

# **Perceptions of Talent Management in an International NGO**

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## **Abstract**

This dissertation explores perceptions of Talent Management among a key group of hiring managers in an International Non-Governmental Organisation (INGO) engaged in humanitarian assistance and development in the Global South. Through the means of an exploratory case study this research seeks to build a greater understanding of what Talent Management means in both a definitional and practical sense to management stakeholders within the organisation. It contributes to the literature by addressing the research gap around the concept and implementation of talent management in INGOs that are engaged in humanitarian assistance and development. Key topics highlighted within the research include a tendency in the organisation towards an inclusive Talent Management approach, and a concern that existing organisational policies, such as Equality, be integrated into the organisation's Talent Management practices.

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Níos tabhachtaí arís, ba mhaith liom buíochas a ghabhail le mo theaglach as an gcúnamh  
...mar is gnáth!

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## **List of abbreviations**

HRD	Human Resource Development
HRM	Human Resource Management
INGO	International Non-Governmental Organisation
T&D	Training and Development
TM	Talent Management
SHRM	Strategic Human Resource Management

## **List of appendices**

1. Consent Form
2. Interview questions

## 1. Introduction

### 1.1 Background to Research

This dissertation explores perceptions of “talent management” (TM) among a key group of hiring managers in an International Non-Governmental Organisation (INGO) based in Ireland (referred to throughout as “Organisation Alpha”). Through the collection and analysis of qualitative data, the study seeks to build a greater understanding of what TM means in both a definitional and practical sense to management stakeholders within the organisation. It will contribute to the literature by addressing the clear research gap around the concept and implementation of TM in INGOs that are engaged in humanitarian assistance and international development. The study will also contribute insights that may build on prior research on the alignment of TM approaches with existing organisational policies.

### 1.2 Justification for Research

TM is a relatively recent addition to the Human Resource Management (HRM) lexicon, first appearing as a practitioner-led phenomenon in 1997 with the publication of the ‘*The War for Talent*’ by a group of US-based McKinsey consultants (Michaels, Handfield-Jones, and Axelrod, 2001). Since then the terms “talent” and “talent management” have become commonplace within both HRM and management literature more widely, with TM receiving a ‘remarkable degree of practitioner and academic interest’ (Collings and Mellahi, 2009, p.304). Thunnissen, Boselie, and Fruytier (2013) identify it as the single most important managerial preoccupation so far in the 21<sup>st</sup> century business environment.

Thus far, however, the field has been shaped mainly by US-based scholars with a strong focus on the private-sector, and multinationals in particular (ibid). In addition to the research lens being narrowly focused, TM (including the term “talent” itself) is not clearly and consistently defined in either academic or practitioner literature (Lewis and Heckman, 2006; Tansley, 2007; Collings and Mellahi, 2009; Gallardo-Gallardo and Thunnissen, 2016; Thunnissen, 2016). While there are commonalities between the various definitions, no universally accepted definition of “talent management” exists. If, as with other HRM approaches, the concept and approaches of TM are contingent on the business environment in which it is applied, then there is an imperative to explore how TM is understood in-situ, by stakeholders responsible for its application.

The same drivers that have caused “talent” to move to the strategic level within the private sector also apply to INGOs, who operate on a multinational basis with a workforce composed of both expatriate and local staff. Similar workforce issues to those identified by Tansley (2008) are experienced within this sector: persistent skills shortages, changing workforce demographics, the diversity of the workforce, and changing work/lifestyle choices. According to Center for Creative Leadership / People in Aid (2010) in their survey of 37 INGOs engaged in humanitarian assistance and development, the people management issues specific to this sector include:

- Retention: over 50% of new recruits in the INGOs surveyed leave after their first or second contract.
- Talent attraction: humanitarian agencies are increasingly in competition with the private sector for specialised (technical and managerial) talent but are not matching private sector compensation and benefits.
- Performance management: toleration of poor performance and inadequate turnover of poor performers are still features of the sector.
- Training and development (T&D): staff training was one of the areas most affected by recessionary budget cuts, and while INGOs consider capacity building (both internal and external) to be a core feature of international development work, most have not re-committed the requisite resources to the T&D function.
- Expatriation vs Localisation: while the principle of local staff capacity-building is a core feature of INGOs, hard-to-find skills are still sourced in the industrially-developed Global North. The expat model, for now at least, is here to stay.

The authors portray the central problem of their survey as follows: ‘[t]he scenario is all too clear. A world in permanent crisis, where those charged with relieving suffering and offering millions a new beginning are finding it tougher to deliver, harder to raise funds and facing ever more determined competition for their number one asset – people. Everyone knows it isn’t going to get any easier. Indeed even the most optimistic predict ever harder times ahead. So in a climate like that, how do you recruit, reward and retain the talent you need?’ (ibid, p.27).



This dissertation comprises a case study of an INGO about to implement a TM strategy for the first time. In undertaking this study, the researcher is exploring the phenomenon of “talent management” within the very particular operating environment so vividly described above.

### *1.3 Research Aims and Objectives*

The Research Aim of this dissertation is to explore what “talent management” means, in both a definitional and practical sense, to a sample of hiring managers in Organisation Alpha, an INGO based in Ireland.

The key objectives and sub-objectives are as follows:

Objective 1: to explore the ways in which HRM is understood to affect overseas programmes by middle and senior management involved in their design and implementation.

*Sub-objectives:*

- a. What are the recurring human resource issues experienced by managers of country programmes?
- b. How do managers feel about the resources available to ensure programmes are consistently staffed?
- c. How does the availability, or non-availability, of human resources (suitable personnel) shape the strategy of country programmes?

Objective 2: to classify what the management sample understands by “talent” and “talent management”.

*Sub-objectives:*

- a. How do individual managers define “talent”?
- b. What is the difference made to country programmes by having “talent” (as individually defined) in the right role at the right time?
- c. What key practices would the management sample expect to find in “talent management”?
- d. Who should own the process of identifying and developing talent in country programmes?

Objective 3: to understand what the management sample’s key considerations or concerns are when thinking about “talent management” implementation in Organisation Alpha.

*Sub-objectives:*

- a. What issues would occur to the management sample when considering a TM strategy across a global workforce (expat and local) of over 2,000 in 28 countries?
- b. What other organisational policies does the management sample feel should be taken into account when considering a TM strategy?

#### *1.4 Structure of dissertation*

The dissertation is arranged into four main sections.

