# TALENT MANAGEMENT AS A STRATEGY TO PROMOTE SUCCESSION OF JUNIOR MANAGERS AT EDGARS

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BY

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PORT ELIZABETH

SOUTH AFRICA

**DECLARATION**

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"I, Charles Walters, hereby declare that:

- The work submitted in this treatise is my own, produced under the guidance of my supervisor, Paul Poisat.

- Information obtained from other sources has been accredited to that source in the references.

- This treatise has not been previously submitted for an equivalent qualification at any other recognised institution."

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**ABSTRACT**

Talent Management has become one of the biggest challenges facing businesses today. With the skill shortage and the influx of clothing retailers into South Africa in the past two years, the war on talent has intensified. With this in mind the objective of the study was to investigate if Edgars had a successful talent management strategy to promote junior managers through succession. Talent management has different parts including recruitment, learning and development, performance management, reward, leadership, employee value proposition, retention and succession.

This study unpacks the literature on talent management and its components and takes a deeper look at the strategy adopted by Edgars. The study highlights the importance of talent management and that there should be clear strategies for every part that makes up the talent management framework. Empirical studies are done on the different sub sections of talent management, findings and recommendations are reported in the final chapters. The target population for this study consisted of junior managers at Edgars, where the majority of key value roles critical for development and store manager succession are.

A sample of forty respondents was randomly selected from the total junior management population at Edgars. The findings suggested that when an organisation has effective talent management strategy, it is more likely to create a compelling employee value proposition that is conducive to sustain succession of great talent. Furthermore, the findings revealed that Edgars is effective in applying certain talent strategies while other areas required more attention and focus.

## ACKNOWLEDGEMENTS

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**CHAPTER 1**

**INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH**

**1.1  INTRODUCTION**

**Chapter one** provides an introduction and the outline of the study. The chapter provides the problem statement, conceptual model, research objectives, sample, measuring instruments, and the definitions of the concepts.

This study will focus on the retail challenges including talent management. The biggest of those challenges is internal succession, developing staff into department managers and department managers into store managers. What is currently happening is that department managers in selected retail stores are getting stuck in their roles for many years not progressing to the next level. The competition poaches those managers and develops them into Store Managers. The question therefore for Edgars is; how does Edgars through its talent management strategy improve succession, reduce labour turnover and develop Store Managers?

Selby and Sutherland (2006) speak of transformation that was needed for the past twenty years of democracy. Today's challenges are focused on skills shortage and high labour turnover. This report hopes to unpack the trends, best practice, and current practice in Edgars. Based on the empirical findings and literature recommendations are made to assist Edgars with their talent management strategy for the future.

Over the past five years the retail landscape in South Africa has changed significantly, with many new and international retailers opening their doors, the likes of Jay Jays, Country Road, Trenery and Cotton on, all from Australia. They have all created meaningful retail footprints with more than 300 new stores, between these four retailers alone. From the United States and Europe the world's biggest retailer ZARA opened and other brands like River Island and H & M opening soon.

This not only places pressure on the trading environment, market share and retail space. It has a major impact on talent management in South Africa. The home-grown retailers like Woolworths, Edgars, and Foschini are under attack as there are limited resources available to sustain sales growth and a stable workforce. This has forced retailers to revisit their short and long term strategic plans. These plans include talent management, trading footprints, and expansions into Africa to sustain growth.

1.1.1 Talent Management at Edgars

Edgars has been a clothing retailer for more than 85 years and is currently the biggest clothing retailer in South Africa. With more than 180 stores, Talent Management is always going to be critical. Over the years they have defined a solid sustainable talent management strategy.

In 2012 the current Talent Management strategy was launched to assist with the company's turnaround strategy. The strategy included a focus in the top 72 stores, productive staff models, and introduction of international brands. This transformation is complete with improved service, product selection, and shopping environments.

## 1.2   PROBLEM STATEMENT

### 1.2.1   RESEARCH PROBLEM

There has been a notable increase in labour turnover amongst junior managers in Edgars. More specifically noticed in the area where the study is being conducted. Most Retailers have development programs, succession planning and talent management as part of their Human Resource and bigger strategic planning.

The purpose of the study is to investigate whether Edgars has an effective talent management strategy to retain critical talent in stores and succession for store managers. In light of the above-mentioned challenges and observation the problem statement was identified and was addressed in the study.

1.2.1.1 The Main Research Problem

What are the key elements of a Talent Management Strategy that promote succession for Junior Managers at Edgars? This problem is complex and needs to be broken down into smaller pieces. In the attempt to find the solution targeted employees were questioned about the effectiveness of the Edgars Talent Management System.

