**TALENT MANAGEMENT AND EMPLOYEE PERFORMANCE IN STANDARDS REGULATORY AGENCIES IN UGANDA: A CASE STUDY OF**

**UGANDA NATIONAL BUREAU OF STANDARDS**

**By**

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# DECLARATION

I, Musoke William declare that this dissertation is my original work and has never been presented to any institution or university for either professional of academic purposes. Where the work of others have been used, due acknowledgement has been done

Signed………………………………

Date…………………………………

# APPROVAL

This dissertation has been approved by the following supervisor.

Signed………………………………

Date…………………………………

**MR. KAMUSIIME SAMUEL**

# DEDICATION

I am equally profoundly grateful to my family especially my mummy, for their material and moral support during the whole time of my study. Thank you for the incredible inspiration, support, commitment and affection you showed me.

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First and foremost, I acknowledge the almighty God for his Grace, strength and protection during my academic struggle.

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# DEFINITION OF KEY TERMS

**Talent Management**

An active management system used by organizations to identify ,capture ,utilize, develop, grow and nurture the talent of employees to the benefits of the work team and the organization at large (Meyer, Becker & Vandenberghe ,2004).

**Employee Performance**

Employee Performance refers to what an employee does or does not do. Employee performance common to most jobs includes quantity of output, quality of output, timeliness of output, presence at work and cooperativeness (Mathis & Jackson, 2004).

**Human capital theory**

It’s referred to as “knowledge, skills, and capabilities of individuals that have economic value to an organization (Bohlander et al. 2001)

# LIST OF ABBREVIATIONS

UNBS : Uganda National Bureau of Standards

NSC : National Standards Council

HR : Human Resource

HRM : Human Resource Management

TM : Talent Management

HRMID : Human resource Management International Digest

CIPD : Chartered Institute of Personal and Development

HCT : Human capital theory

HC : Human capital

SAQ : Self-Administered Questionnaire

BSC : Balanced scorecard

# ABSTRACT

The purpose of the study examined the effect of talent management on employee performance in UNBS. The study was guided by the following research questions: i) how training influence employee performance at UNBS, ii) how talent planning influence employee performance at UNBS, iii) team work promotion influence employee performance at UNBS

The study adopted a descriptive survey research design. The population of the study was 127 employees of Uganda National Bureau of Standards. Data was analysed both for descriptive statistics (frequencies and percentages) and inferential statistics (correlation analysis).

The findings revealed that the Adjusted R square is .770 which is an indication that 77.0% of the changes that occur in employee performance are due to changes in talent management. The test also revealed that UNBS’s talent management has a positive relationship with employee performance and as such the null hypothesis was rejected.

In conclusion, the study notes that talent management enhances the necessary skills and knowledge required by the employees to perform their duties, while development is essential in the long term employee competencies is also critical to the overall employee performance. Furthermore, teamwork was found to have positive and significant impact on employee performance and this brings benefits in terms of higher productivity, better organizational performance, competitive advantages and increased product quality and quantity.

In recommendation, the study suggests that the UNBS should develop a training and development of talent on an annual basis. This is to avoid situations where outdated training manuals are used. The study also suggests that UNBS should enhance mechanisms for recruiting more internal talent than external relent.

# CHAPTER ONE

# INTRODUCTION

# 1.1 Background to the study

The study is about talent management and employee performance in the standards regulatory agencies. It is based on the case study of Uganda National Bureau of Standards (UNBS).

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Boudreau, et al 2005), and therefore prompting these organizations to manage talented employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance.

Uganda National Bureau of Standards was selected for the study because the Uganda market economy faces a plethora of substandard products which is an obstacle to business development. The role of Uganda national bureau of standards as an engine to economic growth has garnered considerable public attention (UNBS annual report 2017/2018).

The concept of talent management emerged in 1998 and since then talent has been high on the strategic agenda of organizations. Many large organizations have introduced talent management programs as a solution for today’s labor market challenges (Bethke Langenegger et al., 2011). With these programs organizations are trying to attract, develop and retain talented employees. The aim is to develop those talents in order to successfully perform at key positions in the organization, now or in the future so as to ensure organizational growth. It is argued that applying talent management programs in an organization has effects on organizational growth.

Dries (2013) states that organizations with talent management programs achieve higher profits, higher productivity and that it contributes to the organizations competitive advantage. In this way, talent management has a positive effect on organizational outcomes. These organizational-level effects are likely to be caused by outcomes of talent management at employee level.

The Uganda national bureau of standards (UNBS) is a statutory body under the Ministry of Trade, Industry and Co-operatives established by the [UNBS Act](https://unbs.go.ug/attachments/menus/1/Uganda%20National%20Burea%20of%20Standard%20act%20Chapter_3277_2.pdf) (1983) Cap 327 under the ministry of tourism, trade and industry and became operational in 1989. The National Standards Council (NSC) is the governing body and comprises of 10 members who are appointed by the Minister. The Council is responsible for the overall policy making, declaration of National standards and overseeing the strategic direction of the Bureau. The Council works closely with Management in the development of policies and operational strategies.

Talent management is a phenomenon with ambiguous definitions due to lack of a theoretical framework to govern its spectrum (Sirkova et al., 2015). However, the study will use recent definitions to provide a conceptual framework. For instance, Talent management is viewed as the strategy of identifying gaps in influential institutions’ positions with an aim of recruiting, selection, and development of suitable staff and motivates them to stay for succession planning initiatives (Bauer et al 2015).

Employee performance on the other hand is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000).

Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992).

The study was guided by the human capital theory, in its definition according to Bohlander et al. (2001) emphasises “knowledge, skills, and capabilities of individuals that have economic value to an organization which are the basis for talent management and employee performance “Human capital theory suggests that individuals and society derive economic benefits from investments in people” (Sweetland, 1996).

# 1.2 Background to the problem

UNBS is the apex body of standardization in Uganda, the custodian of standards and guardian of quality. The role of UNBS is to enhance the competitiveness of Uganda’s products, to facilitate trade as well as to protect the consumers against dangerous, fake and substandard goods in the marketplace. UNBS contributes to Sector Outcome No.3 which is “Improved Competitiveness and Market Access of Uganda’s Goods and Services” under the Tourism, Trade and Industry Sector. The activities that are undertaken by UNBS to realize this role include: standards development, product certification, market surveillance, imports inspection, metrology, calibration of equipment and laboratory testing among others.

Under section 7 of the Human Resource and staff manual (2008) Uganda national bureau of standards recognizes talent management as an important activity in making sure that staff talents are improved in order to increase employee performance levels, stall productivity and organizational effectiveness and general performance.

The human resource manual (2009) spells out the following activities to be performed in line with talent management:

* Systematic designing of talent management programs is to be carried out before any planned training session.
* Periodical assessment of the effectiveness of the talent management process.
* Selected staff only will be taken to attend advanced talent training in selected institutions locally or overseas.
* Provide support and means to ensure that every talented employee shall be adequately trained and developed in their pursuit of its goals through in-service and institutional programs
* The human resource department shall be responsible for the overall co-ordination and evaluation of talent management activities.
* It spells out the talent management policies and procedures for employee Performance management; it stipulates that every employee is expected to perform his /her assigned job duties and responsibilities in the effort to fulfill its mandate.

# 1.3 Statement of the problem

Uganda National Bureau of Standards annual report (2017/2018) revealed that with regard to access to information and talent management, the board and its committees are supplied with full and timely information including detailed financial information, to enable the directors to discharge their responsibilities. However UNBS has been crippled with low employee performance in terms of service delivery, this is observed with the increased substandard and fake goods on the market, increased client complains, damaged public image, high cost of operation, increased court cases.this indicates challenges of low performance levels and the current operations do not match the current business environment that requires UNBS to operate as a trade support and this has continued to bog down the effective performance and implementation of UNBS operations.

The reported low levels of employee performance at UNBS could be explained by talent management basing on the human capital theory. It is against this background that this study was undertaken to establish talent management and employee performance at the Uganda National Bureau of Standards.

# 1.4 Purpose of the study

The study examined talent management and employee performance at National Bureau of Standards.

# 1.5 Objectives of the study

1. To examine how training influence employee performance at UNBS.
2. To examine how talent planning influence employee performance at UNBS.
3. To assess how team work promotion influence employee performance at UNBS.

# 1.6 Research questions

1. How does training influence employee performance at UNBS?
2. How does talent planning influence employee performance at UNBS?
3. How does team work promotion influence employee performance at UNBS?

# 1.7 Hypotheses of the study

H10: There is no significant relationship between Talent management and employee performance.

H1A: There is a significant relationship between Talent management and employee performance.

# 1.8 Scope of the Study

The research focused on UNBS and examined Talent management and employee performance in the standards regulatory agencies in Uganda. The study was limited to talent planning, team work promotion, training and how it impacts employee performance in UNBS.

# 1.8.1 Geographical scope

The study was conducted at the headquarters of Uganda national bureau of standards located on Plot 2 - 12, Bypass Link, Industrial & Business Park, Kyaliwajala road, Bweyogerere, Wakiso District. North West of Kampala city,

# 1.8.2 Time scope

The researcher considered UNBS operations from the year 2013-2018. This is the most period to cover trends that have taken place within five years.

# 1.9 Significance of the Study

The findings of the study significantly benefit the following in stakeholders.

**Management of UNBS:** The findings of the study may enable managers to solve informed decision making challenges as far as talent management and employee performance policy in the organization is concerned. This will act as a catalyst to improved employee performance while ensuring their internal organizational growth, efficiency and improved profitability**.**

**Central Government policy makers:** The Government may benefit from the study in that it may create awareness and add knowledge to the field of talent management concept and its role towards employee performance and thus, improve policies geared towards the encouragement of talent management activities, especially in government institutions.

**Future researchers and academicians:** The findings, conclusions and recommendations of the study may add knowledge to existing literature in universities and may also act as a foundation for further research in the same area.

# 1.9.1 Organization of the study

**Chapter one:** This chapter presents the background of the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, setting of the study and significance of the study.

**Chapter two:** This chapter presents literature survey, related literature, theories that guide the study and the conceptual framework.

**Chapter three:** This chapter presents the research methodology that highlighted: research design, study population, sample size, sampling methods, sampling techniques, data sources, data collection instruments, validity and reliability of the instruments, data processing methods, data analysis methods, ethical consideration and limitations of the study.

**Chapter four:** This chapter focuses on examining how training influence employee performance at UNBS

**Chapter five:** This chapter presents how talent planning influence employee performance at UNBS

**Chapter six:** This chapter presents findings on examining how team work promotion influence employee performance at UNBS

**Chapter seven:** This chapter harmonises talent management and employee performance at UNBS.

**Chapter eight:** This chapter presents the summary of findings, conclusions and recommendations

# CHAPTER TWO

# STUDY LITERATURE

# 2.0 Introduction

This chapter contains three sections namely; the literature survey, literature review and a conceptual model for the study. The literature survey covers the previous studies carried out locally and identifies research gaps that the study proposes to cover by analyzing the available literature on talent management and employees performance. It is reviewed in relation to the respective specific objectives of this study so as to identify the study gaps.

# 2.1 Literature survey

A survey of literature on talent management and employee performance at UNBS reveals that, there is hardly enough published local research on talent management and employee performance at UNBS. However the study revealed studies of Muggaga (2011) and Ochwo (2010) as highlighted below;

Muggaga (2011) conducted a study on talent management practices and how they influence the performance of organizations. It was based on trust paints limited as a case study. The research objectives of the study were to: Determine how effective the talent management process is applied by the company, to establish the effect of talent management on career development for employees, to establish the role of leadership in ensuring successful implementation of talent management in the company. The findings of the study (Muggaga’s 2011) revealed that trust paints limited is not yet at the stage where it is supposed to be in terms of career and leadership development. Talent management has not made significant progress to a point where it can influence career development. The findings also exposed shortcomings in the implementation, such as leadership commitment which was found to be lacking and so hindering delivery. The respondents felt that the company had not done well in managing talent management in the organisation; some felt that the organisation has a good policy, and if implemented properly, it can yield desirable outcomes. The company has adopted a talent management system. The value of the system is not being fully realised and there is no resolute effort being made to guarantee the successful implementation this much-needed talent management process in the organisation. The study established that there was poor awareness about the talent management process and the talent management initiatives. However in carrying out this research, he did not go further to explain the aspects of talent management like talent planning, training and tem work promotion hence leaving a gap which was filled by this study

Ochwo (2010) conducted a study on the effect of talent management practices on employee performance. It was based on Tororo cement factory as a case study and focused on the following objectives; To examine how talent development affect employee performance, To examine how talent retention strategies affect employee performance, To establish how performance management systems affect employee performance at the factory. The study findings indicate that Majority of respondents believed that systematic talent training is essential for enhancing employees’ performance. Equally, majority of respondents believed that a suitable talent development environment that enhances employees’ creativity is important for employees’ performance. Similarly, over half of respondents felt that when an organization implements mechanisms for talent training and development, then employee’s performance is enhanced. Many of respondents believed that when an organization identifies and prepares potential employees to take up responsibility of key staff leaving an organization, this leads to enhanced employee performance. Majority also believed that when an organization has well-articulated succession plans that enables employees to perform managerial roles, this enhances employees’ performance. However the study did not specifically focus on talent management and performance of employee which the current study is about. His study never highlighted variable like; training, talent planning and team work promotion which the current study focused on.

# 2.2 Literature review

This section reviews the models of different scholars that have carried out research on the performance management and have presented their discussions under the following topic.

# 2.3 The concept of Talent Management (TM)

According to Oladapo (2014) talent management is the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation, either in view of their high potential for the future or because they are fulfilling business/operation-critical roles. Joubert (2013) concurs that talent management is a process that involves the identification, assessment, development, motivation, promotion and retention of skilled people with a strong potential to succeed within an organisation.

Tanton (2007) adds that talent management is the systematic identification, attraction, development, utilisation and retention of high potential individuals with the required skills to meet current and future business needs.

Mellahi et al (2010) they explain that Talent management has appeared in many organisations as a central, deliberate and strategic imperative for organisational development, growth and performance. The framework of talent management has been contextualized as a manner of dealing with talent shortages faced by the demand created by business, with the quality of available skills and knowledge of workers, with growing the skills and with how the critical skills can be retained in organisations.

McDonnell, (2011) Further explains that talent management has been cited as a critical value-adding dynamic in certifying organisational success through performance. This is supported by the research carried out by the Boston Consulting Group and the World Federation of People Management Associations (Boston Consulting Group, 2012) which found a fundamental correlation between excellence in talent management and excellence in organisational performance. The study showed that organisations that shine in key areas of the HR value chain, among which is talent management, have enjoyed 2.1 times and revenue growth of 3.5 more, than those organisations that do not pay attention to these areas.

Bethke-Langenegger et al (2011) further say that corroborate the above finding and further state that organisations with sound talent management strategies project higher profit margins realise organisational objectives, and generate general attractiveness for the organisation through customer satisfaction.

Galagan (2008) gathered from the research carried out by the Institute for Corporate Productivity that more than 75 organisations define talent management differently. There is, however, consensus that a grounded talent management system can yield positive results on organisational performance and sustainability.

Vaiman, et al (2012) they also highlights multiple definitions of talent management. It appears that among scholars and talent management practitioners there is a common understanding that talent management is about organisational activities that are concerned with attracting, growing and retaining skills in alignment to organisational strategy and attainment of set objectives (Scullion et al, 2011).

