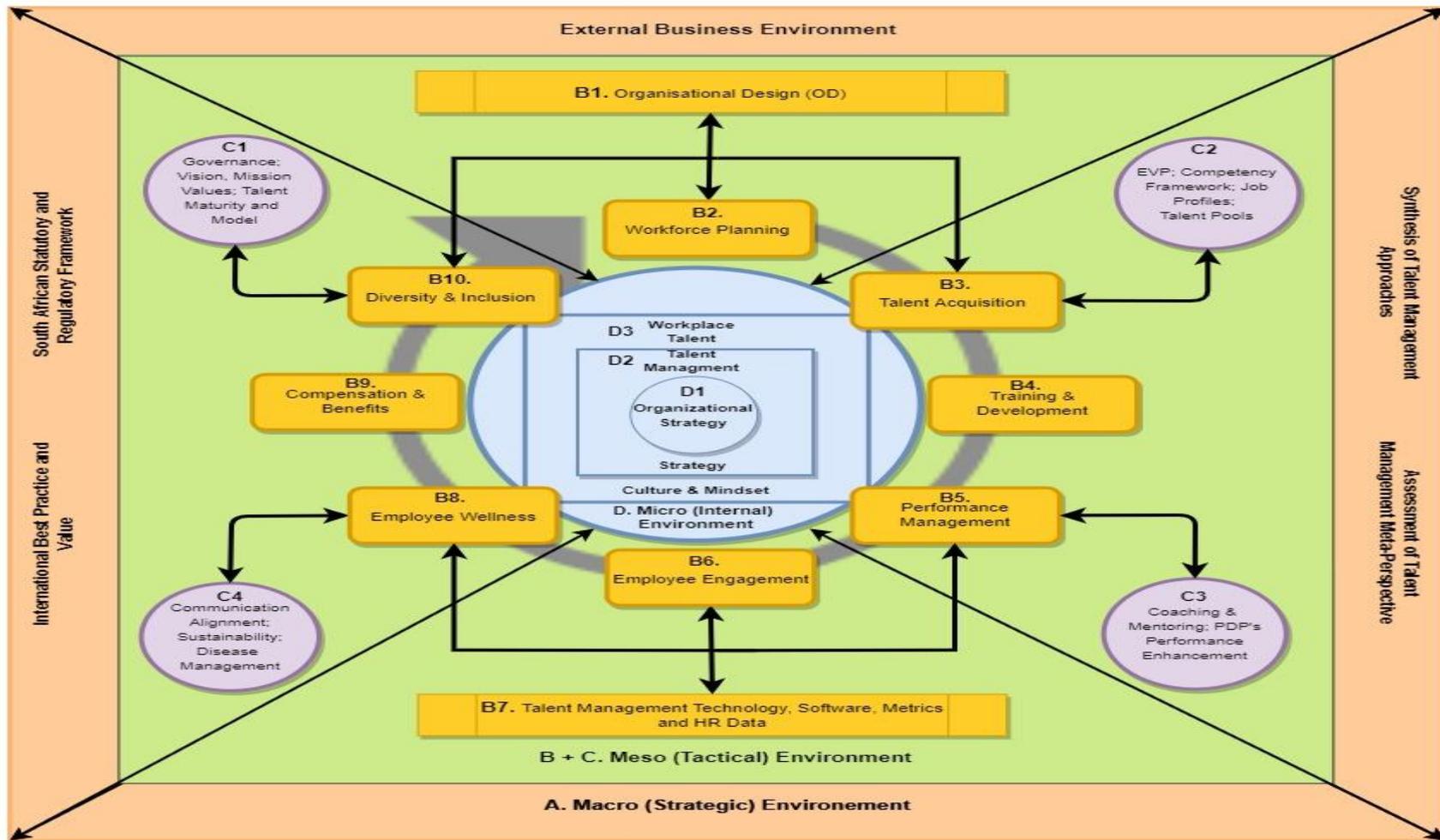


Figure 6.4: Components of the ITMM for the Public Service
 Source: Researcher's own depiction

Figure 6.5 below illustrates the recommended ITMM for the South African Public Service. The tables that follow, explains the various dimensions and components of the ITMM. The respective origins of these dimensions and components, as per best practice models, are also provided.

Figure 6.5: An Integrated Talent Management Model for the South African Public Service



The following section highlights the external (macro-level) dimensions of the ITMM such as the external business environment, legal environment, value-driven approaches to talent management, talent management theories and talent management meta-perspectives.

Table 6.4 below explains (A) the macro-(strategic) environment of talent management. This macro or external strategic environment consist of these identified best practise components. The external (macro) environement highlights the different arrows pointing out the flow and direction within this ITMM. This macro-level environment consists of the external business environment, the statutory and regulatory framework within South Africa, various value driven approaches to talent management, different talent management theories and talent management meta-perspectives.