To answer the main problem, the researcher identified the following sub problems:

1.2.1.2 Sub - Problem One

What are the key elements of talent management strategies in retail?

1.2.1.3 Sub - Problem Two

What competencies do Managers at Edgars need?

1.2.1.4 Sub - Problem Three

What are the barriers implementing an effective talent management strategy at Edgars?

1.2.1.5 Sub - Problem Four

What role does leadership play in talent management strategy?

1.2.1.6 Sub - Problem Five

What role does education, development, and coaching play in talent management strategy?

## 1.3 RESEARCH OBJECTIVES

1.3.1 PRIMARY OBJECTIVE

The purpose of the study was to investigate the talent management strategy for junior managers at Edgars to promote succession. There is a new trend that junior managers are not becoming store managers in the retail industry. The junior

manager would stagnate or eventually move to competitors as they are not moving up the corporate ladder.

The study unpacks the root cause of this through unpacking the different elements of talent management in detail. The key talent management components discussed in this study include recruitment, learning and development, performance management, reward, leadership, employee value proposition, retention and succession.

## 1.3.2 SECONDARY OBJECTIVES

1.3.2.1 Establish importance of conducting research into talent management strategy in retail.

1.3.2.2 Review literature to establish application of talent management strategy in retail.

1.3.2.3 Explain Research Design and Methodology.

1.3.2.4 Conduct an empirical evaluation on the talent management strategy with junior managers at Edgars.

1.3.2.5 Findings, recommendations and conclusions

## 1.3.3 RESEARCH DESIGN OBJECTIVES

A Regional Operations Manager working for Edgars in the Eastern Cape conducted the present study. The Regional Operations Manager has positioned this study with his Divisional Operations Manager and his Human Resources business partner. The study was signed off and there is great excitement about the impending findings and possible solutions. The Regional Operations Manager has also discussed this study with his peers receiving their full support. Questionnaires were web-based with the link mailed to the junior managers' email addresses with a copy to their store manager.

The junior managers had ten days to complete the questionnaire online, totally anonymous. The questionnaires are made up of nominal, interval and ordinal questions. The focus was placed on experimental studies testing the relationships between the dependent and independent variables and a survey asking for primary data from the sample group. The sample is about five percent of the total junior management population in the Edgars business.

Through inferential statistics the present study should show clear gaps and development needs. Inferential statistical analysis includes one sample t-tests, correlation and regression is used to validate findings. This study was then sent to the Head of Human Resources to proactively implement a changed management program based on the findings and recommendations in this report.

## 1.4 THE NULL HYPOTHESES

The following null hypotheses are formulated using the dependant variable: succession and independent variables: recruitment, learning and development, performance management, reward, leadership, EVP and retention.

H01.   There is no relationship between Recruitment and Succession.

H02.   There is no relationship between Learning and Development and Succession.

H03   There is no relationship between Performance Management and Succession.

H04   There is no relationship between Reward and Succession.

H05   There is no relationship between Leadership and Succession.

H06   There is no relationship between Employee value proposition and Succession.

H07   There is no relationship between Retention and Succession.

