

**THE CORRELATION OF TALENT MANAGEMENT PRACTICES IN EMPLOYEE
PERFORMANCE AND JOB SATISFACTION IN DEPARTMENT OF EDUCATION
AND SPORT DEVELOPMENT IN NORTH WEST (RUSTENBURG DISTRICT:
PALLADIUM HOUSE)**

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Declaration

I Morebodi Golebaone Christopher, student number 22959076, hereby declare that this dissertation submitted in fulfilment of Master's degree titled 'The impact of Talent Management Practices in Employee Performance and Job Satisfaction in the Department of Education and Sports Development in Bojanala District (Rustenburg: Palladium House)' is my own original work and that it has not previously been submitted to any university for any other qualification.

Dedication

This work is dedicated to all those who supervised this study to its completion. To Almighty God, my parents Bitsangkgosi and Kgalalelo Morebodi, my late brothers, Mabuza “Aupa” Morebodi and Itumeleng “Tuks” Mosepele. My brother Kgotlatsile “Robsen” Morebodi and sisters Lesego and Khumoitsile Morebodi.

Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs.

Peace has its victories, but it takes brave men and women to win them.

Ralph Waldo Emerson

Thuto ke senotlolo sabotshelo: my father Bitsangkgosi ‘Dan’ Morebodi.

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It always seems impossible until it is done.

Nelson Mandela

Abstract

The South African public service faces significant challenges on several fronts in retaining its talented employees so that it remains instrumental in providing quality service delivery to all public stakeholders. The continued under-performance of the Department of Education and Sport as a service industry suggests that its workforce is not satisfied. The purpose of this study is to determine the impact of talent management practices in employee performance and job satisfaction in the Ministry.

A cross-section research design was followed with questionnaires distributed manually to purposively sampled employees in the Department of Education and Sports Development, Palladium House (North West Province). An adapted version of the Talent Management Measure was used to identify the perceptions of employees about the current talent management practices. To measure employee performance and job satisfaction, a questionnaire was designed and administered from which quantitative results were identified.

From the results, it is clear that the respondents perceived that talent management practices are fairly applied in the Department of Education and Sport Development, even though a wide gap still exists between current application of talent management practices and what is perceived as important by respondents.

Spearman's rho correlations were used to show the connection of talent management, job satisfaction and employee performance. The interpretations of the correlation coefficients showed that there is a strong positive correlation between talent management and job satisfaction; a moderate positive correlation between job satisfaction and employee performance and a moderate positive correlation between employee performance and talent management. The Cronbach's alpha were used to test reliability of study.

Recommendations are that employers should be aware of the wide gap that exists between current talent management and its importance. Employers should also prioritise the needs of employees in order to improve performance.

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CHAPTER 1

INTRODUCTION TO THE STUDY

This chapter explores the background of talent management practices, job satisfaction and employee performance which constitute the focus of this research. It also indicates the scope of the research by stating the research problem and sub-problems. The study objectives are clarified and a brief description of the methodology is given. This exploratory study was conducted within the Department of Education and Sport Development in the North West Province focusing on the Bojanala District of South Africa.

Recruiting and retaining staff within the Department of Education in today's markets have become global and highly competitive. This is true in respect of individual employees who have high levels of scarce skills, competence, knowledge and the ability to perform at superior levels of excellence in respect of such skills, competence and knowledge. It is therefore important that firms become adaptive and responsive to change. Talent seeking organizations recruit potential talent for their endurance in this rapidly changing and competitive environment. The typical process is to attract talent through a variety of recruitment methods and select the best for the organization. Focusing on a strategy which recruits personnel from an external source is not enough; in order to be successful in the long term organizations should not only focus on acquiring talent from an external market but also concentrate on the internal development of such recruited talent. The purpose of this study is to investigate the impact of talent management on job satisfaction, employee performance and organizational productivity.

1. Background to the study

Talent management is increasingly gaining momentum and becoming a global phenomenon (Pillay et al, 2008). Pillay et al (2008) continue to say that in the public sector, and in South Africa in particular, the new managerial approach views talent management as an innovative tool that must be embedded into the work. Talent management is the process of ensuring that the organization has the talented people it needs to attain its core business goals (Armstrong, 2012). Armstrong (2012) also says talent management involves the strategic management of the flow of talent through an organization by creating and maintaining a talent pipeline.

According to Dainty (2008), an organization's approach to talent management and practices must be kept continually under review and requires a comprehensive understanding of its mix of skills

and abilities. Young et al (2007) argues that the approaches include emphasizing growth from within, regarding talent development as an important element of the business strategy, being clear about the competences and qualities that matter, maintaining well-defined career paths, coaching, mentoring and demanding high performance.

Vinod (2014) identified the following components as key to highly effective talent management processes:

- A clear understanding of the organization's current and future business strategies;
- Identification of the gaps between the talent in place and the talent required to drive business success;
- A sound talent management plan designed to close the talent gap that should also be integrated with the strategic and business plan;
- Accurate hiring and promotion decisions;
- Connection of individual and team goals to corporate goals and providing clear expectations and feedback to manage performance;
- Development of talent to enhance performance in current positions as well as readiness for transition to the next level; and
- Business impact and workforce effectiveness measurement during and after implementation.

Talent management is the end-to-end process of planning, recruiting, developing, managing and compensation of employees throughout the organization that aims to find the right person for the right position (Neelam: 2013). Talent is defined as those individuals in an organization who make a difference to organizational performance either through their immediate contribution or in the longer term by demonstrating the highest level of potential (Bhatnagar, 2007). Beechler and Woodward (2009) define talent as the people who are technologically literate, globally astute and operationally agile. Ulrich et al (2013) have suggested that successful talent management occurs when there is a convergence of talent management knowledge, human resources insight, specialist human resources expertise and clear business objectives.

According to Regis (2008) talent exists in organizations and they have to be well-managed across the organization in order to excel. He continues by suggesting that assessment center and 360 degree feedback are important techniques for talent management because they help in identification of competencies and potential and their development and 360 degree feedback helps in continual development, motivation and recognition.

Iles et al (2010) identified three broad strands of thought about talent management which are as follows:

- It is not essentially different from Human Resources Management or Human Resources Development. Both involve the right people in the right job at the right time and managing the supply and development of people throughout the organization.
- It is simply integrated Human Resources Development with a selective focus on a small talented section of the workplace.
- It involves organizationally-focused competence development through managing and developing flows of talent through the organization.

According to Beechler and Woodward (2009), four main factors influence the war for talent: characteristics of talent are global, demographic and economic trends; increasing mobility of people across organizations; thirdly transformational changes to business environment, skill and culture; and lastly the growing levels of workforce diversity.

Talent management, often referred as human capital management, is the process of recruiting, managing, assessing, developing and maintaining an organization's most important resources (its people). Shukla, (2009) continues by saying that in the present talent hungry market one of the greatest challenges that organizations are facing is to successfully attract, assess, train and retain talented employees.

Colling and Mellahi (2009) define talent management as activities and processes that involve the systematic identification of key positions that differentially contribute to the organization's sustainable competitive advantage, the development of a talent pool of high-potential and high performing incumbents to fill these roles and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization. They also recognize that talent management systems should begin by identifying key organizational positions or mission critical roles. Cooke et al (2013) argue that the motive of talent management is to help the individuals to optimize their long-term potential and to provide the firm with a pool of talent supply.

Schiemann (2009) highlights that whereas business can invest in new technologies for growth in their market share, the real drivers of value in a business are its competent employees. He submits that emphasis should be directed to the people who create the product, raise the capital and create

innovative advancements. Elegbe (2010) concludes that this would in turn assist in attracting new talent.

Performance appraisal on regular basis could play a very important role in the development of talent within the organization (Sahoo, 2015). This could help in making corrections and project future trends and their implications (Adhikari, 2009). Various research has suggested that training leads to the development of a lot of positive work-related attitudes within the employees. Sahoo (2015) suggests that training imparts team building and enhances employee job satisfaction. He adds that training programmes with emphasis on communication of the vision are a part of charismatic leadership which also increases a leader's charismatic leadership.

Great talent management has two natural enemies which are hoarding (that is, keeping talent to themselves) and incrementalism (that is, not thinking about how to stretch talent) according to Patrick et al, (2011). Talent management often focuses on managerial and executive positions but the issues apply to all jobs that are hard to fill (Cappelli, 2008). The decisions that organizations make about talent management shape organization competencies and its ultimate success. From the perspective of the people who work for you, these decisions determine the path and pace of their careers (Cappelli, 2008). Another critical aspect of talent management lies in the way in which employees are recognized and paid. These factors are important in attracting talented employees and retaining the existing talent.

The need to effectively manage talent is that talent plays a crucial role in the ability of organization to compete successfully in the global competitive arena (Meyer and Boninelli, 2011). Being excellent at talent management enables an organization to capitalize expeditiously on future opportunities and challenges; to implement its strategic intent timeously within the available window of opportunity; to deliver cutting edge, innovative and trend-setting products or services and to attain and sustain operational excellence (Meyer and Boninelli, 2011).

Meyer and Boninelli (2011) further suggest that talent management in talent driven organizations is viewed as a two way, reciprocal and holistic match between the organization and its people. They continue to say this covers the matching of an organization's role and performance expectation with people's expected work contribution and the organization. On the other hand organization addresses the matching of people's needs, goals, values and beliefs with the career opportunities offered by the organization.

1.1. Job satisfaction

Job satisfaction can be defined as employee's satisfaction level regarding their jobs and work conditions (Gohel, 2012). Hill (2009) defines job satisfaction as an enjoyable and positive state that is a result of one's evaluation of their job experience. Calva-Salguero and Martines-De-Lecea (2011) also define job satisfaction as the positive or negative emotional state resulting from the appraisal of one's job and job experience. Pan (2015) argues that job satisfaction is an outcome of expectation of and experience; a job is highly subjective and person-specific. He continues by saying that satisfaction is be high when the difference between expectation and experience is low and vice versa. This means that the more important a factor, the weighting of such a factor to the overall satisfaction of an individual is stronger (Pan, 2015).

Armstrong (2006) suggests that the level of job satisfaction is affected by intrinsic motivating factors, quality supervision, and social relationships with the work group and the degree to which an individual succeeds or fails in their work. Lu, While and Barriball (2005) suggest that employee job satisfaction may also be perceived as a global feeling about the job or as a related cluster of attitudes about various facets of the job. Islam and Siengthai (2009) define job satisfaction as a positive emotional state resulting from the appraisal of one's job or job experiences.

A common conceptualization is that job satisfaction is influenced by a constellation of factors such as recognition, communication, co-workers, fringe benefits, working conditions, nature of the work itself, the nature of the organization itself, organizational systems, policies and procedures, compensation, personal development, promotion, appreciation, security and supervision (Yee et al, 2010).

War (2007) identifies the following job features that are significantly associated with job satisfaction: opportunities for personal control (employee discretion, autonomy, self-determination), opportunities for skills use (skill utilization, opportunities for learning), externally generated goals (job demand, workload, work-family conflict), variety (in job content and location), environmental clarity (information about the future and require behavior), contact with others (quantity and quality of interactions), availability of money (income level), physical security (absence of danger, good working conditions), valued social position (status in society task significance), supportive supervision (leader consideration supportive management), career outlook (job security, opportunities for promotion, advancement) and equity (fairness in one's employment relationship, morality in an employer's relationship with society). A combination of all these factors dovetail into the definitive nature of the concept defined as job satisfaction.

Certainly not all of these could be fulfilled in a specific job, but the point of talent management then is to pursue the highest combination of these factors in order to maintain and also attract talent.

1.1.1. Factors contributing to job satisfaction

According to Nel et al (2008) two main groups of factors contribute to job satisfaction namely personal factors and organizational factors. They add that personal factors refer mainly to personal status and seniority, general life satisfaction and the extent to which the job characteristics are convergent with the personal factors.

Organizational factors refer to the following:

Pay and benefits: people perceive their remuneration as an indication of what they are worth to the organization. (Nel et al, 2008). People compare what they put into the organization to what they get out, and to what other people put in and get out. Negative inequity leads to job dissatisfaction (Nel et al, 2008).

Grobler et al (2011) also identified the following contributing factors:

The work itself

People have a preference for interesting and challenging tasks that provide opportunities for self-actualization and recognition (Nel et al, 2008). Delegating work such as important meetings that influence product development, decision making and projects that employees or customers notice allows an employee to grow, be satisfied with the job and also develop new skills. The most critical factors in job satisfaction are the kind of work an employee performs and the freedom they have to determine how such work is done (Grobler et al, 2011). According to Coughlan et al (2014) it is difficult for an individual to be highly satisfied with the job when she does not know what the job entails, therefore the value aspects of each individual job should be explained to employees.

The supervisor

According to Grobler et al (2011) insensitive, incompetent and uncaring supervision seems to have the most negative effect on employee job satisfaction. This includes unfair, biased treatment by supervisor, failure of supervisors to listen and respond to employees' problems or concerns and problem with management communication credibility. Job satisfaction is influenced by the amount of technical and social support extended by the supervisor (Nel et al, 2008:585). The manner in

which leadership or management treats employees determines whether or not an employee is respected or disrespected by the leader.

To manage satisfied employees, the manager need to be self-aware and build teams, interact and manage employees from different cultural backgrounds. Managers contribute to satisfaction of employees on the job by performing basic management functions such planning, organizing, controlling, leading, but also through using communication skills, helping employees develop and working collaboratively with employees.

Relationship with co-workers

Whereas the three factors have a strong influence on job satisfaction, the relationship an employee has with co-workers influences job satisfaction only moderately (Net et al, 2008). Nel et al. continue to say that people with strong career orientation may place less emphasis on social relations. According to Grobler et al (2011), the quality of relationships within the work group is very important to employees, especially the extent to which the individual is accepted as part of the work unit and the friendliness and support her fellow employees

Working conditions

According to Nel et al (2008), people become dissatisfied if they work in an overcrowded, dark, dirty or noisy place. Adequate working conditions are taken for granted and not noticed. Conducive work environments have lines of communication between manager and employees, which create good working relationships. Furthermore, good working environments create platforms for accountability and high employee involvement.

Yee et al (2010), observe that when employee has high levels of job satisfaction, their participation in the organization becomes healthy and constructive, leading to enhanced organizational performance which in turn has a stimulating effect on service delivery. According to Jiang (2012) this is an indication of the importance of people in organizations, since people are the promoters of excellent organizational performance. Ensuring that employees have high job satisfaction levels is therefore an indispensable tool in ensuring the prosperity of an organization that is geared to high performance (Mafini, 2014).

1.2. Employee performance

Mathis and Jackson (2009), suggest that performance is associated with quantity of output, quality of output, timeliness of output, presence on the job, efficiency of the work completed and effectiveness of work completed. Williams (2002), adds that performance is something that people actually do and can observe and it includes only actions that are relevant to the organization goals and that can be scaled in terms of each individual proficiency. Subrahmaniyam (2009), argues that performance is a measure of the change of the financial state of an organization or the financial outcome that results from management decisions and the execution of those decisions by members of the organization. Lawler and Worley (2006), suggest that individual job performance is the product of motivation and ability.

Zaidi and Abbas (2011), define employee performance as a function of three variables: ability, work environment and motivation. According to Dinesh and Srivastava (2005), performance of any employee depends upon a number of variables like knowledge, skill, and interest in the job, attitude towards the organization and attitudes towards life. They further include that individual variables, structure of the organization, human resources policies and work group characteristics and role of the person all have a direct impact on motivational levels and job performance of employees. Armstrong (2009), indicates that performance is measured at organizational level or individual level. Individual performance can be measured by reference to key performance indicators (KPI's) and metrics (Armstrong 2009).

According to Mathis and Jackson (2009), a manager could use three different types of information about employee performance - trait-based information- which identifies a character trait of the person such as attitude, behaviour based information- focuses on specific behaviors' that lead to job success and result based information- which consider employee accomplishment. Armstrong (2009), indicates that measuring performance is relatively easy for those who responsible for achieving quantified targets for example sales.

1.3. Relationship between talent management and employee's performance and or productivity

According to a study conducted by Mensah (2015), implementation of talent management system leads to employee performance, but a talent management output mediates the relationship between talent management and employee performance. Thomas et al (2014), also argue that the level of talent management alignment to organization strategy has a clear impact on the success of projects meeting their original goals and business intent. It is believed that in order for organization to be

competitive in the local, national and even international marketplace, the right talent (skilled employees) must be at the helm of those business activities (Sastry, 2013). Oehley and Theron (2010), also state that talent is increasingly being recognized as the prime source of sustainable competitive advantage in high-performance organizations.

The challenge of effective talent management to support business growth has been consistently identified as a top priority among global Chief Executive Officers (QuadirMohiuddin, 2014). Talent is the only option left for any organization to be successful, if executive recognize it and invest in it. Applying talent management practices effectively leads to reduced, turnover or improved individual outcomes such as the psychological contract, work engagement, vigour, job satisfaction and motivation. This in turn has a positive influence on organizational related outcomes such as increased service quality and performance, which eventually leads to critical project success factor.

2. Problem statement

Managing talent has become very difficult in the public sector as they lose talented employees to the private sector. According to Elegbe (2010), the war for talent is becoming global and is no longer localized in individual countries. Talent management is a challenge to all organizations in the context of globalization irrespective of the country (Elegbe, 2010). In the present talent-hungry marketplace, the greatest challenges that the Department of the Education and Sport Development in Bojanala District in Rustenburg area is to successfully attract, assess, and train and retain talented employees.

The Department has a challenge to employ highly talented staff to meet its mission and vision statement proposition which is very critical to public servants and the department running smoothly. The department has succeeded in employing skilled staff but there is a challenge to manage the employees in order for them to contribute to the department's success without having to lose them to the private sector or competing organizations abroad.

Guarino (2007), agrees that in the labour market large organizations are continually rivaling each other for talent globally and this is most prevalent at senior management. Most of the public service providers fail to retain and manage employees, especially senior managers, by losing them to their competitors. Failure in talent management is more recognizable than the concept itself (Oakes and

Galagan 2011). Oakes and Galagna (2011), add that these failures include mismatches between supply and demand; on the other hand having too many employees, leading to layoffs and restructuring, another problem relates to having too little talent or not being able to find the skills that are needed. Shukla (2009), indicates that these mismatches are among the fundamental problems that business and other large employers face. Over the past generation, corporations in particular seem to have lurched from surpluses of talent to shortfalls to surpluses and back to shortfalls again.

3. Objectives of the study

The objective of this study is to establish the impact of talent management practices on employee performance and job satisfaction by clarifying what is meant by talent management, why it is important and what role it plays in organizational performance. Ultimately the study seeks to establish the extent to which talent management practices have impacted upon performance and delivery in the Department of Education in the Rustenburg District.

3.1. The following are sub-research objectives:

The study is driven by a set of objectives that seek to:

- determine how employees perceive talent management practices in the organization
- determine the relationship between talent management practices and employee performance
- determine the impact of talent management practices on job satisfaction
- propose interventions to improve current talent management practices of Department of Education and Sport Development

4. Significance of the study

As the Department of Education and Sport Development searches for new and better means of providing quality service, the capacity of every functional area to improve departmental performance is under scrutiny. As a result, talent management programmes strive to develop and retain high potential employees and thus provide this Department with talent pipeline and human resource advantage which would improve Departmental performance.

The outcomes of this study anticipate to improve understanding of the importance of talent management practices on employee performance, job satisfaction and the overall impact on the organization. This seeks to assist the organization to realize the impact of talented employees on the success of the organization and also help Department of Education and Sport Development to understand various talent management practices that are available in order to invest in adequate resources so that there is a match with their respective departmental goals.

Employees would also be enlightened about the necessity of talent development through self-development or organizations, spurring them to strive to develop their own relevance and value. This research also adds to the understanding of talent management practices relevant for the global and competitive world. Academics and students ought to gain important insights into talent management practices and its impact on the organization. In addition, researcher suggests recommendations that could assist the Department of Education and Sport Development in retaining the best talent.

5. Research questions

The main question for this study is to identify and establish the impact of talent management practices on job satisfaction, employee performance and organizational productivity.

The following are specific sub-research questions for this study:

- What is the effect of talent management practices on organizational performance?
- What are the current talent management practices in Department of Education and Sport Development?
- What is the impact of current talent management practices in driving organizational performance?
- How do employees perceive talent in organization?
- What is the relationship between talent management and organizational performance?
- How is the relationship between talent management and job satisfaction currently understood in the Department of Education and Sport Development?

6. DEFINITION OF CONCEPTS

Management is the process of planning, organizing, leading, staffing and controlling the activities of various resources within the organization through systemic, coordinated and cooperative human efforts to achieve organizational objectives (Shukla, 2009).

Talent generally refers to mental power, a natural endowment, an aptitude, ability, a natural capacity or a special gift (Elegbe, 2010).

Talent management is the process through which employers anticipate and meet their needs for human capital (Cappelli, 2008). This implies the right people with the right skills into the right job is a common definition of talent management.

Talent management is a strategy that seeks to identify, develop, deploy and retain talented employees in an organization.

Mathis and Jackson (2009), suggest that performance is associated with quantity of output, quality of output, timeliness of output, presence on the job, efficiency of the work and effectiveness of work completed.

Hill (2009) defines job satisfaction as an enjoyable and positive state that is a result of one's evaluation of his or her job experience.

8. Methodology

8.1. Research design

According to Orodho (2003), research design is a scheme, outline or plan that is used to generate answers to research problems. A research design is needed because it facilitates a smooth framework for the various research operations thereby making research as efficient as possible and yielding maximum information with minimum expenditure of effort time and money (Kothari, 2003). According to Terre Blance, Durrheim and Painter (2011), research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research.

A cross sectional survey was used to identify the information on performance and skills retention at the time. According to Cohen et al (2013), cross sectional study produces snapshots of a population at a particular point in time (Cohen et al, 2013), but it is most consistent within the descriptive approach (Neuman, 2007). The research was conducted by finding the impact of talent management practices in job satisfaction, employee performance and productivity. This data was gathered from the district office. This is quantitative research, as data was collected in the form of numbers and descriptive statistics types was used to analyse data.

8.2. Sampling

In total, 250 survey questionnaires were distributed to respondents, including permission from the District Directorate to conduct research, a covering letter explaining the rationale of the survey, assuring respondents of confidentiality and utmost privacy of the respondents and their responses. Respondents were given a week to complete the questionnaire and they were advised that the researcher would personally collect them. In total 250 survey questionnaires were given to respondents in a hard copy including a confirmation from District Direct to conduct research. Only 207 questionnaires were returned, which means 82% of questionnaires were completed.

The sample consists of employees working in the Department of Sports and Education in Rustenburg District Office. This sample was selected for the following reasons. First, it was easily accessible secondly; the cost involved was fairly low and thirdly less time was spent on fieldwork. According to Frazer and Lawler (2000), the sample frame defines the number of participants and how these are accessed. In this study, the sample frame consisted of workers currently employed in non-profit organisations and specifically the Department. Collis and Hussey (2009), define population as a precisely defined body of people or objects under consideration for research purposes.

The questionnaire also contains a number of demographic questions such as age, education, size of the Department and whether or not respondents holds a managerial position. The questionnaires were sent to randomly selected employees in the Department. The demographic characteristics are presented in Table 1 below: (Same Demographic characteristics will be used in all articles)

Table1.Demographic Characteristics

Item	Category	Frequency	Percentage
Gender	Male	104	50.5
	Female	102	49.5
Marital Status	Single	110	53.4
	Married	71	34.5
	Divorced	16	7.8
	Widowed	9	4.4
Home Language	Setswana	131	63.6
	English	28	13.6
	Afrikaans	1	.5

	Sesotho	22	10.7
	Zulu	16	7.8
	Other	8	3.9
Race	African	178	86.8
	White	19	9.3
	Coloured	6	2.9
	Indian	2	1.0
Age	20-29	56	27.2
	30-39	50	24.3
	40-49	60	29.1
	50-59	38	18.4
	60+	2	1.0
Highest level of Qualification	Certificate	30	14.6
	Diploma	55	26.8
	Bachelor's Degree	68	33.2
	Honours	36	17.6
	Master's Degree	12	5.9
	Doctorate	4	2.0
Nature of Employment	TEMPORARY	17	8.3
	CONTRACT	38	18.4
	FIXED TERM	17	8.3
	PERMANENT	134	65.0
Job level	SURBODINATE	26	12.6
	LOWER MANAGEMENT	106	51.5
	MIDDLE MANAGEMENT	71	34.5
	SENIOR MANAGEMENT	3	1.5
Working Experience	0-5	84	40.8
	6-11	66	32.0
	12-17	19	9.2
	18-23	25	12.1
	24-29	9	4.4
	30+	3	1.5

Frequency of Promotion from employment date	1-3	52	25
	4-6	47	23
	7-9	3	1
	NONE	104	50
Working hours per Week	10	24	12
	11-20	14	7
	21-30	5	2
	31-40	130	63
	41-50	33	16

Table 1 above shows the workforce in terms of gender in which females (49.51%) almost equal their counterpart males (50.49%), have Setswana (63.59%) as their home language and they are aged 40-49 years of age (29.14). A majority of respondents have bachelor's degree (33.17), are permanently employed (65.05) and employed at lower management (51.46%). Respondents in this study have less than five years work experience (40.78), did not have any opportunity promotion (50.49%) and they worked 31-40 hours per week (63.11%).

8.3. Methods of data collection

Useful information was obtained from various publications such as textbooks, journals and previous studies on the subject. Information not obtainable from publications that are relevant to the specific study purpose was gathered through the use of questionnaires directed at the target group of this study.

Information was also gathered by means of an empirical study. According to Kothar (2013) empirical research relies on experience or observation alone, often without due regard for system and theory. It is data based research coming with conclusion which are capable of being verified by observation or experiment. Respondents were requested to complete questionnaires. The questionnaire comprised close-ended questions. The questions were formulated according to the literature study.

An introductory note introduced the study questionnaire with the main aim of the study and topic. The questionnaire assured respondents of confidentiality and ethics observed. Permission was obtained from management to distribute questionnaires to the employees. Participants were given an opportunity to ask questions before administering questionnaires and raise concerns about the

study before considering participation. Research communicates the objectives, goals, nature and future use of findings to participants before completing questionnaires.

8.4. Data collection

The Human Capital Index for the Assessment of Talent management Practices and employee performance and job satisfaction general questionnaires were developed. The draft questionnaire was submitted to the supervisor for expert scrutiny and approval regarding the relevance of each to the study.