Table 6.4: External (macro-level) factors influencing talent management

External strategic factors influencing talent management	Description of the process and element	Relevant sections (confirmation base)
<ul style="list-style-type: none"> Arrows pointing the flow and direction within the ITMM 	<p>The various arrows contained in the ITMM depict the flow, direction and the sequence in which these core and non-core supportive activities should be applied by the Public Service. The arrows running from the outside of the model to the centre of the Model highlight the potential influence of the external macro (strategic) environment inclusive of the statutory and regulatory framework, value-driven approaches to talent management, talent management theories and talent management meta-perspectives.</p>	<p>Chapter 3: Section 3.6 (Figure 3.22)</p> <p>Chapter 5: Section 5.5</p> <p>Chapter 6: Section 6.3</p>
<p>A1. External Business Environment</p>	<p>The external environment refers to the total context within which a government department operates. All organisational strategies, functions and priorities are influenced by dynamics in this context. The successful implementation of the ITMM is dependent on a</p>	<p>Brown's Integrated Talent Management Model (Section 3.3.4)</p> <p>International Integrated Talent Management Model (Section 3.3.9)</p>

	<p>strategic orientation of public institutions. This implies that the environment must be continuously analysed to determine the potential impact of a multitude of dynamics on talent management practices and priorities.</p>	<p>Integrated Talent Management Wheel (Section 3.3.10)</p> <p>City of Cape Town's Talent Management Framework (Section 3.3.14)</p> <p>University of Southern Queensland Talent Management Model (Section 3.3.16)</p>
<p>A2. Statutory and Regulatory Framework</p>	<p>The statutory and regulatory framework includes all the Acts, regulations, policies and procedures which govern HRM in general and talent management in particular. The framework that underpins the ITMM for the Public Service includes:</p> <ul style="list-style-type: none"> • The Constitution of the Republic of South Africa, 1996; 	<p>Chapter 4: Sections 4.3 and 4.4.</p>

	<ul style="list-style-type: none"> • The Occupational Health and Safety Act 85 of 1993; • The Public Service Act 103 of 1994; • The South African Qualification's Authority Act 58 of 1995; • The Labour Relations Act 66 of 1995; • The Basic Conditions of Employment Act, 1997; • The Employment Equity Act 55 of 1998; • The Skills Development Act 97 of 1998; • The Promotion of Administrative Justice Act 3 of 2000; and • The Public Administration Act 11 of 2014. <p>The regulatory framework includes -</p> <ul style="list-style-type: none"> • White Paper on the Transformation of the Public Service, 1995; • White Paper on Transforming Public Service Delivery, 1997 (<i>Batho Pele</i>); • White Paper on Human Resource Management in the Public Service, 1997; 	
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	<ul style="list-style-type: none"> • Public Service Commission: Report on the State of Human Resources Management in the Public Service, 2010; • Guide on the Practice of Career Management in the Public Service, 2011; • The National Development Plan: Vision 2030 (2011); • The Medium-Term Strategic Framework, 2014-2019; • Public Service Regulations, 2016; • PSETA: Skills Gap Analysis, 2017; and • PSC: Recruitment, Retention, Career pathing and Utilisation of Senior Management Service Members' Expertise and Skills in the Public Service, 2017. 	
<p>A3.Value-driven approaches</p>	<p>According to Chapter 2 (section 2.4), the value-driven approaches to talent management include the following:</p> <ul style="list-style-type: none"> • people approach; • practice approach; 	<p>Chapter 2: Section 2.4</p>

	<ul style="list-style-type: none"> • position approach; and • strategic pools approach. 	
A4. Talent Management Theories	<p>Based on the content of Chapter 2 (section 2.5), various talent management theories support an integrated approach to talent management. Particular theories that add value to the ITMM are:</p> <ul style="list-style-type: none"> • Psychological Contract Theory; • Organisational Support Theory; • Organisational Commitment Theory; • Human Relations Theory; and • Generational Theory. 	Chapter 2: Section 2.5
A5. Talent Management Meta-Perspectives	<p>Talent meta-perspectives relates to the various scientific approaches that should be applied on a strategic level when implementing the ITMM. These meta-perspectives include:</p> <ul style="list-style-type: none"> • Innate and acquired perspectives; • Inclusive and exclusive perspectives; • Exclusive talent perspective; 	Chapter 2: Section 2.3

	<ul style="list-style-type: none">• Stable talent perspective;• Inclusive and developable philosophy;• Objective and subjective perspectives to talent;• Transferable and context-dependable talent perspectives;• Humanistic perspectives;• Competitive perspectives; and• Entrepreneurial perspectives.	
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Source: Researcher's own compilation

The following Table 6.5 outlines the meso-level environment and dimensions of the ITMM, such as the organisational design (OD), workforce planning, talent acquisition, training and development, performance management, employee engagement, talent management technology, software, metrics and HR data, employee wellness, compensation and benefits as well as diversity and inclusion.