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│    LEARNING AND DEVELOPMENT     │ ──────────→
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│  EMPLOYEE VALUE PROPOSITION     │ ──────────→
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│          RETENTION             │ ──────────→
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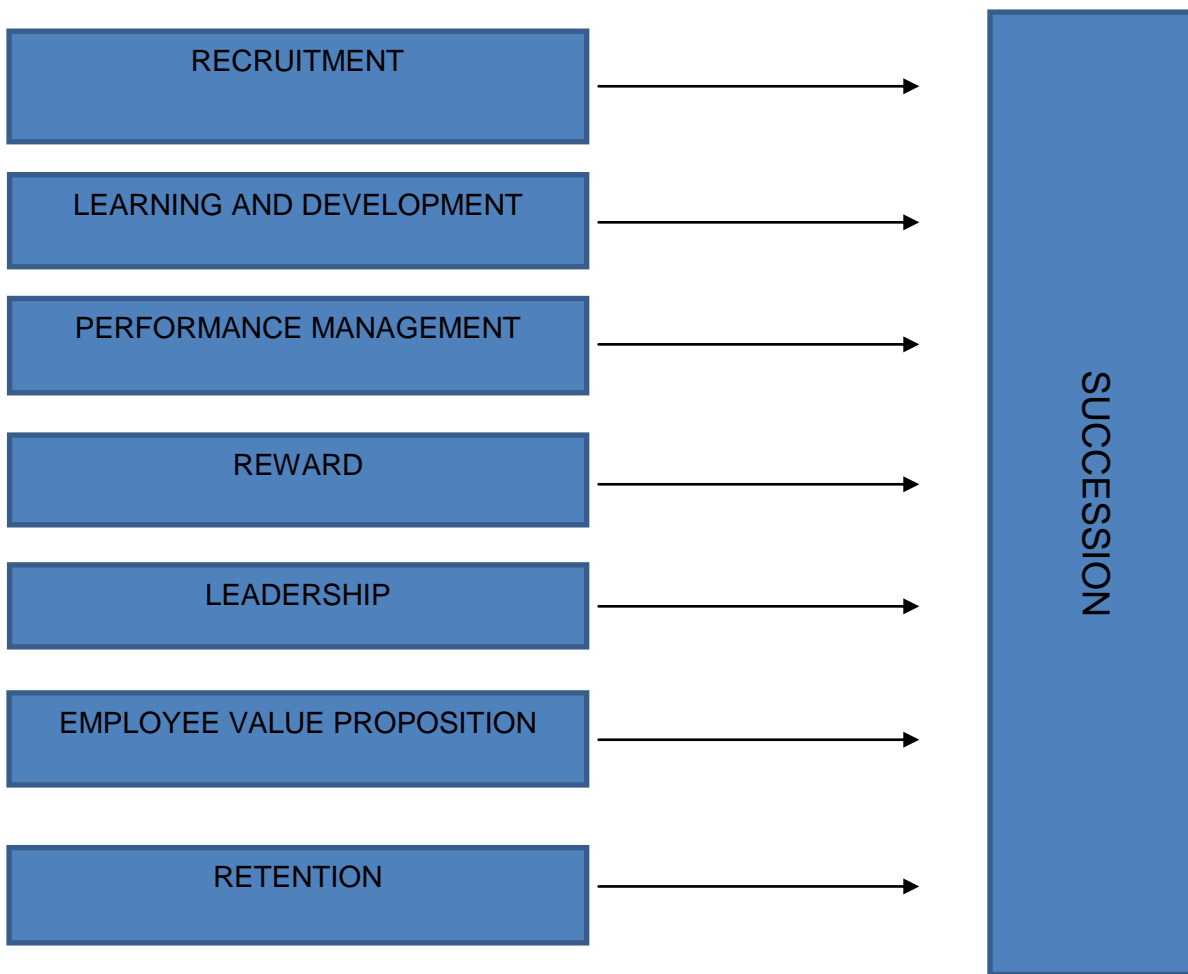
**FIGURE 1 - CONCEPTUAL HYPOTHESIS FRAMEWORK**

**1.5 METHODOLOGY OF THE STUDY**

The main problem of this study is to establish if Edgars has a talent management strategy for junior managers. This section outlines the process followed in solving the main and sub problems.

## 1.5.1 DEMARCATION OF THE RESEARCH

Talent management and succession of junior managers are challenges facing the Edgars Group. However, in order to make the study more manageable the study focused on the Kwa-Zulu Natal Divisional stores.

### 1.5.1.1    Targeted Levels

The study was conducted at Edgars stores in the Kwa-Zulu Natal Division (Natal and Eastern Cape stores), limited to Junior Managers (JM), Stores managers and Human Recourse Business Partners (HRBP) listed as other in survey. Junior Managers in Edgars' stores include Department Managers (DM), Store Admin Managers (SAM), and Store Operations Managers (SOM). These are the levels where the majority of key value roles lie that are critical for succession of Store Managers (SM) for the future.

### 1.5.1.2    Size of the Organisation

Edgars has more than 180 stores with more than 5000 employees. The Kwa-Zulu Natal (KZN) Division has 30 stores employing more than 500 employees, with more than 100 Junior Managers. The sample in this report is in a form of convenience sampling across the management bands with 40 respondents in the area where the researcher works and lives.

### 1.5.1.3    Geographical Demarcation

The empirical component of this study was restricted to the Edgars Stores in Kwa-Zulu Natal and Eastern Cape only. There has been a notable increase in labour turnover amongst junior managers in the Kwa-Zulu Natal area. List of stores:

| Edgars Newcastle Mall | Edgars Stanger | Edgars Ladysmith |
|---|---|---|
| Edgars La Lucia | Edgars Kokstad | Edgars Kwa Mashu |
| Edgars Ballito | Edgars Westwood | Edgars Midlands Mall (PMB) |
| Edgars Shelly Beach | Edgars Pietermaritzburg | Edgars Newcastle |
| Edgars Dundee | Edgars Vryheid | Edgars Bluff |
| Edgars Chatsworth | Edgars Empangeni | Edgars Amanzimtoti Galleria |
| Edgars Richards Bay | Edgars Hemmingways | Edgars Beacon Bay |
| Edgars East London | Edgars Fort Beaufort | Edgars Grahamstown |
| Edgars King Williamstown | Edgars Queenstown | Edgars Nonesi Mall (QTN) |
| Edgars Westville | Edgars West Street Durban | Edgars Gateway |

## 1.5.2  CONTRIBUTION OF THIS STUDY

There has been a notable increase in labour turnover amongst junior managers in Edgars. More specifically noticed in the area where the study is being conducted. Most Retailers have development programs, succession planning and talent management as part of their Human Resource and bigger strategic planning.