Aldrichs 2003, asserts that, It is imperative for organisational leaders to understand what best attracts top talents and harness those factors to the advantage of their organisations since attracting and retaining top talents is a difficult challenge and role of management.

Stahl et al., 2012 they added that the scope of Human Resource Management in recent times has distended. This is because it does not only involve the effective management of the human resources of an organisation but also discovering, growing and maintaining their talents and skills to build a strong intellectual capital for organisations to achieve their goals and objectives.

Collings et: al (2009) also says that nowadays the world is fast changing and the globalization and technical improvements have transformed the daily life of every human being. Inevitably those processes also pressured the business to operate on a global level. Due to the extended competition, companies are trying to differentiate themselves from their rivals and gain a competitive advantage. Scholars suggest that one way to sustain competitive advantage is by managing the promising employees in the workforce, commonly referred as talent management.

According to Meyer et al, (2004) Talent Managementis an active management system used by organizations to identify, capture, utilize, develop, grow and nurture the talent of employees to the benefits of the work team and the organization at large.

# 2.4 Talent management objectives

In the introduction of this work it was established that there is no universal definition of talent management. Organisations, however, in their own contexts realise that gaps may exist in not properly managing talent and they further agree that deliberate efforts are required in talent acquisition, deployment and retention. Organisations appear to recognise a need to meet the demand and supply of talent (Stahl, et al 2012).

Global competitiveness has also compelled organisations to manage emerging market trends which have a great influence in altering talent behaviours and to maintain alignment to best practices on recruitment, training and development and retention (Stahl et al., 2012).

Hughes et al (2008) state that if organisations share the sentiment that employees are the most value resource for competitive advantage, the management of talent should be reflective of that view. They also argue that the recruitment, retention, development and engagement of employees should be prioritised and efficiently managed as part of talent management.

Gümüş, et al (2013) concurs with the objectives stated above. They state that gone are the days when organisations saw talent as a cost; nowadays, talent is rather seen as one of the most important resources in meeting strategic objectives of the organisation and in enabling competitive advantage. They further embrace the main objectives of talent management as talent acquisition at the right time and place, talent flow through employee career development, and the correct balance of supply and demand of talent and skills.

Vural et al (2012) assert that the main aim of talent management is to maximise organisational performance. They further state that the retention of talent and commitment is critical for business sustainability. The authors argue that failure to manage talent may lead to unstable employee commitment and loss of critical talent and skills through attrition. They further state and support the view that sound talent management principles enhance an organisation’s ability to maintain profitability, innovation and capacity to differentiate itself through its talent.

Aguinis et al., (2012) define talent management objectives as deliberate efforts to attract, develop and retain top talent for an organisation in order to maintain its competitiveness through a changing and growing operating environment.

Meyers et al (2013) observed that the definition of talent management has an influence to a large degree on the objectives and outcomes of talent management. Organisations position talent management objectives based on definitions of talent. Two perspectives of talent management can be explored and deliberated. Talent management objectives can be premised on a nature–nurture perspective on talent. An organisation’s objectives will become aligned according to the perspective which the organisation aligns itself with. Organisations that choose to view talent as nature are likely to focus on talent acquisition and focus its efforts on the identification and attraction of best talent. Organisations that take a nurture approach, believing that talent is about acquisition of skills, will focus their efforts towards talent development to enhance performance and competitiveness of the organisation (Meyers et al., 2013).

Dries, et al (2012) highlight organisational competitive advantage as the main objective for talent management. It is through a process of talent management that employees are differentiated on the basis of their performance and potential in order to align their contribution towards organisational performance and competitiveness. Dries et al. further argue that the objectives of talent management should move beyond focusing on the traditional approach that assumes stability of the market and job security, and rather aim towards managing talent in the turbulent organisational operating environment.

The increase in market competitiveness in the global arena has to be met with high performance standards. Technological advancement and innovation plays a pivotal role in organisational performance which therefore makes the talent management agenda critical (Chabault, et al 2012).

# 2.5 Talent Management Global Perspective

Managing talent is a challenge to all organizations in the context of globalization irrespective of the country. Moreover, the concern about the scarcity of talent is almost universal. Organizations around the world are competing for the same pool of talents. This is seen as a global labor market for talents. Trend of global integration shows organizations’ standardizations in talent recruitment, development and management, to ensure their competitive position and consistency. Therefore organizations have to adapt global best practices of talent management and at the same time adapt the local requirements and local labor market (Gardner, 2012). Nowadays, land, capital and fixed assets are no longer key resources for the organizations to be highly competitive in the current economy (Gardner, 2012). Human capital is a key resource to adapt the organizations to the worldwide competition. Therefore, organizations are competing against each other to acquire and retain talents in order to maintain their operations and continue to grow. The war for talent is not just about giving employees monetary incentives and material rewards, it is more about developing strategies and approaches that will ensure talented people, who are willing to learn, stand out and contribute towards organizational growth (Gardner, 2012).

Williams (2010) notes that “in the war for talent there are winners and losers, like in business there is success and failure”. Therefore, an organization with talent management has more possibilities to be the winner in the war for talent. Hence talent management should be a high priority of every organization. Talent management best practices should assure organizations to build local talents in the way that is consistent with local norms but still globally standardized, which ensures that all parts of the organization attracts diverse and sufficient professional talents. Most organizations have applied global performance standards, which are supported by global leadership competency profile and performance appraisal system (Stahl et al., 2010).

# 2.6 The Philosophy of Talent Management

According to the literature, there are different perspectives and theories which explain talent management in organizations.

According to Iles et al, (2010) as cited in Ariss, et al (2014) suggested that there are two perspectives on talent management applications. One of them is inclusive (egalitarian) or strengths-based approach and the other one is exclusive approach (elitist). Egalitarian perspective stated that talent management is related with managing the talent of all employees. According to the view, all employees in the organization have the potential to become talent. Elitist approach on the other hand, deals with only the talents of high-potential or high performing employees who are separated by their added value to the organization.

Moczydłowska, 2012 stated that elitist approach is opposed to the opinion that all employees regarded as talent. According to the elitist approach employees can be regarded as talent if they have high level of key qualifications for the organization and are able to contribute substantially to its development. Some of the researchers used the concept interchangeably which is elitist approach as differentiated approach. They emphasized that talent management practices are limited to high potential employees. On the other hand, in the literature there are many theories which have clarified talent management through individual-based or organizational-based perspective. For instance,

Hoglund (2012) emphasized psychological-contract theories which observe employee perceptions of the rewarding practices about talent qualities and the effect of such perceptions on employee-felt responsibilities to develop skills. Moreover, person–organization fit theory and attraction- selection attrition framework supported Kim et al.’s findings which work centric, money-oriented, and collectivistic job-seekers were more attracted to Japanese companies (Ariss et al 2014).

Farndale et al (2010) claimed that global talent management can be explained by mutual-benefits perspective which point out the balancing act between organization-assigned expatriate assignments and self-initiated assignments by employees. As a matter of fact, social exchange theory emphasized that when organizations invest in their employees, they are eventually respond these corporate investments in positive ways (Cropanzano et al 2005).Organizational Support Theory has investigated employee reactions concerning how the organization values talent employees’ contributions and take care of their wellbeing (Eisenberger, et al 1990).On the other hand, Festinger, (1957) introduced cognitive dissonance theory which stated that, employees who haven’t been regarded as talent might cope with this idea by de-emphasize the importance of being a member of a talent pool.

Wilson (2015) also emphasized the human capital theory to explicate talent management in organizations. The theory suggested that investment is the main driver for the process of the organization which includes the correlation between inputs and outputs. According to the researchers the correlation between input and output leads to organizational performance. Accordingly, human capital theory (HCT) in terms of financial view, emphasized talent management as an investment that gained high returns for shareholders (Axelrod, 2001). In other words, the researchers explained that, HCT focused on the organization’s investment in a talent employee’ development and training. Becker (1964) considers that this kind of investment is as equally considerable as investing in equipment and technology. These perspectives reveal that organizations may improve productivity if they invest in talent through education, training and reward management system.

Wilson, (2015) further states that the strategic goal of talent management is supported by expert knowledge which is the most important measure of capital that effect competitive positioning).On the other hand, resource-based view also explains talent management as

Gelens, (2013) suggested referent cognitions theory which is considered in individual context. The theory emphasized that when talent management procedures are seemed as fair, employees will not search and imagine situations that are better than their current situations. Alternatively, self-interest theory defends the same idea with referent cognition theory. Namely, employees want to increase their outcomes.

# 2.7 Talent management theoretical understanding

Kotler and Gary (2005) described theoretical framework as a collection of interrelated concepts such as in a theory to guide a research work as it determines the items for measurement and the statistical relationships being studied. A theory is a reasoned statement or group of statements, which are supported evidence meant to explain some phenomena.

Zhang et al (2012) they explain that Talent management does not seem to have a clear-cut definition or defined parameters.

Collings et al, (2009) adds that Talent management is seen by others as the evolution of collective human resource management practices for the management of talent with an objective of meeting the competitive business environment.

Gallardo-Gallardo et al. (2013) state that talent management can mean anything that any business leader or author wants it to mean, based on the context.

Beardwell et al (2010) states that Organisations elect to take a narrow view, while others take a broad approach of defining talent management.

Lewis et al (2006) look at three angles and attempt to define talent management from these angles:

* Talent management as a cluster of human resource activities, which entail human capital acquisition, and career development in the form of training and succession planning
* Talent management as workforce planning with the internal focus on “home grown skills” – where demand and supply of skills are evaluated with the intention of closing the skills gap and ensuring continuous skills supply and sustained through talent pools.
* Talent management managed by performance levels, when employees with high performance and displaying high potential are identified for specific roles and are treated differently in terms of benefits. Employees are segmented in line with their performance.

Beardwell et al (2010) attest to the fact that there are different perspectives to talent management and further state that, regardless of the perspective, the common features of talent management seem to encapsulate talent acquisition, development and retention. Mäkelä, et al (2010) concur that talent management is mainly concerned with identification/attraction, development and retention of key skills in organisations. Chambers, et al (1998) view talent management as an organisation’s ability to retain top talent and to let go of the bottom performers.

Whelan, et al (2009) introduce the “talent ship” dimension which shifts the focus from people to positions that are critical and key to the organisation’s competitiveness, strategic imperatives and those that have high impact. Talent pools are built on jobs and competencies.

Cappelli et al (2014) cite an inclusive approach that can also influence and broaden the definition of talent management from just focusing on high-performing employees and employees displaying high potential, to where all employees are taken as talent with strengths and worthy of an organisation’s investment.

Huselid et al (2010) look at the exclusive differentiation of talent that segments and invests in talent, exclusively on the basis of scarcity and an organisation’s prioritisation.

# 2.8 Talent management practical application

Talent management applications and approaches vary from one organisation to another, depending on the need for talent which an organisation is attempting to fulfill. The success or failure of talent management application is also dependent on numerous variables, for example the stakeholders’ participation, top leadership sponsorship and the prevailing political environment (Burbach et al 2010).

Blass (2009) identifies six perspectives that organisations hold of the practical application of talent management in various organisations. The perspectives are as follows:

# 2.8.1 Process perspective

Focuses on organisational processes designed and geared towards development of talent in a given organisation.

# 2.8.2 Cultural perspective

Leans more towards viewing talent as a mindset andethic: Organisations which take this view believe that individuals have control of their talent and can also use it to grow. They further give autonomy to individual career development.

# 2.8.3 Competitive perspective

Is concerned more about talent competition againstthe external environment; Initiatives in such organisations are designed mainly to minimise talent attrition.

# 2.8.4 HR planning perspective

**O**rganisations with this inclination pay attention todevelopment of talent pools to ensure the consistent supply of skills to match the skill demand at the right time and place. Succession planning is also critical to this approach.

# 2.8.5 Development perspective

The focus of this approach is on identification oftop talent in the organisation. This approach is exclusive in nature and investment by an organisation targets top talent

# 2.8.6 Change management perspective

Uses talent management as a case forchange in the organisation

Nilsson et al (2012) outline three perspectives aligned to some of the perspectives mentioned above:

* An assortment of HR practices perspective – which is a grouping of various processes that are related to talent management
* Talent pools perspective – known as views held by different people and organisations about talent
* High performance and high potential perspective – which relates to the ability of an organisation to compete external to one’s environment by using talent advantage.

Pa’wan, et al (2012) cites employee rewards, development, and open climate and communication as dimensions for talent management. Communication was mentioned as a significant component. They further state that agility, performance and growth are critical in evaluating employee potential, with agility having a significant impact on employee retention, although agility is cited as being the significant component that has a direct impact on retention.

# 2. 9 Approaches to talent management: Individual versus systems level, strategic focus

There are basically two main approaches to talent management despite the various definitions given to it. These approaches are the individual and the systems-level, strategic focus. The individualistic or star approach originates from the McKinsey research (Michaels et al., 2001) which sees organisational performance as the aggregate of individual efforts within an organisation.

Iles et al., (2008) stresses that if you can attract and retain individuals who do well in an organisation, you are bound to win every competition in the market and industry. These findings are however contrasted by Pfeffer et al (2006) who are of the view that the result of an organisation is not because it is able to effectively manage talents and note that natural talent is overemphasised especially in sustaining organisational performance.

Beechler et al (2009) argue that the overly rated individualistic approach as strategies adopted by companies in the talent war often fails.

Groysberg et al., (2004) concurs with the findings of the study of analysts from a start investment who experienced an on-going deterioration of business performance even after switching firms. The Individualistic approach views talent as human capital which ignores the contribution of the social and organisational context in achieving organisational performance.

Talent management has moved from an individualistic approach to a strategic approach through its development over the years though there is an ambiguity surrounding what the concept strategic means in talent management context.

Huckman (2006), Colling et al (2009), as well as Silver et al (2010) use the terms ‘systems level, strategic perspective’, ‘systems level or strategic framework’, and strategic talent management respectively. They thus refer talent management to a strategic management function.

Cappelli (2009), and Iles et al., (2010) simply draw attention on some part of talent management as having strategic connotations. Though Heckman uses the term ‘systems level, strategic perspective’, he tows on related literature to investigate what strategic means in the context of talent management.

Pfeffer (2001) who argues for a more diverse, inclusive talent management focus also puts it this way: “It is not just about individual talent but the processes and system within which individuals interact and work that will see individuals, teams and ultimately organisations perform better than others”

Lengnick-Hall et al (2008) second, demonstrating that a staffing system is needed to offer the required talent supply and movement to achieve organisational objectives. But as also noted by Lengnick-Hall et al (2008), further reference to Von Bertalanffy (1974): optimizing sub-systems (that is, doing each part well separately) does not maximise organisational system performance; what is needed is the integration of subsystems to accomplish desired organisational goals.

McDonnell (2011) asserts that Indeed for TM to be considered a strategic activity, its value to the bottom line must be demonstrated.

Vance et al (2008) concludes that ‘if talent management is to make a significantly new contribution it must hold a clearer link with strategic human resource management.

Wright et al (2005) states that while most researchers take business strategy as the starting point with talent and HR aligning with strategy.

# 2.10 Talent management and employee performance

Williamson (2011) says that talent management is the critical differentiator between the success and failure of an organisation. Talent management continues to be acknowledged as a tool and vehicle for managerial development, which also cannot be separated from organisational performance, and has a major influence on the direction of the organisation (Sheehan, 2011).

Coulson-Thomas, (2013) adds that Talent management has also been identified as a cost-effective way of ensuring business performance and the necessary flexibility required by the business to create a competitive advantage.

Sweitzer (2013) concurs that a talent management agenda that is integrated with other business imperatives has a major influence on business results, competitive advantage, effectiveness and efficiency.