Table 6.5: Meso-level environment factors influencing talent management

Core talent components	Talent management elements: process clarification	Confirmation base
<div data-bbox="226 344 577 475" style="background-color: #FFD700; border-radius: 10px; padding: 5px; display: inline-block;"> B1. Organisational Design </div>	<p>Organisational Design (OD) consists of methodology that attempts to address various problematic aspects such as workflow, organisational structures, centres of power and authority and information systems to optimally realise the organisation’s goals and objectives. OD in a talent management context is critical to redesign organisational dimensions in support for people. This includes the development and implementation of various change management programmes. OD in the ITMM thus focuses on establishing a conducive work environment, inclusive of job profiles, departmentalisation, lines of reporting, authority and responsibilities, working relationships and job design.</p>	<p>Best Practise Institute Integrated Talent Model (Section 3.3.1)</p> <p>Armstrong’s Integrated Talent Management Model (Section 3.3.12)</p> <p>Table 5.3: B5 & B6 (Section 5.4.2)</p>

<p>B2. Workforce Planning</p>	<p>Various best practise international talent management models refer to workforce planning (WFP) as a core talent management component. The WFP component of the ITMM entails the implementation of the following steps in the Public Service:</p> <ul style="list-style-type: none"> • Analyse the supply demand forces in the labour market including the availability of particular talent and skills; • Consider the short-, medium- and longer-term human resource demands of the department; • Assess the current pool of talent in the department by means of skills audits and talent inventories; • Conduct a gap analysis between existing talent and future strategic demands; • Design a talent recruitment, development and 	<p>The Best Practise Institute Integrated Talent Model (Section 3.3.1)</p> <p>Expert 360 degree's Integrated Talent Model (Section 3.3.2)</p> <p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>Brown's Integrated Talent Management Model (Section 3.3.4)</p> <p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>Berenson and Smith's Integrated Talent Management Model (Section 3.3.7)</p>
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	<p>retention strategy to close the gaps; and</p> <ul style="list-style-type: none"> • Implement the ITMM to sustain talent processes in the Public Service. 	
<p>B3.Talent Acquisition</p>	<p>Talent Acquisition refers to the HRM process whereby an organisation endeavours to recruit and retain talented individuals to remain with a particular employer. Talent Acquisition in the ITMM refers to the process whereby management of a department, after performing an OD and a WFP process, should attract the right kind of talent to the department. Various processes underpin the Talent Acquisition process such as the Employee Value Proposition (EVP), the Competency Framework, pre-employment screening, job evaluation, competency assessments and an onboarding process. The legal and policy framework which guides the Public Service also plays a role in the Talent Acquisition process.</p>	<p>The Best Practise Institute Integrated Talent Model (Section 3.3.1)</p> <p>Expert 360 degree's Integrated Talent Model (Section 3.3.2)</p> <p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>Brown's Integrated Talent Management Model (Section 3.3.4)</p> <p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>Fish Camp Learning's Integrated Talent Management Model (Section</p>