The purpose of the study is to investigate the talent management strategy for junior managers at Edgars and succession of critical talent in the stores. In light of the above-mentioned challenges and observation the problem statement was identified and addressed in the study. Based on the findings and recommendations a new talent management framework is suggested.

## 1.5.3  RESEARCH PARADIGM

The study was conducted in the quantitative paradigm, and the hypothesised relationships statistically tested. The descriptive statistics (means, percentages, and standard deviations) of the participants' responses were also analysed, reported and interpreted.

### 1.5.4  LITERATURE STUDY

Literature findings on talent management and supporting paradigms were identified and all eight subsections of talent management discussed in detail. Literature was found on recruitment, learning and development, performance management, reward, leadership, employee value proposition, retention and succession. Uren and Samuel (2007), describe talent management as a process that involves attracting, identifying, developing, deploying and engaging talent.

### 1.5.5  EMPIRICAL STUDY

The final response of 40 junior managers across the KZN Division was received. What made the study difficult was that it was for personal use and not a business initiative. The other restraint was that the survey was on the NMMU portal and not accessible from the Edgars portal, managers had to do the survey in their time and PC's.

### 1.5.6  THE MEASURING INSTRUMENTS

The questionnaire, consisting of sixty-five (65) questions, measures on a five-point Likert-scale was developed to identify Junior Managers and other Management perception about talent management at Edgars. The first five questions are biographical with the balance Likert-scale type statements. The questionnaire was based on the following research variables:

1. Recruitment
2. Learning and development
3. Performance management
4. Reward
5. Leadership
6. Employee value proposition (EVP)
7. Retention
8. Succession

All the measuring instruments (Annexure E) were anchored to a five-point Likert-scale ranging from (1) strongly disagree to (5) strongly agree. Reported findings group disagree (1+2) on the scale and group agree (4+5) as percentage of answers in the report.

## 1.5.7 THE SAMPLE

A randomly selected group of 100 junior managers were utilised to determine their perception on talent management at Edgars. Junior managers in Edgars are Store Admin Manager (SAM), Department Manager (DM) and Store Operations Manager (SOM). These managers would report to the Store Managers (SM) in all stores.

The research is for personal use in a treatise as part of the requirements to complete a MBA, with the study being for personal use and not a business initiative - the response rate has been very low. Greater participation through the organisation would have built a better statistical and empirical case.

## 1.6 DEFINITION OF CONCEPTS

### 1.6.1 TALENT MANAGEMENT STRATEGY

A common definition of talent management is getting the right people with right skills in the right jobs (Saravanan, 2013). Uren and Samuel (2007), describe talent management as a process that involves attracting, identifying, developing, deploying and engaging talent. Talent management can be summarised as an integration of various activities that are essential for competitiveness. The rationale behind talent management is to develop the right people with appropriate skills for current and future demands of the organisation. In other words, it is concerned with identifying talent gaps, succession planning, recruitment and selection, motivating and retaining talented employees through a variety of initiatives (Ringo, Schweyer, DeMarco, Jones and Lesser, 2010).

## 1.6.2   RECRUITMENT

Brand (2008, p.1) highlights the strategic importance of recruiting and selecting employees for any organisation. Finding the relationship between personal job fit and personal organisational fit taking cultural differences into account is critical (Gowan, 2004). It is imperative that you find the right candidate for the right job as you want to build a sustainable talent base and have internal succession. Achieving personal and organisational fit improves job satisfaction and job performance (O'Callaghan, 2011).

## 1.6.3   LEARNING AND DEVELOPMENT

Development of employees should be a strategic initiative based on analysis, synthesis, analogy, classification, modelling and comparison (Verovska, 2011). Development begins at school, progressing in college or university.

A study done on Chinese middle school students in Hong Kong proved that personal talent development is critical as it develops positive work habits and career exploration (Yuen, Gysbers, Chan, Lau and Shea, 2010). According to Rauch, Frese and Utsch (2005, pp. 681 - 698) it is proved that businesses with high employee human capital perform better and sustain growth more efficiently.