Section 2 *Literature Review* will discuss the various definitions of “talent management”, interpretations of “talent”, issues around talent development, and finally the ethical dimension to TM.

Section 3 *Methodology* will discuss research philosophy, research choices, design, and procedure.

Section 4 *Data Analysis and Discussion* details the research findings and evaluates them critically with an eye on literature advancement.

The *Conclusion* section also incorporates “recommendations” in accordance with CIPD requirements.

## 2. Literature Review

### 2.1 Introduction

The following Literature Review focuses on five themes: the attempts within the literature to define TM and locate it within the HRM field; the interpretations of “talent” found within the literature; key talent management practices; talent development and training with particular reference to INGOs; and the ethical dimensions to TM. This review reflects the major themes found within the key literature and also incorporates themes identified during the process of data collection and analysis.

### 2.2 Defining Talent Management

In one of the key seminal articles on TM, Lewis and Heckman (2006) contend that the precise meaning of “talent management” is hard to discern, as authors on the topic tend to use “talent management”, “talent strategy”, “succession management”, and “human resource planning” as interchangeable terms. They argue that while the growth in TM articles, books, and practitioners would lead one to believe it to be a ‘well-defined area of practice supported by extensive research and a core set of principles...a review of the literature focused on talent management reveals a disturbing lack of clarity regarding the definition, scope and overall goals of talent management’ (ibid, p.139). While the literature is very specific about why TM matters, is it less specific about what it actually is (Huang and Tansley cited in Dries, 2013).

Thunnissen et al (2013) contend that, while it uses “excellence” or the management of scarce talent as a starting point, the literature on TM does not enter into new territory, but deals instead with issues similar to Strategic or International HRM. Dries (2013) argues that ‘[t]he tendency of the talent management literature to slide off into vague but appealing rhetoric is causing commentators to question whether talent management is not just a management fashion. Management fashions are characterized by conceptual ambiguity, combined with an underlying sense of urgency created by fashion setters (e.g., consultants, business schools, management gurus) which is yet to be legitimized by sound evidence and robust theory’ (p.274). He concludes, however, that more recent academic research suggests that TM does in fact add value over other strategic human resource management (SHRM) practices (ibid).

In their 2006 article Lewis and Heckman identified three perspectives on TM within the literature: the first defines TM ‘in terms of the functions of HR executed more quickly’

(p.141). The authors argue that this perspective serves to re-brand HR practices but does not advance strategic or effective management of talent. The second perspective replicates succession and workforce planning, and again, the authors contend, does nothing to advance understanding and is therefore unnecessary. The third perspective deals with the management of “talent”; one approach recognising the ‘talent inherent in each person’ assuming that ‘all employees are equally valuable to the firm from an economic and developmental perspective’ (p.141), the other suggesting that people should be placed in performance categories and that the lowest performers (C-players) be ‘routinely sloughed from the organization’ (ibid). The authors consider both of these approaches to be similarly non-strategic. The practical implications of this inclusive/inclusive approach to TM (i.e. all employees have skills that may create added value for the organisation vs. a subset creating disproportionate value) is whether an organisation invests in development for everyone, or differentially invests in a selection of people and jobs (Capelli and Keller, 2014).

Collings and Mellahi (2009) identify a fourth approach to add to Lewis and Heckman’s three, which is consistent with a Strategic Human Resource Management (SHRM) approach that seeks to build a HR advantage through human capital advantage (Boxall and Purcell, 2011). This fourth stream focuses on the identification of critical positions ‘which have the potential to differentially impact the competitive advantage of the firm’ (Collings and Mellahi, 2009, p.305).

From a theory perspective TM literature has been criticised for being primarily conceptual (trying to identify what TM actually is) rather than empirical, ‘rooted in exhortation and anecdote rather than data’ (Lewis and Heckman, 2006, p.140). Since 2010 there has been an increase in the amount of empirical research papers (Thunnissen et al, 2013; Gallardo-Gallardo and Thunnissen, 2016). Gallardo-Gallardo, Nijs, Dries, and Gallo (2015) suggest that TM should be categorised as phenomenon-driven as opposed to theory-driven: an approach that ‘starts with the generations of facts, most typically from large-scale sample analysis, that can inform us as to what we need a theory for [...]Then as we get into exploring the whys and hows, a combination of quantitative and qualitative studies will be fruitful’ (Hambrick cited in Gallardo-Gallardo et al, 2015, p.264). Gallardo-Gallardo and Thunnissen (2016) in their review of ninety-six empirical articles note that prior to 2011, empirical TM research tended to be qualitative (59%). Since then quantitative studies have increased, accounting for 58% of the studies in their sample in 2014. They report that the quantitative

studies generally utilised web-based survey or questionnaire, and the qualitative semi-structured interviews and focus groups (over half of which were case-studies; almost all of them a single case study). Some of the qualitative studies were supported by analysis of organizational documents or of secondary data.

In terms of discerning a definition of TM, Sparrow, Scullion, and Tarique (2014) consider the following questions as key:

- Is talent management primarily concerned with how best to handle an elite, or selected, group of employees who have exceptional skills...and the likelihood of significant organisational impact?
- Should everybody be seen as talent?
- Is talent management just a new term for the existing HR function – a relabelling of...traditional activities such as succession planning, human resource planning, and leadership development?
- Is talent management more about critical roles, not just critical people (p.6)

The following are two key definitions of TM. The first, informed by SHRM, locates the locus of talent in the role; the second, in the individual themselves:

1. ‘...activities and processes that involve the systematic identification of key positions which differentially contribute to the organization’s sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization...the starting point...should be the systematic identification of the key positions which differentially contribute to an organisation’s competitive advantage’ (Collings and Mellahi, 2009, p. 305).
2. ‘The systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organisation’ (CIPD cited in Tansley, 2007, p. xi).

TM practices, then, are also reflected in the CIPD definition which encompasses recruitment, selection (on the basis of demonstrated performance or differentiated competencies), training and development, retention strategies (including differentiated compensation and benefits if taking an exclusivist approach), and operationalising individual talent for organisational gain. How “talent” is treated within this set of TM practices depends on how the concept of talent is interpreted. The next section will discuss these interpretations in more detail.