Chahari et al (2013) also advocate for talent management as the system for securing competence of the organisational workforce and quality decision making which eventually leads to excellent and quantifiable business performance. This, therefore, suggests that organisations need to give talent management space to unfold to its full potential and should be focused on embedding it as a critical business culture, driver and gate keeper.

Tansley (2011) distinguishes numerous angles that talent can be viewed from, in the following manner:

1. **Talent as high potential:** This involves looking at the potential of the individual to advance to senior roles in the organisation, for example to leadership and managerial roles.
2. **Talent as high performance:** This involves considering individuals who consistently display high performance.

# 2.11 Talent as the combination of both high potential and high performance.

The other two perspectives underpinning the above view are behavior and strengths observed in individuals.

Collings et al (2009) argue that there are restrictions to the approach of focusing on high potential and high performance employees, in that it is not possible to fill all positions in the organisation with top performers only. They advocate that organisations should alternatively identify the critical positions that have high impact on their competitiveness and sustainability.

Lacey et al (2014) believe that nurturing talent is a corporate social responsibility and therefore employers should view all employees as talent, instead of selecting only few employees to enjoy the privileges of being developed and rewarded above others, simply by virtue of being regarded as top talent.

Zhang et al (2012) state a need to understand the meaning of talent before employing talent management practices; however, there is no consistent and universal understanding of the definition of talent. Organisations have in their own contexts defined and articulated what talent means.

Yarnell (2011) presents a different perspective of talent in opposition to that of high potential and high performance individual characteristics. She presents an understanding of talent as a “statement of needs”.

Burkus et al (2011) highlight different views and a misunderstanding that talent is innate and static. There is also another assertion that talent can be developed for a specific industry and organisation (Garavan, et al 2012).

Tansley (2011) supports the view and describes talent as systematically developed abilities.

There is also no consensus on the approaches that organisations should take to identify and segment talent.

Gallardo-Gallardo (2013) depicts two approaches on how talent can be viewed or defined:

* **Talent as an object:** where talent is regarded as extraordinary abilitiesmanifested by an individual.
* **Talent as a subject**: where talent is viewed as people who display highperformance and potential.

Gallardo-Gallardo (2013) further asserts that the main difference between the two approaches is that the Object approach views talent as natural abilities, commitment and fitness for the organisation as main characteristics. The Subject approach considers talent to be people with ability to perform at the individual level and this ability is further considered as being possessed by the elite few (and by implication exclusive in the organisation). This approach, however, does not neglect the inclusive approach of talent where everyone is considered as talent with different capabilities.

# 2.12 Importance of Talent Management

According to Lynch (2007), talent management only became prevalent in most fields and industries in the 1990s with the trend-setting report entitled ‘The War for Talent’ by McKinsey and Company.

Mensah (2015) state that since the term ‘talent management’ was coined in the 1990s, it has become increasingly popular not only in the field of human resources management, but also in the formulation of the organisation’s strategic direction. Even though talent management has become prevalent, Joubert (2013) highlights that there is a lack of clarity with regard to its definition

Cappelli et al (2014) attest that there is no standard or universal definition of talent management. This is due to the fact that for each and every organisation, the definition adopted depends on the type of organisation, its strategy and other factors. However, Ntonga (2007:45) argues that despite the confusion with defining the term, some attempts have been made to clarify the concept.

According to Berger and Berger (2004), talent management has three main goals namely:

* To identify, select and cultivate employees that demonstrate superior performance and who inspire others to perform at the same altitude;
* To find, develop and position highly qualified backups for key positions in the organisation; and
* To allocate resources, namely compensation; training; coaching; job assignments and other incentives, to employees based on their actual or potential contribution to excellence.

Mensah (2015:544) affirms that in an organisation where talent management is in place, employees are more committed and put forth more effort. Hence, there is a positive relationship between effective talent management and employee performance. Lehmann (2009) postulates that although talent management practices may be applied in organisations, they can only contribute optimally to employee performance if both top management and employees are aligned to its objectives and implementation.

# 2.13 Employee Performance

According to Osunde, (2015) Employee performance plays a crucial role for any organization, its positivity leads to success while its negativity may lead to its failure. It is usually perceived that if employees are satisfied with their job or working conditions their performance will be much better than those employees who are not happy with their work. Employee performance can be measured by various ways like productivity, absenteeism and employee satisfaction.

Bullock (2013) defines employee performance as the overall expected values from employees’ behavior, carried out over a course of a set period of time. In other words, the work-related activities expected from a person and how well these activities are executed.

Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers

According to Adair (2005) employee performance is perceived as the ability of employees to meet organizational tasks, requirements and objectives through strategic investment into organizing, executing and accomplishing roles and duties in the minimum time possible. Consequently, performance was operationally perceived as: Executing defined duties, meeting deadlines, team input, and achieving departmental goals. The above should (as pointed by Armstrong 2005) lead to efficiency, specialization, effective feedback and good organizational relations.

Mathis et al, (2004) defines Employee Performance as what an employee does or does not do, Employee performance common to most jobs includes quantity of output, quality of output, timeliness of output, presence at work and cooperativeness. Employee performance is influenced by many factors like company’s overall policies, working conditions, training and development of employees, relations between employee and employer etc. (Aktar et al., 2012).

Employee performanceis defined as the outcome or contribution of employeesto make them attain goals (Herbert, et al 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success

# 2.14 Impact of Employee Performance

Cook et al (2004) define employee performance as a process whereby individuals establish a shared workforce understanding about what needs to be achieved for the organisation to be successful.

Mensah (2015) concurs with Cook et al (2004) that performance is to do with how resourcefully individuals take actions and contribute with behaviours that are in line with the organisation’s objectives. Generally, performance is associated with an employee’s ability to realise work goals, fulfill expectations, attain job targets and accomplish standards that are set by their organisation (Melaletsa, 2014).

Ntonga (2007) highlights that performance is associated with the positive contribution of an employee to the overall success of the organisation

According to Van der Merwe (2008), the concept of performance is based on the assumption that if performance levels of individuals increase, better organisational performance will follow as a direct result of the improvement.

Ntonga (2007) further states that talent management can be the best way to create competitive advantage. A sustainable competitive advantage stems from the valuable company resources that cannot be imitated or substituted by competitors, which have become known as human capital (Van der Merwe, 2008).

# 2.15 Management’s role in talent management

According to Bartlett et al, (2013) it is becoming evident that organisation’s operating environments are far different from what they were, say, two centuries ago. This, therefore, calls for an alignment of business processes, and talent management is one of them. Numerous organisations acknowledge that employees are the most precious resource any organisation needs and that development of the resources is critical for competitive advantage. These authors further advocate that accountability for talent management should be placed at the executive level of the Chief Executive Officer (CEO), and cascaded to middle management, to meet the organisational goals through developed and empowered employees

Hughes et al (2008) state that it is management’s responsibility to inculcate organisational culture and to engage employees in the talent management process, including career development, growth opportunities and organisational performance

# 2.16.1 Recruitment and selection

Recruitment and selection of employees is one of the critical processes within a business. Identifying talent and the selection methods should not be left to HR, but rather line management should leverage their understanding of the input required and the expertise that is required and which needs to be matched to the talent that is brought in the organisation. Innovation has been seen to set organisations apart from others.

Timmerman, (2010) asserts that, this suggests that investments in sourcing the talent that can make valuable input into the organisation have long-term benefits and will likely yield returns on investment. It has, however, been observed that line managers who tend to detach themselves from the process of managing human resources tend to miss out on the benefits organisations which can derive from nurtured talent.

# 2.17.2 Performance Management

Timmerman, (2010) argues that Performance management is the main input in talent management, especially when it comes to talent segmentation. Management should play a significant role in the performance management function because it is when performance is properly managed that the organisation will understand its talent capability against the business imperatives set by the business.

# 2.18 The role of Human Resources in Talent Management

Vaiman et al (2008) argues that for the joint accountability of talent management, this being shared between line management, human resources and the employees themselves.

Huselid, et al (2009) further agrees that human resource practitioners have important roles to play, but add that line management and even employees, also have a significant role in talent management. They further assert that management, together with HR, are jointly accountable for workforce planning, recruitment and selection, job description, performance management, employee rewards and retention.

Bartlet et al (2013) contends that the changing business environment that thrives on attracting, growing and retaining skills has a great impact on an organisation’s HR. HR is seen as an important business partner in ensuring successful talent management. This will also be driven by the vigorous evolution of HR’s role away from focusing on providing organisations with talent data. They further state that paying specific attention to the synthesis of data to give meaningful input on talent management process will enable an organisation to show commitment to its employees, which may have strong mitigating influence on the organisation’s attrition.

Gallard et al (2013) states that HR plays a pivotal role in guiding the business on relevant strategies of managing by guiding an organisation as to whether it needs to grow or acquire talent. HR expertise is also needed in driving talent management initiatives, for example facilitating talent board and talent development.

Vaiman et al. (2012) argue that Human Resources should play a role in critically analysing information to capacitate management to take talent quality decisions. They further state that the lack of proper synthesis from Human Resources practitioners may result in poor decision making and compromised professionalism in selecting candidates, for example managers may be biased in selecting employees on the basis of their familiarity with them.

Wikström et al (2012) contend that Human Resources professionals in organisations should be afforded the same opportunity as business managers to make input on talent management; organisations will thus derive value on the management of talent.

Vaiman et al (2008) extend the responsibility for career development beyond management and HR to employees themselves. The responsibility to engage with employees is entrusted to a manager, as the manager should have a grounded understanding of the employees’ performance and potentials. They further argue that although talent management may easily be seen as an HR function and HR professionals have a valuable and important role to play; managers need to play a pivotal role in the implementation of talent management.

Vural et al (2012) uphold a view that individuals in the organisation have to understand their career status and plan where they want to be in the future.

# 2.19 Talent Management Framework

Talent management research needs to be supported by a framework that will assist an organisation to ensure proper implementation.

Janice Caplan, cited in Human Resource Management International Digest (HRMID 2014), presents a four-point framework which covers the following:

* Business strategy
* Self-managed succession
* Engagement
* Shared management.

HRMID (2014) contends that business strategy triggers organisational conversations on future planning and expected challenges, which include employees’ capabilities. Self-managed succession forms a critical part of the above-mentioned framework. It advocates that employees be given all the tools to develop themselves, based on the opportunities they see in the organisation. Caplan in her framework (cited in HRMID, 2014) further highlights the importance of engaging employees. This enables future planning on enhanced performance that takes into account the potential of employees. The framework embraces shared management principles which enable management to share the responsibility of closely monitoring employee performance and giving feedback to employees.

Siikaniemi (2012) shares a sentiment with Caplan (HRMID, 2014) that the talent management framework must take into cognizance business strategy, and that building employees’ capabilities is a pertinent issue. There is also a strong alignment with the view that the competencies needed by the organisation must be well understood by both employees and the organisation. Caplan further asserts that talent management in organisations often does not succeed, mainly because it is not focused on the future. This hinders organisations from realising talent management benefits.

Siikaniemi (2012) divides a talent management framework into three main approaches, as shown in Figure below

# Figure 2 .1 Shows Siikaniemi’s Talent Management Framework

**Source:** (Siikaniemi, 2012)

The Figure above illustrates a talent management framework with the following approaches:

Siikaniemi, (2012) asserts that Talent planning is driven by the organisational strategy and focuses on the future organisational talent needs that encapsulate the demands of the changing environment.

He further articulates that Foresight concept is premised on understanding the future and on the engagement of employees by management who take a degree of responsibility for acquiring necessary competencies for the future needs which will take the organisation forward. The result of this future concept is a shared roadmap to the future, with all relevant stakeholders jointly, intentionally and purposefully gravitating towards a clearly-mapped future.

The Competence concept focuses on competencies illustrated as follows:

* Core competences: which are directly linked to the mandate of the organisation and constitute the reason for the existence and survival of the organisation.
* Dynamic competencies: these comprise the ability of the organisation to adapt to environmental changes and flexibility to be tactful through innovation.
* Loss competencies: This is about understanding organisation attrition and employing effective retention strategies.

Phillips at al (2009) presents a five-key-element framework, with the following elements:

* The attraction of talent must be managed with intelligence. They further recognise that while the attraction of talent is essential, and that it needs to be more than merely carefully executed, they also encourage that traditional methods be challenged to attract cream of the crop talent.
* Selection of talent for the organisation needs to be done more objectively to yield the desired results, which are mostly to meet business objectives and competitive advantage.
* Phillips et al (2009) further support the view that engaging with employees often yields mutual benefits to both the organisation and the employees and that it greatly contributes to enhance organisational branding.
* The development of employees forms a critical part of the framework and has direct influence on business sustainability and growth.
* Organisations are further challenged to find innovative ways to retain employees, mostly to receive enhanced returns on investment in the development which the organisation thereby invests in.

Self-managed succession: is founded on a view that the employer must provide tools to enable employees to develop themselves, based on the opportunities they see in the organisation.

This framework also sees employee engagement as being critical to the development of a data bank. This is an endeavor to gain an understanding of employees’ views on their capabilities, career aspirations and contributions they can make towards achievement of organisational objectives.

Shared management is an element of Caplan’s four-point framework (cited HRMID, 2014) and aims at sharing responsibility in managing talent with management, instead of talent management being the responsibility and within the decision of one line manager. Joint decision making on talent is considered to be a business imperative and therefore joint effort is required.

Effective talent management practice is a basic necessity for achieving organisational success and excellence (Tanton 2007).Whichever way it is called, be it intellectual capital, human resources, people, labour, talent, or some other name, the potentials that reside in employees and how they are managed is seen as crucial to organisational success and competitive advantage (Boudreau et al 2007).

Johnson (2000) reasons that there is an increasing price rate for talents and the only success factors will be how much longer an organisation can retain top talents than competitors and how quickly the holes created by top talents who leave the organisation are plugged. One of the most important roles of talent management is to effectively manage and retain an organisations most superior workforce which is the goal of human resource management.

Over the past decade much talent management has gained solid roots in contemporary human resource management (HRM). Research over the years has revealed the strategic role of talent management in organisations strongly asserting that talent management is a subset of strategic HRM (Swailes, 2013).

Though much has been covered about talent management in human resource practice there is a fissure to fill with regards to how it can retain an organisation’s most superior workforce to create a competitive advantage for it. This research seeks to throw more light on how an effective talent management practice can positively affect employees’ performance and retention in organisations. Talent management has been portrayed as a major constituent of human capital management (Mellahi et al 2010) which entails the recognition, nurturing, appraisal, utilizing and retaining employees who are either high performing or exhibit high potential (Collings et al., 2011).

As identified by Wright et al, (2004) business challenges most commonly mentioned by HR Director as affecting their HR strategies were retention of staff, organisational growth and globalisation. This brings home the point that employee retention is the goal of every organisation with a superior workforce capacity since the ‘war for talent’ is identified as pioneering the adoption of talent management, with the need to attract and retain key employees vital to the achievement of organisational goals and objectives. However employee retention can be achieved through an effective management of these human resources who are themselves the talents and intellectual capacity owned by organisations. A well-structured and effective talent management system does not only increase staff capacity to deliver quality services but contributes no small way to their sustenance and retention.

TM is generally concerned with effectively managing talented workers (Armstrong, 2009; Charted Institute of Personnel and Development, (2012) Organisations employ TM strategies to manage individual talents in order to achieve organisational goals and objectives.