8.4.5. Measuring instrument

8.4.5.1. Talent management practices

Human Capital Index (adapted version) of the Human Capital Institute (2008), was used to measure the perceived talent management practices and the importance of talent management practices of the organization (Mpofu, 2012). The questionnaire consists of 38 items and measured seven (7) Talent Management Practices: Performance Management, Talent Retention and Recruitment, Learning and Development, Employee Engagement, Workforce Planning and Talent Acquisition. A dual scale was used in the questionnaires: firstly respondents were required to rate the current talent management in the organization on a 5-point scale ranging from “Poor (1)” to “Excellent (5)” and secondly respondents were required to rate the importance of Talent Management Practices from “Not (1)” to “Critical (5)”. Barkhuizen, Schutte and Van der Sluis (2014) confirmed reliabilities of the above measuring instrument in various South African studies.

8.4.5.2. Employee performance

To measure employee performance, questionnaires consisting of 11 items were developed. Respondents were asked to rate their performance on a 5-point Likert scale from strongly disagree, disagree, neither agree or disagree, agree and finally strongly agree. Two balanced opposing scales each with two positive and two negative answers and one neutral answer were used in this study (Brace 2004; see also Appendix 1: Human Capital Index Questionnaire). The draft questionnaire was submitted to the supervisor for expert scrutiny regarding the relevance of each other and to the study.

8.4.5.3. Job satisfaction

In order to measure and determine the extent to which employees are satisfied with work, 19 items were developed for the job satisfaction questionnaires. Responses are measured on a six-point

Likert scale ranging from Strongly Disagree (1), Disagree (2), Slightly Disagree (3), Slightly Agree (4), Agree (5) and Strongly Agree (6). The draft questionnaire was submitted to the supervisor for expect scrutiny regarding the relevance of each item.

8.5. Data analysis

Data analysis was carried out using the SPSS Programme version 20 (SPSS Inc., 2012). Descriptive data analysis was utilised to summarise the respondents' profiles in frequency table and pie charts. To confirm the impact on talent management in this study, a correlation analysis technique was applied; this assisted in checking inter-relationship talent management, job satisfaction, employee performance and their direction of their relationship.

8.6. Recording of Data

Quantitative data was captured in an Excel spreadsheet and exported to the SPSS programme for data analyses.

9. Ethical considerations

9.1 Confidentiality

Because of sensitivity of the study, the participants were assured of confidentiality. The data from this study will only be available to the research team. In addition participants were asked to respect the confidentiality of the research by not divulging details of the discussions to others. Ethical clearance certificate for the purpose of conducting this study (appendix 2).

9.2. Malfeasance and beneficence

Since the issue of talent management practices in job satisfaction, employee performance and organisational productivity is sensitive, the following step was taken to ensure no harm comes to the participants. Participation was voluntary, participants were free to skip other questions on the questionnaire and free to leave during the research process and individuals were invited to contact the researcher on questions that they need clarity. In terms of beneficence, quality research on talent management practices could contribute positively to the effectiveness and efficiency of individually that would lead to productivity of organization.

9.3. Scope of study

This study focuses on employees working in Head office of Department Education (Bojanala District) Rustenburg area. These employees received the structured questionnaire and were asked to complete and return within five working days. It sought to identify the impact of talent management on employee performance, job satisfaction and the overall of organisational performance. Participants were both permanent male and female.

9.4. Limitations of study

The study is limited to the Department of Education in Bojanala District. Other limitations of the study include the sample size and the sampling procedure. Both aspects have an impact on the possibility of generalization of the findings to the total study population. A further limitation of this study is its reliance solely on self-reporting measures. Furthermore the study is based on information and facts given by the respondents, relevant to their beliefs, attitudes and their states of mind at the time of responding to the questionnaires.

10. Practical issues

10.1. Anticipated problems

It was anticipated that finding people to take part in this research might be a problem due to the sensitive nature of the research topic. Therefore participants were not forced to answer questionnaire that they felt jeopardized their work or position at work. Terminology used to construct questionnaire posed a serious challenge to office based employees who did not have any basic education and those who work in fields that were not related to human resource management. , The researcher was intern by the time of conducting research and he was called more often to translate questions into the language and content they understood and that was time consuming.

10.2. Anticipated research output

Talent management is one of the most strategic objectives of organisation today. The present study highlights the talent management practices of the Department of Education and Sport Development in Bojanala District. On the outcomes of the study organisation could take appropriate steps in maintaining a competitive advantage which would lead to success, efficiency and consistency.

The study provides important information that determines the impact of talent management practices in job satisfaction, employee performance and organisational productivity. It also establishes the extent to which the staff members at the Department of Education and Sport Development conceded that talent management strategies could support retention of its employees, specifically senior staff. This study makes recommendations on strategies that the department could implement to promote talent management and also retain its staff.

11. Structure of the study

1) Chapter one:

This chapter provides background and motivation for this dissertation. It indicates the scope of the study and methods used and provides an introduction, problem statement and objective and description of the methodology. The key research objectives are stated together with a brief discussion of the methodology and thereafter the limitation and the significance of the research discussed

2) Chapter two: Article 1

3) Chapter three: Article 2

4) Chapter four: Article 3

5) Chapter five: Article 4

6) Chapter Six : Findings, Recommendations, Limitations and Conclusion

12. Conclusions

This chapter provided a background rational for the research. The scope of the study as well as the research question and sub-problems were identified. A list of terminology used in this proposal was presented as well as a brief summary of the research methodology. The next chapter provides a review of the literature and theories of talent management practices.

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Chapter 2: Article 1

ABSTRACT

Talent management is a frequently discussed topic in human resources circles and still remains a difficult task for organisations to manage, starting from what talent is and how to implement talent management practices in different organizations, all the way up to various methods for attracting, recruiting, developing and retaining employees whose skills can be used in order to foster and generate further talent.

Organisations face many challenges of making quick hires and that too in a market with shortage of employees who have the right talent at the right moment. Getting the most suitable personnel with the right talent has become crucial for many organisations. This study sets out to find the perception of employees on implementation of talent management practices and its importance.

Key words: Talent management, career development, talent acquisition, performance management, workforce planning.

Introduction

Organizations across the world are changing rapidly. These changes are in terms of structure, workforce composition, technology, including economic and political developments. The war for talent is increasing between private and public sectors in South Africa. The private sector tries to recruit and retain talent it has for its survival while public sector tries to provide quality public service to public servants. This emerging battle for talent is worsened by the severe skilled labour shortages. As part of strategies to win talent, organizations often use attractive salary packages to motivate talented employees such as managers and professionals across the world or poach them from competitors.

Talent management means reaching the goal in organizations, specifically achieving the overall objectives of making profit and gaining long term competitive advantage. To achieve this, organizations must overcome competition by using talent management as a responsive armour. Still only few organizations say they have clear talent management strategies and well documented programmes in place to drive the creation and retention of the most advantageous workforce. According to QuadirMohiuddin (2014), in order to support business strategies, leaders and managers need to conceive, fashion and successfully champion explicit strategies that ensure access to sufficient talent flow. They ought to actively engage an organization's talent in order to achieve mission, vision and objectives of the business.

Attracting talent and strategically fitting it at the right place in an organization is the next step. According to Rag (2007), the concept of goodness of fit between human resource practices and business strategy is the primary logic of integrating the human resource function into the strategy of a firm. Rag (2007) adds that the alignment of strategies and human resource action can only be reached through competence and learning. Placing talented candidate in the wrong place could multiply problems regardless of the qualification, skills, abilities and competencies of the candidate.

Talent management practices

Talent management practices involve an extensive set of activities that different organisations embrace to ensure it gets and keeps a highly skilled workforce. According to Armstrong (2008), talent management consists a wide range of activities which different organizations adopt. He adds that activities include employee resource strategy, attraction and retention policies and programmes, talent audit, role development, talent relationship management, total reward, learning and development and career management. Hughes and Rug (2008), argue that organization, regardless of their size or industry, could benefit from increased formalization and integration of some human resources management practices that fall clearly within the talent management domain, including retention, workforce planning, leadership and professional development. William et al (2015), also indicate that the major aspect of talent management normally includes recruiting, performance management, leadership development and workforce planning such as identifying talent gaps.

According to Lockwood et al (2006), to integrate talent management into all areas of the company, human resources also plays a role in change management. They further clarify that in this change, human resources must addresses four diverse talent management activities which are recruitment, performance management, leadership development and organizational strategy. In this role, human resources manages business risks by focusing on scarce skills and fit to position, providing full business exposure to rising stars, avoiding job dissatisfaction that could lead to turnover and maximizing strategic talent leverage.

Talent management must be aligned with an organization's mission, vision and values and be fully integrated into the organization's long term strategic goals. Kehinde (2012), indicates that talent management strategies focus on five primary areas, namely, attracting, selecting, engaging, developing and retaining employees. Although pay and benefits initially attract an employer's top-tier leadership, organizations focus on retaining and developing talent. Barkhuizen et al (2011),

argue that because talent management involves recruiting, hiring and developing high potential employees, it requires coordinating several human resource activities, in particular workforce acquisition, assessment, development and retention.

This research focuses on the key areas highlighted by some of studies above, specifically performance management, learning and development, career management, recruitment, retention, employee engagement, workforce planning and talent acquisition.

Benefits of talent management

Decision about the process of talent management is highly is beneficial for the organization and their ultimate success and from perspective of individual, these decision determine the path and pace of careers. According to Chodorek (2012), this process allows for defining what talents an organization needs; diagnosing talents among employees, which helps to match employees to the performed jobs which in turn leads to better result; tailoring career paths, motivational systems and most importantly, training for employees individual needs, abilities and aspirations; systematic development of organizations employees and lastly achieving increasingly effective results in different areas by the organization.

Talent management can be used at different stages of career development, such as when graduate who enter an organization for the first time are earmarked for fast track development opportunities or middle managers are developed for future leadership position as part of a long term organization wide succession plan (Arvinen-Muondo and Perkins, 2013). Interconnected human resource processes designed to source, attract, select, train, develop, retain, promote and move regular employees through an organization with the aim of improving revenue, customer satisfaction, quality, productivity, cost, cycle time and market capitalization (William et al 2015). According to Shukla (2009) the talent management strategy is superior not just because it focuses on productivity but also because it is looking and proactive, which means that the organization is continuously seeking talent and opportunities to better utilize that. He also continued by indicating that it produces excellent result because it overcomes the major problem of traditional isolation.

According to Cheese et al (2008), talent powered organization are proficient at defining talent needs, discovering diverse source of talent, developing the organizations individual and collective talents and deploying talent in ways that engage and align people around a compelling set of objective. When theses talent management capabilities are highly integrated, aligned with

organization business strategy and embedded in its operation that constitute a distinctive organizational capability and source of lasting competitive advantage.

Study conducted by Kehinde (2013), revealed that talent management become pivotal to the survivor of the profit organisation in the modern global and highly competitive business environment today. He also indicated that it is of great value that organization should take to cognizance the issue of talent management, the fact that mobility of labour is very high today cross national and international border made talent management issue of import to modern management.

According to Horvathova (2011), the main benefits resulting from a correctly set and applied system of talent management is as follows:-

- ✓ Talented employees contribute to a more considerable extent to the fulfilment of organization strategy and economic goals
- ✓ Cost of fluctuation and acquirement of new employees drop;
- ✓ The organization becomes a sought after attractive employer;
- ✓ Succession planning for key position is more efficient as well as ensuring of employees from the internal sources and their motivation
- ✓ Talented employees are appointed to appropriate positions and their potential is better used;
- ✓ Losses connected with vacant key positions are minimized

Organization that are committed to cultivating a motivated and talented workforce through aligning human resource with business strategies, recruiting and retaining high performers, as well as, developing them for leadership roles will be able to boost organizational performance to the fullest.

Elements of talent management

Talent management starts with the business strategy and what it signifies in terms of the talented people required by the organization. Ultimately its aim is to develop and maintain a talent pool consisting of a skilled, engaged and committed workforce. The important dimensions which constitute the concept of talent management are performance management, talent retention and recruitment, learning and development, employee engagement, workforce planning and talent acquisitions. But they work together to produce a more coherent whole that can be a vehicle for the development and implementation of coordinated and mutually supporting activities that help the organization to get and forever to keep talented employees it needs.

Performance management

Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individual and teams (Armstrong, 2006). Amos et al (2004) defines performance management as a process that begins with translating the overall objective for the organization in to clear objective for each individual employee. Wilson (2005) defines performance management as a systematic approach that encompasses motivation of employee to perform, vision by employers as to what performance standard they expect of employees, ownership of management of performance at a variety of levels within organization and monitoring and measurement of the performance achieve by employees. Armstrong and Baron, (2005,) state that the principle value of performance management is to:

- communicate a shared vision of the purpose of the organization,
- define expectation of what must be delivered and how,
- to ensure employees are aware of what high performance means and how they can achieve it
- to enhance levels of motivation and enable employees to monitor their own performance and understand what need to be done to improve their overall level of performance

Armstrong (2006) state that the overall aim of performance management is to establish a high performance culture in which individual and teams take responsibility for the continues improvement of business process and for their own skills and contribution within a framework provided by effective leadership.

An effective performance process will enable the employee to have a clear focus, alignment with higher level objectives and business priorities, the required support they need to perform at higher levels and obtain the require recognition and rewards based on their performance.

Performance management is a key component of talent management in organization (Aguinis, 2005). He also added that it allow for an assessments of the current talent and makes predictions about future needs a both the individual and organizational level. Implementing a successful performance management is a requirement for the successful implementation of other human resources function including training, working planning, recruitment and selection and compensation (Aguinis, 2005).

Performance management system benefits the organization by ensuring that the day by day activities of employees are aligned with and promote the organization and it also benefit employees

by having regular feedback on performance and being provided with development opportunities to improve their performance (Namusonge et al, 2014).

Performance management process provides a means of building relationship with people, identifying talent and potential, planning learning and development activities and making the most of talent possessed by the organisation. Properly carried out performance management is a means of increasing the engagement and motivation of people by providing positive feedback and recognition.

It can be concluded that performance management is used in organization at individual level, aiming mainly to monitor employee performance in a precise context. Performance management should be seen as a key capability, central at the organization level, generating competitive advantage. An affective performance evaluation system must be well articulated with a clear definition of roles and goals for both managers and for those occupying positions of non-management within the organization.

Learning and development

In location where competencies fall short of what firms need, learning/ training and development programs can be used to improve the quality of talent available and at the same time increase a firm's appeal as an employer (Stahl et al, 2012). Armstrong and Taylor defines (2014), learning and development as the process of ensuring that the organization has the knowledgeable, skilled and engaged workforce it needs. They also stated that it involves facilitation the acquisition by individuals and teams of knowledge and skills through experience, learning events and programmes provided by the organization, guidance and coaching provided by line managers and, self-directed learning activities carried out by individuals and others.

A variety of learning and development programs must be available to continue to improve performance, refine skills, learn new techniques and adjust to changing technology (Phillips and Edwards, 2009). Different methods are suitable for different set of circumstance so by choosing when to employ the right methods and why is a critical consideration (Marchington and Wilkinson, 2008). The most appropriate methods are likely to be influenced by the size and the nature of the talent pool, the organization focus on talent management for example whether is exclusive, inclusive or hybrid and by the organizational context (Beardwell and Claydon, 2010).

After the talent is on-board, the learning and development process begins with on-boarding, initial training and learning for the job and development to refine processes and improve capability as

well as preparing individual for the other job position (Phillips and Edwards, 2009). According to Piansoongnern et al (2011), in training and development companies generally divide development programs into two types: in-house and institutional training and development. They further indicated that largest company prefers to use both programs, whilst medium and small size firms more prefer an in-house.

Learning and development activities are also important means of developing manager and gaining the engagement and commitment of talented staff by giving them opportunities to grow in their present roles and to progress to higher level roles. Employee development is a critical for the creation and maintenance of “talent pipeline” designed to ensure that the organization has sufficient people to fill critical roles (Beardwell and Claydon, 2010).

Nel et al (2004), refer management development as organizational development intervention aimed at strategically focusing the individual towards future organizational demands. Van Dijk (2008), Stated that management development is a key management function since the continuous improvements of all organizational systems and a product is a strategic reality for all organization.

Yazam (2011), indicate that training and development yields tangible outcomes such as enhanced productivity, superior quality of products and services and resources maximization or optimization. They also added that it generates intangible results such as: high self-esteem, enhanced morale and satisfaction of subordinates which is also a result of additional skills, knowledge and abilities gained during the training and development programs (SKAs)

According to (Beardwell and Claydon, 2010), the new ways of working are demanding not just extensive training in new task skill but completely new ways of thinking about work, doing work and relating with another. They also stated that individuals at all levels need to be able to challenge ways of thinking and working to think and work outside the box of traditional job description, work without prior experience, clear guidelines or close supervision and to be flexible, prepared to change, undertake new task or move to a different organization. Therefore it is important that organization not only invest in their knowledge workers but also in their low skilled employee as well.

Learning and development policies and programmes are essential components in the process of developing talent by ensuring that people acquire and enhance the skills and competencies they need. Policies should be formulated by reference to employee success profile which are described in terms of competencies and define the qualities that need to be developed.

Career management

Today's employees know that a successful career depends on constant learning and picking up skill and experience in the open market (Neelam et al, 2013). That means that access to ongoing training and development is important to them and a strong incentive to stay with a company. The purpose of developing and introducing career management process is to guide the employees towards achieving their career aspiration by focusing on career planning. Furthermore career planning will shape the progression of individual employees within an organization in accordance with assessments of organization needs and management of succession planning takes place to ensure that the organization has the managers it requires to meet future business needs. Career is defined by Pieter et al (2011) as a sequence of jobs held during a person's working life. Career is significant learning and experience that identify an individual's professional life, direction, competencies and accomplishment through positions, jobs, roles and assignments (Schreuder and Coetzee, 2011).

The scarcity of skills at both managerial and technical levels makes it imperative for organization to embrace career management in order to retain talent and to sustain growth and success (Swanepoel et al, 2014). To attract talented employees organization have to create opportunities for their employees to allow them to participate in conferences and workshops within and outside the organization so that they could develop themselves for effective performance on the job as well for career growth.

Career management is the process of designing and implementing goals, plans and strategies that enable human resources professionals and managers to satisfy workforce needs and allow individuals to achieve their career objective Pieter et al (2011). It includes all types of employment from semi-skilled, skilled, semi-professional to professional. Armstrong (2006), state that career management is concerned with providing opportunities for people to progress and develop their careers and ensuring that the organization has the flow of talents needs. He also continued by pointing out elements of career management as learning and development opportunities, career planning and management succession planning. Mahapatro (2010), pointed out that one of the objectives of succession planning is the active development of a strong talent pool for the future which is often viewed as the most important.

It is individual responsibility of employee to ensure their career progress, but organization may assists in adopting an integrated approach to managing career which meets the needs of individual employee and builds the longer term capability of agencies is an effective means of meeting future

organizational skill needs. Muchinsky et al (2005) agree that career management is a shared responsibility which can enhance the likelihood of a successful career. Well-planned and executed career programmes will benefit both the organization and the employees in a number of ways and these include staff inventories, staffing from within, solving staffing problems, satisfying employee needs, enhanced motivation and employment equity (Pieter et al, 2011).

According to Barach (2006), in balance theory of career management both organization and individuals have their respective obligation in the career management of employee. These joint responsibilities of employer and employee will lead to efficiency and effectiveness on employees in their job performance. Gursoy et al (2013), point out that even though Generation Y employees tend to self-manage their careers, they expect their employers to provide them with effective support and to accommodate their expectation. Therefore Kong, Wang and Fu (2014), suggest that meeting young talents career expectations is an important step in enhancing their job satisfaction and working enthusiasm.

The aims of career management policies are first, to give individuals the guidance, support and encouragement they need if they are to fulfil their potential and achieve a successful career with the organization in tune with their talents and aspiration and secondly is to provide men and women of promise with a sequence of learning activities and experience that will equip them for whatever level of responsibility they have the ability to reach (Armstrong, 2006). The primary elements in implementing a career management programme include the publication of job vacancies, the implementation of employee performance appraisals, the establishment of training and development and the evaluation of career progression (Pieter et al, 2011)

Talent management is in a sense, career management from the employer's point of view. Employee seeks to align his or her skills, training, performance feedback and development in such a way as to have successful career and on the other hand employer for its part want to integrate the same function to ensure that it is using its corporate talent in the best possible way (Barkhuizen et al, 2011)

Recruitment

Recruitment involves searching for and obtaining qualified applicants to consider when filling job opening (Jackson et al, 2012). In simple terms recruitment is the process through which organization seeks applicants for potential employment. The same process that organization pursue will have direct impact on the types of employees that it seek to recruit According to Phillips and Edwards (2009), Retention can be defined as the percentage of employees remaining in the

organization. Retention includes all of an employer's activities to encourage qualified and productive employees of an employer's activities to encourage qualified and productive employees to continue working for the organization (Jackson et al, 2012).

The objective of retention activities is to reduce the unwanted voluntary turnover by people the organization would like to keep in its work force (Jackson et al, 2012). Effective recruitment and retention attract individuals to the organization and increase the chances of retaining them. Effective recruitment and retention also can improve productivity, reduce labour cost and help the company stay competitive (Jackson et al, 2012)

According to Moczydlowska (2012), Recruiting talent is primarily expressed by recruitment procedures which identify the most desirable features of candidates for employees with the use of the interactive methods of diagnosis, especially the assessment centre, psychological tests, deepened interviews. He also stated that the evaluation of the candidate takes into account the psychological criteria reflecting his or her intellectual and personal potential is of a key importance.

According to Cappelli (2008), there are two ways of getting talents, which are namely, internal identification and external recruitment. Tansley et al (2007) and Stahl et al (2007), agree that an internal identification of talent requires specific recognized and widely communicated criteria that are consistent as well as broad but are not subjective or biased. In external recruitment organization should recognize the importance of the external labour market in their in their talent management system (Collings and Mallahi, 2009).

Retention

Retention of key employees is critical to the long term success of organization as it ensures customer satisfaction, satisfied employees, effective succession planning and organizational knowledge and learning culture. Employee retention can be defined as the policies and practices organization use to avoid precious employees from quitting their job (Barua and Neog, 2015). Frank et al (2004), define retentions as employer's efforts to create an environment that engages employees for the long term and ensures that they keep desirable workers in order to meet business objectives. Therefore this means if employees are not really happy with employer's action they can leave. Retaining talent is critical component to the organization because employees who leave organization may incur direct and indirect cost to the organization. According to Masibigiri and Nienaber (2011), direct cost direct cost of recruiting new employees include the cost of recruitment agencies, interviewing and assessing prospective candidates, while indirect cost pertain to knowledge, especially tacit knowledge which employees take with them when they leave the

organization. Neelam et al (2013), stated that the purpose of employees retention as a way of avoiding employee turnover and associated cost such as hiring and training expenses, productivity loss, lost customer, diminished business and damage morale among remaining members of the workforce. Organization that wish to secure and retain talented employees should have appropriate procedures and structure in place to attract, engage, recruit, develop and retain talented employees in accordance with talent management vision and strategy (Oehley and Theron, 2010). Neelam et al (2013), Retention is more important than hiring knowledgeable employees as there is no dearth of opportunities for talented person in today's world of intense competition.

Attention to the skill and abilities of managers are perceived by some as key elements of retention: put simply, employees leave manager and not companies (Buckingham, 200). He also stated that employees are more likely to remain with an organization if they believe that their manager shows interest and concern for them; if they know what is expected of them; if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. According to Armstrong (2006), the specific factor that affects retention are the following:

- Company image
- Recruitment, selection and deployment
- Leadership
- Learning opportunities
- Performance recognition and rewards

According to Oehley and Theron (2010), Organisations that wish to secure and retain talented employees should have appropriate procedures and structures in place to attract, engage, recruit, develop and retain talented employees in accordance with a talent management vision strategy. When focusing on the retention of scarce and highly marketable specialist skills of knowledge workers, the following can be identified as priority needs: opportunities for development in an employee's field of expertise, freedom to plan and execute work independently, growth potential of the industry and progressive leadership that allows initiative and sharing in the profits of the organization (Munsamy and Bosch Venter, 2009).

The purpose of retention is to avoid employee turnover and associated cost: hiring and training expenses; productivity loss; loss of customer; diminished business; and damaged morale among remaining members of the workforce, which could have negative impact on productivity and service delivery (Neelam, 2013; Namusong et al, 2014). According to Namusong et al (2014), retention plan should address each of the areas in which lack of commitment and dissatisfaction

can arise, these would include pay, job performance, training, career development, and commitment, conflict with managers, lacking group cohesion, recruitment, selection promotion and over marketing.

Retention comprises activity such as rewarding employees for performing their job above standard at lower cost, ensuring good working relationship among employer and employee, and maintaining a safe, healthy work environment (Cascio, 2010). These policies and programmes describe the approach to ensuring that the organization both gets and keeps the talent it needs. Attraction policies lead to programmes for external resourcing. Retention policies are designed to ensure that people remain as committed members of the organization. The outcomes of these policies are a talent flow and create and maintain the talent pool (Armstrong, 2006).

Retention is one on the biggest talent management challenges for companies today. Among factors influencing talent retention in the organization there are the offer of interesting and valued work, ensuring opportunities for education and development, professional advancement, respecting a balance between professional and private life and the offer of adequate remuneration (Horvathova, 2009).

Factors affecting retention

Hughes and Rog (2008), in their study identified top retention drivers for workers as organizations success at retaining others with needed skills, opportunities to learn and develop new skills, base salary, manager understands individual employees motivation, satisfaction with organizations people decisions, retirement benefits, senior management acts to ensure organizations long-term success, fairly compensated compared to others doing similar work in organization, appropriate amount of decision-making authority to do job well and reputation of organization as a good employer.

Flexible working hours

Flexible work practices can lead to higher productivity, increased morale, lower absenteeism and most importantly, lower turnover (Grobler and de Bruyn, 2011). Venkatesh and Geetha (2015), Permitting employees some flexibility with regard to selecting their work schedule will make huge impact on quality of life especially when some of the employees commute from long distance. They also continue by saying measures like, discounted memberships in gym, provision of indoors sports facilities, customized cafeteria etc., will certainly go a long way not only retaining existing employees but also to attract new talent to work for a company which helps to balance both work

and family responsibilities while maintaining good health may undoubtedly strengthen employer brand.