		<p>3.3.6)</p> <p>Berenson and Smith Integrated Talent Management Model (Section 3.3.7)</p> <p>National Research Council Canada's Talent Management Model (Section 3.3.8)</p> <p>Development Dimensions International Integrated Talent Management Model (Section 3.3.9)</p> <p>Integrated Talent Management Wheel (Section 3.3.10)</p> <p>Bersin and Associates Integrated Talent Management Model (Section 3.3.11)</p>
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<p>B4. Training and Development</p>	<p>Training and development relate to the process of upskilling employees to acquire the required skills and competencies but also to acquire the required talent for the future departmental demands. In terms of the ITMM, training and development are strongly aligned (i.e. integrated) with the talent support component of coaching and mentoring. The training and development of all job categories (inclusive of management) in the Public Service are essential for the sustainability of talent management.</p>	<p>The Best Practise Institute Integrated Talent Model (Section 3.3.1)</p> <p>Expert 360 degree's Integrated Talent Model (Section 3.3.2)</p> <p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>Brown's Integrated Talent Management Model (Section 3.3.4)</p> <p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>Fish Camp Learning Talent Management Model (Section 3.3.6)</p> <p>Berenson and Smith Integrated Talent Management Model (Section 3.3.7)</p>
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<p>B5.Performance Management</p>	<p>Performance Management is the process whereby management can improve the motivation and engagement of employees by providing them with regular feedback and by rewarding excellent performance. In the ITMM, performance management is underpinned by support processes including:</p> <ul style="list-style-type: none"> • Reward and recognition; • Training and development; and • Coaching and mentoring. 	<p>The Best Practise Institute Integrated Talent Model (Section 3.3.1)</p> <p>Expert 360 degree's Integrated Talent Model (Section 3.3.2)</p> <p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>Brown's Integrated Talent Management Model (Section 3.3.4)</p> <p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>Fish Camp Learning Talent Management Model (Section 3.3.6)</p> <p>Berenson and Smith Integrated Talent Management Model (Section 3.3.7)</p>
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<p>B6.Employee Engagement</p>	<p>Employee Engagement is the process whereby the level of rational and emotional commitment of all employees within an organisation are secured. In terms of the ITMM, Employee Engagement measures the levels of public officials' motivation, commitment to the department, the ability to go beyond the scope of duty (e.g. service ethos) and to connect with Government's vision by displaying high levels of productivity, energy and efficiency to the benefit of society.</p>	<p>Kock and Burke's Integrated Talent Management Model (Section 3.3.13)</p> <p>University of Southern Queensland Talent Management Model (Section 3.3.16)</p> <p>BeamPines Integrated Talent Management Model (Section 3.3.17)</p>
<p>B7.Talent Management Technology</p>	<p>Talent Management Technology, inclusive of software, metrics and data on employees, should form part of organisational arrangements in support of the implementation of the ITMM. Technology allows for the various core and non-core components of the Model to be managed in an integrated and coordinated way. Technology allows for various performance metrics to be produced for</p>	<p>The Best Practice Institute's Integrated Talent Management Model (Section 3.3.1)</p> <p>Development Dimensions International's Integrated Talent Management Model (Section 3.3.9)</p> <p>The City of Cape Town's Talent</p>

	<p>talent management processes within the organisation. HRM information management systems should provide decision-makers in the Public Service with accurate, relevant, reliable and up-to-date data to support talent-related functions and programmes. Applicable and advanced software should be utilised to underpin the ITMM by means of talent management intelligence. Talent technology should also guide decisions regarding the allocation of departmental resources and the prioritisation of talent interventions.</p>	<p>Management Framework (Section 3.3.14)</p> <p>BIOSS SA's Talent Management Model (Section 3.3.15)</p> <p>BeamPines Integrated Talent Management Model (Section 3.3.17)</p> <p>Oracle Integrated Talent Management Framework (Section 3.3.18)</p>
<p>B8. Employee Wellness Programme</p>	<p>An Employee Wellness Programme refers to the physical health and wellbeing of employees. Employee Wellness in the ITMM deals with instances of psychological stress management and support for employees who battle with chronic diseases. The ITMM acknowledges the Public Service's obligation to apply the provisions of the Occupational Health and Safety Act as well as DPSA's Employee Health and Wellness Strategic</p>	<p>University of Southern Queensland (USQ) Talent Management Framework (Section 3.3.16)</p> <p>BeamPines Integrated Talent Management Model (Section 3.3.17)</p> <p>Chapter 4: Section 4.3.2.</p> <p>Chapter 5: Section 5.4.3.</p>

	Framework (EH&WMSF) to effectively deal with the health and safety concerns within the workplace.	
B9. Compensation & Benefits	The implementation of the ITMM in the South African Public Service should be strongly supported by fair compensation and benefits inclusive of all salary bands and notches. Employee benefits (i.e. different leave types; working hours; office equipment; conditions of service; bonuses and reward and recognition) can differ from one department but must conform to the provisions of the Basic Conditions of Employment Act as well as DPSA guidelines such as the Occupation Specific Dispensation (OSD).	Chapter 5: Section 5.4.3 Integrated Talent Management Wheel (Section 3.3.10) Bersin and Associates Integrated Talent Management Model (Section 3.3.11)

<p>B10. Diversity and Inclusion</p>	<p>In the ITMM, Diversity and Inclusion refer to more than just race, gender, disability or employment equity status of public employees. It is supportive of talent management practises in that it offers a holistic look at the skills, competencies, motivation, cultural differences, engagement that will enhance the levels of productivity and efficiency within Government. Each member of a department must make a unique contribution (i.e. talent) to the rest of the department, thus achieving Government's goals and objectives. Talented officials in diverse and inclusive teams will easily share their expertise and work experiences with others, therefore contributing to organisational learning.</p>	<p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>University of Southern Queensland (USQ) Talent Management Framework (Section 3.3.16)</p>
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The following Table 6.6 outlines the meso-level (non-core) dimensions of the ITMM. The column on the right reflects the confirmation base, i.e. the origin of these non-core talent components as emanating from the analysis of the literature and national and international talent management models.