### 2.3 Interpretations of “Talent”

Just as there are variations in the definition of “talent management”, “talent” has a number of different interpretations within the literature (Thunnissen, 2016). In a report comprising nine case studies and over 100 interviews, Tansley (2007) attempts to distil the multiple responses into a single working definition of talent: it ‘consists of those individuals who can make a difference to organisational performance, either through immediate contribution or in the longer term by demonstrating the highest levels of potential’ (p.xi).

This definition is consistent with a “subject approach” (talent as people) as distinct from an “object approach” (talent as characteristics of people: abilities, knowledge, competencies) (Gallardo-Gallardo, Dries, and González-Cruz, 2013). The authors argue that this subject-object approach is the first dimension to defining talent. The second is workforce differentiation i.e. an inclusive or exclusive approach as to who should be considered talent (ibid).

Thunnissen et al (2013) suggest that these two dimensions translate into four typologies of talent:

1. *The inclusive approach and talent as a subject*: understands talent to be the entire workforce of an organisation and criticised for being too broad to be meaningful.
2. *The inclusive approach and talent as an object*: allows every employee to reach his/her potential and emphasises training and development of exceptional abilities.
3. *The exclusive approach and talent as subject*: based on segmentation / differentiation the workforce where talent refers to top-ranked employees in terms of capability and performance, and who make a significant difference to the performance of the organisation (labelled A-players). This typology encompasses definitions which

locate the locus of talent in the role (i.e. the incumbent of a role considered to be a strategic “pivotal” position) and within the individual themselves.

4. *The exclusive approach and talent as object*: this focuses on employees who exceptional, above-average abilities and who achieve top-ranked performance by applying these differentiated competencies.

Approaches to Talent Development will depend on how an organisation typifies its talent. The next section considered the theme of Talent Development and Training with particular reference to trends and issues within the humanitarian and international development sector.

#### 2.4 Talent Development and Training

In attempting to define the architecture of talent development, Garavan, Carberry, and Rock (2012) offer the following definition: ‘[t]alent development focuses on the planning, selection and implementation of development strategies for the entire talent pool to ensure that the organisation has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organisational talent management processes’ (p.6). They note, however, that many definitions of T&D are based on the exclusivist approach and focus instead on leadership talent development.

In the humanitarian sector T&D can be situated within the professionalization agenda; a sustained move to enhance and standardise performance in the sector through a knowledge transfer and competency training. Walker and Russ (2010), key authors within the current literature, argue for the sector-wide standardisation of competencies for professional development and formal certification of these competencies through accredited learning and development activities. The authors argue that this will increase quality in the sector, create better portability of qualifications and experience, and enhance organisational outcomes. The authors, referencing R.H. Hall, also argue that professionalization should encompass both the “structural” and “attitudinal” components of “professionalism”. The former can be addressed through education and training, the latter is more defined by the ‘sense of calling of the person to the field...’ (Hall cited in *ibid*, p.6).

“Development” is a contested term with multiple interpretations (Hamlin and Stewart, 2011). Two sets of opposing definitions are (i) development as “maturation vs emergent” and (ii)

development as “shaping vs. voyage” (ibid). In the first pairing “maturation” constitutes individuals, groups and organisation being developed through a pre-determined, stage-like and inevitable progression of learning; “emergent” development, in contrast, takes place the same way as any social system i.e. in a messy and discontinuous way with multiple causalities. In the second pairing “shaping” constitutes an approach wherein people are seen as tools to be shaped to fit the organisation; “voyage”, in contrast, conceptualises development as life-long journey, intrinsically motivated, and agency resting solely with the learner (ibid).

The “maturation” approach is the most readily identifiable in the call for standardised competencies to be “transferred” to INGO staff through learning and development activities, in the same way as a technology transfer in the form of equipment or software upgrade. This is consonant with an objectivist account of competencies and skills as independently-existing “knowledge packages”; an account which also contains a strong rationalist pre-supposition of a uni-directional relationship between source and recipient as outlined in Lipshitz, Freidman, and Popper (2007). In this account, the only complicating variable in the effective transfer of knowledge transfer is the ‘absorptive capacity’ of the recipient (ibid).

This maturation approach has its theoretical origins in behaviourism. Russ-Eft (2010) concludes that ‘behaviourism posits that the trainee is a passive recipient of information, and therefore the information must be broken into small steps or small bits of information’ whereas her survey concludes that ‘schema, cognitive, self-directed, and situated cognitive theories emphasise the importance of active, involved trainees’ (p.126). Allix (2010) concurs with Russ-Eft’s account of learning and development as a dynamic interplay of agency and structure (“active and involved”). He cites connectionist theory to suggest that the learning of complex skills may be best facilitated by ‘interleaved’ learning whereby abstract knowledge (from a course curriculum, for example) is combined with exposure to work situations. He further suggests that implicit learning (as in experiential learning) should precede explicit (pedagogical) forms of learning. In this way, Allix argues, ‘experiential structure provides a scaffold upon which the meaning and understanding of conceptual structure can more readily hang’ (ibid, p.144). The author argues further that this has implications for the basis of instruction-based learning (the transfer of “knowledge packages”) and the idea that skills and competencies are readily portable or transferable between various contexts.



A growing body of research seeks to re-calibrate knowledge, learning, and development practices in the international development sector to move away from the ‘pervasive, rationalist conception of knowledge as objective, universal, and instrumental’ (McFarlane, 2006, p.288). Steve Fleetwood (2007) argues that, thus far, HRM studies concerning performance and development share a common meta-theoretical approach with regard to philosophy of science, ontology, epistemology and notions of causality (generally objectivist and empiricist). He proposes that the notions or conceptualisations of the human in human resource management are implausible.

McFarlane (2006) proposes a post-rational approach to the idea of knowledge in a humanitarian and international development context. Knowledge in this context is not created in a political vacuum (free from ideology and culturally-defined normative pre-suppositions) and its transfer should not be conceived as instrumental, reducing it to a technology that can be applied. In accordance with Cairns’ (2010) definition of situated learning theory, McFarlane (2006) instead conceptualises knowledge (in a learning and development context) as situated in systems of ongoing practices - relational, dynamic and provisional. Knowledge is, therefore, situated, characterised by interaction, and can be formulated as tacit or explicit (ibid).

The following section considers the ethical dimension to talent management, particularly within the context of an INGO committed to the capacity building and progression of their local staff with the Global South.