Job satisfaction

Employee work satisfaction is positively associated with employee retention. Various studies determined that employee with positive work relationship has greater job satisfaction have lower tendency to leave their organization. Only satisfied employee can remain with the organization. Therefore it is very important for an organization to see to it that the job given to the employees matches his or her career goals which will make him or her enjoy their work and would ultimately be satisfied with the job.

Job security

According to (Pieter et al, 2011), employee need to have sense of job security and want to believe that management will not make unfair and arbitrary decisions' about their employment. Further they want to be protected against lay- offs and may look to the union to ensure that jobs are protected against such technological advances as automation and robotics. If employees feel that they have facility of job security along with the increased level of job satisfaction, automatically they will show more commitment to the organization and at end organizational productivity will be increased (Imran, Majeed and Ayub : 2015).

According to Barling et al (2005), job security refers to the extent to which an organization provides stable employment for employee. Dasgupta (2001), argue that employment security as simply protection against loss of employment. It means the ensured continuing employment even though it need not be in the same job. Securing employment means stable employment relations that encourage investment in worker training and skill development and which in turn increases the commitment and motivation of workers and the productivity of the organization (Dasgupta, 2001)

Compensation

Compensation is defined by Roy (2015) as the cumulative financial and non-financial rewards payable to employees in return for their services. It plays a critical role when it comes to satisfaction of individual employee because standard of living, status in the society, motivation, loyalty and productivity depend on how organization compensates them. Therefore employees who are dissatisfied are likely to leave organization than those who are satisfied. According to Nel et al (2005), every company must be aware that the design of its rewards system rest on the

objective of compensation management. Organization has many objectives in designing their compensation system. Grobler, Warnic, Carrell, Elbert, Hatfield, (2006), the human resources specialist must keep in mind the goals of the system and what the organization needs to accomplish to attain these goals. Primarily, the goals of any organization in designing a compensation system should be to attract and retain good employees. Also, the system should be motivational for employees and it should comply with all legal requirements. Compensation is not simply about the basic issues of paying people fairly in relation to market rates, the job they do, and how well they perform in the job but extends to the impact of remuneration decisions on recruitment, retention and performance (Banfield and Kay, 2012).

According to Doh et al (2011), to implement a talent management strategy successfully, organizations must understand the key success factors to talent retentions across the regions in which they operate and then identify the drivers that are most relevant to a region. Because undesired turnover and talent grapes due to the poor management and development of professionals reduce the likely organizational return on investment in people, the causes and consequences of these factors are great interest to human resources professionals and top management.

It can be concluded that an effective retention strategy begins at recruitment and selection process because most of employee will show intention to leave or leave organization if they find poor chemistry between the work they do and themselves. The only way to retain talent for the future executive need to clearly identify, develop, involve and recognize key people that perform their task beyond call of duty, invest on them to remain competitive in a hungry talent market place.

Employee engagement

Employee engagement is an emerging phenomenon which should be carefully taken care of by all spheres of manager in current working environment. Managers should be able to keen to identify whether employees are engaged or disengaged in their working environment, since disengagement can negatively affect employees work reason being lack of motivation and commitment (Saxena and Srivastava, 2015). Engagement has been defined by (Namsonge et al, 2014) as the harnessing of organization member selves to their roles; it means to be psychologically present when occupying and performing an organizational role. Employee engagement is defined by Kreitner and Kinicki (2010) as an individual involvement, satisfaction and enthusiasm for work. Macey and Schneider (2008) defines employee engagement as a desirable condition, has an organizational

purpose and connotes involvement, commitment, passion, enthusiasm focused effort and energy so it has both attitudinal and behavioral components. The term engagement refers to something more than motivation and it can be seen as a combination of commitment to the organization and its values and willingness to help out colleagues (Arvinen-Muondo and Perkins, 2013). Basically employee engagement is important element which helps increase employee satisfaction and also it helps utilizing the full potential of employees.

Employee engagement is essential for any organization to improve the organizational performance. According to Sundaray (2011) engaged employee's cares about the future of the company and they are willing to invest their time and discretionary effort to see that the organization succeeds. Palmer and Gignac (2012) stated that engaged employees are those who promote the organization they work for as a great to work, willingly perform and beyond what is expected of them and remain committed even when the conditions in which they work become difficult. Sundaray (2011) define engagement as being a part of the organization, having pride and loyalty in the company, being committed and going above and beyond the call of duty. Efforts to improve employee engagement typically focus on select population, generally high potential and leaders (Cross et al, 2012).

Markos and Sridevi (2010), argue that employee engagement start at day one through effective recruitment and orientation program, the work of employee engagement begins from the top as it is unthinkable to have engaged people in the organization where there is no engaged leadership. They also indicated that managers should enhance two way communication to ensure that employees have all the resources they need to do their job, give appropriate training to increase their knowledge and skill, establish reward mechanism in which good job is rewarded through various financial and non-financial incentives, build a distinctive corporate culture, develop a strong performance management system which holds managers and employees accountable for their actions at work, place more focus on top performing employees to reduce their turnover and maintain business performance.

Every organization strives for the construction and development of an advantageous environment, in which employees will give their best to the organization, remained engaged to their work and in the process, contributes to the overall success of the organizations. Ensuring that employee feel engaged is an essential part of long-term talent management as employee engagement has been linked with commitment, job satisfaction, performance and retention (Arvinen-Muondo and Perkins,2013).

According to Markos and Sridevi (2010), companies with disengaged employees have higher employee retentions as a result of reduced turnover and reduced intention to leave the company, productivity, profitability, growth and customer satisfaction on the other hand companies with disengaged employees suffer from waste of effort and bleed talent, earn less commitment from the employees, face increased absenteeism and have less customer orientation, less productivity and reduced operating margins and net profit margins.

For any organization to have a sustained competitive advantage it needs more have highly committed and engaged employees. The more highly engaged the employee, the likely he or she will be to say positive things about the organization, thereby contributing to the development of a positive employer brand; want to remain within the organization, thereby minimizing turnover; and regularly exert a superior level of effort, thereby potentially influencing such variables as service quality, customer satisfaction, productivity, sales and profitability (Hughes and Rog, 2008). Saxena and Srivastava (2015), bear testimonies that engaged employee's helps to improve the culture of the organization in terms of open communication, good working relationship in all levels, which in return will lead to productivity in company. They also indicated that improved employee engagement induces loyalty in the employee towards his/her organization and at some level he/she even becomes organization brand ambassador among the employees, especially new comer.

Employee engagement policies of the organization makes employee feel that the organization for his/her concerns about personal welfare and congenial work environment which enhances his/her well-being making him/her belong to the organization termed as loyalty (Saxena and Srivastava, (2015). According to the study conducted by Barkhuizen et al (2014), there is positive relationship between talent management and work engagement dimension. The effects are mostly small and medium. This implies that the better talent management practices are applied in the institution the higher the higher the level of work engagement will be and vice versa. The positive relationship between talent management and work engagement can be explained by the fact that talent management practices were applied poorly in the institution and the work engagement levels were average. They concluded that poor application in talent management practices will result in lower levels of work engagement.

Workforce planning

The identification of future workforce needs and the analysis of the current workforce profile are likely to identify issues and gaps that can be addressed by the organization to enable it to deliver its business outputs and outcomes efficiently and affectively. DeTuncq et al, (2013), defines workforce planning as the process of forecasting the talent needs of the business and creating plans that will ensure high performance. He also continued by saying strategic workforce planning includes assessing the business direction, determining talent implications, identifying segmented roles and defining the build or buy actions to be taken. It involves understanding what the workforce needs to look like in the future to meet the business needs, understanding the dynamics of the workforce today and then assessing the gap between the desired to be state and the current stated (Ward and Tripp 2013).

Katherine et al (2010), argue that workforce planning involves a set of procedures designed to ensure that the organization has and will continue to have, the people in place it needs to accomplish its organization goals. Therefore the high or lower level of investment organization decide to make in workforce planning depends on the organization environment, the risks it identifies and its commitment to improve performance.

According to Bratton and Gold, (2012), workforce planning is the process of forecasting the supply and demand of skill against the requirements of future production and service delivery in a situation of uncertainty and change. It requires good tracking of employee numbers, cost and competencies: alignment of workforce planning strategies with the strategy of each organization: flexibility in the management of the workforce; a whole of government perspective on allocation across sectors and on the size and cost of the workforce and managers accountability in terms of workforce planning (OECD, 2010). Therefore it can be argued that workforce planning provides senior managers with a framework for making informed staffing decisions in line with an organization's mission, strategic plan and budgetary resources. It also provides a means of integrating a range of human resource management strategies, including flexible work performance pay, use of temporary or casual employees.

In a talent-tight environment, workforce planning can help project-driven organization allocate, manage and forecast critical human capital across enterprise (Melik, 2007). Specifically, workforce planning enables organization to ensure long term capacity and demand planning, account for differentiated time in an area of distributed teams and project centric work and comply with regulatory requirements (Melik, 2007). Making workforce planning an integral part of

organizations strategic planning processes establishes a direct link between business outputs and outcomes and the people required to achieve them. The right workforce can help organization to deliver quality business outcomes in the most cost effective way.

Workforce planning today covers wider range of activities such as succession planning, smart working, flexible working and talent planning (Armstrong and Taylor, 2014). Taylor (2015), continue to agree with above phrase by noting that succession planning as part of the overall process of workforce planning and involves identification of positions or roles that are suited to succession process, identification of prospective candidates for promotion positions and training and development to facilitate the succession ,whereas, workforce planning is regarded as the process by which an organization or industry decides upon the kind of workforce that it requires and will require in the future and then draws up and implement plans for creating such a workforce (Great Britain: Parliament: House of Commons).

Succession planning involves identifying key management position that the organization cannot afford to have vacant (Mello, 2015). These are mostly in people who are holding critical positions in the organization such as senior management position. Succession planning serves two purposes in the organization which is to facilitates transition when an employee's leaves and to identify the development needs of high-potential employees and assist with their career planning (Mello, 2015).

In order for the organizational to be successful, human resources managers need to create a workforce planning process that is aligned with the overall organization strategy. By using organizational strategy as a guide, human resource managers can ensure that subsequent metrics and initiatives' will support the corporate strategy. In addition, as individual business units drove the workforce planning process to a more granular level, they will be better equipped to manage their operations in accordance with overarching corporate strategy. It is critical for the organization to recognize that workforce planning is only one means of improving an organizations ability to deliver its positive result.

Talent acquisition

Talent acquisition managers of 21st century have a great responsibility of not only hiring best minds but also to developing them to the fullest so that they can be optimally utilized for the benefit of the organization. The core concept of talent acquisition is to get away from the fill in the box thinking to one that is more pro-active and much closer to building the skill sets required to achieve

business success (QuadirMohiuddin, 2014). It involves all the sub-processes around finding, attracting and engaging highly talented individuals in to the organization (Moharir and Saripalli, 2015). Maximizing engagement, motivation and retention through due diligence in talent acquisition is vital in today competitive environment. According to Ronn (2007), it is only through talent resourcing process that is clear, defined and well implemented from start to the end that will yields positive result which will give competitive advantage in the war for talent.

Key to success in talent acquisition is the unique way that you are able to tap into the top performers who are not really looking for another job (QuadirMohiuddin, 2014). According to Shiemann (2009), talent acquisition system focus on identifying, recruiting and selecting qualified talent. Another key aspect of talent acquisition especially in areas of talent scarcity is employer branding, developing an image that enables an organization to become the employer of choice of qualified candidates.

Talent acquisition is changing rapidly in the face of availability growing war for talent, changing concepts of internal and external movement and a quickly evolving technology landscape. In a fiercely competitive world, there is one constant, talent is essential to business success. The right talent acquisition strategy and process- the ability to identify attract and retain the best that drive business success- can significantly impact competitive advantage. The importance of talent acquisition is about understanding workforce demographics, identifying economic issues impacting organizational sustainability and also cultural issue, knowledge of industry trends and emerging issues (QuadirMohiuddin, 2014).

Developing talent acquisition process to attract top talent should fall within the strategic mission of the organization, it should be embraced by the entire organization and require active involvement of all organization staff. Talent acquisition is not work of the human resource manager and managerial leader only instead is a collaborative effort that requires individuals to work closely in order to understand the needs of each team or department in organization.

Employer branding is the way in which a company position themselves to job seekers and is an essential part of an organization talent acquisition process. By building strong employer brand and organization can easily come into the consideration set of prospective employees especially first time job seekers. Resourcing the best candidates from a bigger talent pool rather than the available applicants would result in a more efficient talent acquisition.

The key in building the right employer brand begins with identifying the distinctive qualities of the organization that create an emotional connection between employer and employees. These qualities will create working environment that will be loved by employees as it will brings them fulfilment.

Table 1.The recent research in talent management

Author and Year	Method used	Findings
Nafei W (2015)	Questionnaires were distributed	The main findings are that for TM significantly and positively related to the services quality. In other words, talent management is more effective in achieving service quality. High TM will be more likely to achieve high profit.
Ahmad H and Ma'ajiM.M	Structured Questionnaire	Talent management significantly positively related to organization performance.
Piansoongnern, Anurit and Kuiyawattananonta (2010)	Questionnaires	Findings revealed that robust talent management planning, well supports of top management, fair salary, good safety and health insurance, training opportunity, career advancement, organizational unity, a balance of work and daily life and other environmental factors were crucial factors that keep talent rooted to organizations.
Tajuddin D, Ali R and KamaruddinB.H (2015)	Questionnaires	Finding of this study reveal that Talent Management Practices (TMP) is positively related to Talent Brand Strategy (TBS), implying effectiveness of Employee Value Proposition (EVP)
JughesJ.C and Rog E (2008)	Questionnaires	The benefits of an effectively implemented talent management strategy include improved employee recruitment and retentions rates and enhanced employee engagement. These outcomes in turn have been associated with improved operational and financial performance.
Panda S and SahooC.K (2015)	Structured questionnaires	The result of study of the study highlight that six of the independent variables significantly predict the depended variable. The paper

		identifies the most factors which are found to be pivotal for the development of talent in the organization considered for the study.
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Research process

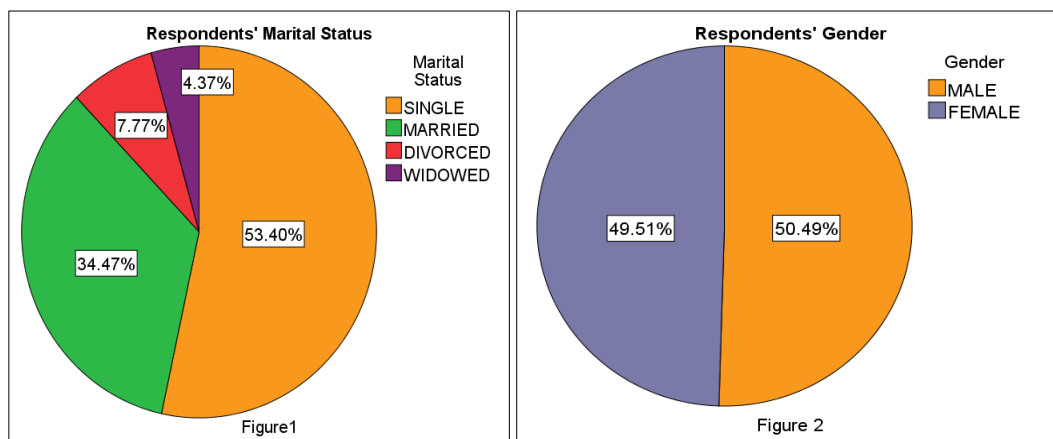
Permission to conduct research was requested from District Manager and approval to conduct research was granted. The questionnaires were developed and distributed manually to employees in the Department. The purpose of research was explained to all participants in cover page of research questionnaires and participation was voluntary. Employees who had problems of literacy and jargon of human resources were taken step by step by researcher through questionnaires and honesty when responding to questions was urged. Confidentiality and anonymity was assured to participants.

Sample

Targeted population for this study consisted of employees in Department of Education and Sport Development, Bojanala District in Rustenburg (North West). In total 250 survey questionnaires were given to respondents in a hard copy including a confirmation from District Direct to conduct research. Only 207 questionnaires were returned, which means 82% of questionnaires were completed. The demographic characteristics of respondents are presented in *charts* below.

Demographic characteristics

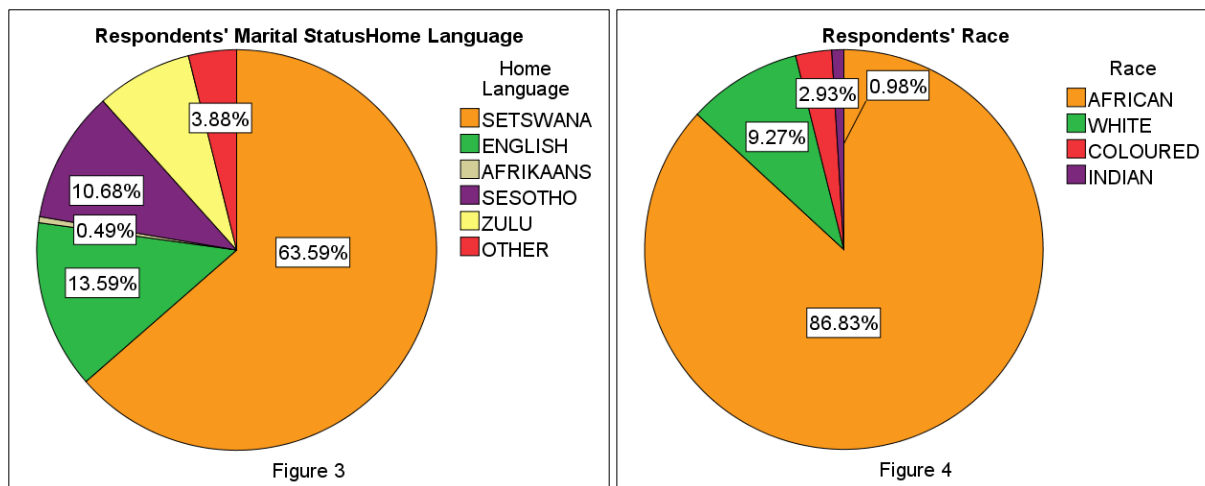
1.1 Respondent's marital status and Gender



A detailed view of the demographic profile in Figure 1 shows that out of 207 respondents more than half of them are single (53.4%), slightly more than a third are married (34.47%), 7.77% are divorced whereas few are widowed (4.37%).

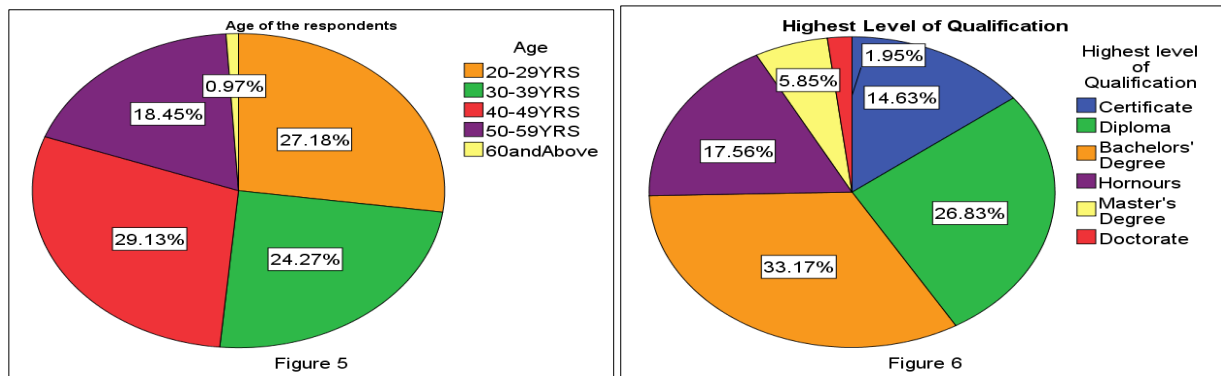
The demographic information also took into consideration the gender of respondents. In figure 2 respondents were asked to indicate their gender result shows that the sample is almost equally distributed across both genders (50.49% Males and 49.51% Females). The difference is not too vast and this is indication that the department of Education and Sport development is in the right path of achieving equality in the workplace.

1.2 Respondents home language and Race



According to Nuwell (2002: 33) workforce of twenty first century is more diverse than it has ever been before, consisting of broad mix workers from different language and ethnic backgrounds consisting of ages and genders and different domestic and national culture. Above bar chart compiled from respondents bear testimony of diverse workforce, in figure 3 shows that the majority (63.59%) of respondents have Setswana as their home language, English and Sesotho speakers comprise 13.59% and 10.68% of the participants respectively and 3.88% are Zulu speakers whereas the minority, less than 1% are Afrikaans speakers. Whereas Figure 4 shows that the majority of respondents are Africans (86.83%), followed by Whites with 9.27%, then Coloureds with 2.93% and less than 1% are Indians.

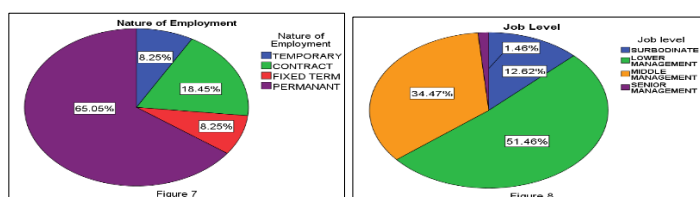
1.3 Age of respondents and highest level of qualification



Regarding the ages of respondents, result indicate that workforce of the Department is mostly represented by the people who come from the age bracket of forty to forty-nine. Findings in figure 5 shows that the majority of respondents belong to the 40-49 years age group (29.13%), the second highest percentage of respondents belong to the 20-29 years age group (27.18%) and slightly less than a quarter of the respondents are in the 30-39 years age group (24.27%). Only 18.45% belongs to the 50-59 years age group and the respondents in the age group of at least 60 years make up only 1% of the total observations.

Figure 6 shows that about one third of the respondents have a Bachelor's degree only (33.17%), more than a quarter of the respondents have a Diploma only (26.83%) and the third highest percentage is observed for the respondents who have an Honours degree only (17.56%). The respondents with a certificate only make up 14.63% of the entire sample; a few respondents have a Master's degree only (5.85%) whereas the minute 1.95% has a Doctoral degree.

1.4 Nature of employment and Job level

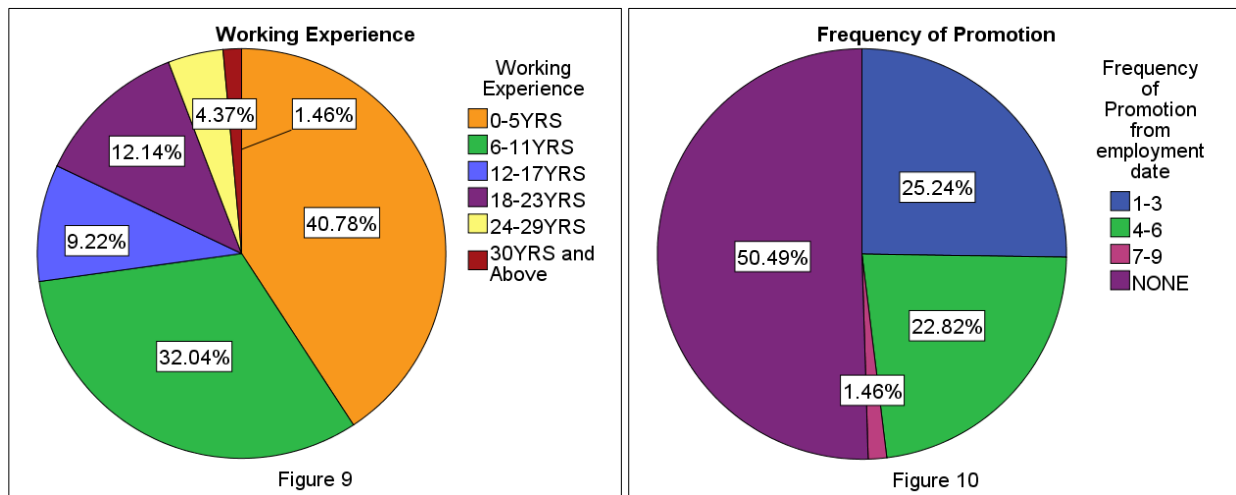


The study in figure 7 shows that the majority of respondents are permanently employed (65.05%), only 18.45% are on a contract whereas an equal percentage of respondents (8.25%) are observed for respondents who are temporary and those appointed on a fixed term.

The position of respondents were categorised as subordinate, lower management, middle management and senior management. Result of job level in figure 8 shows that slightly more than half of the respondents are in the lower management (51.46%), slightly more than a third of the

respondents are in the middle management (34.47%), 12.62% are subordinates and a minute (1.46%) is in senior management positions.

1.5 Working experience and frequency of promotion.



Most of the respondents had less five years' experience, Figure 9 shows that the majority of respondents have 0-5 years working experience (40.78%), 32.04%, 12.14% and 9.22% have working experiences of 6-11 years, 18-23 years and 12-17 years respectively. Working experiences of 24-29 years and of at least 30 years makes up 4.37% and 1.46% of all respondents respectively.

As showed in the figure 10 above, result shows that about half of the respondents have 0 frequency of promotion (50.49%), about a quarter have a frequency of promotion of 1-3 (25.24%), followed by a frequency of 4-6 which comprise 22.82% of all observations and a minute 1.46% has a frequency of promotion of 7-9.

1.6 Working hours per week

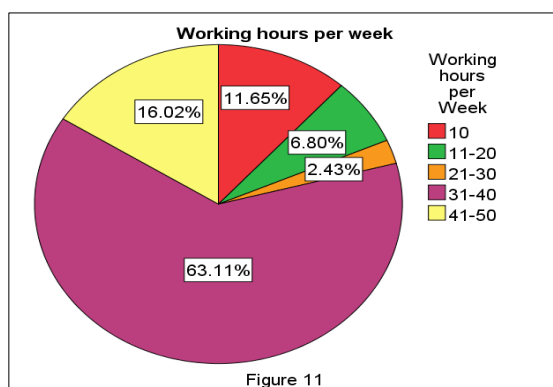


Figure 11 shows that the significant majority of the respondents work for 31-40 hours per week (63.11%), 16.02% work 41-50 hours a week, 11.65% comprise participants who works for 10 hours per week, 6.8% work for 11-20 hours a week whereas a minute 6.8% work for 21-30 hours a week

Measuring instrument

An adapted version of the Human Capital Index was used to measure employee perceptions of the current and importance of the application of talent management practices (Molefi, 2015). The questionnaire consists of 38 items and measured seven (7) Talent management Practices: Performance Management, Talent Retention and Recruitment, Learning and Development, Employee Engagement, Workforce Planning and Talent Acquisition. Dual scale were used in questionnaires, firstly respondents are required to rate the current talent management in the organization on a 5-point scale ranging from “Poor (1)” to “Excellent (5)” and secondly respondents are required to rate the importance of Talent Management Practices from “Not (1)” to “Critical (5)”. Barkhuizen, Schutte and van der Sluis (2014) confirmed reliabilities of the above measuring instrument in various South African studies.