Table 6.6: Non-core (meso-level) environment for talent management

Non-core (meso-level) talent components	Description of the processes and elements	Confirmation base
<p>C1. Governance: (Vision, Mission, Values)</p>	<p>Governance in departments generally refers to all the policies, authority and powers that regulate organisational functions and processes. For the effective utilisation of the ITMM the governance structures of Public Service departments should be aimed at establishing a vision and mission statement and value system that support talent management. This will ensure that talent management is applied consistently and transparently. It will also ensure that all employees are treated with fairness, dignity and respect as far as access to talent management processes and services is concerned. The vision and mission statements as well as the values should furthermore enhance good governance, mutual respect, trust, responsiveness and accountability in the Public Service.</p>	<p>National Research Council of Canada's Talent Management Model (Section 3.3.8)</p>

<p>C2. Employee Value Proposition (EVP)</p>	<p>The Employee Value Proposition (EVP) serves as a “magnet” during Talent Acquisition (i.e. Recruitment) to attract talented candidates. Talented employees will enhance the talent pool in departments. Employer branding is also supportive as a non-core component of the ITMM. Talented people want to be associated with a particular brand in the market (i.e. department in Government). The Public Service should become the “employer of choice” for talented individuals.</p>	<p>Bersin and Associates’ Integrated Talent Management Model (Section 3.3.11)</p> <p>The City of Cape Town’s Talent Management Framework (Section 3.3.14)</p>
<p>C3. Coaching & Mentoring</p>	<p>Coaching and Mentoring, inclusive of Personal Development Plans (PDP’s) and the establishment of Performance Enhancement Units, should support the ITMM. As stated, coaching and mentoring should be strongly integrated with the Training and Development component of the Model. Coaching by senior employees is an informal way of assisting, supporting, instructing and illustrating employees how to improve their performance. Mentoring is a more formal and long-term approach, where the department appoints a mentor to the mentee. The mentee will accompany, assist and should be open for instruction and guidance from the appointed mentor. This</p>	<p>John Hopkins University Integrated Talent Management Model (Section 3.3.5)</p> <p>The City of Cape Town’s Talent Management Framework (Section 3.3.14)</p>

	<p>learning relationship is supportive of a skills transfer process, especially where employees with special talent will retire or leave the department. One or more mentees can be assigned to a mentorship agreement. Performance enhancement can take on a format of a performance contract to assist the employee with improving the current performance of an employee. To further support the ITMM, it is recommended that performance enhancement units are established in each department to proactively focus on assisting, guiding, coaching and training of employees.</p>	
<p>C4. Communication, Alignment & Sustainability</p>	<p>Constant communication from leadership to employees and feedback from employees to leadership is required when implementing the ITMM. The organisational talent management strategy should be communicated to all employees and driven from the most senior level within the organisation. The talent management strategy must furthermore be aligned to the organisational strategy in order to achieve the overall departmental strategy. Communication and alignment will enhance the sustainability of the application of the ITMM.</p>	<p>University of Kansas Integrated Talent Model (Section 3.3.3)</p> <p>Development Dimensions International's Integrated Talent Management Model (Section 3.3.9)</p>

Source: Researcher's own

Table 6.7 below outlines the internal (micro-level) talent management environment, which add value to the ITMM process. The column on the right reflects the confirmation base, i.e. the origin of these non-core talent components as emanating from the analysis of the literature and national and international talent management models.

Table 6.7: Internal (micro-level) talent management environment

Internal (micro-level) talent components	Description of the processes and elements	Confirmation base
<p>D1. Organisational (Business) Strategy</p>	<p>An organisational (business) strategy is a strategic plan developed by senior leaders (executives) within an organisation. The executive committee formulates a course of action and apply various principles and decisions to lead all the employees in a certain direction. In terms of the successful application of the ITMM, it is essential that the organisational (Public Service department) business strategy becomes the blueprint for organisational, team and individual talent management targets and key performance indicators (KPI). The ITMM should therefore be strongly aligned with the strategic plan of the department.</p>	<p>The Best Practice Institute’s Integrated Talent Management Model (Section 3.3.1)</p> <p>Expert 360’ Integrated Talent Management Model (Section 3.3.2)</p> <p>National Research Council of Canada’s Talent Management Model (Section 3.3.8)</p> <p>Development Dimensions International Integrated Talent Management Model (Section 3.3.9)</p> <p>Integrated Talent Management Wheel (Section 3.3.10)</p>