Iles et al (2010) observed that TM has recently attracted more attention and interest from practitioners and researchers as such has become one of the most widely considered topics in the 21st century.

Ready et al (2008) says that Talent management has been seen as a critical contributor to organisational success. It is, however, essential that talent management intervention be purpose-driven towards achieving business objectives. Top executive commitment and involvement in creating a conduit between organisational strategy and talent management should not be understated. Talent management should not only be talked about in the business, but should also be evident and highlighted in the business strategy itself. Wavering commitment from management may easily mean a lost battle in the war for talent.

Hartmann et al (2010) they maintain that talent management has moved beyond being a human resource agenda to being an important agenda for strategic consideration in organisations, mainly because of the influence talent has on the competitiveness of organisations.

Huselid et al., (2009) support the notion that organisational strategy is central to talent management and that the end in mind should be to enhance organisational competitiveness. Talent should be regarded

Hirschi, (2012) explains that the employment relationship of today between employees and employers is presented with different talent management challenges. The employer in the past carried a responsibility of providing job security and career development, whereas today employees are taking more responsibility for their development in order to remain employable and competitive in the market. He further states that a shift has been observed for over three decades where employee development has been uneven.

# 2.20 The Talent management process

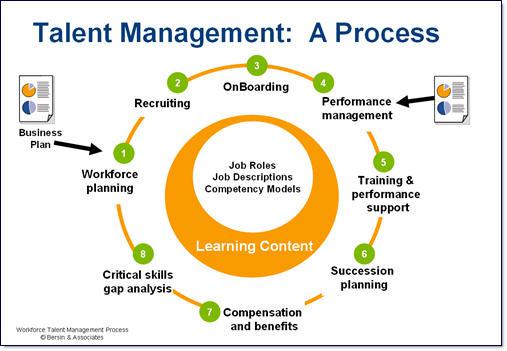
There is increasing empirical evidence showing the relationship between excellent talent Management practice and employee retention. Talent management recognises that different people have diverse but complimentary contributions which achieve success for an enterprise

(Forman, 2005:6). However McGarrity (2007) is of the view that talent management must be

Consistent with the corporate strategy, and define leadership process that are in consonance with all functional areas in order to stay competitive and effective.

Bersin and Associates (2007) Illustrates the talent management process which highpoints essential skills gap analysis, compensation and benefits, recruitment and selection and training and development. At the core of the talent management process are job roles or schedules, job descriptions and competency models which are illustrated by the diagram below

# Figure 2:2 shows Talent management process



Source: Bersin and Associates (2007)

# 2.21 Analysis of future skills requirement (skills gap analysis)

Professional firms will need to identify the type of staff and the skills or talents needed to respond to changes in future business trends and competition in the industry if they want to stay competitive and achieve organisational success (Meyer, 2005:5). Identifying both current and future skills requirements is crucial for the smooth operation of most businesses. According to Bersin and Associates (op cit) this process helps to identify roles, individuals, and competencies leaving an organisation.

# 2.21.1 Training and development

McGarrity explains that one of the distinctions of a successful talent management programme is to create “talent pools” within an organisation (op cit). The “talent pools” serve as a reliable and consistent source of talent within organisations which makes it easier to train and develop skills and talents to cope with emerging business challenges and to improve performance across other functional areas and levels. However according to Appleby (1990), some form of training is needed for all employees. It does not only provide employees with the requisite knowledge and skills for job performance but also increases organisational efficiency. Development activities are to be targeted and agreed on; thus trainees should have a firm grip on the areas in which they have strengths and those that they need to develop (Atkins et al., 2004:20).

# 2.21.2 Competencies assessment

Assessing the competencies of employees is crucial to deploying the competencies and retaining them. It is important that these are identified and form the source of personal career development (op cit). Arthur (2006:128) makes explicit the four fundamental competency categories which are tangible competencies, behaviors based competencies, knowledge based competencies, job specific competencies.

# 2.21.3 Employee Compensation and Benefits

Effective compensation and benefits system achieve some form of advantage for organisations by retaining organisations most superior workforce. Organisations tie compensation package directly to performance management in order to align compensation, benefits and incentives to the achievement of organisational goals (op cit). The objective of remuneration and rewards is to prove substantially to employees their comparative value within the organisation. It is also a way for employees to evaluate their relative worth in the labour market. In this regard, the remuneration system influences both organisational capacity and employee commitment and retention (Brewer, 1993). According to Armstrong et al (1980) items such as pensions, sick pay, holidays and varying range of other benefits is an integral part of every company’s condition of employment. When compensation salary scales are satisfactory they contribute in no small way to attracting and keeping the people the business needs.

# 2.21.4 Succession planning and Career development opportunities

Career development is one of the vital points in attracting and retaining. It is of great importance to both the organisation in terms of creating and retaining a superior workforce base for competitive advantage and also employees in terms of their individual development and progression. Human resource managers have to provide development opportunities for employees to enhance their career. This brings about trust, improved commitment, motivation and high retention rate. Otherwise the tendency that employees will seek such opportunities and personal development elsewhere is high (Zorlu, 2009).

Also training other employees to effectively manage the jobs of key talents especially in their absence is significant. This is popularly referred to as succession planning. It concerns bridging the succession gap within an organisation by training and equipping other talented employees to do the work of key talents within an organisation. This helps to maintain a superior workforce capacity to cope with the competitive pressures in an industry.

# 2.21.5 Retaining Talented employees

Talented employees know that they are highly sought for since their contribution to organisational growth and success is phenomenal. They know their worth and as such organisations need to do everything possible to attract and retain such talents (Cartwright, 2003:96). One of the effective ways of retaining such talents is to fully engage them in the core operations of the organisation and appreciate their efforts (Bechet 2008).

# 2.22 Employee engagement and commitment

Kock et al (2009) defines employee engagement as a psychological state within which an employee connects and identifies at a personal level with their job and organisation, resulting in retention and improved performance.

Brewer (1993) states that committed employees are able to discharge their duties satisfactorily leading to a high rate of customer satisfaction. Employees with a high sense of commitment and involvement are key factors to achieving organisational success.

Dessler (1993) attributes that creating commitment among employees however requires a thorough management programme consisting of concrete management practices and personnel policies. In achieving a competitive advantage organisations must find a way of creating and harnessing the energy and enthusiasm individuals display on their respective jobs. This is achieved through the creation maintenance of a strong organisational culture which is able to attract the kinds of people inclined to performing efficiently within the business environment (Macey et al., 2009:43)

Becker et al., (2001:27) explains that employee attitude developed through an influential

Organisational culture reduces staff turnover thereby bringing about a high rate of staff retention. Part of the debate about TM is on its relations with Human Resources Management (HRM).

Lewis et al, (2006) say that in group’s talents refer to a cluster of employees who are distinctive in their knowledge, skills, and abilities in a specified or technical area. However, in some organizations the talent may refer to the entire employee population. Talent has been defined across a range of context as the ‘superior mastery of systematically developed abilities or skills’, being confined to the top 10% in a field of activity (Gagne 2000).

Tansley (2011) makes explicit some ‘terminological ambiguity’ encircling the definition of talent. This is mainly because talent has taken diverse meanings in various professional and managerial cultures. The prevalent premise running through the concept of organisational talent is that in almost all circumstances the talented deliver a disproportionally greater contribution compared with other in organisations

Iles et al. (2011) The CIPD (2009) saw talent management as ‘the systematic attraction, identification, development, engagement, retention and deployment of those individuals with high potential who are of particular value to an organization’. Research in the area of talent management has been classified under three distinct streams.

Iles et al., (2010) interpret talent management as typical HR functions, practices and activities. Some researchers tend to narrow it down to more specialised HR activities such as recruitment, selection, development and career planning (Lewis and Heckman, 2006). However the challenge with this perspective is that it tends to replace HRM with Talent management, that is, “an old wine in a new bottle” (Iles et al., 2010, and Heckman 2006)

The second stream of categorisation conceptualizes talent management as practices designed to ensure a consistent and smooth flow of human resources into jobs within an organisation as well as instigating mangers to effectively manage pools of talent for the purpose of succession planning (Lewis and Heckman 2006). While Lewis and Heckman’s stream of talent management focuses on succession planning an HR planning through talent management systems, Iles et al focuses on a more developmental approach which seeks to strategically mange employees within a variety of roles.

The third stream of categorisation by these researches focuses on managing the talent pools which is an exclusive segmentation of an organisation’s workforce typically described as talented.

According to Iles et al., (2010) this segment of talented individuals is the subject of effective HRM tools, processes and activities. However Lewis and Heckman (2006) suggest talents as performance pools to be effectively managed. They argue further that employees must be categorised based on their performance levels and rewarded accordingly; filling all higher positions with high performers who are classified as talented

According to Creel man (2004), TM is a perspective or mind-set of the organisation. The argument is that instead of focusing solely on input, there should also be a change in mind-set to focus on potential output (Huselid et al., 2005). In this regard, TM thus becomes the responsibility of all managers in the organisation to consider and participate in. This organisation mind-set entails connecting the organisation goal and organisation strategy. A survey by Towers Perrin, Consultant Company (2009) identified that the most critical TM processes for achieving results (and hardest to implement) are integrating TM processes more directly into business strategy and operations. Achieving this integration, is expected to create more consistency in how talent is identified developed and moved throughout the organisation, and giving business leaders’ greater ownership and accountability for building talent pipeline. However, one of the biggest challenges facing organisations is how to build and sustain a strong talent pipeline (Stahl et al., 2012, p. 25).

# Figure 2: 3 show the figure below shows Principles, Processes and Practices of Talent Management

(**Source**: Stahl et al.; 2012)

From Figure, we note that the most important principle of TM is to define and identify the employees that are critical to the organisation. In this view, the employees do not have to be senior because the critical position can be built inside the company. This view of defining talent is in-line with the subject versus object approach as suggested by Gallardo-Gallardo et al. (2013) and thus other HR practices such as recruitment, selection, and retention can work more effectively. The Table above also shows the overall operation of adopting TM in HR functions. Its purpose is to manage talent effectively within the organisation, and this partly explains the choice for reviewing and using TM strategies in this thesis.

Chuai, (2010) asserts that it covers HR practices that help the organisation to manage talent in order to increase the quality of its products and services by filling all pivotal positions of an organisation with talented workers, and also, by developing processes for attracting, developing, retaining and utilizing employees with the required skill and aptitude to meet current and future business strategy. While TM is multi-faceted and includes among other things, for example recruitment and selection practices, this thesis will particularly focus on the retention of talent.

Green et, al (2001) argue that the labour market shortage has created a fierce competition of attracting, recruiting and retaining talent and here we argue that retention is much more fundamental for organisations. This is mainly because losing talent implies that you are losing someone who would probably have gained an invaluable experience through working for the organisation, and the associated costs of developing this talent that the organisation would have already incurred.

# 2.23 Conceptual framework

The researcher, after a review of related literature, found it relevant to construct a conceptual frame work to analyze the problem. The literature review shows that the conceptual framework model highlights the relationship between employee performance and talent management in the standards regulatory authority in Uganda. It depicts a frame work of the relationship between extraneous variables, the independent variables, and the dependant variables.

In support of the model, Andrewartha (1998) in an attempt to ensure effective employee performance, pointed out that the talent management process needs to be carefully coordinated and integrated with other talent management processes For example communication, career development, remuneration, reward and strategic TM planning, for employee performance management to be most effective. It should be developed out of, and defined by the strategic and business plans of the organization, its structure and its culture.

The management of UNBS can apply Andrewartha’s model to ensure that an effective employee performance management system in place creates an environment that maximizes the achievement of the goals of the organization; it should support, recognize and develop employees and it should provide a process for effectively managing and resolving chronic poor performance. It is imperative to note that no system can ensure such outcome and this is where excellent management skills and comprehensive, continuous, complex, training for effective employee performance is required.

This model has been developed from the review of related literature with regard to talent management and employee performance. As indicated in the model, employee performance, taken as dependent variable is reflected in such variables as goal setting, measuring accomplishment, assessment of performance, adequate resources, careful selection of employees and effective rewarding. This performance is influenced by several independent variables which are reflected in talent management. These include talent planning, training, teamwork promotion.

However, the moderating variables as portrayed in the model play a pivotal role in ensuring that talent management ultimately leads to effective employee performance. These moderating variables also include; organization culture, leadership quality and working environment.

# Figure 2:4 The Conceptual Framework model

**Independent variable Dependent variable**

|  |
| --- |
| **Financial management**   * Efficiency * Effectiveness * Commitment |

|  |
| --- |
| **Talent management**   * Talent planning * Training * Team work promotion |

**Moderating variable**

|  |
| --- |
| * Organization culture * Leadership quality * Working Environment |

Source: As adopted from Andrewartha (1998) and modified by the researcher

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.0 Introduction

This chapter presents the methodology used in the study. It covers the research design, study, population, sample population, size, sampling procedures, data collection methods and their corresponding data collection instruments, data management and analysis procedures, reliability and validity.

# 3.1 Research design

According to Owen (1996) a research design involves identifying, describing and justifying each of the following for the study:

# 3.1.1 Research approach

The research approach is important because it can be used to test the validity of the research hypothesis. In the research approach the researcher used a phenomenological approach which focuses on commonality of lived experience within a particular group. In this study, the fundamental goal of the phenomenological approach was to arrive at the description of talent management and employee performance by the respondents.

# 3.1.2 Research strategy

The study used a case study approach involving both quantitative and qualitative approaches. The case study provided an in-depth study of the problem with limited time scale. Yin (1994) argues that case study research strategies are appropriate for investigation of how and why questions, especially when the concern is to study contemporary issues over which the researcher has no control for example in this study on the role of talent management and employee performance. This was done in view of the wide range of information required, that is related to talent management and its effectiveness in the management of employee performance at UNBS.

# 3.1.3 Research duration

A cross-sectional research design was adopted for this study. This is where data is gathered just once from a cross section of sources for purposes of answering questions. A cross-sectional survey is the most commonly used research method in social research (Amin, 2005) and can produce data which permits the establishment of casual relationships (Serantakos, 2005). The cross sectional design requires one to use a number of data collection methods and collecting information from a cross section of respondent (Sekaran, 2003).

# 3.1.4 Research classification

Gossa (2016) explains that this means understanding the specific type of research to be used, it is important because it explains the purpose of carrying out the research. The study used quantitative and qualitative techniques. Quantitative data involves collecting and converting data into numerical form hence use of statistical calculations in computing the responses from respondents under the questionnaire instrument and also computing the hypothesis where conclusions were drawn.

# 3.2 Study population

The study was under taken at the headquarters of Uganda national bureau of standards located on Plot 2 - 12, Bypass Link, Industrial & Business Park, Kyaliwajala road, Bweyogerere, Wakiso District, North West of Kampala city. The study focused on a population of 127 employees.

# 3.3 Sample size

A sample size of 96 respondents was selected based on Krejcie and Morgan (1970) sampling guidelines using the probability simple sampling method and non-probability method of Purposive sampling The researcher applied the formula:

The study used the Yamane formula of sample determination (1967:886) to determine the sample size as shown below.

n = N

**Where**

n = Sample size

N= Population size

e = margin of error at 95% confidence level

e = Margin of error/0.05

1 + N (e2)

n= 127

1 + 127 (0.052)

n= 127

1 + 127 (0.0025)

n= 96

# Table 3.1 Distribution of respondents

|  |  |  |  |
| --- | --- | --- | --- |
| **Category of respondents** | **Study population** | **Actual respondent** | **Sampling Technique** |
| Top management | 8 | 6 | Purposive sampling |
| Finance and administration | 14 | 10 | Simple Random sampling |
| Customer care | 34 | 26 | Simple Random sampling |
| Information technology | 14 | 10 | Simple Random sampling |
| Internal auditors | 13 | 10 | Simple Random sampling |
| Inspections department | 17 | 13 | Simple Random sampling |
| Legal department | 9 | 7 | Simple Random sampling |
| Security department | 10 | 8 | Simple Random sampling |
| Human resource | 8 | 6 | Purposive sampling |
| **TOTAL** | **127** | **96** |  |

**Source:** researcher (2019).

# 3.4 Sources of Data

Primary data was collected using questionnaires developed for this study and filled by the respondent; secondary data was collected from existing sources such as UNBS management reports, published journals, data bases, magazines, text books, electronic sources and newspapers.