Statistical analysis

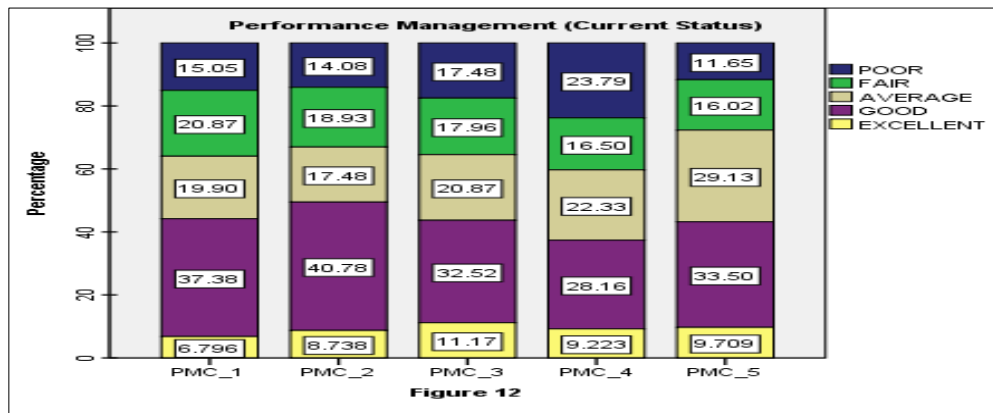
Data analysis was carried out using the SPSS Program version 20 (SPSS Inc.2014).Method that will be used to analyse captured data is descriptive data analysis, result in charts and graphs will be used to provide summary of respondents result. According to Terre Blanche (2011) aim of descriptive data analysis is to describe the data by investigating the distribution of scores on each variable and by determining whether scores on variables are related to each other

Discussions

The following section will present result of employees’ perception of the application of talent management practices by the employer which is the current status and importance of those talent management practices. The graphical presentation shows the current status of talent management and its importance.

2.1 Performance Management

2.1.1 Current Status (PMC)¹



- ¹PMC_1: Coaching and feedback discussions with my head of department are on-going, frequent and honest (Current Status).
- PMC_2: The organisation provides a range of interesting and challenging assignments, jobs, rotations and team activities (Current Status).
- PMC_3: Top performers are paid more for the value they provide (Current Status).
- PMC_4: Non-financial rewards are effectively used to reinforce excellent performance (Current Status).
- PMC_5: There is a “line of sight” between my job and the organisation’s strategic goals (Current Status).

Figure 12 show that the majority of respondents are of the view that the current status of each of the performance management measures is good. The least percentage of the respondents perceives the current status of each of performance management measures as excellent. The percentages of respondents who view the current status of the performance management measures as poor, fair, average, good and excellent are highest for **PMC_4** (23.79%), **PMC_1** (20.87%), **PMC_5** (29.13%), **PMC_2** (40.78%) and **PMC_3** (11.7%) respectively.

2.1.2 Importance (PMI)²

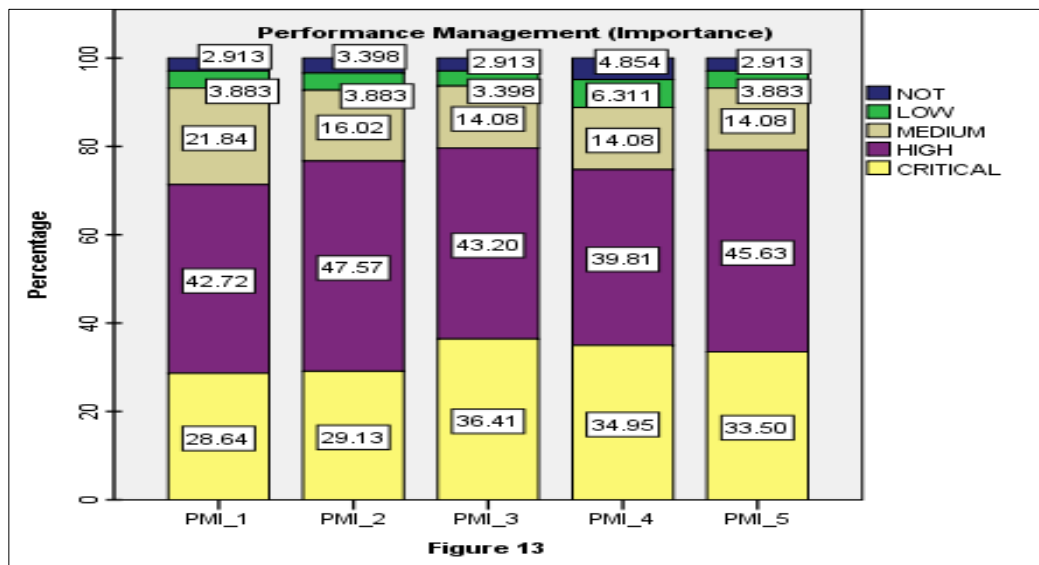


Figure 13 shows that the majority of respondents are of the view that each of the performance management measures are of high importance. The second highest percentages of respondents believe that each of the performance management measures is of critical importance. The least percentage of the respondents perceives each of the performance management measures as of low or no importance. The percentages of respondents who view the importance of the performance management measures as not necessary, low, medium, high and critical are highest for **PMI_4** (4.85%), **PMI_4** (6.31%), **PMI_1** (21.84%), **PMI_2** (47.57%) and **PMI_3** (36.41%) respectively.

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- ²PMI_1: Coaching and feedback discussions with my head of department are on-going, frequent and honest (Importance).
 - PMI_2: The organisation provides a range of interesting and challenging assignments, jobs, rotations and team activities (Importance).
 - PMI_3: Top performers are paid more for the value they provide (Importance).
 - PMI_4: Non-financial rewards are effectively used to reinforce excellent performance (Importance).
 - PMI_5: There is a "line of sight" between my job and the organisation's strategic (Importance).

2.2 Talent Retention and Recruitment

2.2.1 Current Status (TRC)³

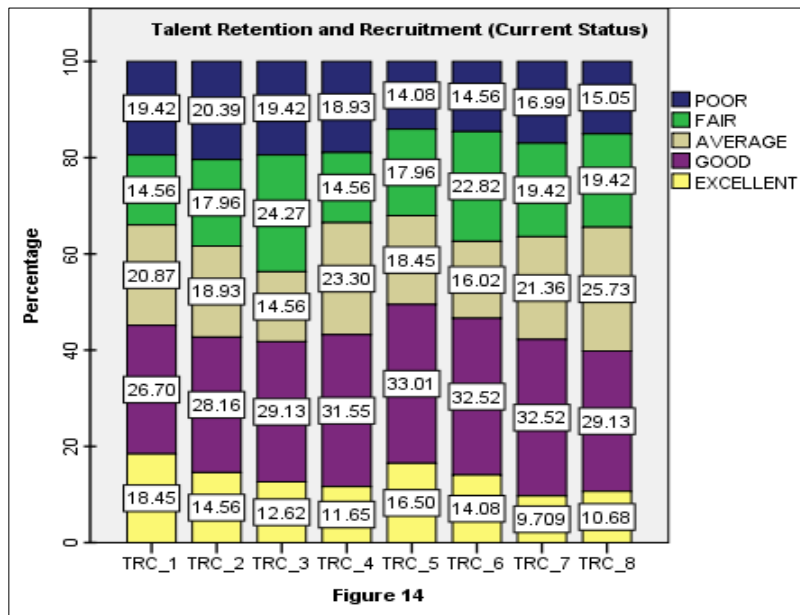


Figure 14 show that the majority of respondents are of the view that the current status of each of the talent retention and recruitment measures is good. The least percentage of the respondents perceives the current status of each of talent retention and recruitment measures as excellent except for **TRC_1** (lowest is 14.52% for fair) and **TRC_5** (lowest is 14.08% for poor). The percentages of respondents who view the current status of the talent retention and recruitment measures as poor, fair, average, good and excellent are highest for **TRC_2**(20.39%),**TRC_3** (24.27%),**TRC_8**(25.73%), **TRC_5**(33.01%) and **TRC_1**(18.45%)respectively.

-
- ³TRC_1: We are able to retain our best performers in this department (Current status)
 - TRC_2: The reasons people leave, especially top performers, are recorded and addressed (Current status).
 - TRC_3: Managers hold retention conversations with employees frequently (Current status).
 - TRC_4: Organization has a talent development oriented culture that encourages retention (Current status).
 - TRC_5: Employees are aware of their responsibilities and are trained for retention (Current status).
 - TRC_6: The organization has policies in place that describe the approach to ensuring it keeps the talent it need (Current status).
 - TRC_7: The retention strategy includes data on why employees leave the organization (Current status).
 - TRC_8: In our department there is low employee turnover because of attractive retention schemes in place (Current status).

2.2.2 Importance (TRI)⁴

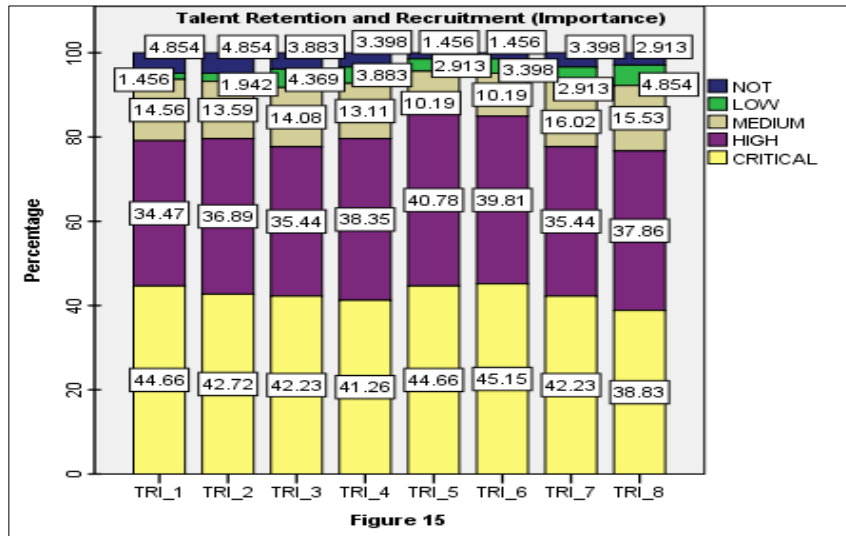


Figure 15 shows that the majority of respondents are of the view that each of the talent retention and recruitment measures are of critical importance. The second highest percentages of respondents believe that each of the talent retention and recruitment measures is of high importance. The least percentage of the respondents perceives each of the talent retention and recruitment measures as of low or no importance. The percentages of respondents who view the importance of the talent retention and recruitment measures as not necessary, low, medium, high and critical are highest for **TRI_1** and **TRI_2**(4.85%);**TRI_8** (4.85%), **TRI_7**(16.02%), **TRI_5**(40.78%) and **TRI_6**(45.15%)respectively.

-
- ⁴TRI_1: We are able to retain our best performers in this department (Importance)
 - TRI_2: The reasons people leave, especially top performers, are recorded and addressed (Importance).
 - TRI_3: Managers hold retention conversations with employees frequently (Importance).
 - TRI_4: Organization has a talent development oriented culture that encourages retention (Importance).
 - TRI_5: Employees are aware of their responsibilities and are trained for retention (Importance).
 - TRI_6: The organization has policies in place that describe the approach to ensuring it keeps the talent it need (Importance).
 - TRI_7: The retention strategy includes data on why employees leave the organization (Importance).
 - TRI_8: In our department there is low employee turnover because of attractive retention schemes in place (Importance).

2.3 Learning and Development

2.3.1 Current Status (LDC)⁵

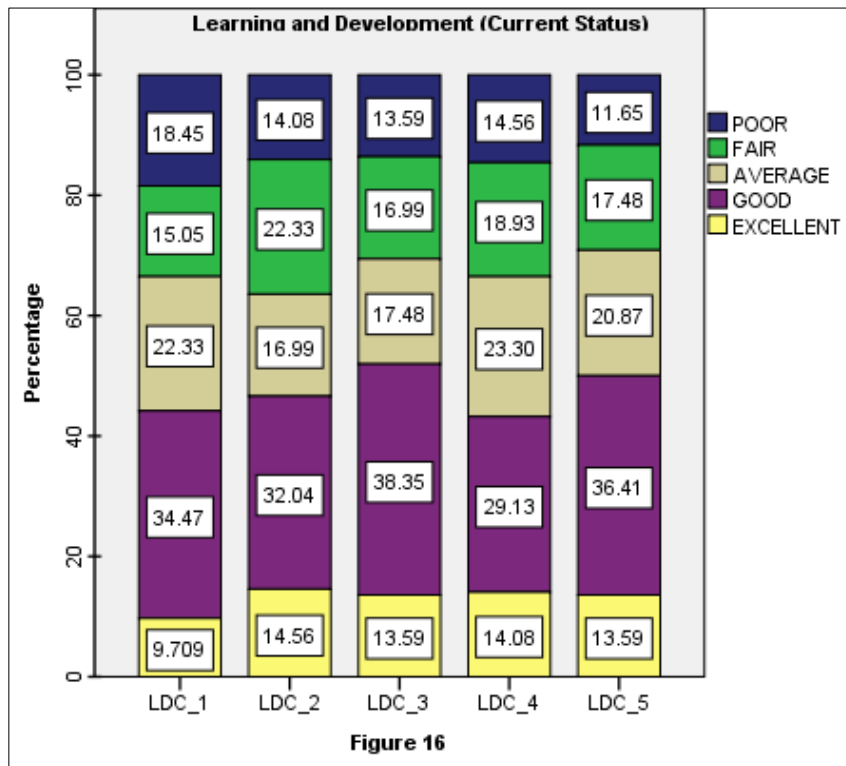


Figure 16 show that the majority of respondents are of the view that the current status of each of the talent retention and recruitment measures is good. The least percentage of the respondents perceives the current status of each of talent retention and recruitment measures follows: **LDC_1** (lowest is 9.709% for excellent); **LDC_2** (lowest is 14.08% for poor); **LDC_3** (lowest is 13.59% for poor and excellent); **LDC_4** (lowest is 14.08% for excellent) and **LDC_5** (lowest is 11.65% for poor). The percentages of respondents who view the current status of the talent retention and recruitment measures as poor, fair, average, good and excellent are highest for **LDC_1**(18.45%), **LDC_2** (22.33%), **LDC_4**(23.3%), **LDC_3** (38.35%) and **LDC_2**(14.56%) respectively.

-
- ⁵LDC_1: Our department has in-house development programmes to develop its employee (Current Status).
 - LDC_2: Personal growth and development is encouraged (Current Status).
 - LDC_3: Department heads are evaluated and compensated for their efforts to develop talent (Current Status).
 - LDC_4: There is policy on sponsorship of training/programmes to development identified talent. Training is done for retention (Current Status).
 - LDC_5: There is reasonable allocation of funds to learning and development (Current Status).

2.3.2 Importance (LDI)⁶

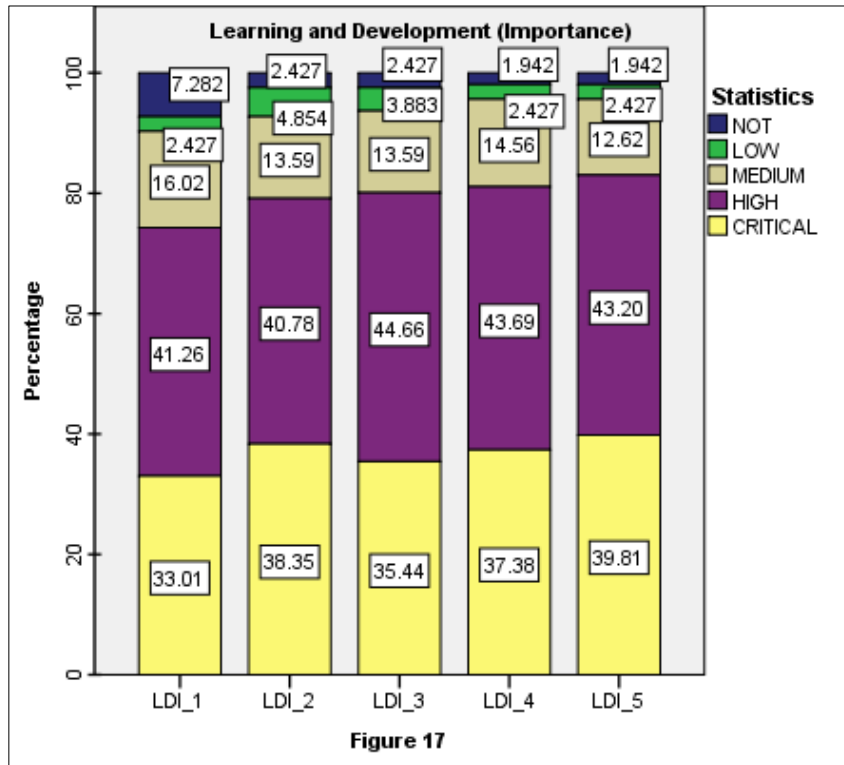


Figure 17 shows that the majority of respondents are of the view that each of learning and recruitment measures are of high importance. The second highest percentages of respondents believe that each of learning and recruitment measures is of critical importance. The least percentage of the respondents perceives each of learning and recruitment measures as of low or no importance. The percentages of respondents who view the importance of learning and recruitment measures as not necessary, low, medium, high and critical are highest for **LDI_1** (7.28%), **LDI_2** (4.85%), **LDI_1** (16.02%), **LDI_3** (44.66%) and **LDI_5** (39.81%) respectively.

-
- ⁶LDI_1: Our department has in-house development programmes to develop its employee (Importance).
 - LDI_2: Personal growth and development is encouraged (Importance).
 - LDI_3: Department heads are evaluated and compensated for their efforts to develop talent (Importance).
 - LDI_4: There is policy on sponsorship of training/programmes to development identified talent. Training is done for retention (Importance).
 - LDI_5: There is reasonable allocation of funds to learning and development (Importance).

2.4 Career Management

2.4.1 Current Status (CMC)⁷

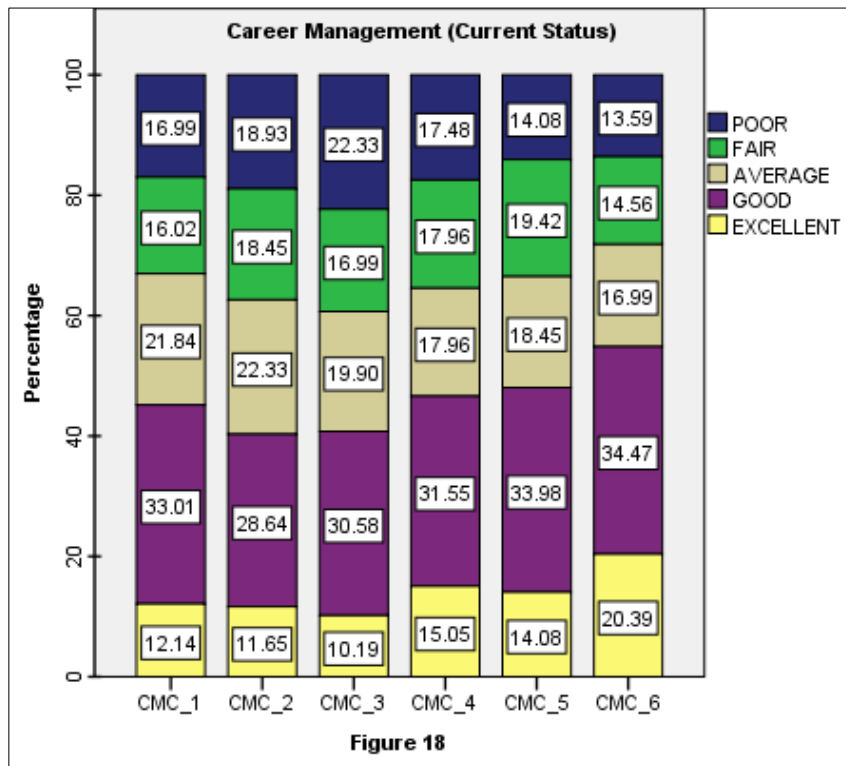


Figure 18 show that the majority of respondents are of the view that the current status of each of the career management measures is good. The least percentage of the respondents perceives the current status of each of career management measures as excellent except for **CMC_5** (lowest is 14.08% for poor and excellent) and **CMC_6** (lowest is 13.59 % for poor). The percentages of respondents who view the current status of the career management measures as poor, fair, average, good and excellent are highest for **CMC_3** (22.33%), **CMC_5** (19.42%), **CMC_2** (22.33%), **CMC_6** (34.47%) and **CMC_6** (20.39%) respectively

-
- ⁷CMC_1: In department, progress and career development policy is clearly outlined and known to all employees (Current Status).
 - CMC_2: Succession in done through development of strong talent pool (Current Status).
 - CMC_3: Job rotations, transfers are done to increase employees' value and preparedness for succession (Current Status).
 - CMC_4: Selection for promotion is based on personal relationships and network ties (Current Status).
 - CMC_5: Promotion is based on past performance (Current Status).
 - CMC_6: Promotion is based on range of experience (Current Status).

2.4.2 Importance (CMI)⁸

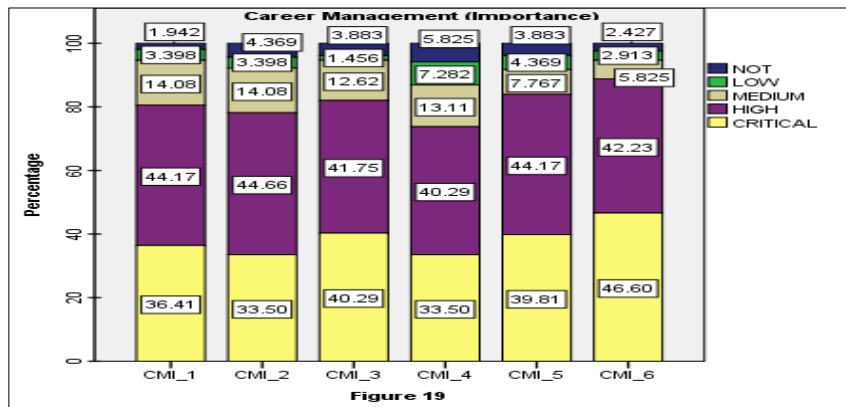


Figure 19 shows that the majority of respondents are of the view that each of career management measures are of high importance except for **CMI_6** (highest is 46.6% for critical).by having clear path for advancement in Department of Education and Sport Development will boost employee performance by working comfortable and provide quality service. The second highest percentages of respondents believe that each of career management measures is of critical importance except for **CMI_6** (second highest is 42.3% for high). The least percentage of the respondents perceives each of career management measures as of low or no importance. The percentages of respondents who view the importance of career management measures as not necessary, low, medium, high and critical are highest for **CMI_4** (5.83%), **CMI_5** (4.37%), **CMI_1** and **CMI_2** (14.08%);**CMI_2** (44.66%) and **CMI_6** (46.6%)respectively. Majority of employee agree that career management is of critical importance in the organisational success and employee performance. By having clear path for career advancement in the organisation helps in employee performance by working comfortable and increase organisational productivity.

-
- ⁸CMI_1: In department, progress and career development policy is clearly outlined and known to all employees (Importance).
 - CMI_2: Succession in done through development of strong talent pool (Importance).
 - CMI_3: Job rotations, transfers are done to increase employees' value and preparedness for succession (Importance).
 - CMI_4: Selection for promotion is based on personal relationships and network ties (Importance).
 - CMI_5: Promotion is based on past performance (Importance).
 - CMI_6: Promotion is based on range of experience (Importance).

2.5 Employee Engagement

2.5.1 Current Status (EEC)⁹

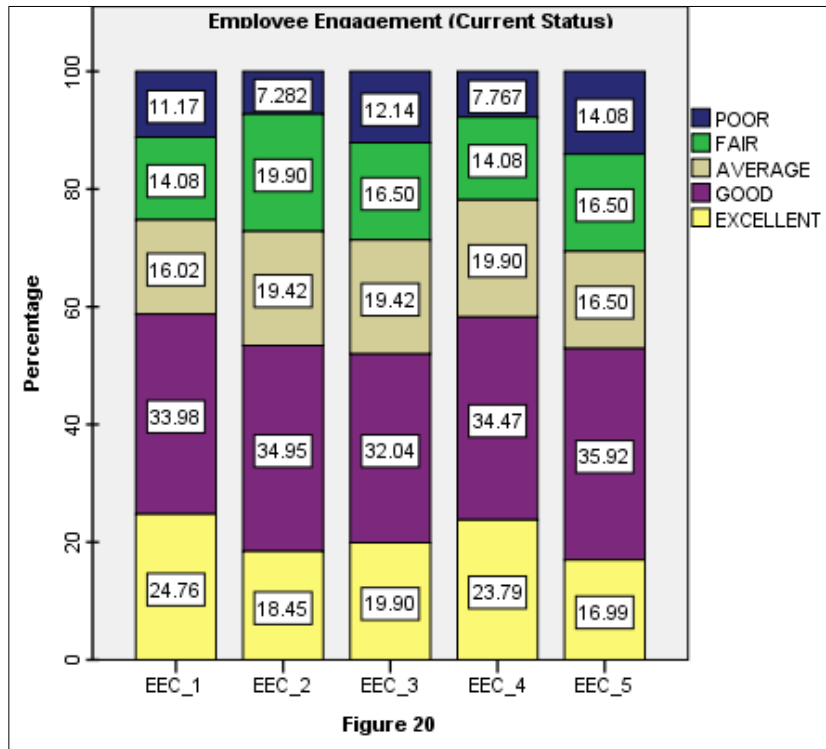


Figure 20 show that the majority of respondents are of the view that the current status of each of the employee engagement measures is good. The least percentage of the respondents perceives the current status of each of employee engagement measures as poor. The percentages of respondents who view the current status of the employee engagement measures as poor, fair, average, good and excellent are highest for **EEC_5**(14.08%),**EEC_2** (19.9%),**EEC_4**(19.9%), **EEC_5**(35.92%) and **EEC_4**(23.79%)respectively.