		<p>Bersin and Associates' Integrated Talent Management Model (Section 3.3.11)</p> <p>Armstrong's Integrated Talent Management Model (Section 3.3.12)</p> <p>University of Southern Queensland Talent Management Framework; (Section 3.3.16)</p> <p>BeamPines Integrated Talent Management Model (Section 3.3.17)</p>
<p>D2.Talent Management Strategy</p>	<p>A talent management strategy must be supportive of the organisation strategy. The two strategies should thus be aligned. A misalignment of the two strategies will result in a waste of scarce resources and a potential failure of the implementation of the ITMM. The talent management strategy should also be</p>	<p>Armstrong's Integrated Talent Management Model (Section 3.3.12)</p> <p>City of Cape Town's Municipality's Talent Management Framework.</p>

	integrated with talent support processes such as recruitment, training and development, career development and performance management.	(Section 3.3.14) University of Southern Queensland Talent Management Model (Section 3.3.16)
<p>D3.Workplace Talent Culture</p>	<p>A workplace culture refers to the “way in which things are being done” within an organisation. In the ITMM, workplace talent culture refers to the way in which talent management is being implemented and sustained within the Public Service. For the ITMM to be successfully implemented, it is essential to first establish a workplace talent culture. Based on this culture, every employee should be involved in talent-related processes. Buy-in, involvement and commitment to departmental priorities and the processes of talent management will foster a talent mind-set and sustain it in future.</p>	<p>Chapter 2: Sections 2.2 and 2.3.10</p> <p>The Best Practice Institute’s Integrated Talent Management Model (Section 3.3.1)</p> <p>Expert 360’s Integrated Talent Management Model (Section 3.3.2)</p> <p>BeamPines Integrated Talent Management Model (Section 3.3.17)</p>

Source: Researcher’s own compilation

6.5 RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE ITMM

The following recommendations are suggested for the Public Service to implement the Integrated Talent Management Model (ITMM) at national, provincial and municipal spheres of Government. It is the conclusion of this study that this ITMM will positively impact the levels of productivity, efficiency, employee engagement, staff morale, employee commitment, employee wellness and diversity – thus significantly improving talent management praxis in Government. To further aid the implementation of the ITMM, the following particular recommendations are made:

- The commitment and involvement of executive and senior managers (e.g. departmental leadership) is imperative to drive the successful implementation of the model. This includes resource allocation, assignment of responsibilities, the design of operational policies and guidelines and the strategic alignment of the Model with departmental strategic plans. Such policies and guidelines should make provision for the implementation of the Model on strategic (executive/senior management), tactical (middle management) and operational (supervisors) echelons in Government departments.
- Public Service departments should constantly scan the external environment, inclusive of the labour market, to proactively identify trends in talent management and the potential influence on the availability of talent in public institutions.
- Senior managers in the Public Service should utilise value-driven approaches to ensure that Government becomes the employer of choice to attract and retain talent. The integrated components and elements of the ITMM make provision for the alignment and implementation of such value-driven approaches. Value-driven approaches to talent management should include the establishment of a talent management culture and mind-set that is supportive and interwoven with departmental strategies.
- The integration of the multitude of talent management dimensions and variables, as contained in the ITMM, will facilitate a more coordinated and comprehensive approach to talent management in the Public Service and will

therefore steer public institutions away from the current perceived “silo mentality” regarding people management practices.