## 1.6.4   PERFORMANCE MANAGEMENT

Mathias and Jackson (2006) explain performance management as a process that involves a clear understanding of the organisation's strategic direction and employees understanding their contribution in it. The basic step in effective performance management is to clarify what is expected of individual employees, aligned to overall organisational goals. This alignment enables managers to identify employees' development areas, therefore, develop training according to identified gaps. The performance management process is also noted as the alignment of individual performance with organisational performance (Selden and Sowa, 2011). This helps employees understand the company goals and helps the company understand the individual's ambitions.

## 1.6.5 REWARD

Duchon (2007) says that companies need to ensure that they have the right and motivated talent in place in order to increase productivity and profitability. This challenge requires companies to have a clear and compelling strategy to attract, motivate and retain staff. One strategy in getting employees to excel at customer service is to introduce reward programs with specific measurable outputs (Kopelman, Gardberg and Brandwein, 2011). A good retention strategy involves actions and attitudes that make employees feel successful and appreciated. This requires blending of monetary rewards such as base salary, with non-monetary rewards such a recognition, learning and growth, quality of life.

## 1.6.6 LEADERSHIP

Thomas, Harburg and Dutra (2007) emphasise the importance of leadership by stating that a culture of high performance depends on the commitment of leadership. Successful leadership makes it possible to get everyone to share the same mind-sets.

Aligned mind-sets in the business result in superior business results. A systematic performance management tool/process is essential in order to measure performance outputs effectively. Wellins and Concelman (2005) support this thought, stating that although there are multiple factors that influence employee engagement, the quality of leadership is the most influencing factor.

## 1.6.7 EMPLOYEE VALUE PROPOSITIONS

Employee Value Propositions (EVP) can be described as a mixture of characteristics, benefits, and ways of work between the organisation and its employees. A compelling Employee Value Proposition and delivering a positive employee experience will help place an organisation at a competitive advantage when it comes to attracting and retaining talent (Brewster, Grobler, Hollard and Warnich, 2009).

## 1.6.8  RETENTION

According to Neeti Leekha and Aparna (2008) retention has become the number one priority and recruiting the second priority in business today. With globalisation of markets and labour forces, aggressive competition in the same talent pools, resources are not meeting the growing demand. The need to acquire, develop, deploy, motivate, and retain specialist talent will become more challenging (Saravanan, 2013). Part of retention is a return on investment business need, as most executives and senior specialists are bought with high initiation and recruitment costs.

## 1.6.9  SUCCESSION

According to Bersin by Deloitte (2014), Succession planning is the process of identifying and preparing successors for key positions, creates an insurance policy for talent. In today's tight labour market, succession planning is critical to creating a flexible, sustainable business. Succession management has become an important talent management initiative at companies around the world. Lin-Ching and Mclean (2011, pp. 35-45) demonstrate a positive significant relationship between succession planning, management development and ethical climates.

## 1.6.10 BARRIERS

According to Traves, Brockbank and Tomlinson (1997, pp. 133-154) female managers in the English retail industry are recruited and appointed in equal proportion to men all reaching deputy manager positions. They investigate why women don't become store managers sighting family responsibilities, politics and male dominated environment.

## 1.6.11 JUNIOR MANAGERS

Junior Managers at Edgars are Store Admin Managers (SAM), Department Managers (DM) Store Operations Managers (SOM). These managers all report to

Store Managers (SM) and their career path would be to become Store Managers in the future. These managers are recruited from within the Edgars chain or external recruitment. The challenge is to up skill junior managers creating succession for store management.

## 1.6.12 STORE MANAGERS

The Store managers are expected to provide leadership and direction to the store and ensure the achievement of store profitability and customer service deliverables. Store Managers through the effective execution of company policy, processes, and instructions and through the establishment and maintenance of effective people and process management practices run successful stores.

They need to understand the trading environment and develops and ensures implementation of plans to achieve profitability and customer service deliverables under dynamic trading conditions. Roles and Responsibilities:

**People Management** through developing store workforce plans based on current and future capability requirements.

**Customer Service** by managing the store customer service plan in line with the chain and divisional customer service strategy.

**Merchandise Management** conducting weekly analysis and interpretation of all stock management reports to manage the store's performance.

**Market Intelligence** conducting regular environmental scans of in-store competitor activities (price, product, layouts and promotions) and identify retailing opportunities that could influence the store's ability to meet or increase sales targets and forward recommendations for adjustments to the business plan to the relevant stakeholders.

**Financial Ratio** ensuring that the store achieves the budgets/ratios across multiple key performance indicators (sales, operating expenses, profitability, stock losses, cost of selling, DI) in line with profit patterns and budgeted targets.