-
- ⁹EEC_1: The scope of the job I do is very interesting and captivating (Current Status).
 - EEC_2: My job schedule provides flexibility for me to engage in career progression and activities like part-time studies (Current Status).
 - EEC_3: The working atmosphere in my job is cordial and friendly (Current Status).
 - EEC_4: I can use my skills and training to do different task in my organisation (Current Status).
 - EEC_5: My planned career progression is achievable at Department of Education and Sport Development (Current Status).

2.5.2 Importance (EEI)¹⁰

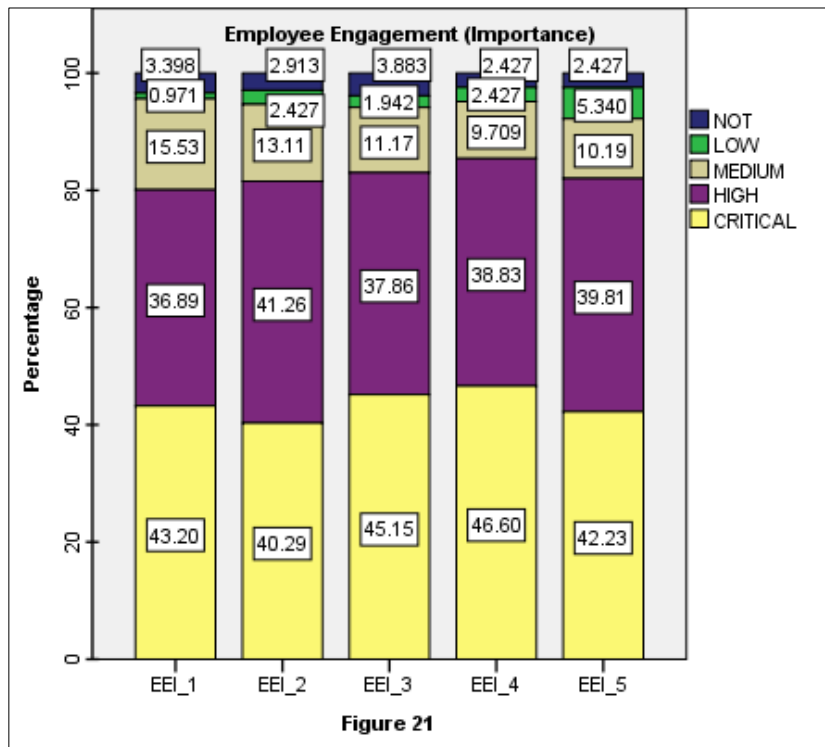


Figure 21 shows that the majority of respondents are of the view that each of employee engagement measures are of critical importance except for **EEI_2** (highest is 41.26% for good). The second highest percentages of respondents believe that each of employee engagement measures is of high importance except for **EEI_2** (second highest is 40.29% for critical). The least percentage of the respondents perceives each of employee engagement measures as of low or no importance. The percentages of respondents who view the importance of employee engagement measures as not necessary, low, medium, high and critical are highest for **EEI_3** (3.88%), **EEI_3** (1.94%), **EEI_1** (15.53%), **EEI_2** (41.26%) and **EEI_4** (46.6%) respectively.

-
- ¹⁰EEI_1: The scope of the job I do is very interesting and captivating (Importance).
 - EEI_2: My job schedule provides flexibility for me to engage in career progression and activities like part-time studies (Importance).
 - EEI_3: The working atmosphere in my job is cordial and friendly (Importance).
 - EEI_4: I can use my skills and training to do different task in my organisation (Importance).
 - EEI_5: My planned career progression is achievable at Department of Education and Sport Development (Importance).

2.6 Workforce Planning

2.6.1 Current Status (WPC) ¹¹

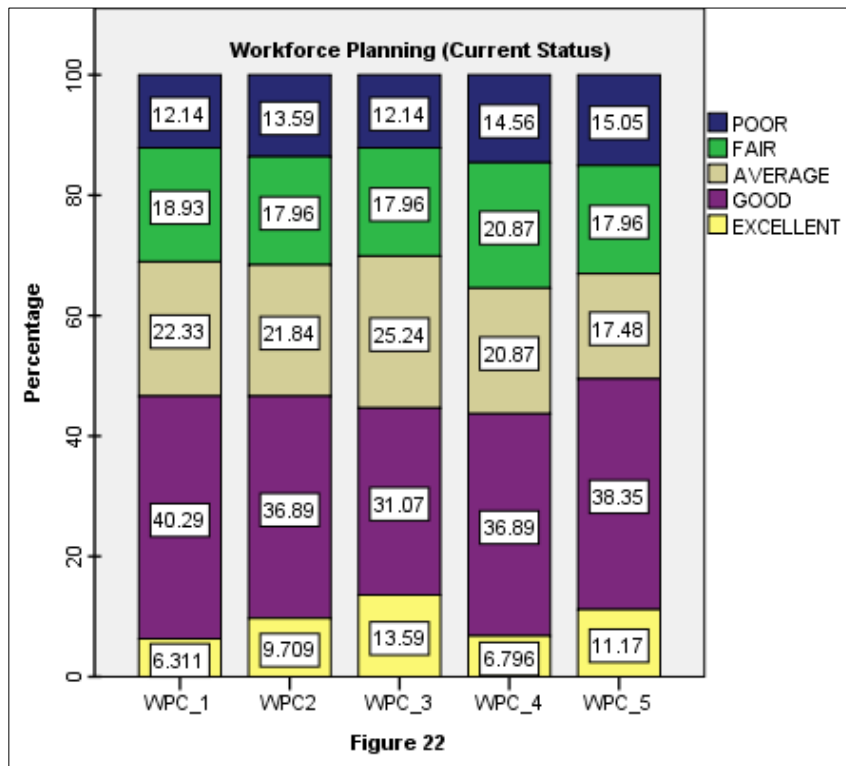


Figure 22 shows that the majority of respondents are of the view that the current status of each of the workforce planning measures is good. The least percentage of the respondents perceives the current status of each of workforce planning measures as critical except for **WPC_3** (lowest is 12.14% for poor). The percentages of respondents who view the current status of the workforce planning measures as poor, fair, average, good and excellent are highest for **WPC_5** (15.05%) **WPC_4** (20.87%), **WPC_3** (25.24%), **WPC_3** (25.24%) **WPC_1** (40.29) and **WPC_3** (13.59) respectively.

-
- ¹¹WPC_1: The jobs that create the most value for the organisation are identified (Current Status).
 - WPC_2: The competencies for key positions are defined and influence hiring and development decisions for employees (Current Status).
 - WPC_3: The impact of impending retirements and labour shortages in our organisation is well understood (Current Status).
 - WPC_4: Talent supply and demand of staff over the next two years in our organisation has been forecast (Current Status).
 - WPC_5: New skills required for talented employees in the next three years have been identified in our organisation (Current Status).

2.6.2 Importance (WPI)¹²

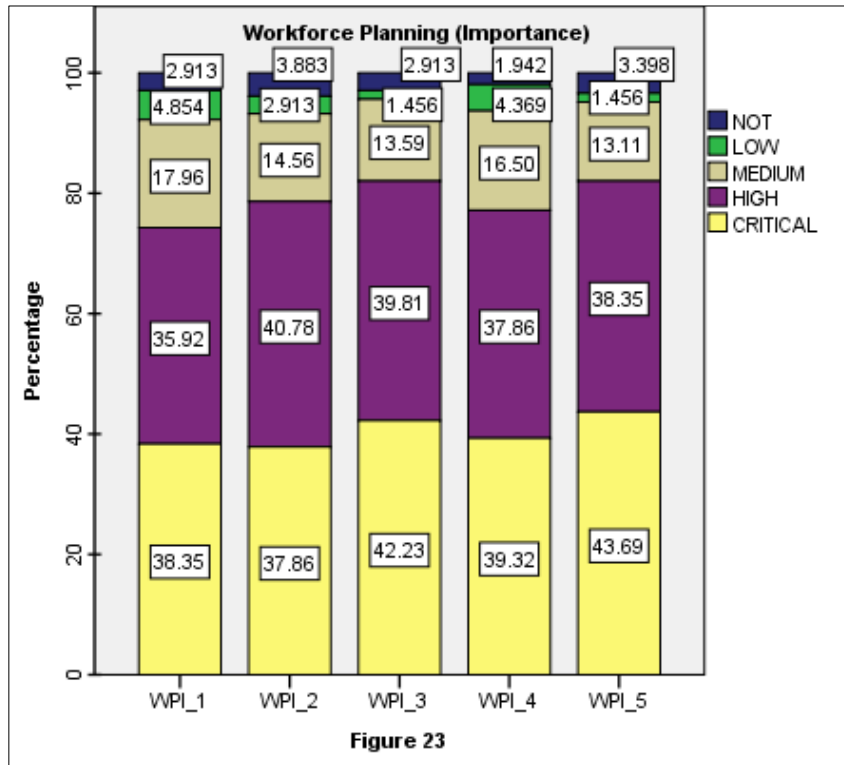


Figure 23 shows that the majority of respondents are of the view that each of workforce planning measures are of critical importance except for **WPI_2** (highest is 40.78% for good). The second highest percentages of respondents believe that each of workforce planning measures is of high importance except for **WPI_2** (second highest is 37.86% for critical). The least percentage of the respondents perceives each of workforce planning measures as of low or no importance. The percentages of respondents who view the importance of workforce planning measures as not necessary, low, medium, high and critical are highest for **WPI_2**(3.88%), **WPI_1** (4.85%), **WPI_1** (17.96%), **WPI_2** (40.78%) and **WPI_5**(43.69%) respectively.

-
- ¹²WPI_1: The jobs that create the most value for the organisation are identified (Importance).
 - WPI_2: The competencies for key positions are defined and influence hiring and development decisions for employees (Importance).
 - WPI_3: The impact of impending retirements and labour shortages in our organisation is well understood (Importance).
 - WPI_4: Talent supply and demand of staff over the next two years in our organisation has been forecast (Importance).
 - WPI_5: New skills required for talented employees in the next three years have been identified in our (Importance).

2.7 Talent Acquisition

2.7.1 Current Status (TAC)¹³

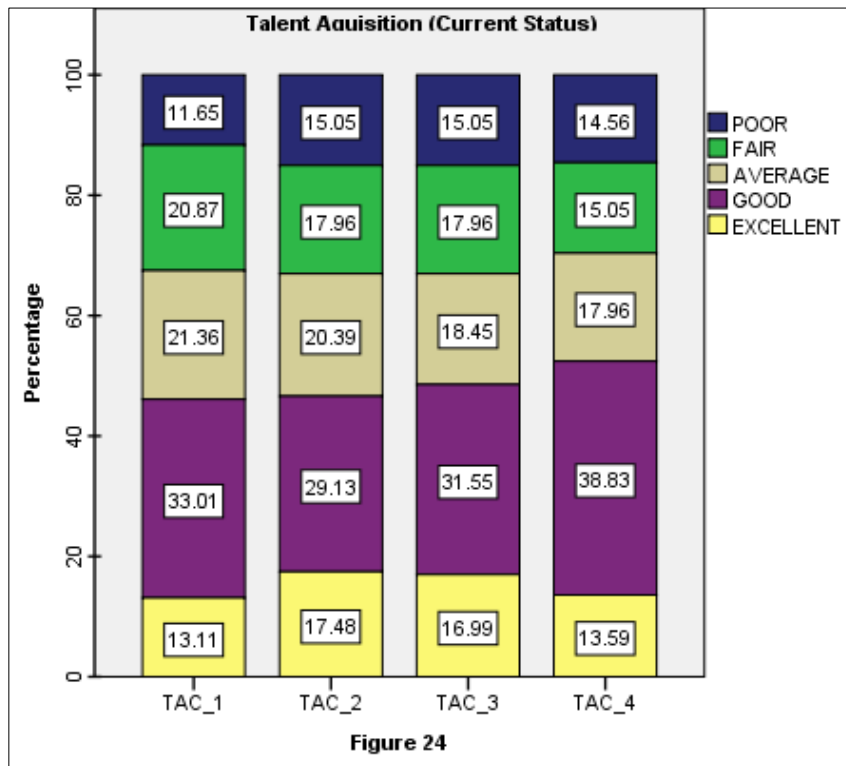


Figure 24 show that the majority of respondents are of the view that the current status of each of the talent acquisition measures is good. The least percentage of the respondents perceives the current status of each of talent acquisition measures as poor except for **TAC_4** (lowest is 13.59% for critical). The percentages of respondents who view the current status of the talent acquisition measures as poor, fair, average, good and excellent are highest for **TAC_2** and **TAC_3** (15.05%); **TAC_1** (20.87%), **TAC_1** (21.36%), **TAC_4** (38.83%) and **TAC_2** (17.48%) respectively,

-
- ¹³TAC_1: Our Employment Brand is strong and compelling among prospective employees (Current Situation).
 - TAC_3: The hiring practice is efficient, effective and focuses on “quality of hire (Current Situation).
 - TAC_2: We attract talented people to our organisation (Current Situation).
 - TAC_4: The induction process is designed in such a way that new employees get integrated and become productive as soon as possible (Current Situation).

2.7.2 Importance (TAI)¹⁴

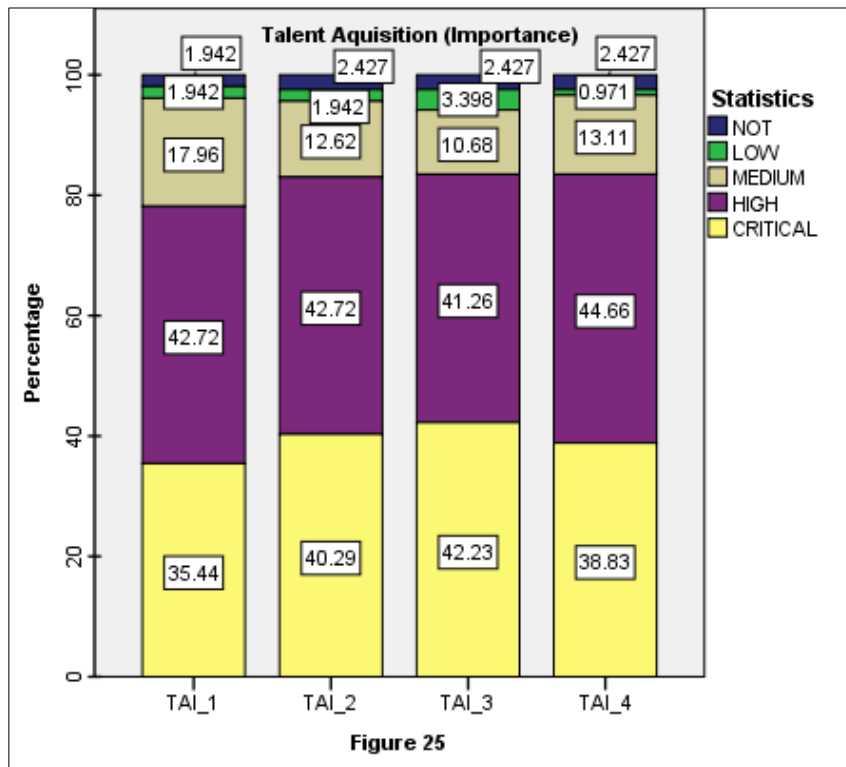


Figure 25 shows that the majority of respondents are of the view that each of talent acquisition measures are of high importance except for **TAI_3** (highest is 42.23% for critical). The second highest percentages of respondents believe that each of talent acquisition measures is of critical importance except for **TAI_3** (second highest is 37.86% for high). The least percentage of the respondents perceives each of talent acquisition measures as of low or no importance. The percentages of respondents who view the importance of talent acquisition measures as not necessary, low, medium, high and critical are highest for all measures (2.43%) except for **TAI_1**(1.94%);**TAI_3**(3.4%),**TAI_1**(17.96%),**TAI_4**(44.66%)and**TAI_3**(42.23%)respectively.

-
- ¹⁴TAI_1: Our Employment Brand is strong and compelling among prospective employees (Importance).
 - TAI_3: The hiring practice is efficient, effective and focuses on “quality of hire (Importance).
 - TAI_2: We attract talented people to our organisation (Importance).
 - TAI_4: The induction process is designed in such a way that new employees get integrated and become productive as soon as possible (Importance).

Overall perception of employees on Talent Management

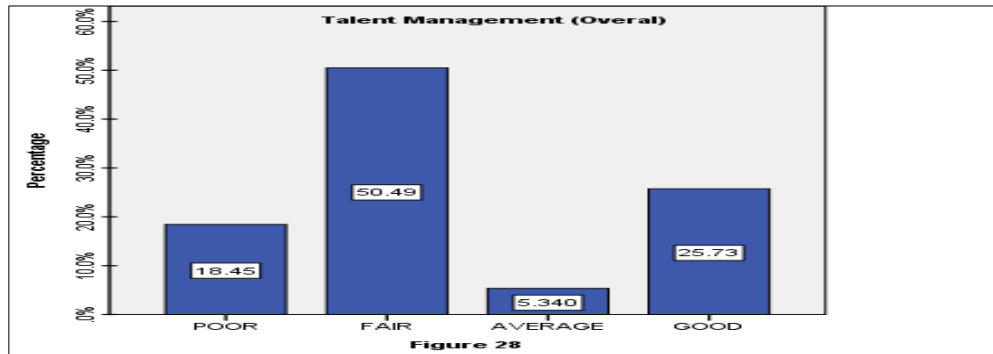


Figure 28 shows that slightly more than half (50.49%) of the respondents perceive the current talent management as fair and slightly more than a quarter (25.73%) thinks that it is good. Exactly 18.45% of the respondents perceive the current management as poor and a minute 5.34% think that it is average.

Table 6. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.974	76

A popular method for measuring the internal consistency reliability of a group of items is the Cronbach's alpha coefficient often referred to as simply Cronbach's alpha (Damon et al, 2011). The advantage of using Cronbach's alpha comes from its capacity to yield a single consistency estimate of interrater reliability across multiple judges (Osborne, 2008). The Cronbach's alpha shows that the items of the talent management scale are 97.4% reliable, which implies excellent reliability.

Findings

The objective of this research was to examine employee's perception of the current application of talent management practices and its importance in Department of Education and Sport Development, in Bojanala District Rustenburg (North West).

The findings of the study are presented in bar graph above. Result shows that the current status of learning and development in department, is regarded by majority respondents as good although in

figure 17, they believe that is important LDI_5 (83.01) that organization budget reasonable funds for learning and also in figure 17 LDI_4 (81.71) suggest come up with policy to develop identified talent through training. In table 14 TRC_1 (45.15) respondents indicated that company is able to retain top performers, this is easily attainable because respondents believe that (figure, 14:TRC_6:46.6%) organization has policies in place that describe approach to ensuring that it keeps talent it has and TRC_5 (49.51%) respondents are aware that organization provide opportunities to ensure that they remain in the company.

In figure 12 PMC_2 (47.518%) indicated that organization with challenging assignment and team activities. With result from figure 20 EEC_4 (58.26%) respondents believe that their skill and training is utilised to perform their duties, this confirms correct placement of employee in figure 20 EEC_1 (58.74%) that respondents do job that interesting and captivating. More often when employees perform jobs that interest they are likely to perform above standard. Figure 12 PMC_3 (43.69%) shows that top performers on the organization paid for the value they add in company.

According to figure 18 CMC_1 (45.15%) indicated that in department career development is clearly outlined and known to all employee, while CMI_1 (44.17%) in figure 19 shows that employee choose it as one high important and (36.41%) critical important item in organization to manage career. In accordance with Workplace planning in figure 22 WPC_5 (50.02%) respondents indicated that department identified skills required for talented employees in the next three years and in WPC_3 (44.66%) majority understood the importance of labor shortages and impending retirements while 25.24% consider it average and (17.96%) Fair and lastly (12.14%) Poor. The department still have strong brand TAC_1 (46.12%) and also TAC_3 (48.54%) attract people to the organization while 18.45% are average, result in figure 24.

The overall result in this study found that organization overwhelmingly recognized the strategic value of Talent management practices despite significant challenges to implementation. This confirms Grobler and Diedericks (2009) that even though some problems do exist, organizations to a large extent apply the principle underlying talent management within their companies. Hughes and Rog (2008) organization that effectively implemented talent management strategy includes improved employee recruitment and retention rates (thus avoiding the dire consequences of having insufficient or inappropriate employees) and enhanced employee engagement. These outcomes in turn have been associated with improved financial performance.

Despite finding of poorly implemented Talent Management practices in public sector by (Molefi 2015, Barkhuizen, 2014, Kekgonegile, 2014, Mpofu, 2012), the overall findings of this study pertaining Talent Management Practices were quite positive. Shortcomings such as gap that exists between the current status of the study and its importance is identified, however recommendation were suggested to address existing problems.

The limitation of this study was orchestrated only to Department of Education and Sports Development in Rustenburg District North West (Palladium House) only. Therefore the result of this research cannot be generalized to all Department of Education and Sports Development in North West Province or South Africa. There also delays in completing questionnaires while others failed completely to fill the questionnaires even after follow up. An unequal distribution of the population in the sample regarding language groups, where one would preferred to include larger portion of Sesotho and Afrikaans speaking participants, was a limitation. Further studies can be conducted in other department (or District) in North West to ascertain whether the same findings will persist.

It can be concluded that managing talent is a key strategy for addressing number of critical human resource issues such as the aging of the workforce and associated increasing retirement rates, tight labour markets, limited competitiveness, fast-paced changes in work to what employees regards important and the need for a well-equipped diverse workforce at all levels. The implementation of its process will create environment for people to develop their skills in preparation for a range of future possibilities thereby preparing the workplace for changing roles

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Chapter 3: *Article 2*

Abstract

Employee performance is important for an organization that is striving for excellence in today's markets. This chapter in a format of article highlights the contribution of employee performance and its relationship to talent management in the Department of Education and Sport Development. The current study contributes to talent management practices, as it aims to establish the impact of talent management on employee performance.

Key words: Employee performance, talent management and organizational performance

Introduction

To be successful in the current highly competitive market and war of talent between public and private sector, both sectors must guarantee customer service and service quality. Quality of service and exceptional customer service is a competitive advantage and also contributes to customer loyalty and retention of talented employees.

To offer innovative products in today's volatile and competitive environment, an organization needs highly performing individuals in order to meet their vision and goals and finally achieve competitive advantage. In order for organizations to be sustainable and remain successful, employers must continuously improve on their performance by decreasing costs, improving quality and continuously making a difference in the services provided. Performance is also important to individual employees as it instils a sense of value, pride, and growth for the individuals. Accomplishing tasks and performing at higher levels can be a source of satisfaction.

Performance is action in accordance with requirements and expectations; simply defined, performance is a qualitative measure of how things are done in relation to set standards within reasonable time frames (Mantsie, 2008). For the purposes of this research, performance is defined as a process in which resources are used in an effective, efficient and productive way to produce outcomes that satisfy the set standard, time, quality and quantity. It involves employee interaction with standards and outcomes or the effects of those actions, because an organization depends on employee actions and outcomes to achieve their goals, implying that managers must consider employee job satisfaction this construct is related to quality of services and work performance. In an ideal world, an employer would be able to integrate the entire process of hiring, training, appraising and development and rewarding employees to maximize each employee's contribution while minimizing the total cost of that process (Barkhuizen et al, 2011).

The employer's aims are to accomplish organizational vision, mission and goals with the assistance from employees. This is a reason why companies develop policies and plans to motivate staff and the impact of this is then measured by determining whether employees perform their duties better than they did before motivation and that productivity or service delivery is higher or within the set standards (Mantsie 2008). The successful pursuit of performance improvement requires the establishment of an effective partnership between management, local employee representatives, and unions representing the organization's employees, the employees, major customers and major suppliers (Parmenter, 2007).

Employee performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to predefined acceptable standards while efficiently and effectively utilizing available resources within a changing environment (Tinofirei, 2011). Gyamfi (2015) defines employee performance as a job related activity carried out by employees of an organisation and how well the employees execute activities.

According to Armstrong (2009), measuring performance is relatively easy for those who are responsible for achieving quantified targets, for example sales. To enhance employee performance, an organization should encourage positive work attitudes like helping customers to resolve problems, cooperating with co-workers, preventing unexpected incidents and sustaining quality standards of the organization in order to ensure customer satisfaction.

Effective performance is based on effective measurement and almost success of the organization depends on it. According to Hatry (2006) performance measurement is a regular measurement of the result (outcomes) and efficiency of services or programmes. He adds that regular measurement of progress towards specified outcomes is a vital component of managing for results, a customer oriented process that focuses on maximizing benefits and minimizing negative consequences for customers of services and programmes. Performance measurement focuses on measuring outcomes.

When an organization embarks on strategies that push employees to perform beyond the normal call of duty without specific goals, those strategies do not yield positive results to the organisation and may not benefit organization as the strategy makers would have hoped. Specific and attainable goals in terms of strategy and performance must be stipulated beforehand and ways to measure the required performance standard should be in place.

Factors influencing employee performance

Factor 1: Talent / Aptitude

According to Sahu (2007), aptitude refers to a person's native ability to perform the task. He further said each of us has strengths and weaknesses that determine if we learn or perform a task and concluded that poor aptitude towards a task could mean that the person could never learn how to do it even with all the support in the world. Sabbag (2009), defines talent as the combination of innate abilities that give people the potential to excel. Mczydlowska (2012), argue that the broader understanding of talent, taking into account the factor of involved in work, including in the definition of talent, the psychological predispositions such as internal discipline, perseverance in the pursuit of a goal, diligence, tendency to sacrifice, belief in one's own abilities all bring the concept of talent much closer to the concept of competency.

The ability of an organization to compete depends upon the performance of its key talent and ability to develop and promote that talent. According to Deb (2005), talent is a critical driver of corporate performance and competitive advantage. He points out that organizations that do a better job of attraction, developing, exciting and retaining talent can boost performance dramatically. Investing in talent is very essential to maximizing employee productivity and maintains the highest level of good services to constituents or clients. The ability of an organization to be competitive and be the best depends on performance of all its key talent and its ability to develop, promote and retain that talent.