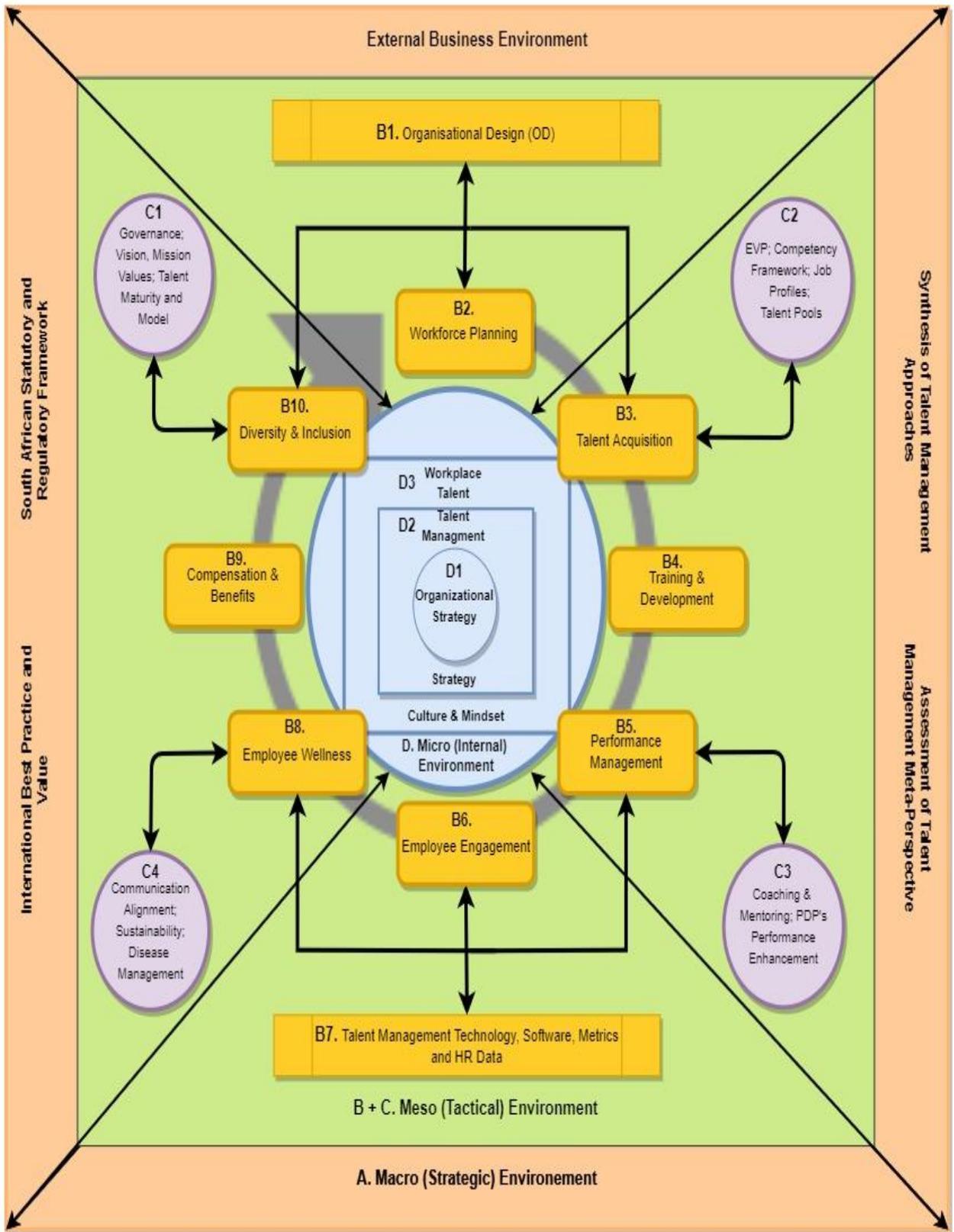
- The implementation of the ITMM should be strongly supported by the identified “non-core” talent management components. This includes the use of talent management technology, software, metrics and data analytics to establish a high level of accurate, reliable and up-to-date people intelligence. Such intelligence will positively guide talent management related decisions and resource allocations.
- It is recommended that a project co-ordinator and various change agents be appointed to drive the systematic and incremental implementation of the ITMM within Public Service.

6.6 CONCLUSION

The original problem that was investigated by this study was the absence of an integrated approach to talent management in the South African Public Service. The significance of the lack of such a comprehensive approach was tested by making use of provincial departments in the Western Cape Provincial Government. All government departments on national and provincial spheres must comply with existing human resource legislation, policies and official guidelines. It was established that the various components of talent management (e.g. performance, career development, training and development, etc.) are currently managed in a rather haphazard, “silo” manner.

In operationalising the primary research objective of this study, an integrated talent management model (ITMM) was developed. It is suggested that the implementation of this ITMM will have a positive influence on the current levels of commitment, productivity, efficiency, performance, retention and overall dedication of public officials. If the talent of public officials is nurtured, it will eventually lead to a more professional Public Service that is competent and able to render quality services to the South African society.

The alignment between your objectives set out at the beginning of your study, the literature as well as the empirical study is clear. The platform used for the development of your model is thorough although as earlier mentioned I am the view that you could emphasise more the influence of the political environment on human resources (although at operational level it should not play such a big role, it does.)



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ANNEXURE A

SEMI-STRUCTURED INTERVIEW SCHEDULE

Research towards the completion of a PhD in Development and Management at the North-West University (Potchefstroom Campus)

Topic: An integrated talent management model for the Public Service: The case of the Western Cape Provincial Government

Researcher: Joseph Cederick Lee

Contact Details: Cell., email;

Promotor: Professor G van der Waldt

DECLARATION OF CONSENT

I hereby acknowledge that I willingly and voluntarily participate in this research and that all information provided by me will be treated as private and confidential by the researcher. My privacy and anonymity will be ensured at all times, in line with acceptable ethical standards.

Signed:

Date:

INTERVIEW WITH HUMAN RESOURCE MANAGERS AND TALENT MANAGEMENT OFFICIALS IN THE WESTERN CAPE PROVINCIAL GOVERNMENT

Please note that all answers are confidential. Participants will remain anonymous. Your name and position are only required for our records, in order to facilitate the process of data analyses.