### 2.5 Ethics and Talent Management

Thunnissen et al (2013) contend that the dominant perspectives on TM are unitarist in nature; ‘[t]he implicit assumption is that all actors serve this general organizational interest and do not have their own needs, views and goals’ (p.1755). In addition, the dominant focus of TM literature is on one aspect of the operating environment (the labour market) with little or no attention paid to the social-cultural-legal dimension (ibid). From the Human Resource Development (HRD) perspective, Garavan and McGuire (2010) comment that the field has been criticized for abandoning its mission to advocate humanistic values in organisations to embracing a short-term business agenda, and this, as discussed above, is evident within the T&D discourse.

TM is criticised for overlooking issues such as class, gender, power, and ethics (Swales, 2013). The author argues that the differentiated architecture argued for in much of TM literature represents an elitist and exclusive (and heavily gendered) process, and the image of talent itself is one defined solely by organisational requirements. Fairness is one of the ethical issues he identifies, particularly in the identification of talent: ‘unless individuality fits with some organisational ideal, then it is, in effect, lost...Only when individuality resonates strongly with the organisational ideal does it stand a chance of being recognised and praised as talent’ (ibid, p.36).

Harris and Foster (2010) note in their follow-up study to Tansley (2007) that one finding was the tensions that arose in the implementation of TM by public-sector managers who had difficulty operationalising TM practices alongside well-embedded Equality & Diversity policies and their own notions of fair treatment in the workplace. “Organisation Alpha”, along with the vast majority of INGOs, has an organisational, policy-level commitment to integrating equality into all its functions. While the relevant policies will be analysed as secondary data in a later chapter, it is important to note the concept of equality in INGOs is often informed by what Stuart White (2007) terms “strong meritocracy”. Strong meritocracy goes beyond a concern with discrimination to take account of the broader environmental factors that may affect equality of opportunity for any individual, for example disadvantages in education, workforce participation, or gender (particularly cultures where this is a decisive variable in terms of access, opportunity, and influence).

The next chapter will detail the research methodology, design, and instruments for data gathering employed for this dissertation.

### **3. Methodology**

This chapter will detail the research question, outline the ontological and epistemological positions of the research, and finally details the research design, and research procedure.

#### 3.1 Research Question

What does “talent management” mean, in both a definitional and practical sense, to a sample of hiring managers in Organisation Alpha, an INGO based in Ireland?

The key objectives and sub-objectives are as follows:

Objective 1: to explore the ways in which HRM is understood to affect overseas programmes by middle and senior management involved in their design and implementation.

*Sub-objectives:*

- i. What are the recurring human resource issues experienced by managers of country programmes?
- ii. How do managers feel about the resources available to ensure programmes are consistently staffed?
- iii. How does the availability, or non-availability, of human resources (suitable personnel) shape the strategy of country programmes?

Objective 2: to classify what the management sample understands by “talent” and “talent management”.

*Sub-objectives:*

- i. How do individual managers define “talent”?
- ii. What is the difference made to country programmes by having “talent” (as individually defined) in the right role at the right time?
- iii. What key practices would the management sample expect to find in “talent management”?
- iv. Who should own the process of identifying and developing talent in country programmes?

Objective 3: to understand what the management sample's key considerations or concerns are when thinking about "talent management" implementation in Organisation Alpha.

*Sub-objectives:*

- i. What issues would occur to the management sample when considering a TM strategy across a global workforce (expat and local) of over 2,000 in 28 countries?
- ii. What other organisational policies does the management sample feel should be taken into account when considering a TM strategy?

### 3.2 Research Philosophy

The researcher's ontological and epistemological positions inform their research strategy and design and so will be detailed in this section.

Ontology is concerned with the nature of social reality; 'its central point is whether social entities can and should be considered objective entities that have a reality external to social actors, or whether they can and should be considered social constructions built up from the perceptions and actions of social actors' (Bryman, 2008 p.18). While objectivism considers the social world to be an objective fact, beyond our influence, social constructivism implies that the social world is created by social actors and is in a constant state of revision (ibid). An objectivist ontology, therefore, contrasts a social reality that exists "out there" independently of our perceptual or cognitive structures' with a constructivist social reality which is a 'creation, projection, of our consciousness and cognition' (Gill and Johnson, 2010, p.201).

While ontology is concerned with what constitutes "reality", epistemology is concerned with the theory of knowledge: 'what is (or should be) regarded as acceptable knowledge in a discipline (Bryman, 2008, p13). Epistemological positions incorporate positivist and post-positivist standpoints. Positivism considers that 'only phenomena (and hence knowledge) confirmed by the senses can genuinely be warranted as knowledge' (ibid). Post-positivist research paradigms such as interpretivism offer 'explanations of human action' which 'derive from the meanings and interpretations of those conscious actors who are being studied' (Gill and Johnson, 2010, p.60).

Positivist research paradigms generally utilise a deductive approach, beginning with theory, formulating hypotheses, collecting data and then testing the theory. Interpretivism utilises an

inductive approach, beginning with observation and findings and then generating theory from that point. Depending on the approach, a quantitative or qualitative research strategy is employed by the researcher. Quantitative research ‘emphasises quantification in the collection and analysis of data’ (Byram, 2008, p.22) and sits within the objectivist - positivist – deductive tradition. Qualitative data on the other hand ‘emphasises words rather than quantification’ (ibid) and is utilised as a research strategy within the constructivist – interpretivist – inductive tradition. A mixed-method approach is also possible, for example to use quantitative methods to validate or test data gathered through qualitative research.

### 3.3 Research Design

Research design again depends upon the ontological and epistemological positions a researcher takes. It also depends on the kind of question the research seeks to answer. To establish direct causality between independent and dependent variables, the “true” experimental design is used, and sits within the positivist paradigm. Cross-sectional designs seek to collect data on more than one case at a single point in time using quantitative or quantifiable data (Byram, 2008). Case studies, in contrast, focus on the detailed analysis of a single case and usually favours qualitative methods. Byram (2008) notes, however, that the case study is not always necessarily associated with inductive research and is used for theory testing as well as theory generation. Yin (2003) describes how the exploratory case study ‘may follow intuitive paths...to discover theory by directly observing a social phenomenon in its raw form’ (p.6). Byram (2008) notes that case study researchers are not overly concerned with generalisability (as would researchers using a quantitative strategy) favouring a deep analysis of a particular phenomenon instead (e.g. a school, family, organisation, individual).