Factor 2: Knowledge and skill

According to Sabbag (2009), knowledge is the expertise and education people need in order to achieve outcomes and skill is the developed ability to perform tasks and achieve outcomes. Sahu (2007), indicates that to assess whether a performance deficit is a result of lack of skill, it is critical to question "if her life depended on it could the person do the task?" If the answer is no then it could be a skills problem. He further indicated that even the simplest responsibilities require skill and skills differ from aptitudes in that they can be learned, up to the limits imposed by aptitude. Yazam (2011), argues that there is no doubt that highly knowledgeable and skilled subordinates enhance productivity, improve quality of goods and services bring positive changes in processes and help to deliver quality services to clients.

Employee skill could be updated through means of workshops, training and development to be in line with fastest change of technology. This updating enables an organization to function

effectively and efficiently. According to Carrell et al (2000), employee skill must be updated through training so that technological advances are successfully integrated into the organization. Employee training and development is a key factor in meeting employer strategic, business and operational goals.

The other method that organizations could use to encourage employees to obtain knowledge from different sources and remain within a long learning culture that helps employees to remain updated with volatile changes in workplace is to implement skill-based pay. Shields (2007), and Rue (2004), confirm that skills-based pay encourages individuals to develop skills that are in line with the organization's changing needs and facilitates functional flexibility through multi-skilling and team work. According to Armstrong (2009), skill-based pay provides employees with a direct link between their pay progression and the skills they have acquired and can use effectively. He also indicates that it focuses on what skills the business wants to pay for and what employees must do to demonstrate them.

Factor 3: Understanding of task

Organizational performance is built upon individual performance. For individual employees to perform to their best potential they need to be competed with clear organizational objectives, mission and vision. According to Sahu, (2007), a person must understand the nature of the task and what is expected. If there is no clear communication, no amount of skill or motivation would bring about effective performance. Performance management is the common means of conveying understanding of task and the best way to assess an employee's understanding is to ask questions within a coaching environment (Sahu, 2007).

For employees to understand and know the value of their contribution in the organisation is only through empowerment. According to Hutagaol (2014), benefits of empowering employee instil and increase sense of responsibility towards the assigned task, improve the quality and skill as well as courage to further explore and be creative on their tasks without having directives from the manager or team leader. Empowerment is evident in the process of providing information, responsibility, knowledge, skills, authority and resources to the appropriate employees who need them to serve the customer or get their jobs done efficiently and effectively (Elegbe, 2010). Hutagaol (2014), describes employee empowerment as the contribution between management and employees, where employees, especially in the middle level management, are given job autonomy in scope of work units in a bid to help management achieve the goals and management provides reward to encourage talented employees.

Factor 4: Motivation

Motivation is the wellspring of task behaviour or effort and it refers to the strength of a person willingness to perform allotted work task or to undertake work effort (Shields, 2007). Sahu, (2007), said if a person has the aptitude, skill and understanding of the task required, it may be that there are factors causing the person to “not make the effort.” These may be personal or related to the work environment. Assessing whether there is a motivational problem; it is difficult and can best be done by examining other indicator behaviour (Sahu, 2007). According to Deb (2008) Motivation is an internal propellant which drives an individual towards achievement of specific goals for fulfilling unsatisfied needs. Therefore it can be said that motivation is an inner voice or force that moves employees to improve performance to achieve personal and organizational goals.

For non- profit and private organization to survive and stay productive, it is crucial that its employees are motivated, because motivated employees in a motivating working environment will easily be driven to believe that if they put more effort in performance, their individual need will be met. When employees feel that their individual needs are met at their work place they find fulfilment through performance of their duties and perform beyond performance standard to provide quality services to clients.

Employee motivation is major concern faced by management of many organizations, to get their subordinates to perform well and become role models for others. Worlu and Ajagbe (2015), define employee motivation as a strategy of empowering employees in carrying out their assigned. This strategy is often used by management to provide conducive working environment in order to satisfy the various needs of the employees. Employees who are satisfied and motivated become an essential asset for organization and play critical role in quality and productive improvements in the organization.

Factor 5: Degree of effort

Sometimes effort is an on/off thing. An employee may be putting in a limited amount of effort and therefore producing inferior result (Sahu, 2007). Not all employees are motivated to complete task. This has to do with giving employees work related rewards in order to motivate them to continue to finish their tasks successfully.

Factor 6: Choice to persist

According to Sahu, (2007), performance requires that effort be initiated and sustained over time. He continued by mentioning that this motivational factor may result in projects started but never

completed, concluded that if an employee is not persisting in task it can indicate boredom, fear of failure or may relate to a lack of skills. To compete in the marketplace, organization should focus on long-term goals and ensure that goals and employee development build baseline proficiencies. They should also align employees with the needs of the business, training staff to meet present objective while ensuring that the talented people is are equipped to address future challenges.

Factor 7: Outside factors

Performance can be reduced due to factors beyond the control of the individual (Sahu, 2007). The organization itself may be setting barriers to performance or uncooperative co-workers and manager may contribute. Discussion with the employees during performance management should include reference to factors outside the control of the employee that impede progress and If these outside factors are allowed to continue, unacknowledged, motivational level will drop, complicating the issue and creating a chronic under performer (Sahu, 2007)

Environmental factors that may influence employee performance include outside competition, changes that happen more often in the market and regulation of new laws implemented by constitutional court that organization has to adhere to. For organization to become high performer, it must constantly come with new ways to demonstrate environmental social responsibility, driving innovation in business processes, management practices and product. Even the best ideas for supporting sustainability will fall flat unless organization workforce can put them into action, which call for focused investments in talent. Organization must invest in helping employees acquire and build the knowledge, skills and attitudes required to carry out sustainability related initiative and generate additional fresh ideas.

Research design

This study was conducted within the quantitative paradigm using a cross sectional design. The survey was done amongst a population of 250 employees in Department of Education and Sports Development. According Barbara et al (2013) cross sectional study is studies in which subject that represent a particular population are measured simultaneously for suspected risk factors or predictors and outcomes of interest to determine the prevalence of the outcome and the relationship between the predictors and the outcome.

Measuring instrument

To measure employee performance, questionnaires consisting of 11 items were developed. Respondents were asked to rate their performance on a 5-point Likert scale from Strongly disagree, Disagree, Neither agree or disagree, Agree and lastly but not least strongly agree. The draft

questionnaire was submitted to the supervisor for expert scrutiny regarding the relevance of each other and to the study.

Procedure

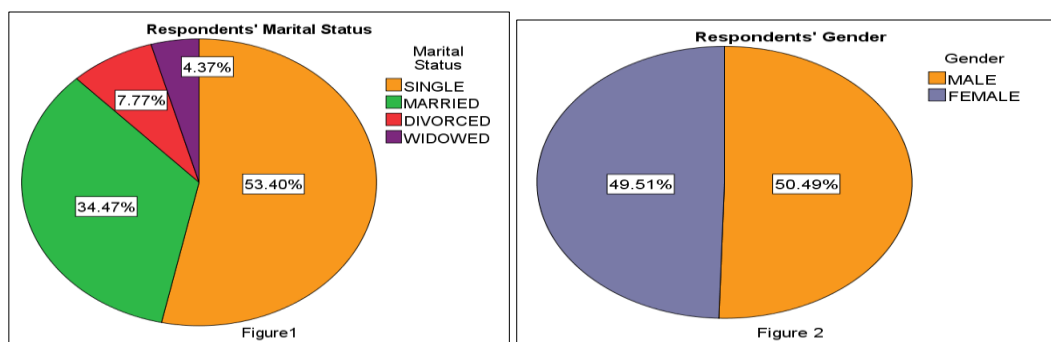
Permission to conduct research was requested from District Manager and approval to conduct research was granted. The questionnaires were developed and distributed manually to employees in the Department. The purpose of research was explained to all participants in cover page of research questionnaires and participation was voluntary. Employees who had problems of literacy and jargon of human resources were taken step by step by researcher through questionnaires and honesty when responding to questions was urged. Confidentiality and anonymity was assured to participants.

Sample

Demographic deals with information gathered from the questionnaires. It comprise of sub-sections namely respondents marital status, gender, home language, race, age, highest level of qualification, nature of employment, job level, working experience, frequency of promotion and hours of work. Data obtained from survey was analysed for each sub-section in bar chart. The following section offers further insight into the biographical configuration of the sample group.

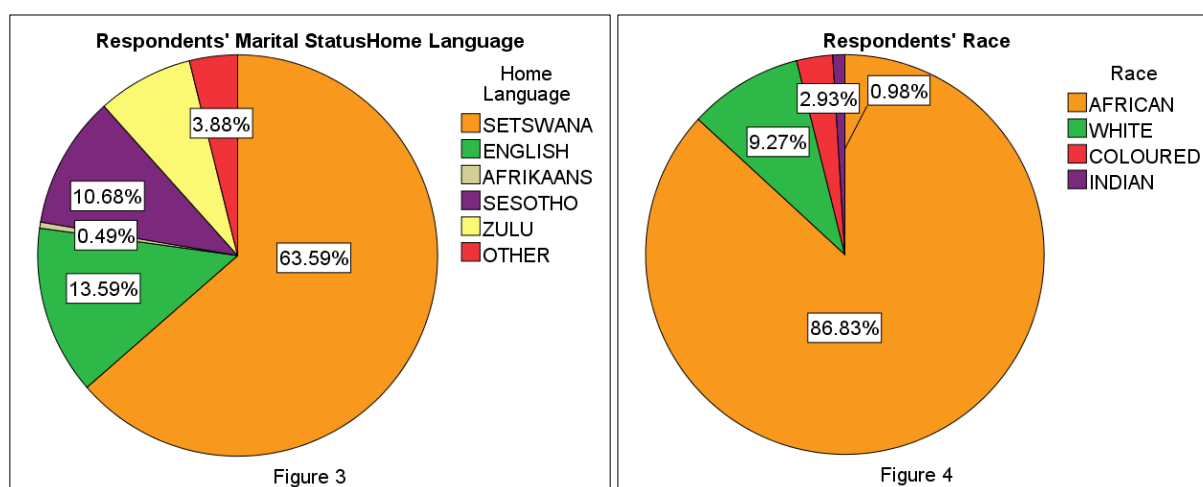
Demographic characteristics

1.1 Respondents Marital Status and Gender



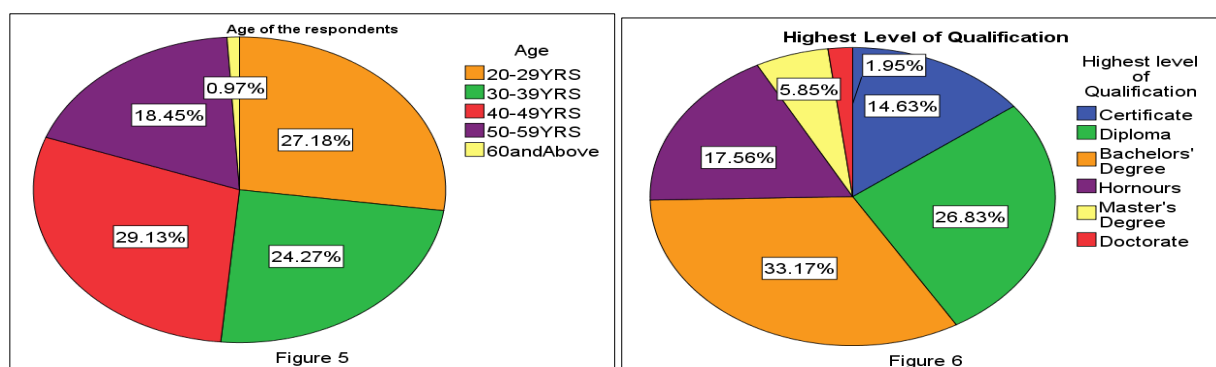
A detailed view of the demographic profile in Figure 1 shows that out of 207 respondents more than half of the them are single (53.4%), slightly more than a third are married (34.47%), 7.77% are divorced whereas few are widowed (4.37%). About 50.49% of employee at Department of Education and Sports Development are Males and females constitute 49.51%. Therefore there is gender equity in the Department of Education and Sport Development in terms of the Employment Equity Act of 1998 (Act of 1998)

1.2. Respondents' Racial profiles and Home language



As indicated in Figure 3 majority of respondents with percentage of 63.59 speak Setswana and is their home language, English and Sesotho speakers comprise 13.59% and 10.68% of the participants respectively and 3.88% are Zulu speakers while the minority (less than 1%) are Afrikaans speakers. Figure 4 shows that the majority of respondents are Africans (86.83%), followed by Whites with 9.27%, then Coloureds with 2.93% and less than 1% are Indians.

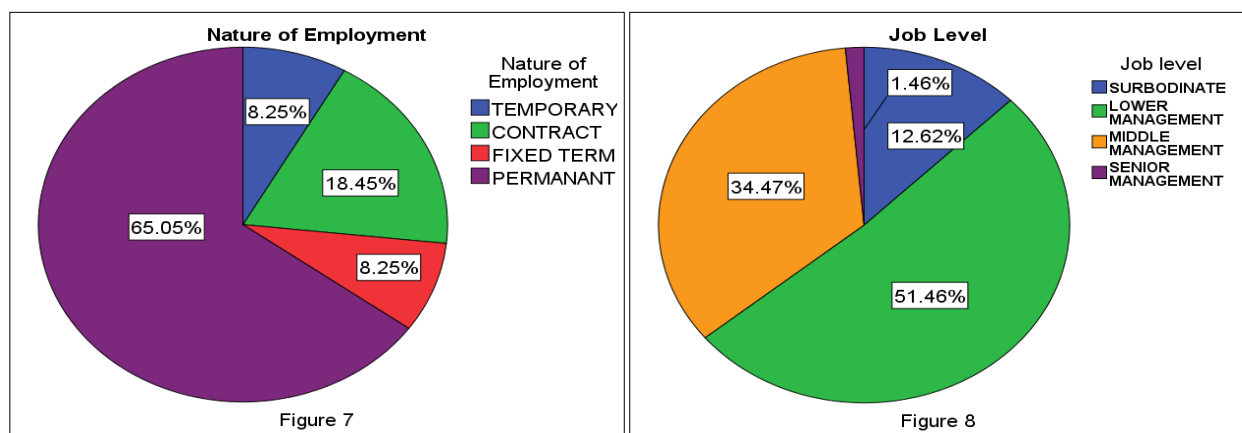
1.3 Figure showing Age of respondents and Highest level of education.



In response to age of workforce in figure 5 above it shows that the majority of respondents belong to the 40-49 years age group (29.13%), the second highest percentage of respondents belong to the 20-29 years age group (27.18%) and slightly less than a quarter of the respondents are in the 30-39 years age group (24.27%). Only 18.45% belongs to the 50-59 years age group and the respondents in the age group 60 years and make up only 1% of the total. The result shows that majority of the respondents are within their middle ages and few above 60 years of age.

The biographical information has furthermore taken into account level of qualification of respondents. Figure 6 indicates majority of the respondents have a Bachelor's degree only (33.17%), more than a quarter of the respondents have a Diploma only (26.83%) and the third highest percentage is tallied at the respondents who have an Honours degree only (17.56%). The respondents with a certificate only make up 14.63% of the entire sample; a few respondents have a Master's degree only (5.85%) while the minute 1.95% has a Doctoral degree.

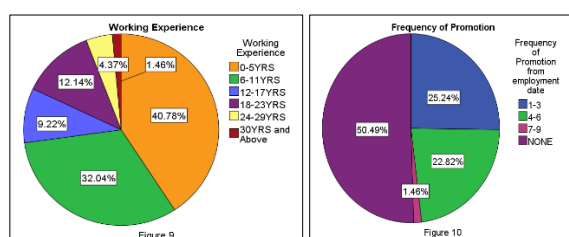
1.4 Figure showing Nature of employment and Job level of respondents



As epitomised in figure 7 above, the respondent's nature of employment is encapsulated within the following groups: Temporary, Contract, Fixed term, Permanent. Result in Figure 7 shows that the majority of respondents are permanently employed (65.05%), only 18.45% indicated that they are on a contract whereas an equal percentage of respondents (8.25%) are observed for respondents who are temporary and those appointed on a fixed term.

The categorisation of participants in accordance with level of their jobs which they have disclosed in their responses, as shown in figure 8. More than half of the respondents are in the lower management (51.46%), slightly more than a third of the respondents are in the middle management (34.47%), 12.62% are subordinates and a minute 1.46% is in senior management positions.

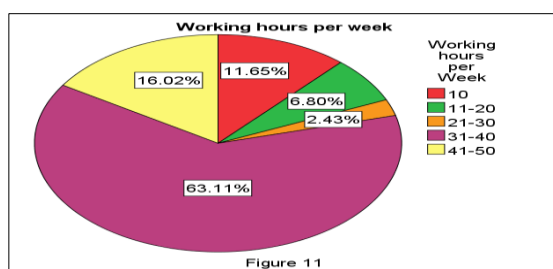
1.5 Figures showing Work experience and Frequency of promotion



In figure 9 respondents had 6 categories to choose from regarding the work experience at the Department. The first category was between 0-5 years, 2nd 6-11 years, the 3rd category was 12-17 years, the 4th was 18-23 years, and the 5th was 24-29 and lastly 6th category which ranged from 30 years and above. Work experience figure shows that the majority of respondents have 0-5 years working experience (40.78%), followed by 6-11 years, 18-23 years and 12-17 years respectively. Working experiences of 24-29 years and of at least 30 years makes up 4.37% and 1.46% of all respondents respectively.

The biographical information also takes in consideration frequency of information. As indicated the figure 10 above, result shows that about half of the respondents have 0 frequency of promotion (50.49%), about a quarter have a frequency of promotion of 1-3 (25.24%), followed by a frequency of 4-6 which comprise 22.82% of all observations and a minute 1.46% has a frequency of promotion of 7-9.

1.6 Figure showing Working hours per week



The biographical information has also taken into consideration the number of hours typically worked weekly by the respondents based on the figure above it is clear that majority of the respondents work for 31-40 hours per week which constitute 63.11%, others who work:

- ✓ 41-50 hours a week constitute 16.02%,
- ✓ 11.65% comprise participants who works for 10 hours per week,
- ✓ and only those who made up 6.8% work for 11-20 hours a week
- ✓ Whereas the least of them all who constitute 2.43% work for 21-30 hours a week.

Measuring instrument

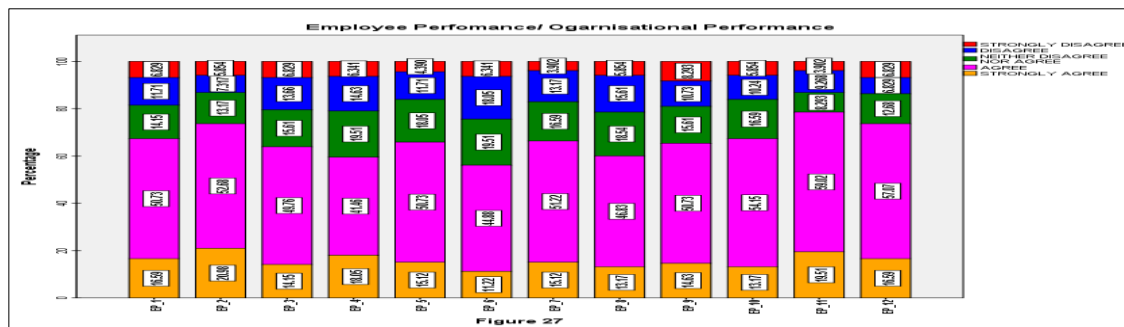
Respondents were asked to rate their performance on a 5-point Likert scale from strongly disagree, disagree, neither agree nor disagree, agree and lastly strongly agree. Two balanced opposing scales each with two positive and two negative answers and one neutral answer were used in this study

(Brace 2004: also available in annexure). The draft questionnaire was submitted to the supervisor for expert scrutiny regarding the relevance of each other and to the study.

Statistical analysis

Data analysis was carried out using the SPSS programme version 20 (SPSS Inc.2014).Method that was used to analyse captured data is descriptive data analysis. Result in charts and graphs were used to provide a summary of responses. According to Terre Blanche (2011) the aim of descriptive data analysis is to investigate the distribution of scores on each variable and determining whether scores on variables are related to each other.

Findings: Employee Performance *Figure 27*



To be responsive in markets, organisations must line up skilled employees to succeed in any roles as quickly as possible. Figure 27 shows that generally, the majority of the respondents agreed with each of the twelve measures of employee performance. The second highest percentages comprise respondents who neither agree nor disagree with the twelve measures of employee performance except for the following: **EP_1** (second highest is 16.59% for strongly agree), **EP_2** (second highest is 20.98% for strongly agree), **EP_11** (second highest is 19.51% for strongly agree) and **EP_12** (second highest is 16.59% for strongly agree).

Figure 30. Overall Perception of Respondents on Employee Performance

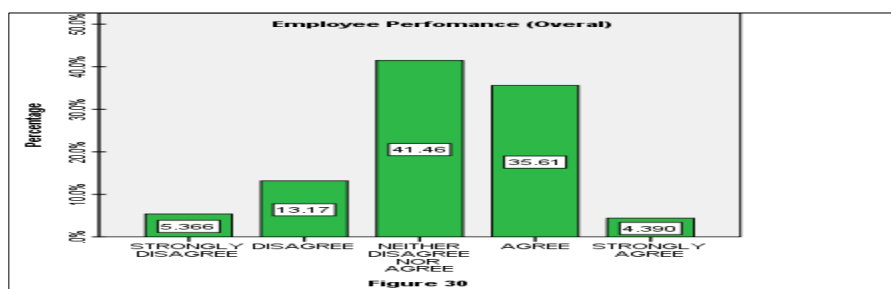


Figure 30 shows that, in general, the majority of respondents (41.46%) neither agree nor disagree with the current employee performance. The second highest percentage of participants agrees with the current employee performance. Combined, there are more respondents who agree-strongly agree (40%) than those who disagree-strongly disagree (19%) with the current status of employee performance.

Figure 31. Employee Performance scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.935	12

The Cronbach's alpha shows that the items of employees performance scale are .935 are reliable, which implies excellent reliability. According to Dempster et al (2016), Cronbach's alpha is a single number that reflects the mean correlation between all the items in the test and number of items in the test.

Discussion

The objective of this study was to find the impact of talent management practices in employee performance in the Department of Education and Sport Development in Rustenburg District (Palladium House). Results are reported in graphs for this study. With regards Table 4.1 in Q1 respondents were asked whether their personnel evaluation report is a good indicator of their performance and the majority indicated that it is (67.32%), while (14.15%) remained neutral and (18.602%) disagreed. In Q2 (73.66%) more respondents believed that constructive feedback makes them work hard, while in Q3 (63.91%) many indicated that their supervisors are easily accessible to talk about their performance and in Q 4 (59.51%) indicated that poor performance is not tolerated in the department. Majority of participants in Q5 (65.85%) believed that superior performance is recognized and rewarded. In Q6 (56.01%) of the research participants agree that line managers are responsible for developing skills and knowledge of newly recruited candidates, while (66.34) in Q 7 indicated that performance management aimed at developing individual and team talent.

Majority of participants in Q8 (60%) indicated that their performance is aligned to the need to retain and nurture talent, in Q9 (65.35%) participants believed that supervisors often let them know about how well or poorly they are performing and 67.32% in Q 10 participants believed that their performance reviews are done regularly. With evidence from Table 4.1 in Q11 (78.53%) participants indicated that their jobs require them to take initiative and take responsibility and Q12 (73.66) many agree that they have input in determining their performance objective. Based on the overall employee performance system in the Department of Education and Sport Development employees neither disagree nor agree that performance equates to talent retention.

The limitation of this study was that the study only relates to the Department of Education and Sports Development in Rustenburg District North West (Palladium House). The other limitation was the unequal distribution of the population in the sample regarding were majority was Tswana speaking and few representative from other languages. There were also delays in completing questionnaires while others failed completely to fill the questionnaires even after follow up. Further studies ought to be conducted in other departments or the entire North West in order to ascertain whether the same findings persist.

In conclusion effective management of performance is a critical requirement to ensure stakeholders requirements, organizational strategy and business goals are attained. Talent management provides continuous opportunity for organizations to develop their performance. Organizations must concentrate on promoting talent management mind-set and commit to supporting talent management practices to implement in the three levels of management and hence improve organizational performance. As organizations continue to pursue high performance and improve their productivity through talent management, they are taking the right steps so that they can place talented employees in positions that have the greatest impact on organizational performance. It is imperative for organizations to remain competitive in rapidly changing skills set and job requirements. It starts with talent management and goes to the culture of the organization by sustaining the knowledge and competencies in the workplace, to ensure that the right people are in the right place at the right time and ready for the future challenges.

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Chapter 4: Article 3

Abstract

Organizations are obliged to give sufficient attention to human resources in order to attain greater efficiency and ultimately achieve their goals. Considering the importance of desirable behaviour in organizations and its impact on the attitudes and perceptions of employees, it is necessary to pay special attention to the treatment of staff and their needs. Employee job satisfaction is given first preference as it is an indicator of negative or positive performance, absenteeism, productivity as well to one's overall quality of life. Without job satisfaction it is not possible to achieve organizational goals. The aim to this article is to determine the impact of talent management practices in job satisfaction in the Department of Education in the Rustenburg area of the North West Province, South Africa.

KEY WORDS: Job satisfaction, internal satisfaction, external satisfaction and employee performance

Introduction

Thinking about work has changed in the 21st century and the success of organizations, even their existence, is now seen as dependent on the active involvement and satisfaction of employees. Job satisfaction is an affective or emotional response toward various facets of one's job (Kreitner et al, 2010). Therefore if the individual need of workers are not fulfilled is unlikely to the organization to receive exceptional performance of employee. Berg and Theron (2009), define job satisfaction as a predominantly positive attitude towards the work situation.

Job satisfaction is a positive or desirable emotional state which is the result of individual evaluation of one's professional experiences (Gelard and Karimi, 2016). To the employees, job satisfaction brings a pleasurable emotional state that often leads to a positive work attitude and improved performance. However individual experiences in particular work situations influence one's attitude and work behaviour which leads to satisfaction or dissatisfaction. Satisfied employees are likely to be more creative, flexible, innovative and loyal to the organization. Job satisfaction is the satisfaction of an individual about one's activities in an organisation and determines how much the individual tasks and job matches one's spirit and talents (Tash et al, 2016).