# 3.5 Data collection instruments

# 3.5.1 Self-Administered Questionnaire

A self-administered with close ended questionnaire using Likert scale of measurement was used to collect data from the respondents. The scale range from 1 for strongly disagree to 5 for strongly Agree. Each section in the questionnaire addressed a specific objective in the study. The questionnaires were pre-tested on a similar sample of 10 staff in UNBS around Wakiso district of which adjustments were made to enhance its validity and reliability. The questionnaire was selected because it is easy to administer, and if the respondents are literate it allows the respondent to give their views without fear (Mugenda and Mugenda 1999).

# 3.5.2 Interview

Andrea (2014) states that interview method of data collection are verbal conversations between two people with the objective of collecting relevant information for the purpose of research. The purposes of the interview was to explore the views, experiences, beliefs and/or motivations of individuals on specific matters and are particularly appropriate for exploring issues where participants may not want to talk about such issues in a group environment.

# 3.5.3 Document Review

This involved reading data from existing journals, reports and from published and unpublished writings entailing information related to the study. Sources of data included; libraries, resource centers, journals and electronic journals.

# 3.6 Data quality management

# 3.6.1 Reliability and Validity of the research instruments

Validity of instruments was ascertained by first of all discussing the questionnaire with the supervisor. The content validity of the instrument was found worthy executing for the pilot run and thus the study. After constructing the questionnaire the researcher contacted the supervisor and two other experts in order to get expertise judgment on face and construct validity. According to Gay (1996) constructing validity over an instrument is refined based on expert advice. The CVI = Content Validity Index for the study as judged at 0.7 since the CVI is greater **(>)** than 0.5, implies that the items on the questionnaire are relevant to the study variables.

The formula used to test validity index was;

CVI = Number of items regarded relevant in the questionnaire

Total number of items in the questionnaire

The reliability of instruments was established basing on the preliminary results derived from the pilot study. The study instruments were set for the pilot run. Results realised were discussed with the supervisor and the content reliability of the instrument was accepted.

The reliability of the questionnaire was established using

|  |  |
| --- | --- |
| Table 3.6: Reliability Statistics | |
| Cronbach's Alpha | N of Items |
| .787 | 30 |

The researcher established the reliability of the questionnaire using reliability analysis r value which was represented by r<0.787 by using pretesting.

# 3.7 Data processing

The data obtained were checked for validity and accuracy before processing. This involved cross checking the completed self- administered questionnaires to check for any errors that might have been committed. Both qualitative and quantitative techniques were used for the analysis which was done using Statistical Package for Social Sciences (SPSS).

# 3.8 Data analysis

After processing, the cleaned data was analysed using both descriptive and inferential statistics with the help of the SPSS software version 25. Will (2018) defines descriptive statistics as brief descriptive coefficients that summarise a given data set, which can be either a representation of the entire or a sample of a population. The expected results under descriptive statistics are broken down into central tendency and measures of variability such as standard deviation, variance, and the minimum and maximum variables. On the other hand, Will (2018) defines inferential statistics as one of the two main branches of statistics. Inferential statistics use a random sample of data taken from a population to describe and make inferences about the population.

# 3.9 Data presentation

Data collected was edited, coded and later analyzed using SPSS program version 17.quantitative data was presented using frequency tables, and inferential statics (correlation and regression analysis) were used to determine the relationship between variables. Qualitative data was presented in form of narrative as appropriate.

# 3.10 Ethical considerations

The purpose of this research was to promote the aims of this study, such as knowledge, truth and avoidance of error that could arise as a result of fabrication of data, plagiarism, falsifying, disrespecting the code of conduct and misrepresenting the research findings. So, issues to do with honesty, objectivity, confidentiality and integrity during data collection and reporting research findings were abided to by the researcher through guidance of a consent from given to respondents. Clearance was sought from the university research coordinator and Manager in charge of Uganda National Bureau of Standards while consent of the respondents was also sought from them before administering to them the questionnaires and interview guides.

# 3.11 Limitations of the study

In the current study, the researcher faced the following limitations:

**Limited access to UNBS records**

The researcher faced rigidity in accessing the relevant talent management and employee performance records of UNBS. However, the researcher endeavored to establish rapport with all concerned stakeholders at UNBS by presenting the research letter that was provided by the School of Business Administration and Information Technology

**High costs of conducting the study**

The study was costly and the researcher has limited finances for printing and the stationery expenses. This was solved by soliciting for funds from friends and relatives as well as personal savings.

**Respondents’ hesitation to disclose some information**

Some respondents were hesitant to disclose some information especially to do with the performance of small scale businesses thinking that it is going to be used for other purposes. A friendly approach was adopted when dealing with the respondents in order to avert this problem and they were reminded so often.

**Limited research time framework**

The time allocated for the research is quite short and this might force the researcher to adjust the work schedule at the work place. This was addressed by trying to utilize effectively every little time available.

# 3.12 Conclusion

This chapter dealt with the study methodology describing the methods to be used in the field. This proceeded to field data collection, then data analysis and presentation of final dissertation to be presented in the preceding chapters as outlined in Chapter One section.

# CHAPTER FOUR

# TRAINING AND EMPLOYEE PERFORMANCE

# 4.0 Introduction

This chapter deals with the objective of the study; how training influences employee performance at UNBS. The chapter aims at determining the situation at Uganda National Bureau of Standards whether employee’s performance has been improved through training programs.

# 4.1 Background information of respondents

In this section, respondents were asked to provide their background information and their results are presented in tables.

# 4.1.1 Age bracket

Here the researcher sought to determine the age bracket in which the respondents belonged; results are highlighted in table 4.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.1: Age bracket | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-29 Years | 21 | 23.6 | 23.6 | 23.6 |
| 30-39 Years | 32 | 36.0 | 36.0 | 59.6 |
| 40-49 Years | 19 | 21.3 | 21.3 | 80.9 |
| 50-59 Years | 12 | 13.5 | 13.5 | 94.4 |
| 60 and above | 5 | 5.6 | 5.6 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

Results in table 4.1 revealed that majority of respondents belonged to the age group between 30-39 years of age. This age bracket is considered to be that of active educated individuals within the bureau, however, minority of the respondents 5.6% belonged to the age bracket of 60 years and above. These results reflect that UNBS mostly employs young educated youth, these are assumed to have updated and valid information about talent management and as such provided accurate data.

# 4.1.2 Gender of respondents

The researcher also sought to determine the gender in which the respondents belonged, and the results are presented in table 4.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.2: Gender of respondents | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 49 | 55.1 | 55.1 | 55.1 |
| Female | 40 | 44.9 | 44.9 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in the table 4.2, results indicate that majority of respondents that is 55.1% belonged to the male gender while minority belonged to the female gender with 44.9%. The results can be interpreted to mean that most of the responsibilities in the bureau are performed by males hence they provided most of the information for the study. However, the females were also well represented and as such the study did not suffer gender discrimination in participation.

# 4.1.3 Highest education level attained

The researcher also needed to assess and understand the level of highest education attained by respondents. The results to the question are captured in table 4.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.3: Highest education level attained | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Certificate | 9 | 10.1 | 10.1 | 10.1 |
| Diploma | 24 | 27.0 | 27.0 | 37.1 |
| Bachelor | 34 | 38.2 | 38.2 | 75.3 |
| Master | 15 | 16.9 | 16.9 | 92.1 |
| Others, specify | 7 | 7.9 | 7.9 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

Results in table 4.3 revealed that majority of the respondents had degree of bachelor degree as the highest level of education, this was represented by 38.2%, 27.0% had diploma, 16.9% had master degree, 7.9% of the respondents specified that they had doctorates in various fields,. The results can be interpreted to mean that respondents were knowledgeable to have a clear understanding of about the study variables hence provided reliable and relevant data.

# 4.1.4 Period of work at Uganda National Bureau of Standards

The respondents were also asked to identify the period of time that they had served at the bureau and the results are summarised in table 4.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.4: Period of work at Uganda National Bureau of Standards | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 0-5 Years | 29 | 32.6 | 32.6 | 32.6 |
| 5-10 Years | 32 | 36.0 | 36.0 | 68.5 |
| Above 10 Years | 28 | 31.5 | 31.5 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

Results in table 4.4 indicate that the majority of respondents that is 36.0% had served for a period of 5-10 years, 32.6% had served for a period of 0-5 years while 31.5% had served for a period of above 10 years. This can be implied to mean that the respondents had been in the bureau for a longer time to have a clear understanding about the study variables to provide a more reliable and relevant information for the study.

# 4.3 Training and employee performance at UNBS

The researcher also sought to examine whether UNBS training has influenced employee performance in Uganda National Bureau of Standards. The results to the question in this section are summarised in the following tables.

# 4.3.1 Management carries out training needs assessment

The researcher sought to determine whether the management of the bureau carries out training needs assessment, this was relevant in determining whether talent management is enhanced through training of employees and results are presented to table 4.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.5: Management carries out training needs assessment | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 5 | 5.6 | 5.6 | 5.6 |
| Disagree | 10 | 11.2 | 11.2 | 16.9 |
| Not sure | 4 | 4.5 | 4.5 | 21.3 |
| Agree | 34 | 38.2 | 38.2 | 59.6 |
| Strongly agree | 36 | 40.4 | 40.4 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.5 indicate that 5.6% strongly disagreed, 11.2% disagreed, 4.5% were not sure, 38.2% agreed while 40.4% strongly agreed. The results also showed that majority of the respondents 78.6% generally agreed to the statement, this means that management can verify and validate the need, focus, and scope and target group for a training program. Respondents also revealed that UNBS has a proactive training needs assessment which is usually used to initiate strategic reviews of future organisational needs that require new capabilities and competencies. This means that UNBS determines the full spectrum of possible training needs throughout the organisation.

# 4.3.2 UNBS uses on job training for its staff

Here the researcher aimed at establishing whether on the job training is a contributing factor to talent management. Results to the question are presented in table 4.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.6: UNBS uses on the job training for its staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 7 | 7.9 | 7.9 | 7.9 |
| Disagree | 8 | 9.0 | 9.0 | 16.9 |
| Not sure | 12 | 13.5 | 13.5 | 30.3 |
| Agree | 31 | 34.8 | 34.8 | 65.2 |
| Strongly agree | 31 | 34.8 | 34.8 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.6 reveal that 7.9% of the respondents strongly disagreed, 9.0% disagreed, 13.5% were not sure, 34.8% agreed while 34.8% also strongly agreed, this shows that majority of the respondent generally agreed to the statement. This can be interpreted to mean that most of the employees at the bureau did not go through formal training but learnt on the job training. During an interview session, a key respondent stated that;

*“During induction of our new employees, it is common practice by human resource department to emphasise development of new skills and competencies within the workplace. The new employees usually learn in the environment where they practice with the guidance of the old employees who have better practice to the knowledge and skills required for training”.*

This means that the management saves training costs for new employees by investing less

# 4.3.3 All new recruits undergo training before they start working

The researcher aimed at establishing whether the talents of new recruits are further enhanced through training before they start to perform with an aim of determining the extent of their capabilities. The results to the question are captured in table 4.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.7: All new recruits undergo training before they start working | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 24 | 27.0 | 27.0 | 27.0 |
| Disagree | 36 | 40.4 | 40.4 | 67.4 |
| Not sure | 8 | 9.0 | 9.0 | 76.4 |
| Agree | 10 | 11.2 | 11.2 | 87.6 |
| Strongly agree | 11 | 12.4 | 12.4 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.7 indicate that 27.0% of the respondents strongly disagreed, 40.4% disagreed, 9.0% were not sure, 11.2% agreed while 12.4% strongly agreed to the statement. There was a combined response percentage of 67.4% of respondents who generally disagreed; this can be implied to mean that not all new employees undergo training before they start. Respondents stated that for most specific roles in the bureau, management emphasises recruiting those individuals who already have the necessary qualifications and work experience, for instance the department that certifies the standards of goods and services. This not only improves on work efficiency but also reduces on training costs for the organisation. This means that some new employees are only trained when management decides they need it.

# 4.3.4 Management uses only formal training methods

Formal training is an important aspect in talent development; this is because even the most talented employees need to remain consistent in performance. The results to the question are highlighted in table 4.8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.8: Management uses only formal training methods | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 29 | 32.6 | 32.6 | 32.6 |
| Disagree | 32 | 36.0 | 36.0 | 68.5 |
| Not sure | 10 | 11.2 | 11.2 | 79.8 |
| Agree | 14 | 15.7 | 15.7 | 95.5 |
| Strongly agree | 4 | 4.5 | 4.5 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.8 indicate that 32.6% strongly disagreed, 36.0% disagreed, 11.2% were not sure, 15.7% agreed while 4.5% strongly agreed to the statement. Majority of the respondents 68.6% of the respondents generally disagreed to the statement; this can be used to conclude that management uses other methods of training other than formal. It was revealed that, as a way of improving on employee performance, management prefers to make sure that employees are not aware that they are undergoing training, and this is mainly learning on the job. It was revealed that informal training methods improve employee relationships as learners are forced to interact with those employees who have experience, hence improving on innovativeness.

# 4.3.5 UNBS management carries out evaluation on their staff after training to establish effectiveness

The researcher was interested in establishing whether UNBS has performance indicators that measure the performance of staff, this aimed at determining whether evaluation outcomes are acted upon to improve on employee performance. Results to the question are summarised in table 4.9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.9: UNBS management carries out evaluation on their staff after training to establish effectiveness | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 4 | 4.5 | 4.5 | 4.5 |
| Disagree | 5 | 5.6 | 5.6 | 10.1 |
| Not sure | 13 | 14.6 | 14.6 | 24.7 |
| Agree | 27 | 30.3 | 30.3 | 55.1 |
| Strongly agree | 40 | 44.9 | 44.9 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.9 showed that 4.5% of the respondents strongly disagreed, 5.6% disagreed, 14.6% were not sure, 30.3% agreed while 44.9% strongly agreed to the statement. The results also showed that majority 75.2% generally agreed to the statement, this can be implied to mean that evaluation for employees is performed. During an interview session, a key respondent stated that;

*“For all subordinates, assigned supervisors or department heads perform one on one evaluation employee performances, the supervisor takes note on the job description roles and activities, carefully he awards marks in percentages and makes comments on each, however, this is discussed together with the evaluated employee so that there is no bias in the evaluation process”.*

This means that trained employees are able to determine the extent of their performance within the bureau.