### 3.4 Research Choice

The ontological and epistemological position of the researcher is within the social constructivist-interpretivist tradition. To explore the topic of perceptions of talent management within a key management cohort of an INGO, the researcher utilises an exploratory case study design to categorise and analyse subjective perceptions of the research sample around a new TM strategy being launched within the organisation. The Research Choice is informed by prior case study research on line manager perceptions of talent management (Thunnissen, 2016; Harissr and Foster, 2010).

### 3.4.1 Research instrument

Data gathering was conducted by semi-structured interview. In accordance with the format of a semi-structured interview, questions were ordered within broad themes (in accordance with the Research Objectives and sub-objectives) but phrased as open questions, giving participants a wide scope in how to answer. It also allowed the researcher to focus in on certain responses and probe deeper into participant answers, whether because of the thematic content of the answer or the way in which it was delivered (e.g. body language indicating either positive or negative emotion).

Gathered data was then coded in a 1<sup>st</sup> and 2<sup>nd</sup> cycle coding (open and axial) to discern broad themes within the data and then relationships between the coded data.

### 3.4.2 Research population and profile

The researcher used purposive sampling to choose a research sample relevant to the topic. The research sample size was n=10 and included middle and senior management involved in the managerial oversight of international humanitarian and development programmes. Participant profiles are below; to ensure confidentiality, job titles and other identifying information will not be published.

No.	Level	Gender	Location	Time in post
1	Middle management	F	Head Office	3 years
2	Senior management	M	Head Office	12 years
3	Middle management	F	Head Office	2 years
4	Middle management	F	Head Office	6 years
5	Senior management	F	Head Office	11 years
6	Middle management	F	Head Office	7 years
7	Middle management	M	Head Office	3 years
8	Middle management	M	Head Office	6 years
9	Senior management	F	Overseas	15 years
10	Middle management	F	Head Office	2 years

### 3.4.3 Research procedure and timelines

Participants were contacted by email with background information to the research and invited to take part. Attached to the email was consent form providing further research information and outlining confidentiality and anonymization procedures relating to the research. A pilot run was conducted with two other participants to ensure the format was effective and to refine the questions. On the basis of the pilot study the researcher changed questions in two sections and also adapted the interview style.

Each participant interview was recorded with the aid of a dictaphone. Interview ranged from 29 to 47 minutes in length. Participants were given the opportunity to follow up on any of their responses if they so wished. The right to retrieve recorded data and to withdraw from the study if desired was also highlighted by email and verbally.

Eight interviews took place at the offices of “Organisation Alpha” and two in the lobby of a city centre hotel. Interviews were completed over a three week period in July and August when the participants had maximum availability.

#### *3.4.4 Limitations of the research*

All participants, with the exception of one, were drawn from the head office management team. This was largely due to access issues and availability. Management of the organisation are highly mobile, travelling to and from county programmes, and work under very heavy schedules. Those working in field operations, particularly, have very limited discretionary time, making participation in a research interview unfeasible.

#### *3.5 Ethical considerations*

As outlined above, the organisation and participants have been anonymised for this dissertation and the data collected treated as confidential. Recorded conversations were transferred to an encrypted laptop and will be deleted in the appropriate manner within the recommended time.

#### *3.6 Secondary data analysis*

In addition to the primary data analysis, the researcher conducted secondary data analysis of organisational policies relevant to the research topic including the Equality Policy and the Talent Management Strategy. This constitutes data triangulation and can inform the data collection and enrich understanding of the primary data (Yin, 2009).

#### **4. Data Findings, Analysis and Discussion**

The themes identified in the research fall under three overarching categories as defined by the Research Objectives. The main thematic findings under each of those categories is captured below.

To maintain anonymity of the participants and to ensure they are not identifiable from the quote used below, they have been randomly assigned an identifying letter (e.g. P-E, for “Participant E”), which does not correspond to the table in sub-section 3.4.2 or the chronological order in which they were interviewed.

***Objective 1: to explore the ways in which HRM is understood to affect overseas programmes by middle and senior management involved in their design and implementation.***

There was strong agreement among research participants on the people issues that affect country programmes. All participants (n=10) specified the attraction and recruitment of suitably qualified staff as a major challenge. Successful retention of staff also received strong attention (n=8). The majority (n=7) identified compensation & benefits as a feature of problem in attraction and retention. The majority of participants (n=7) felt that the effect of staffing gaps on country programmes was a key concern. Just over half of participants (n=6) identified capacity and development of staff as an issue.

##### **Theme 1: Attracting talent**

Attracting the right type of staff into the organisation is a recurring theme among all research participants. According to P-E *‘one of the perennial problems...is attracting and keeping quality staff, who have the right attitude.’*

P-B locates the problem in the organisation not having a strong enough brand outside of Ireland: *‘we’re very well known in Ireland, and in a lot of the countries we work, we’re very well known, but in Europe? No. In France? No. And I think...if you’re in humanitarian or development work, I think...you really want to work for somebody who is doing a good job, that is respected, I know that was a big thing for me, and so if you’re not aware of an organisation, you’re going to stick with the ones you know.’*



P-L contends that the increasing insecurity in the humanitarian work environment is impacting on the organisation's ability to attract staff: *'over the last number of years NGOs are becoming more of a target in certain areas for example in some of the conflict zones that we're working in, so it's a lot more challenging to get staff to work there'*.

### **Theme 2: Retention and turnover**

Almost all participants were concerned with the issue of staff retention of staff and managing disruptive turnover downwards: *'we would like to see people stay longer, it's quite disruptive when someone stays a year, two years and then they're gone, or six months on a development type of programme, it would be great to have a longer term strategy that we could retain people for longer but that's not always feasible either'* (P-L).

The loss of institutional memory due to unplanned turnover and the negative effect on programme implementation is a key concern: *'our capacity as an organisation to hold on to staff and therefore the institutional memory was a key constraint in delivering and implementing quality programmes'* (P-E); *'you've got quite high turnover of staff and then we're developing proposals at quite short timeframes that require retention of information, you know there might a million documents out there, that kind of transfer of information is vital really'* (P-A).

Lack of continuity between staff and skills mismatch with predecessors is a feature of a high staff churn: *'so somebody will be there on a three programme or somebody is there for two years and during their first year they prepare a really amazing proposal because this is what their real interest is, and then they get the funding and then a year later they're gone. And you've got a new person coming in who's not invested in it, maybe they are a good A, B, and C person but they don't know much about D but that's the programme they've inherited. So turnover is a big issue on quality and even on the morale of the national staff by the high turnover of international staff. If you'd had five Country Directors in four years it will sap the morale'* (P-G).