Best and Thurston, (2004), identified two dimensions of job satisfaction which are:

Internal satisfaction: it is the availability of opportunities to demonstrate abilities, sense of achievement obtained from work, ethical values of work, opportunities to provide services. The

personal need for achievement plays a key role in influencing employee performance and given a choice employee show preference for promotion, better remuneration, cash gifts and training opportunities as reward strategies (Samuel and Kepha, 2013).

External satisfaction: it is job content, salary, unobstructed channels for promotion, work environment and equipment. To promote thriving employees, work adjustment and best fit in the work environment, this work environment also needs to provide for particular work requirements and reward systems (Bergh and Antoinette, 2009). If employees and work environment can achieve an ongoing process of adapting to each other ingredients such as satisfaction and job tenure become available.

Job satisfaction model

Kreitner et al, (2010), identified five predominant models of job satisfaction that focus on different causes. They identify them as follows: need fulfillment, discrepancy, value attainment, equity and dispositional/genetic components.

Need fulfillment

These models propose that satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfil his or her needs (Kreitner et al, 2010). Employees are thrilled by a job that is varied, challenging and stretching and that provides an opportunity not only to use their current skills and competencies, but also to increase their knowledge, hone existing skills and acquire new ones (Elegbe, 2010). The basic principle of need fulfilment theory is those employees have different needs such as safety, security, self-esteem and self-actualization needs. The satisfaction of such needs in many situation leads to job satisfaction.

Discrepancies

These models propose that satisfaction is a result of met-expectations. Met expectations represent the difference between what individuals expect to receive from a job such as good pay, promotional opportunities, and what he or she actually receives. When expectations are greater than what is received, a person is dissatisfied (Kreitner et al, 2010). According to Awan and Islam (2015), job satisfaction is one's attitude towards a job; it could be negative or positive. If employees earn a good salary they are happier and happier employees are satisfied, exude a positive attitude that leads to great performance and increase output revenue of the organization. The study conducted by Mafini and Dlodlo (2014), also confirms that job satisfaction of employees increases when their remuneration increases. Sharma and Chandra (2004), argue that satisfaction from this theory is a

function of what the person actually receives from his job situation and what he thinks he should receive or what he expects. When the actual satisfaction derived is less than expected satisfaction, it results in dissatisfaction.

Value attainment

The idea underlying value attainment is that satisfaction results from the perception that a job allows for fulfillment of an individual's important work values (Kreitner et al, 2010). Employees feel satisfied with their job when they start to realize that the work they do is of value and that their input has a strong impact on stakeholders for example if employee is assigned task with challenges, has variety in it and is interesting then would definitely increase the motivation and satisfaction level of employee.

Equity

Equity is concerned with the perceptions people have about how they are being treated compared to others. To be dealt with equitably is to be treated fairly in comparison with another group of people or a relevant other person. Equity involves feelings and perceptions and is always a comparative process (Armstrong, 2006).

In this model satisfaction is a function of how fairly an individual is treated at work. Satisfaction results from one's perception that work outcomes relative to inputs compare favorably with significant others' outcomes or input (Kreitner et al, 2010). According to Swanepoel et al (2003), on equity theory and motivation, employees generally compare their salaries and if there are perceived inequities and imbalances, then they are likely to reduce their work input or leave the organization. The proponents of this theory are that a person's satisfaction is determined by his perceived equity, which in turn is determined by his input-output balance compared to his comparison of others' input-output balance (Sharma et al: 2004). They continue to emphasize that input-output balance is the perceived ratio of what a person receives from his job relative to what he contributes to the job

Disposition/ Genetic components

The dispositional or genetic model is based on the belief that job satisfaction is partly a function of both personal traits and genetic factors. This model implies that stable individual differences are just as important in explaining job satisfaction as are characteristics of the work environment (Kreitner et al, 2010).

Research design

Cross sectional study is one in which a study population is ascertained at a single point in time (Rosner, 2010). Therefore this study is cross sectional, as data was collected from respondents

once using questionnaires and data collected determined the impact of talent management practices on job satisfaction and employee performance in the Department of Education and Sport Development in Rustenburg Bojanala District.

Procedure

Regarding the research procedure, firstly Permission to conduct research was requested from the District Manager and approval to conduct research was granted. Data was collected through questionnaires that were distributed manually to office based employees in the Department. The purpose of the research was explained to all participants and participation was voluntary. Before questionnaire were distributed the researcher gave an overview of the study to explain the main objective of the research. Researcher was Intern at the Department during this study and those employees who had problems of literacy and jargon of human resources were taken step by step by the researcher through questionnaires and honesty when responding to questions was urged. Confidentiality and anonymity was assured to participants.

Respondents

The respondents were employees from Department of Education and Sports Development in Rustenburg (Bojanala District: Palladium). The population of the entire Department Education and Sport Development Bojanala district consisted of 500. A response of 82.8% out of 250 distributed questionnaire was anticipated that makes up 207 returned and completed questionnaires. To describe result from respondents pie charts were tabulated for each sub-section The Upcoming pie section displays the demographics of the sample group that has been used for the purpose of this study, relating to the biographical information that has been supplied by the respondents.

Demographics characteristics

1.1 Respondents marital status and gender

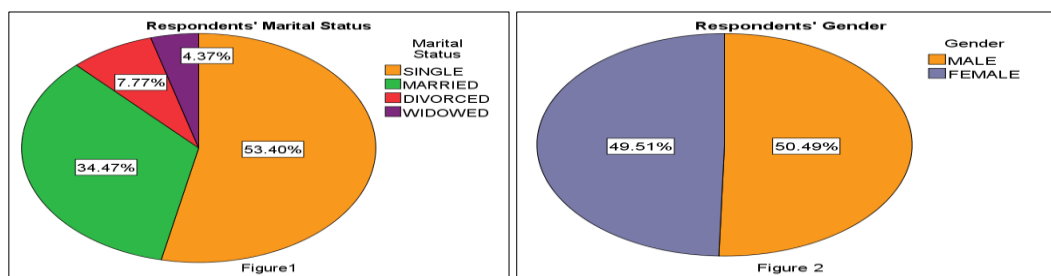
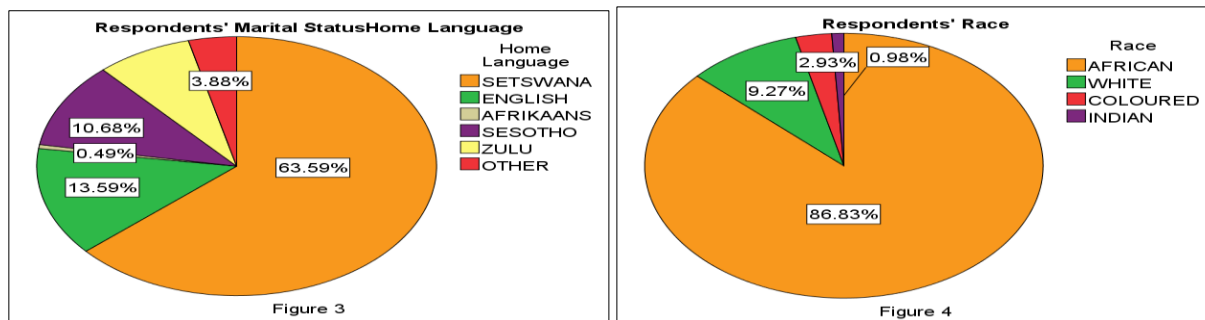


Figure 1 represents respondents marital status of the 207 respondents sampled. It is apparent that half of them are single (53.4%), slightly more than a third are married (34.47%), 7.77% are divorced. A small number (4.37%) of the sample are widowed.

The demographic information also took into consideration the gender of respondents. In figure 2 respondents were asked to indicate their gender result shows that the sample is almost equally distributed across both genders (50.49% Males and 49.51% Females). Gender equity in Department of Education and Sports Development is very good.

1.2 Respondents home language and race



According to Nuwell (2002) the workforce of twenty-first century is more diverse than it has ever been before, consisting of broad mix workers from different language and ethnic backgrounds consisting of ages and genders and different domestic and national culture. The bar chart above, compiled from respondents, bears testimony of diverse workforce, in Figure 3 shows that the majority (63.59%) of respondents have Setswana as their home language, English and Sesotho speakers comprise 13.59% and 10.68% of the participants respectively and 3.88% are Zulu speakers whereas the minority, less than 1% are Afrikaans speakers, while Figure 4 shows that the majority of respondents are Africans (86.83%), followed by Whites with 9.27%, then Coloureds with 2.93% and less than 1% are Indians.

1.3 Respondents age and highest level of education

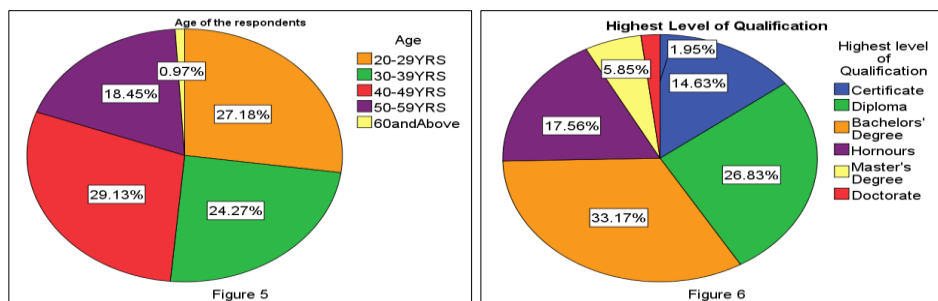


Figure 5 shows that the majority of respondents belong to the 40-49 years age group (29.13%), the second highest percentage of respondents belong to the 20-29 years age group (27.18%) and slightly less than a quarter of the respondents are in the 30-39 years age group (24.27%). Only

18.45% belongs to the 50-59 years age group and the respondents in the age group 60+ make up only 1% of the total sample.

Figure 6 shows that about one third of the respondents have a Bachelor's degree only (33.17%), more than a quarter of the respondents have a Diploma only (26.83%) and the third highest percentage is observed for the respondents who have an Honours degree only (17.56%). The respondents with a certificate only make up 14.63% of the entire sample; a few respondents have a Master's degree only (5.85%) whereas the minute 1.95% has a Doctoral degree.

1.4 Nature of employment and job level

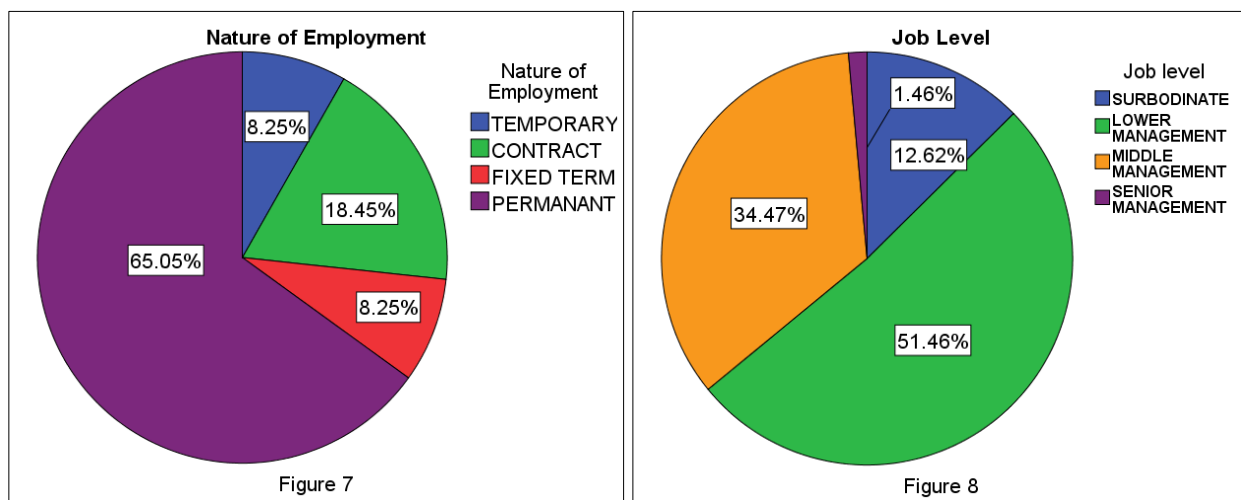
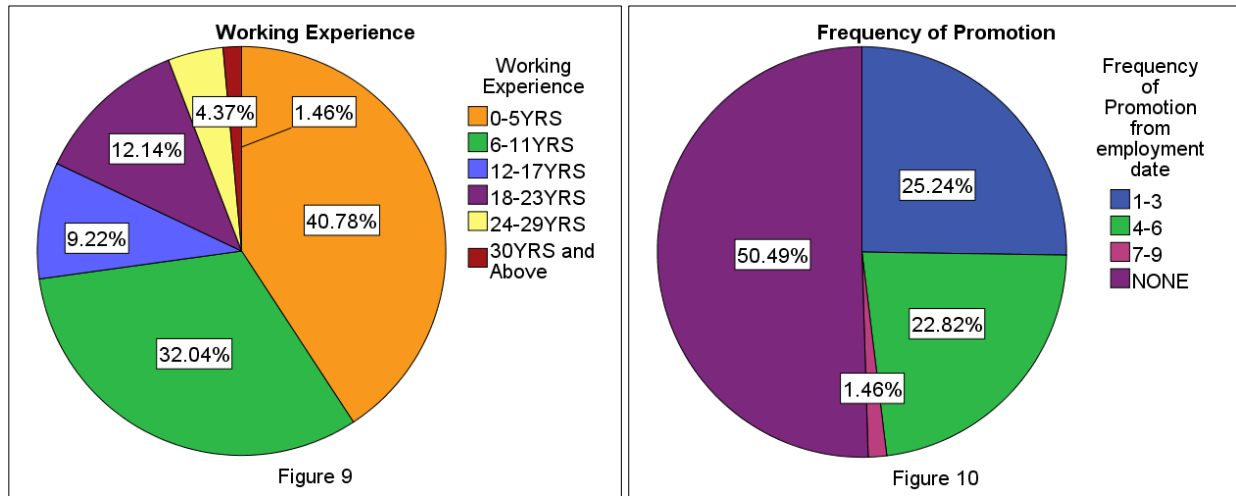


Figure 7 shows that the majority of respondents are permanently employed (65.05%), 18.45% are on a contract whereas an equal percentage of respondents (8.25%) are observed for respondents who are temporary and those appointed on a fixed term.

The position of respondents were categorised as subordinate, lower management, middle management and senior management. Results of job level in Figure 8 show that slightly more than half of the respondents are in the lower management (51.46%), slightly more than a third of the respondents are in the middle management (34.47%), 12.62% are subordinates and a minute 1.46% is in senior management positions.

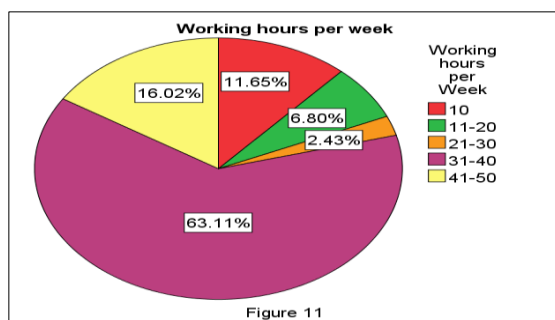
1.5 Working experience and frequency of promotion



On the basis of the working experience, respondents were asked to indicate the number of years they have spent in the Department. Figure 9 result shows that most of respondents have 0-5 years working experience (40.78%), 32.04%, 12.14% and 9.22% have working experiences of 6-11 years, 18-23 years and 12-17 years respectively. Working experiences of 24-29 years and of at least 30 years makes up 4.37% and 1.46% of all respondents respectively.

As indicated the Figure 10 above, result shows that about half of the respondents have 0 frequency of promotion (50.49%), about a quarter have a frequency of promotion of 1-3 (25.24%), followed by a frequency of 4-6 which comprise 22.82% of all respondents and a minute 1.46% has a frequency of promotion of 7-9.

1.6 Working hours per week



Result from above figure shows that the majority of the respondents work for 31-40 hours per week (63.11%), 16.02% work 41-50 hours a week, 11.65% comprise participants who works for 10 hours per week, 6.8% work for 11-20 hours a week whereas a minute 6.8% work for 21-30 hours a week.

Measuring instrument

In order to measure the extent to which employees are satisfied with work, 19 items were developed for the job satisfaction questionnaires. Responses are measured on a six-point Likert scale ranging from Strongly Disagree (1), Disagree (2), Slightly Disagree (3), Slightly Agree (4), Agree (5) and Strongly Agree (6). The draft questionnaire was submitted to the supervisor for expert scrutiny regarding the relevance of each item.

FINDINGS: Job Satisfaction

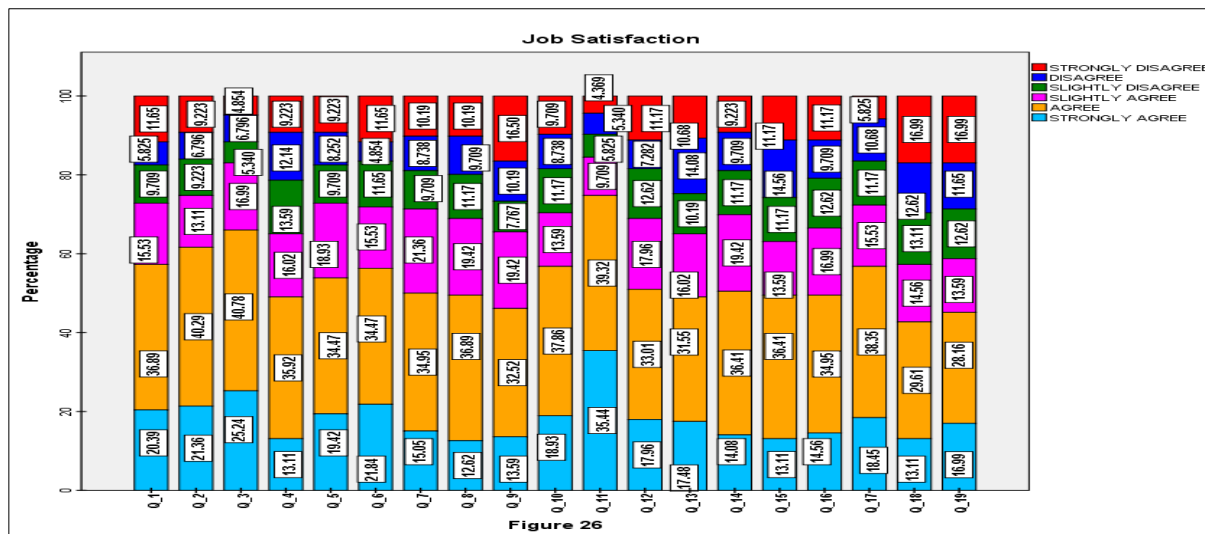


Figure 26 above shows that the majority of the respondents agreed with each of the nineteen measures of job satisfaction. In addition, the second highest percentage comprises the respondents who strongly agreed with each of the nineteen measures of job satisfaction except for the following: Q4 (second highest is 16.02% for slightly agree), Q8 (second highest is 19.42% for slightly agree), Q9 (second highest is 19.42% for slightly agree), Q12 (second highest is 17.96% for both slightly agree and strongly agree), Q14 (second highest is 19.42% for slightly agree), Q15 (second highest is 13.59% for slightly agree), Q16 (second highest is 16.99% for slightly agree), Q18 (second highest is 16.99% for slightly disagree) and Q19 (second highest is 16.99% for slightly disagree). From the result in the above table, employees are satisfied with their jobs.

Figure 29.Overall perceptions of the respondents about Job Satisfaction



Responses of on overall job satisfaction in Figure 29 show that generally, a little more than a third (33.98%) of the respondents slightly agrees, a little more than a quarter (26.21%) of the respondents agrees and 3.883% strongly agree that they are currently satisfied by their jobs. Combined, the total percentage of respondents who agree that they are currently satisfied with their job is about 64%. As such, less than 40% of the participants are dissatisfied with their jobs.

Figure 30.Job Satisfaction scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.969	19

Cronbach's alpha is used measured to consistency between talent management practices and job satisfaction. The result shows that the items of job satisfaction scale are .969, which implies excellent reliability.

DISCUSSION AND FINDINGS

Nineteen items appeared in the job satisfaction construct. The items mainly focused on the job satisfaction of employee in Department of Education and Sport Development in Rustenburg District (Palladium House).

According to Table 4.1 Q1 about 72.81% of employees believe that their knowledge is fully utilised on their jobs, while 27.19% believe that their skills and knowledge are not utilised to the fullest. In regard to aligning employee job to qualification in Q2 74.76% employees are working in their field of study, while in Q3 83.01% know what is required from them in their work. Minority of 34.953% in Q4, are not satisfied with the value attached to their position in this organization than their majority counterparts which make 65.45%. Many employees within the organization in Q5 (72.82%) consider their work challenging, while in Q6 (71.83%) really enjoy their work and in Q7 (71.36) many find their work personally fulfilling. With results from Q8 (49.51%) employees are generally satisfied with day to day aspects of their job. When asked about changes about their job in Q9 (65.63%), many believed that there is little they can change about their jobs, while in Q10 (70.38%) majority of employees are inspired by their jobs.

Respondents in Q11 (84.469%) believed that there is more they can do for the organization if given a chance and 68.45% in Q12 indicated that their contribution is valued. Under Q13 employees totaling 65.05 % have all the support they need from managers to enable to achieve their career goals. In Q14 a significant 69.91% participants shows that they are optimistic about future prospects in the organization, while for Q15 another 68.94% indicated that their managers are aware about their career development interests and also agree in Q16 with 66.5% confirming that their organization have a culture of continuous learning and growth. Many believed in Q17, that is 72.33%, that they achieved many worthwhile things in their jobs, while (57.28%) in Q18 feel no obligation to look for another job and (58.72) in Q19 are intend to remain employed within the organization for the coming five years or more.

For employees to be satisfied with their jobs, it is essential that companies make some commitment regarding how they value their employee. The overall result shows that 33.98% are slightly satisfied with their job. This is positive. Results confirm the study conducted by Roslan et al, (2014) that public workforce is generally satisfied with their work. According to Erdamar and Demirel (2016) job satisfaction is critical in a person's life: when a person gets enough job satisfaction, they will enjoy life in general, be psychologically healthy and have great potential to increase their success both in professional and personal life.

Beyond the findings of this study, there is still 35.915% dissatisfied employees that the organization have to take into account such that they retain the talent of satisfied employees. It is suggested that management of the organization should develop programmes to engage on activities that encourage not only on job satisfaction but working relationships. This could be

achieved through the development and training that targets employee needs. Findings of a study conducted by Khan et al (2016) indicate that training and development leads to high job satisfaction of employees. If a company wants to manage its talents in the right way, it must apply them in a right way and considers the motivating factors in order to improve job satisfaction (Tash et al, 2016).

The aim of study was to identify the causation of talent management practices in job satisfaction. The study was conducted only in Department of Education, Sports and development in Rustenburg District North West (Palladium House), data was collected from participants through questionnaires designed to answer research question, therefore the result of this study cannot be generalized to all Department of Education and Sports development in South Africa or North West Province. The representation in the study of nearly all District in South Africa could to a real extent help to provide a bigger picture of how talent management is perceive and implemented in all may District of Department of education and Sport Development.

This study has some limitations as it only reflects the patterns and trends of the Department of Education and Sports Development in Rustenburg District North West (Palladium House) only. Therefore the results of this research cannot be generalized to all Department of Education and Sports Development in North West Province or South Africa. An unequal distribution of population in the sample regarding language and senior management, where one would have preferred to include more employees of Afrikaans and English speaking and also responses from senior manager was another limitation.

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Chapter 5: Article 4

Abstract

Talent management has proven to be important element in government departments, linked to achieving organizational goals, job satisfaction and sustain employee performance. This study covers the causation between talent management, job satisfaction and employee performance. The overall number of employees at the Department of Education and Sports Development is 500. 250 questionnaires were distributed manually and only 207 were returned which is 82.8%. Results show that there is significant relationship between talent management, job satisfaction and employee performance.

Key words: Talent management, job satisfaction, employee performance

Introduction

Organisations face strong pressures in competitive environment to be efficient and at the same time generate products of value (Wambau and Karanja, 2016). Therefore for an organisation to survive, human investment and promotion of the quality of workforce are among basic ways of promotion, productivity and growth in the organisation (Gholipou et al, 2016). According to the Gholpour (2016) talent management is a new approach which provides transformation in human resources management and develops new job knowledge in organisations. Talent management is an appropriate framework to enable organisations to transform their current transactional human resource systems into something that is strategically enabling (Bradley, 2016).

Talent management is harnessing intellectual capital for organisations' long term growth and survival (Ong Teong Wan, 2010). According to Azamifar and Gholami (2014) there is a positive relationship between talent and organisational effectiveness. Moreover, talent management practices with strong focus on corporate strategy have highly significant impact on organisational outcomes such as company attractiveness, the achievement of business goals and above all corporate profit (Bethke-Langenegger, 2011).

According to Pushpakumari (2008) a satisfied work force is an absolute necessity for achieving job performance advancement of an organisation. Job performance of an employee at a place of work is also called employee performance and deals with accomplishment of tasks which are given to workers by the top management (Khan, 2016). Job satisfaction is vital for employee performance because it has a positive impact on employee behaviour. A study conducted by Sarwar and Abgre (2013), confirms that job satisfaction of employees leads to increase in job performance which

results in increased organisational profit margins. Khan et al (2016) also adds that employee performance increases with increased levels of job satisfaction.

LITERATURE REVIEW

JOB SATISFACTION

Job satisfaction can be defined as an overall feeling about one's job or career in terms of specifics, i.e. compensation, autonomy and co-workers (Saeed et al, 2011). Job satisfaction is a major factor in influencing talent retention yet employee personal values, work values and life interest also impact on job satisfaction, yet these are often overlooked (Ong Teong Wan, 2010). Job satisfaction is a major challenge among employees in many organisations (Sabina et al, 2015). The need to deploy and develop talent in specific departments is necessary but it should take into consideration employees' career preference, ambition and work interest so that employee performance could be of satisfactory.