# 4.3.6 Training is carried out only once a year

Here the researcher sought to determine the duration of the training for employees, basing on a scope of one year. The results are shown in table 4.10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.10: Training is carried out only once a year | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 24 | 27.0 | 27.0 | 27.0 |
| Disagree | 29 | 32.6 | 32.6 | 59.6 |
| Not sure | 11 | 12.4 | 12.4 | 71.9 |
| Agree | 14 | 15.7 | 15.7 | 87.6 |
| Strongly agree | 11 | 12.4 | 12.4 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in table 4.10 it is seen that 27.0% strongly agreed, 32.6% disagreed, 12.4% were not sure, and 15.7% agreed while 12.4% strongly agreed. There was a combined percentage of 59.6% of respondents who generally disagreed to the statement; this means that the training is carried out at different time intervals less or beyond one year given the human resource need. It was stated that depending on the job specification, most training programs run for a period of 2-3 months, individuals who perform excellently through the process are considered for employment; however, the process on the job training takes off from this point. It was revealed that whenever need arises, training can be conducted as many times as necessary within the bureau.

# 4.3.7 UNBS sponsor some of its staff to further their education

It is common practice for organisations to provide education scholarships to upgrade on academic qualifications which ultimately influences employee performance. Results to the question are presented in table 4.11

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.11: UNBS sponsor some of its staff to further their education | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 4 | 4.5 | 4.5 | 4.5 |
| Disagree | 8 | 9.0 | 9.0 | 13.5 |
| Not sure | 12 | 13.5 | 13.5 | 27.0 |
| Agree | 29 | 32.6 | 32.6 | 59.6 |
| Strongly agree | 36 | 40.4 | 40.4 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.11 indicate that 4.5% of the respondents strongly disagreed, 9.0% disagreed, 13.5% were not sure, 32.6% agreed while 40.4% strongly agreed respectively. The results indicate that majority 73.0% generally agreed, this can be implied to mean that the bureau emphasises career development as a way of enhancing employee performance. It was revealed that the bureau has great desire in retaining effective performers through employee loyalty and satisfaction; as a result these employees are given academic scholarships in various fields within the country and at times through internally recognised institutions of learning.

# 4.3.8 Training objectives are always set prior to commencement of training

The researcher also sought to determine whether training objectives are always set prior to commencement of training. The results are presented in table 4.12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.12: Training objectives are always set prior to commencement of training | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 15.7 | 15.7 | 15.7 |
| Disagree | 13 | 14.6 | 14.6 | 30.3 |
| Not sure | 12 | 13.5 | 13.5 | 43.8 |
| Agree | 24 | 27.0 | 27.0 | 70.8 |
| Strongly agree | 26 | 29.2 | 29.2 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.12 indicate that 15.7% strongly disagreed, 14.6% disagreed, 13.5% were not sure, 27.0% agreed while 29.2% strongly agreed to the statement. The results also indicated that 56.2% generally agreed to the statement which implies that the training objectives are always aligned to bureau objectives. Respondents indicated that training objectives start with making the purpose of training clear to employees because knowing the importance of training objectives helps management to create them and therefore, due diligence taken. It is also noted that is easier to create training objectives which are bound to deliver expected outcomes.

# 4.3.9 In UNBS only non-performing staff are considered for training

The researcher had interest in establishing whether training was mandatory to all staff or only non-performing staff. Results to the question are summarised in table 4.13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.13: In UNBS only non-performing staff are considered for training | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 24 | 27.0 | 27.0 | 27.0 |
| Disagree | 28 | 31.5 | 31.5 | 58.4 |
| Not sure | 10 | 11.2 | 11.2 | 69.7 |
| Agree | 13 | 14.6 | 14.6 | 84.3 |
| Strongly agree | 14 | 15.7 | 15.7 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.13 indicate that majority of the respondents that is 27.0% and 31.5% disagreed and strongly disagreed respectively, 11.2% were not sure noting that the details are vague to them, 14.6% agreed while 15.7% strongly agreed. Since majority of the respondents generally disagreed, it can be implied to mean that not only non-performing staff are considered for training. During an interview session, one key respondent expressed that;

*“One of the main objectives of any organisation just like the bureau is long term survival through employee effectiveness and efficiency. However, the business environment is faced with new business models and technological advancement which require existing workforce to adapt so as to ensure sustainability and development, this call upon all management to always ensure that all employees new or old, always go through required and necessary training, hence all employees are to be trained”.*

# 4.3.10 Management organises seminars and workshop to benefit staff

Respondents were also asked management organises seminars and workshop to benefit staff. This is because the talents and performance levels of employees can be determined at various work setups. The results are presented in table 4.14

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.14: Management organizes seminars and workshop to benefit staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 5 | 5.6 | 5.6 | 5.6 |
| Disagree | 8 | 9.0 | 9.0 | 14.6 |
| Not sure | 12 | 13.5 | 13.5 | 28.1 |
| Agree | 30 | 33.7 | 33.7 | 61.8 |
| Strongly agree | 34 | 38.2 | 38.2 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 4.14 indicate that 5.6% of the respondents strongly disagreed, 9.0% disagreed, 13.5% were not sure, 33.7% agreed while 38.2% strongly agreed to the statement respectively. Since majority 71.9% generally agreed to the question, it can be implied to mean that management organises seminars and workshops to benefit staff. The respondents revealed that employees are usually taken to professional seminars to provide a wealth of information on a broad array of topics and professional issues. It was also noted that often, associations rotate the location of such events from one city to another. That can make it more convenient for certain members to attend, depending on the proximity of the conference or seminar.

# CHAPTER FIVE

# TALENT PLANNING AND EMPLOYEE PERFORMANCE

# 5.0 Introduction

This chapter deals with the objective of the study; how talent planning influences employee performance at UNBS. The chapter aims at determining the situation at Uganda National Bureau of Standards whether employee’s performance has improved through talent planning.

The researcher sought to examine whether UNBS talent planning has influenced employee performance in Uganda National Bureau of Standards. The results to the question in this section are summarised in the following tables.

# 5.1 Talent planning is encouraged and supported by the top management at UNBS

Talent planning must align with the company's strategies and goals and encompasses a wide range of positions and numbers of employees across an organization. The respondents were asked whether talent planning is encouraged and supported by the top management at UNBS. Results to the question are summarised in table 5.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.1: Talent planning is encouraged and supported by the top management at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 8 | 9.0 | 9.0 | 9.0 |
| Disagree | 12 | 13.5 | 13.5 | 22.5 |
| Not sure | 17 | 19.1 | 19.1 | 41.6 |
| Agree | 23 | 25.8 | 25.8 | 67.4 |
| Strongly agree | 29 | 32.6 | 32.6 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 5.1 indicate that 9.0% of the respondents strongly disagreed, 13.5% disagreed, 19.1% were not sure, 25.8% agreed while 32.6% strongly agreed. Majority of the respondents generally agreed to the statement, this was presented by a combined percentage of 58.4%, this can be used to conclude that top management recognises the benefits of having talented employees in the bureau. It was revealed that the risk of not properly training and developing talent does not only lead to losing millennial workers but also loses funds for the bureau and there is high risk of certifying poor quality goods and services which may have not been approved by the set standards. It was also revealed that talented employees can easily uphold the laws and quality standards as set by the bureau.

# 5.2 UNBS management invests in talent planning at all levels

For companies this means that talent management must be the business strategy as it includes one of the most important assets for the business. The researcher asked respondents whether UNBS management invests in talent planning at all levels. The results to the question are presented in table 5.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.2: UNBS Management invests in talent planning at all levels | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 15.7 | 15.7 | 15.7 |
| Disagree | 11 | 12.4 | 12.4 | 28.1 |
| Not sure | 18 | 20.2 | 20.2 | 48.3 |
| Agree | 22 | 24.7 | 24.7 | 73.0 |
| Strongly agree | 24 | 27.0 | 27.0 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 5.2 also indicate that 15.7% of the respondents strongly disagreed, 12.4% disagreed, 20.2% were not sure, 24.7% agreed while 27.0% strongly agreed to the statement. Since majority of the respondents generally agreed to the statement, it can be implied to mean that talent management is prioritised in a way of management’s commitment to hiring, developing and retaining extremely talented individuals. The respondents mentioned that this is seen in the increasing level of hiring expatriates in various fields who are paid handsomely to perform various tasks within the bureau.

# 5.3 UNBS talent planning programmes strongly influence employee performance

Having a talent management strategy in place helps organisations keep their employees motivated which creates more reasons for them to stay in the company. The respondents were also asked whether UNBS talent planning programmes strongly influence employee performance. The responses to the question are captured in table 5.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.3: UNBS talent planning programmes strongly influence employee performance | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 10 | 11.2 | 11.2 | 11.2 |
| Disagree | 9 | 10.1 | 10.1 | 21.3 |
| Not sure | 13 | 14.6 | 14.6 | 36.0 |
| Agree | 32 | 36.0 | 36.0 | 71.9 |
| Strongly agree | 25 | 28.1 | 28.1 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in table 5.3, it is seen that 11.2% of the respondents strongly disagreed, 10.1% disagreed, 14.6% were not sure, 36.0% agreed while 28.1% strongly agreed. Since majority of the respondents 64.1% generally agreed, it can be implied to mean that talent planning programmes at the bureau have greatly impacted on employee performance. During an interview session, one respondent stated that;

*“Talent planning programmes influence employee performance if it is closely aligned with the company’s strategic plan and overall business needs. The management of the bureau implements the best talent management processes to be more prepared, in that goal alignment is a powerful management tool that not only clarifies job roles for individual employees”.*

# 5.4 UNBS identifies skills acquired from talent training then matches it with the organisation objectives

The researcher here sought to establish whether management identifies skills acquired from talent training to match it with the organisation objectives. Results are presented in table 5.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.4: UNBS identifies the skills acquired from talent training then matches it with the organization objectives | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 9 | 10.1 | 10.1 | 10.1 |
| Disagree | 12 | 13.5 | 13.5 | 23.6 |
| Not sure | 14 | 15.7 | 15.7 | 39.3 |
| Agree | 27 | 30.3 | 30.3 | 69.7 |
| Strongly agree | 27 | 30.3 | 30.3 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in table 5.4, it is indicated that 10.1% strongly disagreed, 13.5% disagreed, 15.7% were not sure, 30.3% agreed and strongly agreed respectively. Majority of the respondents generally agreed to the statement, this can be implied to mean that the management of the bureau has achieved set objectives through talent planning. It was also revealed that any talent can be recognised and developed through a learning gap assessment. The bureau has refined list of learning goals and the list includes the skills and behaviors of employees, based on the needs and the demands of the industry.

# 5.5 UNBS identifies and prepares suitable high potential employees to replace key players as their term expires

The use of talent management makes it easier for the companies to identify which employees will be best suited for the job. Here the respondents were asked whether the bureau identifies and prepares suitable high potential employees to replace key players as their term expires. Results are summarised in table 5.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.5: UNBS identifies and prepare suitable high potential employees to replace key players as their term expires | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 15.7 | 15.7 | 15.7 |
| Disagree | 15 | 16.9 | 16.9 | 32.6 |
| Not sure | 10 | 11.2 | 11.2 | 43.8 |
| Agree | 25 | 28.1 | 28.1 | 71.9 |
| Strongly agree | 25 | 28.1 | 28.1 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 5.5 indicated that 15.7% of the respondents strongly disagreed, 16.9% disagreed, 11.2% were not sure, 28.1% agreed and strongly agreed respectively. The results also showed that 56.2% of the respondents generally agreed, it can be implied to mean that the bureau successfully implements succession planning. During an interview session, a key respondent expressed that;

*“The bureau’s human resource department emphasises succession planning because it recognises its importance at the heart of the talent management process which identifies key roles and mapping out ways to ensure management has the right people with the right skills, capabilities and experiences in the right place at the right time”.*

This means that the bureau ensures organisation survival through succession planning

# 5.6 If significant variances in employee performance exists, special attention is paid to them and their jobs

The respondents were also asked if significant variables in employee performance exist, special attention is paid to them and their respective jobs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.6: If significant variances in employee performance exists, special attention is paid to them and their jobs | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 10 | 11.2 | 11.2 | 11.2 |
| Disagree | 12 | 13.5 | 13.5 | 24.7 |
| Not sure | 17 | 19.1 | 19.1 | 43.8 |
| Agree | 23 | 25.8 | 25.8 | 69.7 |
| Strongly agree | 27 | 30.3 | 30.3 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 5.6 indicate that 11.2% strongly disagreed, to the statement, 13.5% disagreed, 19.1% were not sure, 25.8% agreed while 30.3% strongly agreed. The results showed that majority of the respondents generally agreed that differences in employee performances are handled by management. It was revealed that these variances are clearly identified under performance appraisals done on employees output levels; these are conducted between the employee and immediate line manager in a verbal conversation. During this process, the employee will highlight the challenges he/she faces, to create significant variances, it is through this process that the variances are addressed by management as a way of improving on employee performance.

# 5.7 UNBS improves employee talents and align their talents with the needs for business at the current position

Goal alignment is a powerful management tool that not only clarifies job roles for individual employees, but also demonstrates ongoing value of employees to the organization. The respondents were asked whether the bureau improves on employee performance and align talent with needs of business at current position. The results are captured in table 5.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.7: UNBS improves employee talents and align their talents with the needs for business at the current position | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 25 | 28.1 | 28.1 | 28.1 |
| Disagree | 29 | 32.6 | 32.6 | 60.7 |
| Not sure | 14 | 15.7 | 15.7 | 76.4 |
| Agree | 9 | 10.1 | 10.1 | 86.5 |
| Strongly agree | 12 | 13.5 | 13.5 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in table 5.7, it is indicated that majority of the respondents that is 28.1% and 32.6% strongly disagreed and disagreed respectively. Since this is the majority response it can be used to conclude that the management focuses employee’s efforts to organisation’s most important goals. It was also revealed that business current position alignment is a powerful management tool that not only clarifies job roles for individual employees, but also demonstrates ongoing value for the employees. The bureau engages employees in their work through goal alignment to create greater employee ownership in the organisation’s ultimate success.

# CHAPTER SIX

# TEAM WORK PROMOTION AND EMPLOYEE PERFORMANCE

# 6.0 Introduction

This chapter deals with the objective of the study; how team work promotion influences employee performance at UNBS. The chapter aims at determining the situation at Uganda National Bureau of Standards whether employee’s performance has been improved through team work promotion.

The researcher sought to examine whether UNBS team work promotion has influenced employee performance in Uganda National Bureau of Standards. The results to the question in this section are summarised in the following tables.

# 6.1 Teamwork promotion is encouraged at all levels at UNBS

Effective teamwork in the workplace greatly improves overall productivity. The respondents were also asked whether teamwork is encouraged at all levels at UNBS. The results are presented in table 6.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.1: Teamwork promotion is encouraged at all levels at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 15.7 | 15.7 | 15.7 |
| Disagree | 11 | 12.4 | 12.4 | 28.1 |
| Not sure | 4 | 4.5 | 4.5 | 32.6 |
| Agree | 28 | 31.5 | 31.5 | 64.0 |
| Strongly agree | 32 | 36.0 | 36.0 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.1 indicate that 15.7% strongly disagreed, 12.4% disagreed, 4.5% were not sure, 31.5% agreed while 36.0% strongly agreed. The results also show that 67.5% generally agreed to the statement, this can be interpreted to mean that teamwork has several benefits it contributes to the company. The respondents also indicated that one of the major benefits of teamwork is open and respectful communication between employees which has greatly improved given that employees at different levels within the bureau interact with each other sharing knowledge and having each other’s backs.