### **Theme 3: Effects of staffing gaps**

The effect of staffing gaps is expressed by research participants in three ways: firstly, the undue pressure that gaps cause for remaining staff: *'there's a huge pressure on everybody to try and reach milestones...and there are a lot of responsibilities on us as a team that we need*

*to deliver on. And so it just creates, you end up on an emergency...it's an emergency way of working where it's not actually an emergency. So you kind of jump from one thing to another, there's a level of panic there shouldn't be' (P-B); 'what generally happens is that everybody generally works a lot harder and longer, so it generally puts a lot more strain on the team. It's very difficult to say you won't take on extra work or if there's a possibility for funding, that we won't take it on.' (P-L); 'people are stressed so people doing two jobs, three jobs, it's very stressful. It is not fulfilling for them, it is not good for their job satisfaction so you just feel as if you can't do anything right...' (P-F).*

Secondly, the challenge of remaining accountable for the quality and integrity of programmes: *'crucial gaps within the CMT or particularly on the highly technical programmes that we're running, it really leaves us very exposed and very vulnerable when we have gaps in personnel' (P-L).*

Thirdly, the difficulty of strategic management when you are forced to stay within a reactive, operational space: *'you don't have the chance to stand back a bit and think about those longer term strategic issues' (P-H)...'we haven't really been able to move into a strategic discussion yet with countries saying ok looking at your staffing where are the gaps, what do we need to work on. It's kind of a little bit hit and miss' (P-E).*

#### **Theme 4: Compensation and Benefits**

Salary and terms of employment offered by the organisation was identified by the majority of participants as being a complicating factor in the staffing and management of country programmes: *'my understanding now is that we are becoming less competitive salary wise. Certainly for international staff so I think we are seeing staff leaving for other organisations which are offering higher salaries, people turning down roles because of the salary, so my impression is that we have become a little less competitive, we're slipping a bit' (P-H).*

Demographic and cultural changes within the humanitarian sector have translated into different employee expectations around remuneration: *'["Organisation Alpha"] was more of a voluntary organisation maybe 20 years ago, you generally tend to be younger, single, not really looking at this kind of work as a career...I suppose expectations were different as well. Now it's more of, like with all agencies, more professionalised, and a different cohort of people, generally older, different commitments, financial commitments and so forth, so that*

*obviously impacts in terms of how we can recruit people and the terms of conditions that are given to individual (P-L).*

### **Theme 5: Staff development and capacity building**

Capacity building, as was discussed in the Literature Review, is a perennial theme within the humanitarian and international development sector, and as evidenced by participant answers, translates into a major HRM concern: *'there's a lot of challenges in terms of getting staff to the level that is required, particularly in a lot of the countries that we're working in'* (P-J).

The issue of "flight risk" is also highlighted and reflects an ongoing concern with driving resources to T&D when effectively you may be developing staff for employment in another organisation: *'it's very difficult to get good quality staff with sufficient capacity and to train them up and retain them, so retention is an issues because once they're trained up sufficiently, they can move on to other NGOs where you can get better remuneration or the UN system which happens to us quite a lot'* (P-F).

### **Objective 2: to classify what the management sample understands by "talent" and "talent management".**

The majority of participants (n=8) identified talent as primarily being an attitudinal issue – being conscientious, wanting to develop, motivating others through your enthusiasm. There was a recognition by some participants that not everybody could be classified as talent and that there would have to be a degree of segmentation in the process (n=4), but the majority (n=6) favoured an inclusive interpretation of talent. The perceptions of "talent management" range from a primary concern with fairness and transparency in the process (n=4) to the use of TM as an engagement strategy (n=2) to segmentation and differentiated development for high potentials (n=2).

### **Theme 1: Talent as attitude**

Most participants articulated a sense of talent that had to do with the right attitude, commitment, level of motivation to improve and progress: *'first of all I'd look at somebody if they have the right attitude, a strong work ethic, their values are compatible with the organisation's values, they genuinely care about what they are doing. That's what I'd look at first because regardless of how much talent and intelligence someone has if they don't have that it won't work, so it quite an attitudinal issue aswell'* (P-L); *'talent and building talent*

would be, ok there's technical skills, and there's also managerial and leadership qualities. And also I would think is that kind of knowledge and internalisation of "Organisation Alpha's" values, which takes us back to this attitude...if somebody shows the right attitude I will take chances with them, they might not have all the experience, within reason, you can't throw somebody into the deep end of the pool, but you know might throw them in half way. And attitude is very hard to measure. But if the attitude isn't there, I don't care what expertise what they have'. (P-E); 'you need to concentrate on people who, to me, are showing real promise and have the right attitude' (P-G).

Some participants focused on core competence and a desire to develop further: 'I would focus on the people because some roles, you know, ok some are very specialised, but others – people can move into different roles, especially if they have some training. And focus particular on the people who, are the most, you know have the most initiative, the most spark, the most confident, or whatever'. (P-H); 'talent would be somebody either who is very good at their job or they've got the real basics and they really want to be trained to make sure they can fill any gaps'. (P-G); 'somebody who is motivated, and enthusiastic. Sees outside of their day-to-day, sees a future in their career....sees the succession within their role and kind of working outside their bubble'. (P-B); 'in terms of a high performance, I suppose it's someone that's anxious to get involved, get as broad experience as possible, delivers, not somebody who just talks but walks the walk. You're also looking at technical ability, being able to manage the various demands that are placed on you, both the technical and strategic management issues'. (P-I)

Workforce segmentation on the basis of strategic selection of the highest-performers was mentioned by a small number of participants (n=2); 'There's an argument that if the organisation itself wants to be strategic, then you should be strategic in the investment you make in talent. There are limited resources, there is limited time and ultimately the organisation wants to get the best out of the staff that it has. In fact if we were a profit organisation, you would say management would have an obligation to cherry pick, to develop their talent pool, and to keep the best talent that they have, because profit-driven organisations have ultimate responsibility to their shareholders...We don't have profit-motivation but we are supposed to be one of the best in delivering the support that we deliver to those that are most in need, and to be able to do that you need the keenest staff that are willing to the job, so arguably there should be some focus on that (P-I).