SECTION A – BIOGRAPHICAL INFORMATION

This section of the interview deals with background and biographical information.

A1. Age group

20 to 30 years	1
31 to 50 years	2
51 years and older	3

A3. Employment status

Full time employed	1
Part time employed	2
Contract worker	3

A4. Length of service in your current position

05 to 10 years	1
11 to 15 years	2
16 to 21 years	3
22 to 30 years	4

More than 30 years	5
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A5. Total number of years' experience in the public sector

05 to 10 years	1
11 to 15 years	2
16 to 21 years	3
22 to 30 years	4
More than 30 years	5

A6. Qualification levels

Grade 12	1
Post matric studies	2
University degree	3
Post graduate degree	4

A7. What are your main responsibilities with regard to human resource management and talent management within your department?

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SECTION B - SEMI-STRUCTURED QUESTIONS

B1. Please explain the purpose and intension of the Western Cape Provincial Government's People Management Strategy (PMS) in more detail?

B2. In your opinion, what is the difference between the PMS and a generally accepted Human Resources Management (HRM) strategy?

B3. Does the Western Cape Provincial Government apply a formal recruitment and selection policy and supported by an employee value proposition (EVP) to attract the most talented and skilled individuals? Kindly elaborate.

B4. Does your department have a career management and a retention policy in place? Please elaborate on your opinion regarding the current successes and failures of this policy.

B5. Does the Western Cape Provincial Government apply its HRM policies and procedures in a silo mentality or does it utilise an integrated methodology? Kindly elaborate.

B6. Are you aware of an integrated approach/framework/model to HRM or talent management applications within the Western Cape Provincial Government?

B6.1 If 'Yes' please elaborate by expressing your opinion about the current successes and deficiencies in the methodology.

B7. Is there indeed a need for an integrated talent management model or framework within the Western Cape Provincial Government? Please elaborate.

B7.1 In your expert opinion, what should be done to further foster talent management praxis in the Western Cape Provincial Government in general and your department in particular?

B7.2. Which current HRM information technology system is in place within the Western Cape Provincial Government that might support the development of an integrated talent management model for the Public Service?

B8. Does the Western Cape Provincial Government apply an integrated performance management system, to measure the performance and to reward the high performance of talented employees? Please elaborate.

B9. Does the Western Cape Provincial Government apply a programme of Coaching and Mentoring to maintain a high-performance culture within the institution?

B10. Does the Western Cape Provincial Government apply an integrated Training and Development strategy to upskill its staff and to close the current skills gap?

B11. Does the Western Cape Provincial Government apply an integrated Employee Relations strategy in order to effectively deal with all instances of employee grievances, disciplinary cases (misconduct) as well as Incapacity poor work performance or ill health cases?

Is there any additional information regarding the Western Cape Provincial Government human resources and talent management strategy that you would like to share?

SECTION C – INPUT TO THE DRAFT INTEGRATED TALENT MANAGEMENT MODEL

The attached is a draft integrated talent management model for the Public Service, in particular the Western Cape provincial government. This draft talent management model is developed from national and international best practise models in talent management. In this draft talent management model, there are ten clear steps which will guide public service HR and Operations managers in the integrated approach to talent management. The HR Managers in the Public Service are invited to evaluate, provide inputs, critique, appraise, feedback and refine the attached draft integrated

talent management model for their specific circumstances. Kindly include all the critical HRM elements that you think should be included in this integrated talent management model for the Public Service, to make it practical, workable and acceptable in all three spheres of government (national, provincial and local level). You are requested to provide as much information as possible, to make this draft model as practical and workable within the Public Service. The core components of this draft integrated talent management model consist of various best practise HRM components, which are sometimes applied to employees in an isolated (silo) and fragmented approach. This draft talent management model proposes an integrated approach as opposed to a silo talent management approach thus to enhance efficiency, productivity and improved customer service by the Public Service. The proposed HR components of this draft talent management model consist of, but not limited to the following:

- “Strategic HR (workforce) Planning
- Talent Acquisition
- Training and Development
- Performance Management
- Employee Engagement
- Employee Wellness
- Compensation and Benefits
- Diversity and Inclusion
- Human Resources Technology, Software, Information Management
- Organisational Development (OD)”

It is alleged in this study that the Public Service does not apply these HR components in an integrated way but with a silo mentality, which is detrimental to efficiency, productivity and customer services to the public. An integrated talent management model has the ability to mitigate this current shortcoming within the Public Service and the Western Cape Provincial Government. The draft model is adequately labelled, and arrows depict the intended flow.