# 6.2 Teamwork promotion improves employee performance at UNBS

Teamwork promotes strong working relationships and it's great for an organisation, since employees who like and trust each other are more likely to communicate well. The respondents were also asked whether teamwork promotion improves employee performance at UNBS. The results to the question are summarised in table 6.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.2: Teamwork promotion improves employee performance at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 12 | 13.5 | 13.5 | 13.5 |
| Agree | 29 | 32.6 | 32.6 | 46.1 |
| Strongly agree | 48 | 53.9 | 53.9 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.2 indicated that 13.5% were not sure, 32.6% agreed while 53.9% strongly agreed. Majority of the respondents 86.5% generally agreed to the statement, since this is the majority response, it can be implied to mean that teamwork has a significant positive influence on employee performance. It was also revealed that the increase in collaboration tends to increase the number of ideas and this increases the effectiveness in tasks assigned to them. This means that teamwork is not always about working in large teams but a sense of togetherness that make an environment termed as team.

# 6.3 Teamwork promotes good influence, strong and frequent communication at UNBS

The respondents were also asked whether teamwork promotes good influence, strong and frequent communication at UNBS. Results are summarised in table 6.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.3: Teamwork promotes good influence, strong and frequent communication at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 13.5 | 13.5 | 13.5 |
| Disagree | 14 | 15.7 | 15.7 | 29.2 |
| Not sure | 9 | 10.1 | 10.1 | 39.3 |
| Agree | 25 | 28.1 | 28.1 | 67.4 |
| Strongly agree | 29 | 32.6 | 32.6 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.3 indicated that 13.5% of the respondents strongly disagreed, 15.7% disagreed, 10.1% were not sure, 28.1% agreed while 32.6% strongly agreed. Since majority of the respondents 60.7% generally agreed, it can be implied to mean that effective communication and teamwork help a business maintain a positive work environment. During an interview session, a key respondent stated that;

*“To ensure frequent communication at the bureau, a key component of communication is listening to what other employees are saying, this can be achieved through teamwork and having open door policies to address issues. The bureau also has tip boxes, debriefings on projects and having team member surveys to include all feedback into consideration and take action as required”.*

# 6.4 Teamwork promotes mutual respect and trust among employees at UNBS

Anytime two or more people work in the same environment, trust and teamwork promote a solid professional relationship. The respondents were also asked whether teamwork promotes mutual respect and trust among employees at UNBS. The results to the question are highlighted in table 6.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.4: Teamwork promotes mutual respect and trust among employees at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 7 | 7.9 | 7.9 | 7.9 |
| Disagree | 12 | 13.5 | 13.5 | 21.3 |
| Not sure | 17 | 19.1 | 19.1 | 40.4 |
| Agree | 23 | 25.8 | 25.8 | 66.3 |
| Strongly agree | 30 | 33.7 | 33.7 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

As seen in table 6.4, the results indicate that 7.9% of the respondents strongly disagreed, 13.5% disagreed, 19.1% were not sure, 25.8% agreed while 33.7% strongly agreed respectively. Since majority of the respondents generally agreed to the statement, this implies that employees gain mutual respect and trust through teamwork. It was indicated that the various departments throughout the bureau cannot go without employee coordination, this calls for sharing knowledge and teamwork which in case assignments are executed, the respective employees uplift a sense of trust and respect for the different job description joined in one to achieve the same goals.

# 6.5 Periodic evaluation of teamwork promotion programs has changed employee attitudes towards job performances at UNBS

The systematic implementation of that program into the organization, allows employees to establish deeper relationships. The respondents were asked whether teamwork promotions are evaluated basing on employee performance results at UNBS. Results are obtained in table 6.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.5: Periodic evaluation of teamwork promotion programs has changed employee attitudes towards job performance at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 24 | 27.0 | 27.0 | 27.0 |
| Disagree | 34 | 38.2 | 38.2 | 65.2 |
| Not sure | 7 | 7.9 | 7.9 | 73.0 |
| Agree | 13 | 14.6 | 14.6 | 87.6 |
| Strongly agree | 11 | 12.4 | 12.4 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.5 indicate that 27.0% strongly disagreed, 38.2% disagreed, 7.9% were not sure, 14.6% agreed while 12.4% strongly agreed. The results also indicated that majority of the respondents generally disagreed to the statement; this was presented by 27.0% and 38.2% who strongly disagreed and disagreed respectively. Respondents stated that periodic evaluations highlight the weaknesses of each employee; these weaknesses are addressed by providing more training roles and programs to enhance on employee performance which ultimately increases on their positive attitude towards work. However, at the bureau, the evaluation process is very slow and at times not performed; this leaves the weakness of employees’ unaddressed, hence reduced performance.

# 6.6 Teamwork promotion programs are evaluated basing on employee performance results at UNBS

The respondents were also asked whether teamwork promotion programs are evaluated basing on employee performance results at UNBS. Results in table 6.6 are obtained in table 6.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.6: Teamwork promotion programs are evaluated basing on employee performance results at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 13 | 14.6 | 14.6 | 14.6 |
| Disagree | 10 | 11.2 | 11.2 | 25.8 |
| Not sure | 17 | 19.1 | 19.1 | 44.9 |
| Agree | 22 | 24.7 | 24.7 | 69.7 |
| Strongly agree | 27 | 30.3 | 30.3 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to results in table 6.6, 14.6% strongly disagreed, 11.2% disagreed, 19.1% were not sure, 24.7% agreed while 30.3% strongly agreed. Majority of the respondents that is 55.0% generally agreed to the statement, which implies that individual performance appraisals are measured against measurable objectives. During an interview session, one key respondent expressed that;

*“Individual performance appraisals provide an opportunity for employees and supervisors to share ideas and reach mutually agreed upon objectives. Individual performance appraisals focus on the skills required to perform the current job and skills that must be acquired for promotion. Individual performance evaluations are tools to determine monetary compensation. This type of performance appraisal provides feedback and recognition to the individual”.*

# 6.7 Feedback from teamwork promotion has contributed to trouble shooting of the employee performance at UNBS

Managers can promotegoodteamwork among staff members by providing feedback. Here the researcher sought to establish whether feedback from teamwork promotion has contributed to trouble shooting of the employee performance at UNBS. Results are indicated in table 6.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.7: Feedback form teamwork promotion has contributed to trouble shooting of the employee performance at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 10 | 11.2 | 11.2 | 11.2 |
| Disagree | 14 | 15.7 | 15.7 | 27.0 |
| Not sure | 15 | 16.9 | 16.9 | 43.8 |
| Agree | 27 | 30.3 | 30.3 | 74.2 |
| Strongly agree | 23 | 25.8 | 25.8 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.7 indicate that 11.2% of the respondents strongly disagreed, 15.7% disagreed, 16.9% were not sure, 30.3% agreed while 25.8% strongly agreed respectively. Since majority of the respondents generally agreed to the statement, it can be implied to mean that feedback from teamwork can be used as a way to determine if employees should receive a raise or provide them with feedback. Respondent also stated that employees who are used to receiving performance feedback are more likely to view it as helpful. Management in turn gives timely, informal feedback and hold regular informal performance discussions with employees to follow up and ensure they are developing and achieving throughout the year.

# 6.8 The human resource department adequately evaluates the cost gained in specific teamwork promotion program

The respondents were also asked whether the human resource department adequately evaluates the cost gained in specific teamwork promotion program. Results to the question are captured in table 6.8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.8: The human resource department adequately evaluates the cost gained in specific teamwork promotion program | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 9 | 10.1 | 10.1 | 10.1 |
| Disagree | 12 | 13.5 | 13.5 | 23.6 |
| Not sure | 16 | 18.0 | 18.0 | 41.6 |
| Agree | 20 | 22.5 | 22.5 | 64.0 |
| Strongly agree | 32 | 36.0 | 36.0 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

According to the results in table 6.8, it is indicated that 10.1% of the respondents strongly disagreed to the statement, 13.5% disagreed, 18.0% were not sure, 22.5% agreed while 36.0% strongly agreed respectively. There is a combined percentage of 58.5% of the respondents who generally agreed to the statement, this means that the cost gained in specific teamwork promotion is evaluated. Respondents also stated that the human resource department training/ teamwork program operate on a budget, this therefore calls upon accountability for the funds allocated in operation, and hence evaluation reports are prepared and submitted to the board for review and determining the output.

# 6.9 Teamwork promotion has improved employee skills and competencies at UNBS

This core competency can range from identifying training and development opportunities through to helping individual employees update their knowledge of emerging technologies. Here the researcher sought to determine whether teamwork promotion has improved employee skills and competencies at the bureau. Results to the question are highlighted in table 6.9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.9: Teamwork promotion has improved employee skills and competences at UNBS | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 13.5 | 13.5 | 13.5 |
| Disagree | 14 | 15.7 | 15.7 | 29.2 |
| Not sure | 9 | 10.1 | 10.1 | 39.3 |
| Agree | 24 | 27.0 | 27.0 | 66.3 |
| Strongly agree | 30 | 33.7 | 33.7 | 100.0 |
| Total | 89 | 100.0 | 100.0 |  |

**Primary data (2019)**

The results in table 6.9 revealed that 13.5% of the respondents strongly disagreed, 15.7% disagreed, 10.1% were not sure, 27.0% agreed while 33.7% strongly agreed respectively. The results show that majority of the respondents 60.7% generally agreed. The respondents stated that employees have been able to improve on communication within the bureau, this is coupled with expediting idea generation which greatly improves on skills and ensures that workload is fairly distributed. It was also stated that teamwork creates a sense of empowerment amongst employees which boosts their levels of innovativeness and thus skills and competence levels increase.

# Hypotheses of the study

H0: There is a significant relationship between Talent management and employee’s performance: H1: There is no significant relationship between Talent management and employee’s performance.

In this study, to facilitate the testing of the hypothesis of the study, the researcher used correlation analysis to test the implied hypothesis that there is no relationship between Talent management and employee’s performance. The results of the test are shown in the tables below.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 6.10: Correlations | | | |
|  | | Talent management | Employee performance |
| Talent management | Pearson Correlation | 1 | .879\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 89 | 89 |
| Employee performance | Pearson Correlation | .879\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 89 | 89 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

As shown in table 4.10, the hypothesis was subjected to Pearson correlation. The test revealed that there is a significant positive relationship between talent management and employee performance at UNBS, this was represented by (r (89) = 879, P<0.001). This can be interpreted to mean that there is a statistically significant positive correlation between the two variables, meaning that if talent management at UNBS is held at a constant zero, employee performance would increase by a mean of .879.

The same hypothesis was subjected to a regression matrix analysis and the results are summarised in table 6.11

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 6.11: Coefficientsa | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 2.302 | .128 |  | 18.030 | .000 |
| Talent management | .530 | .031 | .879 | 17.189 | .000 |
| a. Dependent Variable: Employee performance | | | | | | |

The results in table 6.11 indicate that talent management influences employee performance (P=.879, P<0.01). The established regression equation was Y=2.302+.530X1. From the above regression equation it was revealed that holding talent management to a constant zero, employee performance would be .530, hence a unit increase in talent management would lead to an increase in employee performance at UNBS by a factor of .530. The study also found that all the p-values were less that 0.05 an indication that the variable was statistically significant in influencing employee performance at UNBS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 6.12: Model Summary | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .879a | .773 | .770 | .34468 |
| a. Predictors: (Constant), Talent management | | | | |

The model summary of the regression analysis yielded an Adjusted R2 of 77.0%. This meant that the remaining 23 was contributed by other factors such as motivation, organisation climate among others, however, these factors were outside the scope of the study and were not explored.

The hypothesis test reveals that UNBS has significantly influenced employee performance through talent management; hence the study rejects the null hypothesis.

# CHAPTER SEVEN

# TOWARDS CONSOLIDATING TALENT MANAGEMENT AND EMPLOYEE PERFORMANCE AT UGANDA NATIONAL BUREAU OF STANDARDS

# 7.0 Introduction

This chapter is towards strengthening talent management and employee performance in UNBS. Implications are, deduced, from the findings, discussed and interpreted basing on the research Hypotheses of the study.

# 7.1 Training and employee performance at UNBS

The findings in this section revealed that majority of the respondents 78.6% generally agreed to the statement that management carries out training needs assessment. There was a combined response percentage of 67.4% of respondents who generally disagreed to the statement that all new recruits undergo training before they start working. Majority of the respondents 68.6% of the respondents generally disagreed to the statement that management uses only formal training methods. The results also showed that majority 75.2% generally agreed to the statement that UNBS management carries out evaluation on their staff after training to establish effectiveness. In addition, there was a combined percentage of 59.6% of respondents who generally disagreed to the statement that training is carried out only once a year. The results indicate that majority 73.0% generally agreed that UNBS sponsor some of its staff to further their education. The results also indicated that 56.2% generally agreed to the statement which implies that the training objectives are always aligned to bureau objectives. Majority 71.9% generally agreed to the question that management organizes seminars and workshop to benefit staff.

Due to fast pace global and technological development; organizations are now facing new changes and challenges which molded capabilities and competencies required performing certain tasks. Training seen as a useful means of coping with those changes fostered by technological innovation, market competition, and increasing productivity (Bhatt, 2013).Thus all organizations irrespective of size and market, strive to improve the performance of the employees through different strategies among others off the job &on the job training. Training is very important tool for an organization to compete in a changing and challenging world.

Training is done when there are indicators for training need as indicated by production records, number of accident, mistakes, expansion of operations, inversion of new technology, employee’s turnover, promotions and transfer (Graham & Bennett, 1991). The need for staff training is accelerated by the gap between the actual performances of the employee with the desired performance required by the organization.

In order to prepare workers to do their job as desired, organizations provide training as to optimize their employees‟ potential. Most of the firms, by applying long term planning, invest in building new skills of their employees, enabling them to cope with the uncertain conditions that they may face in future thus improving their performance. Therefore, equipping these unique assets with effective training becomes imperative for improving organizational performance. Once a training program is completed, worker’s productivity is expected to increase. The benefit will be to the organization due to an increase in workers‟ output and productivity and to the workers, as the increase in output should translate into higher wages and opportunities for career advancement

Despite the effort done by organizations currently in offering training to its staff through monies devoted by the government; Yet presently many complains have been directed to public sectors workers for ineffectiveness and inefficiency ( URT, 2013).Training for public sector employees has been seen as revenue user and not producer and a total loss of government funds. As most of researches base on assessing effectiveness of training programs, training policies, training methods and other factors that affects employee training in organization as it has been reflected in their researches to mention a few, (Waziri& Stephen, 2013). This study is interested to examine the influence of training on employee performance and hence provide training related recommendations for uncalled poor performance in public organizations.

Increasing employee’s performance through training has becoming a big deal and more popular issue among policy makers, academics and management practitioners. Apart from adding value to organization operations, training as management strategy could generate income to employees. Recognizing these benefits, scholars came up with many studies concentrate on training and performance.

# 7.2 Talent planning and employee performance at UNBS

The findings in this section revealed that majority of the respondents generally agreed to the statement that talent planning is encouraged and supported by the top management at UNBS. 24.7% agreed and 27.0% strongly agreed to the statement that UNBS Management invests in talent planning at all levels. Results also indicated that majority of the respondents 64.1% generally agreed to the statement that UNBS talent planning programmes strongly influence employee performance. Majority of the respondents generally agreed to the statement that UNBS identifies the skills acquired from talent training then matches it with the organization objectives. It was also revealed that 56.2% of the respondents generally agreed to the statement that UNBS identifies and prepare suitable high potential employees to replace key players as their term expires. The results also showed that majority of the respondents generally agreed that differences in employee performances are handled by management. 28.1% and 32.6% strongly disagreed and disagreed respectively to the statement that UNBS improves employee talents and align their talents with the needs for business at the current position

Talent management requires Human Resource professionals and their clients to understand how they define talent, whom they regard as ‘the talented’ and what their typical background might be (Frank and Taylor, 2004). Agus (2005) viewed that HR policies, leadership commitment, training and development and other aspects of talent are critical issues, which are important aspects to provide employees with the necessary knowledge and skills to enable them to cope with problem solving. However, training focused on broadening employees’ knowledge and skills can represent opportunities for individual growth and development and result in advantageous outcomes such as more proficient team-related skills and increased workforce flexibility.