## **Theme 2: Talent Management - transparent selection**

While the main TM practice identified by participants was assessment criteria and line manager participation in selecting talent, there was a concern with ensuring transparency in the process through open communication and clear selection procedures: *'it has to be systematic, systematically applied, it has to be transparent, because if you're selected for something, if you're picked you need to know why – why them and not me?'* (P-D); *'it should be shared as well with people across the organisation and that includes people at the management level and junior people too, so people know what opportunities are there and what the organisation is doing'* (P-B)

Some participants gave primacy to identification practises: *'I think clear criteria to assess people. So who gets across the finish line first, the current things, some people don't even know where the finish line is because they have no objectives, but even so we all find it difficult sometimes to really see who does a better job'* (P-F); *'there's identifying because you not everybody is going to be able to develop and grow unfortunately, sometimes people do need to leave. So identifying key people who can be catalysts for development of themselves and others and helping them grow, and really I suppose motivating them, making them feel to belong. And that's identification, and then the communication comes into play, and the line manager has a critical role here...'* (P-E)

Four participants identified the role of management communication as key to engaging talent: *'there has to be investment from a lot of different departments, people need to communicate, there needs to be frank conversations months in advance of a contract coming to an end between a person and their line manager. And ask the question, sometimes people are worried about, you know, for fear that somebody was going to say they're going to leave the organisation or whatever. Be open, be honest, if you're open and honest it would allow them to be open and honest, and then communicate that to HR'* (P-B); *'In order to keep the actual stars, you'd need to be in touch with managers to know who's doing really well, who should we be looking out for and trying to keep. Who would it be a real pain if we the organisation lost this person, who should we have on our radar and why, what are they good at? I don't know if we do that now or whether it's systematic enough...'* (P-G).

### **Theme 3: Ownership of the process - role of the line manager**

All participants agreed that line management in-country, rather than HR, should lead the process (albeit in consultation regarding process). Specifically the Country Director (CD) is identified as the person to lead the TM process; *'ultimately it has to be the CD. They can delegate part of it, but it has to come from the CD'*. (P-J); *'Ultimately it should be a CMT decision in-country but the reality is it will come back to the CD, but that comes back to that CD's ability to be able to do that and their own strengths and weaknesses in bringing people along with them'*. (P-I); *the CD or maybe delegated to the [Operations] Director should be the overall, but then each programme manager should be asked to feed into who they think are potential...attitude wise and skills wise, if someone's got a good attitude maybe lacking in some skills you focus in on them and say do you need this and what would it take? There's a guy...who started as a driver and who is now a [technical professional], who studied at night on his own...who else might have ignored it and not bothered to recognise that he was there...and we have some very longstanding staff in some places who have progressed.'* (P-A)

A number of participants identified the role of HR in the process: *'it's probably the CD, and everybody needs to be made aware of it and HR needs to continually drive it'* (P-F); *'your CD has overall responsibility to be facilitating and trying to make that happen. Organisationally though, it's then about...I think HR has a responsibility in terms of maybe assisting with framework and maybe helping to develop an approach to it. But HR can't do it on its own and we can't just HR that's a staff thing and you're in charge of talent management. I think it's a shared thing between HR and largely the (business unit).'* (P-E)

### **Objective 3: to understand what the management sample's key considerations or concerns are when thinking about "talent management" implementation in Organisation Alpha.**

There was a strong message that equality (particularly gender equality) had to be factored into TM implementation (n=8). Secondly, and primarily an inclusivist concern, is how to implement fairly across all staff segments at all levels (n=6). A feature of theme is ensuring fairness between expat and local staff.

## **Theme 1: Challenges in context**

Participants viewed the operational landscape as fully inclusive of all staff segments, and saw the challenge in implementing a TM strategy equally across it: *'there's a huge diversity of levels of talent, a huge stretch in the workforce, from a cook and a driver to the senior, and I suppose implementing a strategy that's consistent across all levels, that's consistent in looking at talent from every perspective and being aware and trying to compensate for the fact that there will be differences in culture and basic education, so it shouldn't be exclusive just because of a cultural difference, so having a few different lenses, which would also have to include gender and culture'* (P-J); *'practicalities of cost, resource, language, culture, but going back to the more basic selection criteria which will probably vary from country to country, from office to office. Then you have the whole distinction between international and national staff...But you would have to try to keep the talent programme uniform, you couldn't stratify between national and international staff, we're all staff at the end of the day. But being practical your approach would be different in each one in terms of how you would approach it. Probably more differentiated support'* (P-I); *I guess realising the differences in countries and where they are at. And the difficulties in some countries to tick those criteria boxes. Like [Country B] for instance. It would be a lot more difficult to get things done there than what it is in [Country C] because of government, because of insecurity, and there are also types of R&R even. You are out of the country, your team is out of the country, if you have an expat team to manage, some of our countries are very difficult to work in. And then to have criteria, you have to know the context'* (P-B)

## **Theme 2: Equality**

As noted above, the majority of participants raised the issue of gender equality and TM implementation: *'the whole gender issue aswell, like we've got [Country A – Middle East] for example, for the international staff ok we've got quite a lot of women, but at the national level very few come through, especially in certain context it's more difficult than in others...But we're trying to implement programmes though quality so we have to get the right person with the right skills irrespective of their gender. But in some roles, the gender is a fundamental part of it, if you're working with women's groups, you have to have female staff'* (P-H). *'We should look at...the Equality Policy, with how we view equality and how it is perceived in the organisation, and how we are not really like an environment where you compete against colleagues to be the best like in a recruitment agency'* (P-F).

### **Theme 3: Training**

*'I think training has lost its place, it was the first thing to go when budgets were slashed in the recession but I think that's quite short-sighted. And maybe a recognition that it is important where it can afforded. The recruitment process? Trying to mix it up a bit, trying to see if there are informal ways of trying to see if someone's good at something. Rather than sit in front of three people, and if we're trying to recruit women for example, is there a different interviewing technique that might work in a development setting' (P-G).; 'the other challenge is investing in failure...you could invest in people and it doesn't work, so we invest in somebody and they run away with kitchen silver...and being able to accept that as part of the cost, that's a challenge. We need to be open and just accept that, I mean I don't have a problem with staff going elsewhere because I think if it's going to feed into the pool of good, and you know they may come back, but also they're doing good work somewhere else' (P-E).*

#### 4.4 Data Discussion

*Objective 1: to explore the ways in which HRM is understood to affect overseas programmes by middle and senior management involved in their design and implementation.*

The themes of data gathered under Objective 1 map broadly to CIPD's "talent loop" of attraction, identification, development, engagement, retention and deployment. The urgency of talent attraction due to labour market shifts and changing demographics is reflected to some degree in the data. While it is acknowledged that "Organisation Alpha" works in insecure, hardship locations, the data did suggest that engagement of staff and maximising management processes to garner commitment could be improved or augmented. Engagement and retention is also linked to the issue of Compensation and Benefits. Staff training and development is acknowledge to be a strategic consideration but also considered a key way to motivate staff and, in some senses, is seen as a right in itself.