TALENT MANAGEMENT

Talent management has to do with providing a conducive work environment for talent to bloom so as to ensure sustainable practices (Ong Teong Wan, 2010). According to Bluen (2013), for talent management strategy to be effective, it must cater specifically for talent needs emanating from the broader business strategy. Similarly, the success of any talent strategy is measured by the extent to which the business has the right talent to meets its strategic business plans across its global footprint. The link between strategy and output of the talent strategy impacts upon business performance (Bluen, 2013). Talent management system is linked to the assessment of potential within the result management system and it helps the organisation to identify, nurture and retain talent to ensure its continued viability (Ong Teon Wan, 2010).

EMPLOYEE PERFORMANCE

Performance differs from employee to employee. Some individual characteristics that determine performance include human competence. Employee performance is generally what an employee does or does not do and it includes quantity of output, quality of output, timelines of output, presence at work and cooperativeness (Gungor, 2011). Performance means the extent to which an employee completes their task out of the total mentioned objectives (Saeed, 2013). Holbeche (2001), suggests that if excellent performance is to be achieved employees should be rewarded.

Companies implement performance based pay for different reasons, but the most common objectives are to strengthen the relationship between performance and reward, drive organizational strategy implementation to individual level, retain top performers and instil a performance culture into the organization (Bussin, 2011). Performance pay uses financial incentives to link an individual pay to performance. By doing that, the goals of the entire organization are broken down by department and by seniority and each employee on the performance based pay scheme is set a number of objectives to achieve in a given period (Banfield and Kay, 2012).

Research design

Cross sectional study in this research takes a subject that represents a particular population and measures simultaneously for suspected risk factors or predictors and outcomes of interest to determine the prevalence of the outcome and the relationship between the predictors and the outcome (Barbara et al, 2013). Such a study may have an exploratory, descriptive or explanatory purpose (Rubin et al, 2013). Cross sectional study produces a snapshot of a population at a particular point in time (Cohen et al, 2013), but it is most constant with descriptive approach study (Neuman, 2007). The research design used was a descriptive survey research design to establish performance indicators relative to talent retention in the Department of Education, and Sports Development, Rustenburg District, in the North West Province of South Africa.

Data collection

Data was collected using questionnaires and was analyzed by using descriptive statistics and Spearman correlation was done to establish the impact of talent management practices on employee performance, organizational performance and productivity. Questionnaires were distributed manually to the research participants. The researcher explained the purpose of research, ensuring confidentiality and anonymity of participants and at the end of the questionnaires there was a signed permission letter from the district director ensuring employees that researcher was permitted to administer questionnaires.

Procedure

Permission to conduct research was obtained from the faculty of Permission to conduct research was requested from the District Manager and approval to conduct research was granted. The questionnaires were developed and distributed manually to employees in the Department. The purpose of research was explained to all participants and participation was voluntary. Employees who had problems of literacy and jargon of human resources were taken step by step by the

researcher through questions and honesty was urged in the responses to each of the questions. Confidentiality and anonymity was assured to participants.

Data analysis

After capturing and collection of data, the researcher processed and analysed it to determine what has been learned. The method used to analyse captured data is descriptive analysis. Results from the Spearman's rho correlations were used to provide summary of responses. According to Terre Blanche (2011) the aim of descriptive data analysis is to describe the data by investigating the distribution of scores on each variable and by determining whether scores on variables are related to each other. Bordens and Abbot (2014) suggest the use of descriptive statistic allows the researcher to summarise the properties of an entire distribution of scores in a few telling inferences. Descriptive analysis thus assists to simplify large amounts of data in to simpler summary.

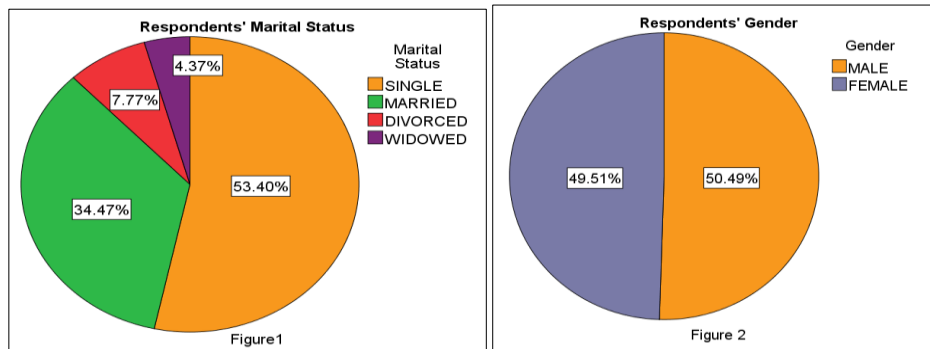
Pie chart was used to summarise the demographic characteristics of respondents. The Spearman correlations measures were used to describe the degree of relationship between talent management and employee performance, talent management and job satisfaction and lastly job satisfaction and employee performance. According to Gravetter and Forzano (2009:507) Spearman correlation measures and describes the degree of relationship between two variables that have been measured on an ordinal scale. Data analyses were carried out using SPSS programme version 20 (SPSS Inc., 2012).

Sample

The sample size of this present study consists of office based employees of Department of Education and Sport Development Bojanala District Office (Rustenburg: Palladium) both male and female of all races, permanent and non-permanent. A close ended questionnaire was prepared and 250 were sent out to the Department but only (N= 207) employees were returned which mark 82.8% success rate of response. The following pie charts shows demographics of the sampled group used in this study with regards to the biographical information supplied by the respondents

Demographic characteristics

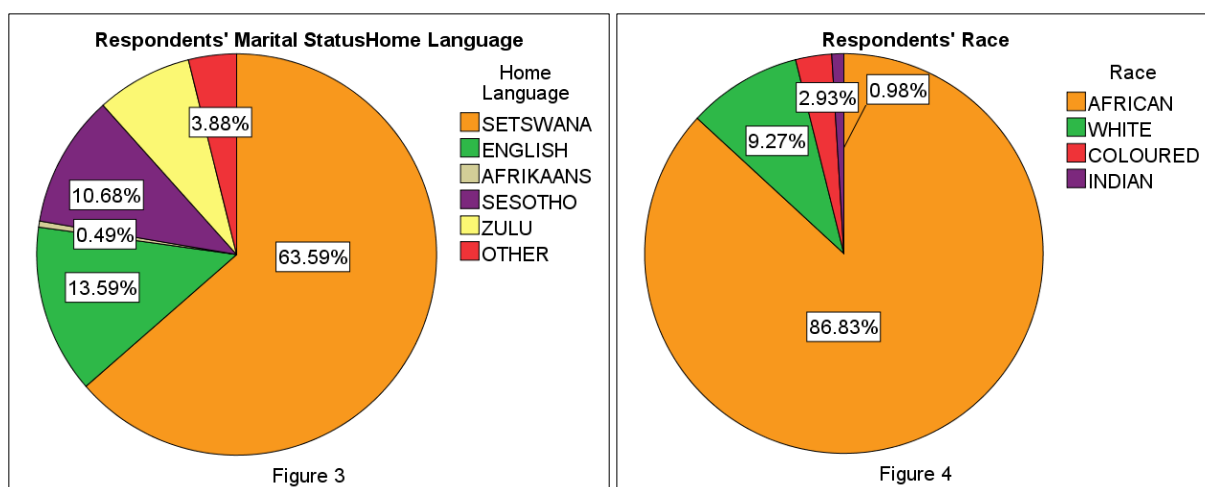
1.1 Respondents Marital Status and Gender



It is clearly indicated that majority of respondents are still single. Figure 1 shows that out of 207 respondents more than half of the them are single (53.4%), slightly more than a third are married (34.47%), 7.77% are divorced whereas few are widowed (4.37%).

The demographic information also took into consideration the gender of respondents. The sampling techniques in the study resulted in a diverse group of respondents, as it is shown in figure 2 respondents were asked to indicate their gender result shows that the sample is almost equally distributed across both genders (50.49% Males and 49.51% Females). The difference is not vast and this is indication that the Department of Education and Sport development is in the right path of achieving equality in the workplace.

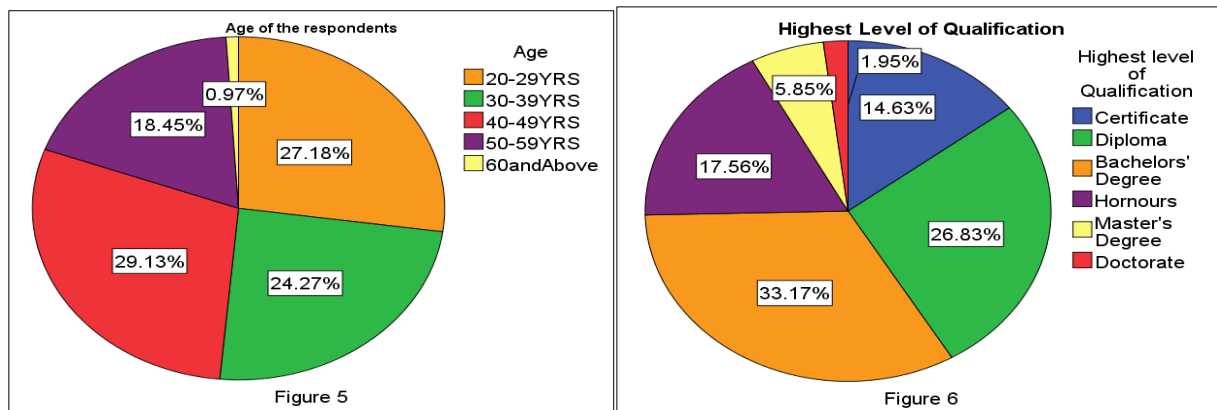
1.2 Respondents home language and Race



It is clearly demonstrated in Figure 3 above that the majority with percentage of 63.59 of respondents have Setswana as their home language, English and Sesotho speakers comprise

13.59% and 10.68% of the participants respectively. Figure 4 shows the various ethnicities were represented by respondents in the present study with majority of respondents being Africans (86.83%), followed by Whites with 9.27%, then Coloureds with 2.93% and less than 1% are Indians.

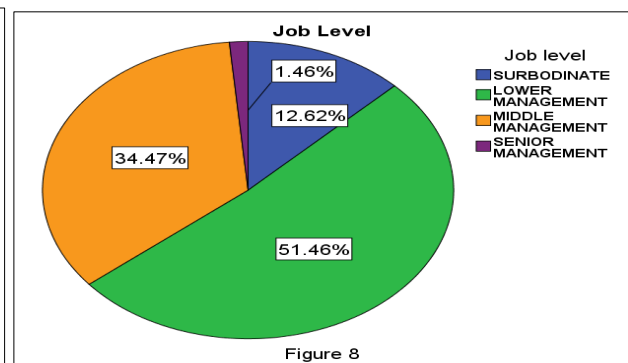
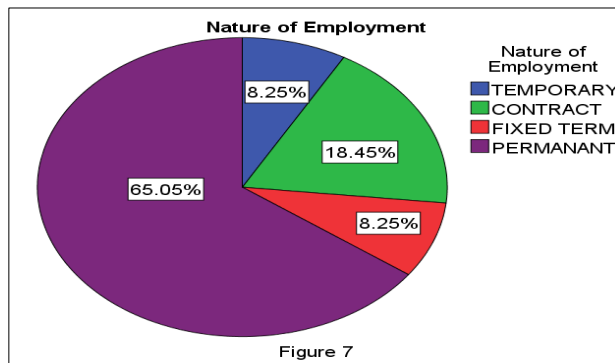
1.3 Age of the respondents and highest level of qualification



According to the result in figure 5 above it is clear that the majority of respondents belong to the 40-49 years age group (29.13%). This is followed by second highest percentage of respondents belong to the 20-29 years age group (27.18%) and slightly less than a quarter of the respondents are in the 30-39 years age group (24.27%). The result further showed that only 18.45% belongs to the 50-59 years age group and the respondents in the age group of at least 60+make up only 1% of the total observations.

The result in figure 6 indicates that about one third of the respondents have a Bachelor's degree only 33.17%, more than a quarter of the respondents have a Diploma only 26.83% and the third highest percentage is observed for the respondents who have an Honours degree only 17.56%. The respondents with a certificate only make up 14.63% of the entire sample; a few respondents have a Master's degree only 5.85% whereas the minute 1.95% has a Doctoral degree. This shows that the majority of the respondents have Bachelor degree, which further shows improved literacy rate of the respondents by 33%.

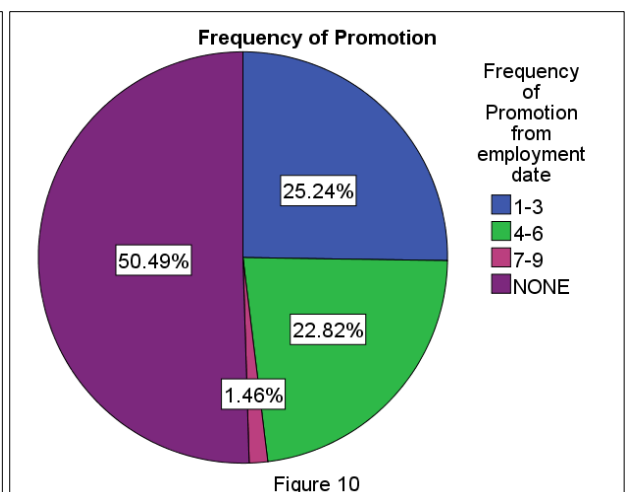
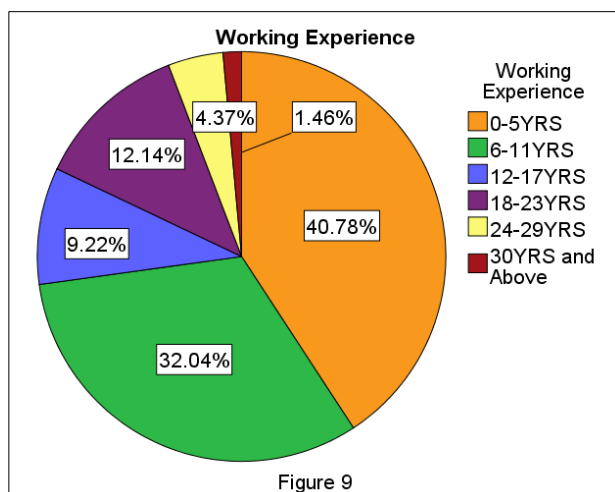
1.4 Nature of employment and Job level



The biographical information also took into consideration the nature of respondents in the Department. It is clearly shown in Figure 7 that the majority of respondents are permanently employed (65.05%), 18.45% are on a contract whereas an equal percentage of respondents (8.25%) are observed for respondents who are temporary and those appointed on a fixed term.

The position of respondents were categorised as subordinate, lower management, middle management and senior management. Result of job level in Figure 8 shows that slightly more than half of the respondents are in the lower management (51.46%), slightly more than a third of the respondents are in the middle management (34.47%), 12.62% are subordinates and a minute 1.46% is in senior management positions.

1.5 Working experience and Frequency of promotion



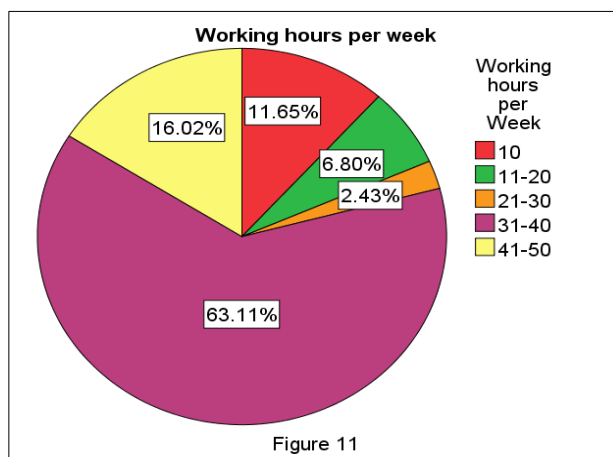
The respondents were required to state their working experience in the Department. The result in Figure 9 shows that the majority of respondents have 0-5 years working experience (40.78%), 32.04%, 12.14% and 9.22% have working experiences of 6-11 years, 18-23 years and 12-17 years

respectively. Working experiences of 24-29 years and of at least 30 years makes up 4.37% and 1.46% of all respondents respectively.

As indicated the Figure 10 above, result shows that about half of the respondents have

- ✓ 0 frequency of promotion (50.49%),
- ✓ About a quarter have a frequency of promotion of 1-3 (25.24%),
- ✓ Followed by a frequency of 4-6 which comprise 22.82% of all observations and
- ✓ And lastly 1.46% has a frequency of promotion of 7-9.

1.6 Working hours per week



In response to working hours per week in Figure 11 it clearly shows that

- ✓ the majority of the respondents work for 31-40 hours per week (63.11%),
- ✓ 16.02% work 41-50 hours a week, 11.65% comprise participants who works for 10 hours per week,
- ✓ 6.8% work for 11-20 hours a week whereas a minute
- ✓ 6.8% workforce 21-30 hours a week.

Findings

Overall perceptions of the respondents about Talent Management, Job Satisfaction and Employee Performance

This section assesses the interrelationships between Talent Management, Job Satisfaction and Employee Performance. The results indicating the extent of linkage between Department of Education and Sport development talent management practices and job satisfaction and employee performances perceived by its employee are presented in Table 6.1 below.

Table 5. Spearman's rho correlations

		Talent Management	Job Satisfaction	Employee Performance
Talent Management	Correlation Coefficient	1.000	.744**	.526**
Job Satisfaction	Correlation Coefficient	.744**	1.000	.581**
Employee Performance	Correlation Coefficient	.526**	.581**	1.000

Responses in Table 5 suggest that talent management, job satisfaction and employee performance are statistically correlated with each other. The interpretations of the correlation coefficients in Table 5 are adopted from Sharma (2012). There is a strong positive correlation between talent management and job satisfaction (0.744); a moderate positive correlation between job satisfaction and employee performance (0.581) and a moderate positive correlation between employee performance and talent management (0.526).

Discussion

The main objective of this research was to determine the impact of talent management in employee performance, job satisfaction and employee productivity. The results are presented in graphs and

the correlation coefficients determine the strength of the relationship amongst the variables set for this study.

Talent management and job satisfaction

Results confirm a strong positive correlation between talent management and job satisfaction. The findings of the present study confirm those of a study conducted by Tash et al (2016). This implies the more organisations implement talent management practices, the more employees get satisfaction from their jobs. Talent management could also be used as tool to confirm personal growth and satisfaction in employees. According to Tash et al (2016), talent management is one of the most prominent factors in determining job satisfaction which can be used as an instrument for improving the recruitment process, applying high skilled people for enhancing the organisational processes.

Talent management and Employee performance

Results from the Spearman correlation indicate that there is moderate positive correlation between employee performance and talent management. Analyses of a study conducted by Kehinde (2012), revealed that talent management has a positive impact on the organisational overall performance. He also indicated that talent management scheme has an impact on performance of the multinational and national firms. Individual employee's performance added up leads to success of the company. Therefore organisational overall performance is dependent variable. Talent management has positive significance related to organisational performance (Ahmad et al 2015). This arises because talented employees are looking for career paths to develop themselves in order to discover and implement sustainable talent management practices, which in turn help to execute the operation strategy to increase firm performance

Job satisfaction and employee performance

The findings of spearman correlation coefficient indicate that there is moderate positive correlation between job satisfaction and employee performance. This confirms the results of a study conducted by Chi (2008), that there is indirect relationship between employee satisfaction and organisational financial performance. This finding implies that if an employee has at any given time an overwhelmingly positive attitude toward the job, the result is that the employee would display high level of performance. Results of study by Babalola (2016), shows that job satisfaction has a strong influence only on job performance.

This study has some limitations as it only reflects the patterns and trends of the Department of Education and Sports Development in Rustenburg District North West (Palladium House) only. Therefore the results of this research cannot be generalized to all Department of Education and Sports Development in North West Province or South Africa. An unequal distribution of population in the sample regarding language and senior management, where one would have preferred to include more employees of Afrikaans and English speaking and also responses from senior manager was another limitation. Further studies are suggested for other departments (or District) in North West to ascertain whether the same findings are confirmed.

In conclusion the effectiveness of talent managements is crucial to deliver department strategy, ensuring that department of Education and Sport Development has the right satisfied employees with the right skill to deliver departmental plans in the current situation and in the future. For department of Education and Sport Development to finally win the war for talent retention in the public service, it is very important that the talent management domain be actively pursued by policy makers and academics alike with the primary objective. Regardless of the presence or lack of theory in talent management, it is a fact that a serious skills shortage exists in South Africa (Nel et al, 2014). It is therefore important for the Department of Education and Sport Development to be aware of the context of talent management in order to attract and retain best satisfied employee that would allow department to provide quality public service.

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CHAPTER 6

6. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Following the research objectives, conclusions are drawn from four articles that form part of the research. Limitations of the study are discussed and recommendations for the Department of Education and Sport Development Rustenburg District (Palladium) are made in order to manage talent as well as keeping employees who are satisfied with their work to enhance departmental performance. The impact of talent in job satisfaction and employees performance was found and recommendations were made. The chapter ends with recommendations regarding with recommendations regarding future research opportunities.

6.1. Conclusions

The following conclusions are made:

6.1.1. Talent management of employees in Department of Education and Sport Development in Rustenburg District (Palladium House)

The first objective of this study was to investigate the employees' perceptions on the current application of talent management practices in Department of Education and Sport Development Rustenburg district (Palladium House). An adapted version of Human Capital Index was used to measure employee's perception of the application of talent management practices. For successful implementation of talent management, organizations look for some new tools, principles, practices and processes that need to be developed and implement (Stefko and Sojka, 2014). By means of these tools, theoretical knowledge is transformed into organizational documents and measures to be taken.

Graphs were tabulated to determine whether any significant differences exist between respondents' perceptions of current versus the importance of talent management practices in Department of Education and Sport Development. The results indicated that a gap exists between current applications of talent management practices with the importance thereof for the respondents. The overall results showed that talent management practices are fairly applied among employees. Even though results are moderate, still the organization has to improve the current application of talent management practices to meet what respondents perceive

important such as learning and development, career management, talent acquisition, performance management, workforce planning, recruitment and talent retention.

6.1.2. Job satisfaction

The second objective was to find the impact of talent management in employees' satisfaction with their jobs. According to the results shown in the bar graph only a minority are dissatisfied with job and the majority agreed with each of the nineteen measures used to measure job satisfaction. It is suggested that leadership within the department under study should develop programmes that continue to engage in activities that would enhance job satisfaction and also enhance relationships between subordinates. According to Babalola (2016) this may be achieved through development and training which would take into consideration the needs of employees. In order for Department of Education and Sports Development to provide quality public service, it is vital to ensure that its employees are satisfied with their jobs. Job satisfaction is a pleasurable positive emotional state resulting from the appraisal of one's job or job experience (Gopinath, 2016).

6.1.3 Employee performance

The third objective was to determine the interactive relationship between talent management and employee performance. Organizations in the world recognize the significant opportunity to improve the returns on their human resources investment by aligning organizational plans with business strategy and enhancing the value delivered to employees. This process is very important to business success and ability of the organization to attract and retain top performers and critical skill employees in an increasingly competitive environment. However developing employee's skills is very important for gaining competitive advantage through recruiting talent employees by providing competitive support and benefits to the employees. Aligning the personal needs of the employees with those of the organization could be helpful in the development of loyal workforce and performance driven system (Babalola, 2016).

This study confirms the findings of Yazam et al (2011) that to enhance organizational performance or employee performance, organizations must develop employee retention strategies such as rewards, autonomy and image. However, they also added that factors such as incentive, compensation, competitive and fair wages should be considered in encouraging or motivating employees to stay in organization for longer time.

6.2. Impact of talent management in employee performance and job satisfaction in Department of Education and Sports Development in Rustenburg District (Palladium-House)

The fourth objective was to examine the impact of talent management practices in employee performance and job satisfaction. If organization develop and institutionalize a comprehensive talent system, this can affect both job satisfaction and directly job performance (Luna-Aroca and Morley, cited from Molefi 2015).

Spearman's rho correlations were calculated and derived from the data to determine whether talent management mediates the relationship between employee performance and job satisfaction. The result of correlation coefficients showed that there is strong positive correlation between talent management and job satisfaction, moderate positive correlations between job satisfaction and employee performance and also moderate positive correlation between employee performance and talent management. Positive talent management leads to satisfied employees and positive employees' outcomes.

6.3. Recommendations

Talent management practices with a strong focus on corporate strategy have a higher significant impact on organizational outcomes such as company attractiveness, the achievement of business goals, employee or customer satisfaction and above all corporate profit (Bethke-Langenegger et al, 2011). Managing talent must be continually reviewed, so that the company can capitalize on its talented employees to grow, find the best fit and expand into new markets. Talent is a critical driver of corporate performance and potential competitive advantage (Kumar, cited Santhoshkuman and Rajasekar, 2012).

In the competitive market, organizational performance increasingly relies on the quality of its satisfied human capital. Human resource department have to design systems that enable their organization not only to attract talent but also train, manage careers of individuals, reward employee's performance and retain employees in ways that support organizational strategy. According to Rag (2007: 5) the concept of fit between human resource practices and business strategy is primary logic of integrating the human resource function into the strategy of a firm.

They continue to say that the alignment of strategies and human resource action is expected to be reached through competence and learning.

Department of Education and Sport Development needs to be aware of the processes involved in producing human resources management outcomes to achieve talent management. In order to maximise returns on talent, central ownership for talent management is important to achieve alignment with strategic objectives of the Department and close gaps between the current statuses of application of talent management with what employees regard important.

The level of talent management alignment to organizational strategy has a clear impact on the success of projects meeting their original goals and business intent (Vinod, 2014). Talent management is essentially a key business process which converts a set of inputs into desired output; actually it is aimed to develop team capabilities though nurturing individual capacities (Neelam, 2013). Organizations in which talent management is aligned to organizational strategy have an average project success rate of 72 percent, while organizations in which talent management is not effectively aligned to organizational strategy have an average project success rate of 58 percent (Vinod, 2014).

6.4. Limitations

The limitation of this study was that it focused on the Department of Education and Sports Development in Rustenburg District North West (Palladium House). Therefore the results of this research cannot be generalized to all Departments of Education and Sports Development in the North West Province or South Africa. Further studies could be conducted in other departments in North West to ascertain whether the same findings are confirmed or refuted.

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Appendix 1

Appendix 2