Talent management is therefore essential for employee performance. According to Heinen and O’Neill (2004), talent management is the best way of harnessing employees potential and enhancing performance. The ideal talent management system is one where all employees understand the mission of the organization, how far they are towards achieving the organization’s goals, and the skills required to improve performance and help the organization realize its dream. Talent management improves employee performance and boosts the productivity of an organization.

Numerous empirical studies on talent management contain the central notion that talent management is associated with different human resource department practices, such as the strategic recruitment, retention, development, and training of talented high-performing or high-potential employees (Lewis & Heckman, 2006). These studies assert that the allocation of the appropriately selected person to the appropriate position and the development and training of the relevant competence based on strategic business objectives is associated with higher productivity and organizational competitiveness and is regarded as crucial to an organization’s success.

Employee performance common to most jobs includes quantity of output, timelines of output, presence at work and cooperativeness (Mathis and Jackson, 2004). Employee performance is a measure of the quality of a person’s job execution. Many organizations review the performance of their employees on a quarterly or annual basis to determine the areas that require improvement. Employee performance reflects on the productivity of any given organization and therefore, needs serious consideration. Elnaga and Imran (2013), define employee performance as output produced by employees based on a given job description that contributed to the realization of organizational objectives. It involves all aspects which directly or indirectly affect and relate to the work of the employees. Organizational performance is a sign of the capacity of a company to efficiently achieve independent goals

One of the elements that are assessable is the employees’ performance through the level of their productivity. Several researches have been introducing various methods to evaluate organizational performance in terms of the quality of work they produce, quantity in terms of numbers of output and how innovative and creative they are as individuals (Wong & Wong, 2007, Prajogo, 2007). This helps employees accomplish the works in accordance with the responsibilities assigned to them during a specified period. In other words, the assessment systems in selecting new employees to fill a role in an organization must have some standard parameters that can be relied upon

# 7.3 Teamwork promotion and employee performance

The findings indicated that 67.5% generally agreed to the statement that teamwork promotion is encouraged at all levels at UNBS. Majority of the respondents 86.5% generally agreed to the statement that teamwork promotion improves employee performance at UNBS. It was also revealed that majority of the respondents 60.7% generally agreed that Teamwork promotes good influence, strong and frequent communication at UNBS. Majority of the respondents generally agreed to the statement that teamwork promotes mutual respect and trust among employees at UNBS. The results also showed that majority of the respondents generally disagreed to the statement; this was presented by 27.0% and 38.2% who strongly disagreed and disagreed respectively that periodic evaluation of teamwork promotion programs has changed employee attitudes towards job performance at UNBS. Majority of the respondents that is 55.0% generally agreed to the statement that teamwork promotion programs are evaluated basing on employee performance results at UNBS. The results also showed that majority of the respondents generally agreed to the statement that feedback form teamwork promotion has contributed to trouble shooting of the employee performance at UNBS. There is a combined percentage of 58.5% of the respondents who generally agreed to the statement that the human resource department adequately evaluates the cost gained in specific teamwork promotion program.

Teamwork is viewed as work group with a common purpose for the achievement of goals/task (Harries and Harries, 1996). It implies therefore that individuals work in a cooperative environment in the interest of a common goal by sharing knowledge, skills and being flexible enough to serve multiple roles. It is a means of improving manpower utilization and potentially raising performance of not just the individuals but the organization ultimately, because it can expand the output of individuals through collaboration. Nowadays, managers who know the value are assigning more team projects to employee with opportunities to strengthen their knowledge and develop their skills.

Members of effective teams trust each other, and they also exhibit trust in their leaders. Interpersonal trust among team members facilitates cooperation (Robbins and Judge, 2007). Trust among the team members comes when members of the teams develop the confidence in each other competence. To Mickan and Rodger (2000), there is positive relationship between the team performance and trust. Trust generates the behavioral basis of teamwork, which results in organizational synergy and better performance of an employee. In their opinion, development of trust within the organisation is the responsibility of the individuals.

Creation of conducive and the trustable environment for synergetic teamwork is the responsibility of organizations. They posited that organizations should transform the trustworthy behaviour for measurement into performance appraisal system to promote the organizational values.

High performance teams exist in the organization because there is cooperation and unity among members. Mistakes minimization, quality outputs, increase in productivity and of course, customer satisfaction are the variety of criteria through which performance of the team is measured (Mickan and Rodger, 2000). They concluded that cooperation of the team members can only be created when the trust comes to the most important value of the team culture because it provides an atmosphere for team members to discuss mistakes, accept criticisms and freely express their feelings on any issue.

Part of a team’s performance depends on the knowledge, skills and abilities for its members. A team’s performance is not merely the summation of its individual members‟ abilities. However, these abilities set parameters for what members can do and how effectively they will perform on a team (Robbins and Judge, 2007). In their opinions, to perform effectively, a team requires three different types of skills. First, it needs people with technical expertise. Second, it need people with the problem-solving and decision-making skills to be able to identify problems, generate alternatives, evaluate those alternatives and make competent choices. Finally, the teams need people with good listening, feedback, conflict resolution and other interpersonal skills, they added. They remarked further that no team can achieve its performance potential without developing all three types of skills.

# CHAPTER EIGHT

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# 8.0 Introduction

This chapter comprises of the summary of the findings, conclusions and recommendations of the study according to, the study objectives. The study was about talent management and employee performance. The recommendations are on, the basis of the findings and relates to advices and the interventions that the researcher feels should be, bought to the attention of UNBS to improve employee performance among its employees. The study ends by presenting the areas that the researcher consider vital for further studies.

# 8.1 Summary of the findings

# 8.1.1 Training and employee performance at UNBS

Findings on the study revealed that 78.6% generally agreed that UNBS determines the full spectrum of possible training needs throughout the organisation. In addition, the result also showed that most of the employees at the bureau 69.6% did not go through formal training but learnt on the job training. It was revealed that some new employees are only trained when management decides they need it, this was presented by 67.4% of respondents who generally disagreed. It was revealed that 68.6% of the respondents argued that as a way of improving on employee performance, management prefers to make sure that employees are not aware that they are undergoing training, and this is mainly learning on the job. It was stated by 75.2% generally agreed that depending on the job specification, most training programs run for a period of 2-3 months, individuals who perform excellently through the process are considered for employment. It was revealed that 59.6% of respondents generally disagreed that the bureau has great desire in retaining effective performers through employee loyalty and satisfaction. It is also noted by 73.0% who generally agreed that it is easier to create training objectives which are bound to deliver expected outcomes. It was also revealed that not only non-performing staff are considered for training.

# 8.1.2 Talent planning and employee performance at UNBS

The study shows that 67.5% generally agreed that the risk of not properly training and developing talent does not only lead to losing millennial workers but also loses funds for the bureau. The results show that 86.5% generally agreed that talent management is prioritised in a way of management’s commitment to hiring, developing and retaining extremely talented individuals. In addition, it was revealed that 60.7% generally agreed that talent planning programmes at the bureau have greatly impacted on employee performance. It was also revealed that any talent can be recognised and developed through a learning gap assessment. It was revealed that 58.5% of the respondents agreed that the variances are clearly identified under performance appraisals done on employees output levels; these are conducted between the employee and immediate line manager in a verbal conversation. It was also revealed that business current position alignment is a powerful management tool that not only clarifies job roles for individual employees, but also demonstrates ongoing value for the employees.

# 8.1.3 Teamwork promotion and employee performance at UNBS

The study shows that 58.4% of the respondents mentioned that the increase in collaboration tends to increase the number of ideas and this increases the effectiveness in tasks assigned to them. The results also indicated that 64.1% generally agreed that effective communication and teamwork help a business maintain a positive work environment. It was indicated that 56.2% of the respondents generally agreed that the various departments throughout the bureau cannot go without employee coordination, this calls for sharing knowledge and teamwork which in case assignments are executed. It was indicated that 25.8% agreed while 30.3% strongly agreed that at the bureau, the evaluation process is very slow and at times not performed; this leaves the weakness of employees’ unaddressed, hence reduced performance. Feedback from teamwork can be used as a way to determine if employees should receive a raise or provide them with feedback. It was also stated that teamwork creates a sense of empowerment amongst employees which boosts their levels of innovativeness and thus skills and competence levels increase.

# 8.2 Conclusion

**8.2.1 Training and employee performance at UNBS**

Talent management enhances the necessary skills and knowledge required by the employees to perform their duties, while development is essential in the long term employee competencies is also critical to the overall employee performance. This study has demonstrated that when an organization invests in talent management, employees’ performance does get enhanced.

**8.2.2 Talent planning and employee performance at UNBS**

Critical talent development components like training program, management support and employee commitment to the training and development is essential to overall employee performance. The relationship between talent management and employee performance is significant.

**8.2.3 Teamwork promotion and employee performance at UNBS**

The result of data analysis and the discussion thereafter has revealed the importance of team work arrangement in the organization. Teamwork was found to have positive and significant impact on employee performance and this brings benefits in terms of higher productivity, better organizational performance, competitive advantages and increased product quality and quantity. When an employee is in a team, his or her performance is automatically improved and invariably, job satisfaction is also enhanced.

# 8.3 Recommendations

This study recommends that UNBS should enhance mechanisms for recruiting more internal talent than external relent. External talent should be sought after when requisite talent cannot be found within the organization.

The UNBS should develop a training and development of talent on an annual basis. This is to avoid situations where outdated training manuals are used.

Managers should endeavor to ensure that each employee is composed of the necessary skills that will enable them to perform effectively without having too much of each skill to the disadvantage of others.

# 8.4 Areas of further research

This study was limited to influence of talent management on employee performance. Training, talent planning and teamwork promotion were the key areas examined in this study. However, these variables were not exhaustive in explaining employee performances. One of the key areas not examined in this study that future studies should consider includes how attraction of talent enhances performance. This study did not utilize mitigating variables such as the size of the organization, nature of leadership, and budgetary allocations to measure what influence these factors will have on talent management and employee performance.

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# APPENDICES

# APPENDIX I: SELF-ADMINISTERED QUESTIONNAIRE (SAQ):

Dear sir/ madam

I am a student of Nkumba University carrying out an academic research on, talent management and employee performance in the standards regulatory agencies, a case study of UNBS as a requirement for the award of a master of human resource management of Nkumba University.

Please feel free to answer all questions below by ticking where applicable. The information will only be used for academic purposes and shall be treated with utmost confidentiality

**SECTION A: Background information of respondents**

Please tick in the appropriate box corresponding to your answer.

**1. Age bracket**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 20-29 years | 30-39 years | 40-49 years | 50-59 years | 60 and above |
|  |  |  |  |  |

**2. Gender of respondents**

Male

Female

**3. Highest education level attained**

Certificate

Diploma

Bachelor’s Degree

Post- Graduate

Master’s Degree

Others (please specify)……………………………………………………

**4. Period of work at Uganda National Bureau of Standards**

1. 0 – 5 years
2. 5 – 10 years
3. Above 10 years

Please respond to each item in subsequent sections using the following scale by ticking the appropriate option.

5 = Strongly Agree,

4 = Agree,

3 = Not sure,

2 = Disagree,

1 = Strongly Disagree

**SECTION B: TRAINING AND EMPLOYEE PERFORMANCE AT UNBS.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Content** | **1** | **2** | **3** | **4** | **5** |
| 1 | Management carries out training needs assessment. |  |  |  |  |  |
| 2 | UNBS uses on the job training for its staff. |  |  |  |  |  |
| 3 | All new recruits undergo training before they start working. |  |  |  |  |  |
| 4 | Management uses only formal training methods. |  |  |  |  |  |
| 5 | UNBS management carries out evaluation on their staff after training to establish effectiveness. |  |  |  |  |  |
| 6 | Training is carried out only once a year. |  |  |  |  |  |
| 7 | UNBS sponsor some of its staff to further their education. |  |  |  |  |  |
| 8 | Training objectives are always set prior to commencement of training. |  |  |  |  |  |
| 9 | In UNBS only non-performing staff are considered for training. |  |  |  |  |  |
| 10 | Management organizes seminars and workshop to benefit staff. |  |  |  |  |  |

**SECTION C: TALENT PLANNING AND EMPLOYEE PERFORMANCE AT UNBS.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Content** | **1** | **2** | **3** | **4** | **5** |
| 1 | Talent planning is encouraged and supported by the top management at UNBS. |  |  |  |  |  |
| 2 | UNBS Management invests in talent planning at all levels. |  |  |  |  |  |
| 3 | UNBS talent planning programmes strongly influence employee performance. |  |  |  |  |  |
| 4 | UNBS identifies the skills acquired from talent training then matches it with the organization objectives. |  |  |  |  |  |
| 5 | UNBS identifies and prepare suitable high potential employees to replace key players as their term expires. |  |  |  |  |  |
| 6 | If significant variances in employee performance exists, special attention is paid to them and their jobs |  |  |  |  |  |
| 7 | UNBS improves employee talents and align their talents with the needs for business at the current position. |  |  |  |  |  |

**SECTION D: TEAMWORK PROMOTION AND EMPLOYEE PERFORMANCE AT UNBS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Content** | **1** | **2** | **3** | **4** | **5** |
| 1 | Teamwork promotion is encouraged at all levels at UNBS. |  |  |  |  |  |
| 2 | Teamwork promotion improves employee performance at UNBS. |  |  |  |  |  |
| 3 | Teamwork promotes good influence, strong and frequent communication at UNBS. |  |  |  |  |  |
| 4 | Teamwork promotes mutual respect and trust among employees at UNBS. |  |  |  |  |  |
| 5 | Periodic evaluation of teamwork promotion programs has changed employee attitudes towards job performance at UNBS. |  |  |  |  |  |
| 6 | Teamwork promotion programs are evaluated basing on employee performance results at UNBS. |  |  |  |  |  |
| 7 | Feedback form teamwork promotion has contributed to trouble shooting of the employee performance at UNBS. |  |  |  |  |  |
| 8 | The human resource department adequately evaluates the cost gained in specific teamwork promotion program. |  |  |  |  |  |
| 9 | Teamwork promotion has improved employee skills and competences at UNBS. |  |  |  |  |  |

# APPENDIX II: INTERVIEW GUIDE

**SECTION B: TRAINING AND EMPLOYEE PERFORMANCE AT UNBS.**

Are there talent management programs?

Who identifies the training needs of employees?

Do all employees benefit from the training identification program?

Are lower level employees provided with training capacity building?

How often are employee’s training needs identified and encouraged?

**SECTION C: TALENT PLANNING AND EMPLOYEE PERFORMANCE AT UNBS**

Are there talent planning programs?

At what level does UNBS carry out talent planning?

How does talent planning influence employee performance?

Do teamwork promotion terms determine employee performance?

**SECTION D: TEAMWORK PROMOTION AND EMPLOYEE PERFORMANCE AT UNBS**

Do team members understand the importance teamwork promotion?

Are there team work programs that influence performance at UNBS?

Has UNBS developed a continuous teamwork promotion program?

Does UNBS recognize the importance of team performance?

How does the absence teamwork threaten employee performance?