*Objective 2: to classify what the management sample understands by "talent" and "talent management".*

The definition of talent and talent management in the organisation sits mainly with the inclusive strand of TM. While two participants demonstrated a tendency towards the inclusive-subject typology of talent, more tilted towards the inclusive-object approach. Four participants demonstrated a preference at the outset for an exclusive approach, focusing only



on “high-performers” or “high-potential”, but the same participant nuanced this in their later answers back toward an inclusive approach, which suggest their standpoint sits upon a spectrum and is contextual rather than remaining in hard categories. One participant was explicit in locating the locus of talent with the role (pivotal roles), rather than the individual.

The repeated requirement for transparency and an almost “open competition” style of talent selection is in keeping with participants’ broadly inclusive standpoint.

*Objective 3: to understand what the management sample’s key considerations or concerns are when thinking about “talent management” implementation in Organisation Alpha.*

Similar to Harris and Foster (2010), the research found that a pre-existing commitment to equality and diversity influenced participants’ conceptualisation of and approach to talent management. The authors’ comments that management concerns need to be aligned to TM strategy is a salient feature of the data gathered in this case study. Similarly, participants’ concerns with the highly contextual challenges suggests that the TM approach should be in the contingent, best-fit model.

## **Conclusion and Recommendations**

This dissertation has sought to make some contribution to an under-researched aspect of the field of talent management. As outlined at the outset, TM is a relative new-comer to the HR space, and its conceptual, theoretical, and practical components deserve further study. The tendency in both the academic and practitioner literature to focus on TM in the private sector requires greater research into its application in the non-profit sector. While NGOs face the same challenges of a fast-changing labour market and skills shortages as a constant of the operating environment, corporate TM practises of differentiated benefits, elite talent pools, and “sloughing away the C-players” are not immediately applicable to the non-profit sector.

In exploring how hiring managers approach the issue of high-potential identification and development, this dissertation has found that the culture of an organisation and its operating context is a vitally important lens through which to look at talent management rather than attempting to implement “universal” TM practices without reference to the concerns, commitments, and experiences of the organisation’s hiring managers.

### Recommendations:

1. Market survey research should be carried out to identify where the organisation’s compensation and benefits sit in comparison to peer organisations.
2. A budget analysis should be completed across a selection of five country programmes to assess how much staff gaps cost in lost productivity and funding. Subsequent to this, a cost-benefit analysis of higher salaries vs staff gaps costs should be completed and scaled across the organisation
3. Training and development budgets should be revisited and a target set per country programme for minimum investment in T&D annually to systematise the organisational approach globally. The costs for this could be written into donor funding proposals. An ROI study of existing T&D initiatives should be completed.
4. A working group comprising HR and country programme teams should be created to consider ways of integrating the organisation’s Equality policy into HR practices, with particular reference to talent management and succession planning
5. HR should plan and initiate a coaching support model of line managers to practise and embed career pathing conversations into line management

6. A renewed talent attraction project should attempt innovative ways of recruiting hard-to-find skills into the organisation through partner and institutional collaboration.  
While not cost neutral, this would not require significant budget
7. HR should trial standardised selection criteria for high-potential staff across a selection of ten country programmes

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## Appendix 1

### Consent Form

<b>Researcher name:</b>	David Kilcline
<b>Supervisor name:</b>	Karen Murray
<b>Institution:</b>	National College of Ireland

I am invited to participate in this research project which is being carried out as part of the MA in Human Resource Management in the National College of Ireland. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

- **PURPOSE OF THE STUDY**

The study is designed to investigate perspectives on talent management in an international non-governmental organisation. The research comprises a case study of a single organisation.

- **PROCEDURES**

If I agree to participate, this will involve me engaging in an individual semi-structured research interview that will be recorded to aid accurate transcription and coding of data.

- **CONFIDENTIALITY AND DATA PROTECTION**

Any information or data which is obtained from me during this research which can be identified with me will be treated confidentially. Research participants will be anonymised throughout the study – they will not be identified by name or job title and instead will be assigned a randomised code. The researcher may categorise data by gender of participant and the length of time in their current role. The organisation itself name will not be identified or referred to in the research. Audio recordings will be stored on an encrypted hard drive and any data that is no longer required will be destroyed or erased in a safe and secure way.

- **PARTICIPATION AND WITHDRAWAL**

I can choose whether or not to be in this study. If I volunteer to be in this study, I may withdraw at any time without consequences of any kind. I may also refuse to answer any questions I do not want to answer.

- **QUESTIONS ABOUT RESEARCH**

If I have any questions about this research I can ask the researcher. I am also free, however, to contact his assigned supervisor.

#### **Signature of research participant**

*I understand what is involved in this research and I agree to participate in the study. I have been given a copy of this consent form to keep.*

-----  
Signature of participant

-----  
Date

#### **Signature of researcher**

*I believe the participant is giving informed consent to participate in this study*

-----  
Signature of researcher

-----  
Date

## **Appendix 2**

### *Research interview questions:*

1. What are the recurring human resource issues experienced by managers of your country programmes?
2. How do you feel about the resources available to you and to your team to ensure programmes are consistently staffed?
3. How does the availability, or non-availability, of human resources (suitable personnel) shape the strategy of your country programmes?
4. What is your own definition of “talent” within this organisation?
5. What is the difference made to your country programmes by having this talent in place?
6. What key practices would you expect to find in a “talent management” approach?
7. Who should own the process of identifying and developing talent in country programmes?
8. What kind of challenges would you foresee when implementing a TM strategy across a global workforce (expat and local) of over 2,000 in 28 countries?
9. What other organisational policies do you feel should be taken into account when considering a TM strategy?
10. Do you have anything else you would like to add?