**New Business Development: Credit and Financial Services** ensuring the implementation of the Chain's credit/financial services strategy by managing the store's new business targets.

**Stakeholder Relationship Building, Networking and Management** by building and maintain effective partnerships with the merchandise and marketing teams to ensure optimum stock levels are represented in the store, and that business promotions are executed in line with the required standards.

Competencies: Analytical thinking business acumen, coaching and developing others', customer insight and focus, Decision making, financial management, performance focus and team leadership

Education Level: Commerce Degree or Grade 12

Experience Level: 3/4 Years

Based on the above requirements and competencies being a Store Manager for Edgars is quite complex needing experience and practical know how. This report unpacked and tested whether the talent management programs at Edgars are sufficient to produce managers internally with these skills and attributes.

## 1.7 OUTLINE OF THE STUDY

The study comprise of the following chapters:

Chapter 1: Introduction, Problem statement, Outline of research

Chapter 2: Talent Management in Retail

Chapter 3: Talent Management Strategy at Edgars

Chapter 4: Research Design and Methodology

Chapter 5: Results and analysis of empirical evaluation on Talent Management

Chapter 6: Findings, recommendations and conclusions

**CHAPTER 2**

**TALENT MANAGEMENT STRATEGIES IN RETAIL**

**2.1 INTRODUCTION**

**Chapter two** focuses on the literature study that underpins the research problem – investigating talent management as strategy to promote succession for junior managers in retail. The chapter unpacks the importance of a clear talent management strategy at global and national level. Starting with the concept of talent management then breaking it down into the different components of talent management. Talent management is split into: recruitment, learning, and development, performance management, reward, leadership, employee value proposition, retention all impacting succession. The study discusses the impact talent management and its different components have on succession also giving an overview of barriers to implementation of talent management strategies.

**2.2 TALENT MANAGEMENT**

A common definition of talent management is getting the right people with right skills in the right jobs (Saravanan, 2013). Uren and Samuel (2007), describe talent management as a process that involves attracting, identifying, developing, deploying and engaging talent. Talent management can be summarised as an integration of various activities that are essential for competitiveness.

The rationale behind talent management is to develop the right people with appropriate skills for current and future demands of the organisation. In other words, it is concerned with identifying talent gaps, succession planning, recruitment, and selection, motivating and retaining talented employees through a variety of initiatives (Ringo et al, 2010).

**FIGURE 2 - ELEMENTS OF TALENT MANAGEMENT**

**SOURCE: The Human Capital Institute 2014**

The logic of the diagram is simple: every organisation starts with a strategy. Within that strategy, there should be financial plans, marketing plans, and of course the people plan - described above as a human capital strategy. A human capital strategy consists of the talent practices depicted in the wheel at the centre of the diagram. These are the practices, processes, and programs from the Silzer and Dowell (2010) definition. If an organisation executes its talent strategy and performs these functions well, it will get good talent results. And if you get good talent results, you will get good business results. This illustration offers an excellent visual representation of the link between talent management and business outcomes.

According to Jenkins (2006, pp. 20-22) Asian Executives rate talent management as the single biggest challenge facing organisations today. They state that talent management is critical for the execution of their company vision and strategy. They

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also associate talent management and leadership development with the impact on companies. With companies facing a new economic world dominated by demographic, macroeconomic, and technological changes, it is critical that talent management is made a business priority in order to survive (Maria-Madela and Mirabela-Constanta, 2009).

It is important to note that there are different talent management strategies used at different times of the business life cycle and in different market conditions. Businesses go through trading cycles with peaks and valleys as the economy they trade in changes. Cappelli (2009, p. 1) suggests minimising costs and reducing uncertainty during uncertain business conditions. Whatever the strategy the company decides on it is imperative that everybody is on board and well informed no matter whether the business is fast growing or in recession due to external or internal factors (Sharda, 2012).

The biggest challenge is globalisation where supply just cannot keep up with the talent demand. There is a war on talent and retaining employees and succession of management has become more important than attracting new talent. Technology and the application of it to determine talent risk then tying it to assets and revenue is critical in a modern organisation (Hilbert, 2009). It is imperative that any organisation has a clear view of their strategic plan and align it to their strategic people plan building capacity for the future of the organisation.


## 2.3 TALENT MANAGEMENT IN SOUTH AFRICAN RETAIL

There are three main talent management strategies used in South African clothing retail. Woolworths run a management in training (MIT) system, where all management recruits go through a six month training program before they get placed in their different management roles. This would include, department managers and store managers.

The general retail problem is once you are recruited as department manager there is no training to become a store manager. In Edgars there is a study school system where new recruits go through four weeks on board training and a practical workshop. Once again when recruited as department manager there is no formal

training intervention to become store manager. With the international retailers entering the market, they are recruiting trained managers from Woolworths and Edgars. Their structures are very flat and managers are returning within one year as there is no succession.

*"As one of the world's most successful retailers, Walmart has experienced an exceptional journey of growth. It's truly a company that is a part of our vocabulary world over! The company serves customers and members more than 200 million times per week at more than 8,000 retail units under 55 different banners in 15 countries. With 2009 sales of $401 billion, Walmart employs more than 2.1 million associates worldwide. Mike Grennier, Senior Director, Corporate Recruiting for Walmart Stores, is discussing how Walmart is aligning its global talent acquisition strategy to its overall growth strategy. Troy Kanter, President and COO, Kenexa agrees with him, sharing how Kenexa and Walmart have partnered together to implement world-class recruitment technology that enhances Walmart's global talent management strategy"* (Human Capital Institute, 2014).

"How fast has Walmart grown? They open a new store every 27 hours! Amazing. Even in a down economy, they grew $4 billion last year. So what are their staffing challenges? Using Excel spreadsheets isn't the solution. **So they are moving towards an integrated talent management system and when it's finished, it will be the largest staffing system in the world.** Walmart is concentrating on a number of factors in this - legal, diversity, and other goals to make this the most robust system ever. The three primary goals in the implementation are: a) terrific applicant tracking, b) an enhanced end user experience for both the applicant and the hiring manager and c) global scalability" (Human Capital Institute, 2014).

The secret to the Walmart success is technology, insights and systems. Dominic Tripoli (Vice President, workforce strategy IBM), one of the key note speakers at the recent HCI summit, spoke about past, present and future work dynamics (Human Capital Institute, 2014). His view is that in the past employees work for sustenance, currently employees work for sustenance and satisfaction. In the future employees will work for sustenance, satisfaction and identity. This speaks to our generation Y

employees who see life through the eyes of technology i.e. Twitter, Facebook and Instagram.

## 2.3 RECRUITMENT

O'Callaghan (2011) defines recruitment as the process of identifying suitable candidates for employment and stimulating them to apply for jobs in the organisation. This is a dynamic process that requires adaptability to evolving market conditions. Such a process requires consideration of factors such as skills and abilities, qualifications and experience.

According to Sharma and Bhatnagar (2011, pp. 61-65) searching for the right fit is a major issue facing organisations in attracting and retaining talent. There is an acute talent crisis with high manpower attrition rates. The external talent pools are limited and internal talent is uncertain, because of retention problems. This challenge is not unique to retail as Sharma and Bhatnagar (2011, pp.61-65) unpacks recruitment in laboratories in India.

Hanson (2009, pp. 1-9) speaks of project-based recruitment ensuring a repeatable process where companies are satisfied with the best hire of the batch. Recruitment has become a science where neuroscience in talent management helps re-establish the balance of cognition helping talent managers' design and implement programs to effectively improve employee potential (Vorhauser-Smith, 2011).

Brand (2008, p.1) speaks of the strategic importance of recruiting and selecting employees for any organisation. It is critical to find the relationship between personal job fit and personal organisational fit taking cultural differences into account (Gowan, 2004). It is imperative that you find the right candidate for the right job as you want to build a sustainable talent base and have internal succession. Achieving personal and organisational fit improves job satisfaction and job performance (O'Callaghan, 2011).

## 2.4 LEARNING AND DEVELOPMENT

According to Forbes Magazine (2014) the main focus of most organisations should be talent management and talent development, particularly on management and technical roles that are the difference makers. There is an interactive relationship between strategic choice and how talent is trained, organisations often fail as they assume they have the right talent for the job, failing to train and develop individuals (Forbes Magazine, 2014). The global village is getting smaller through technology and the expansion of organisational footprints. Managing internationally is becoming a major trend calling for a different perspective on selection and development efforts (Schaeffer, 1989).

Development of employees should be a strategic initiative based on analysis, synthesis, analogy, classification, modelling and comparison (Verovska, 2011). Development begins at school, progressing in college or university. A study done on Chinese middle school students in Hong Kong proved that personal talent development is critical as it develops positive work habits and career exploration (Yuen et al, 2010).

According to Rauch et al (2005, pp. 681 - 698) it is proved that businesses with high employee human capital perform better and sustain growth more efficiently. Hamilton (2008, pp. 510 -520) states that learning and development is most effective when it is an integral part of an overall performance management program as well as other human resource practices such as succession planning.

Karthik (2012) points out that organisational training has a direct impact on increasing employees' commitment. In today's competitive and dynamic environment, employers continually seek ways of retaining talented and skilled employees. Babaita (2011, p.1) emphasises the importance of the training function as strategic partner that is instrumental in influencing good performance. This in turn serves as a good talent retention strategy as talent appreciates the organisation's willingness to invest in their growth. This argument is supported by Edralin (2011, pp. 225-239), stating that training aims at improving employees skills, knowledge and attitude. This in turn improves employees' job satisfaction, thereby increasing performance and succession in the organisation.

## 2.5 PERFORMANCE MANAGEMENT

Mathias and Jackson (2006) explain performance management as a process that involves a clear understanding of the organisation's strategic direction and employees understanding their contribution in it. The basic step in effective performance management is to clarify what is expected of individual employees, aligned to overall organisational goals. This alignment enables managers to identify employees' development areas, and develop training according to identified gaps. The performance management process is also noted as the alignment of individual performance with organisational performance (Selden and Sowa, 2011). This helps employees understand the company goals and helps the company understand the individual's ambitions.

Coetsee (2004) discusses the five key elements of performance management. Firstly the alignment of company vision, strategies, and goals with individuals' goals and admissions. Secondly performance discussions should be held on regular basis between individuals and their line managers. Thirdly all performance objectives should be guided by the principles of the companies' employee value proposition. Fourthly all performance objectives should be specific, measurable, achievable, realistic and time bound (SMART). Lastly performance management reviews should be conducted against set standards to determine level of achievement.

There are different performance management cycles used by different organisations, the most basic cycle starts with organisational inputs like vision, values and goals, mostly strategized by senior management. From there the expectations will be set in creating purpose statements, assigning responsibilities and creating achievable measurable goals. The next step is supporting performance through feedback, coaching and counselling. Finally performance will be reviewed based on achievement reward, recognition, and compensation of individuals (Resnick, 2014).

## 2.6 REWARD

We all go to work to be rewarded, mostly with money. There is an old saying; 'I owe I owe and of to work I go'. Base pay is regarded the most important determining factor when accepting any job (Duchon, 2007). We build our lives and lifestyles around what we earn and what we subsequently can afford. Leadership is required to profile and grade jobs correctly to ensure fair and competitive compensation. Curran (2004, p.1) suggests that recognition is all about making people feel appreciated and valued. She mentions that although money is important, it does not substitute the true value of appreciation. Recognising and rewarding talent is a great way to engage and retain employees.

Duchon (2007) says that companies need to ensure that they have the right and motivated talent in place in order to increase productivity and profitability. This challenge requires companies to have a clear and compelling strategy to attract, motivate, and retain staff. One strategy in getting employees to excel at customer service is to introduce reward programs with specific measurable outputs (Kopelman et al, 2011). A good retention strategy involves actions and attitudes that make employees feel successful and appreciated. This requires blending of monetary rewards such as base salary, with non-monetary rewards such as recognition, learning and growth, quality of life.

Nelson (2012) suggests that reward should not be a surprise to the employees but rather aligned to their needs and their individual motivation. Frameworks used by organisations include firstly, **basic compensation** made up of base pay and incentives. Secondly **benefits** made up of health care and pension plans. Thirdly **development and career opportunities** through clear career paths, coaching and mentoring. Fourthly companies should have a **balanced work environment**, with work life balance and wellness programs. Finally and most importantly **performance and recognition** through clear goals setting linked to rewards both cash and non-cash incentives (Robinson, 2014).

## 2.7 LEADERSHIP

Thomas, Harburg and Dutra (2007) emphasise the importance of leadership by stating that a culture of high performance depends on the commitment of leadership. Successful leadership makes it possible to get everyone to share the same mind-sets. Aligned mind-sets in the business result in superior business results. A systematic performance management tool/process is essential in order to measure performance outputs effectively. Wellins and Concelman (2005) support this thought, stating that although multiple factors influence employee engagement, the quality of leadership is the most influencing factor. Committed management has created and driven high performance cultures (Thomas et al, 2007). Leadership has to make all the strategic organisational decisions like vision, mission and goals.

As part of the organisational strategy talent management should be aligned and integrated (Coetsee, 2004). Different trading environments would require different talent management strategies, if the business is in growth phase recruitment and development would be critical. Motivation from leadership teams is the energy that drives, directs, and helps sustain positive behaviour in organisations (Bagraim, Potgieter, Viedge, and Werner 2003).

DuBrin (2010) mentions that effective leaders help teams to attain high quality and customer satisfaction; as well as the team itself enjoying job satisfaction. A leader should understand that a team is not just people who work for the same manager, but a group that shares a responsibility for producing something together, and that team members are unique. In order for leaders to be effective in leading the teams, they need to understand their own leadership style, attitudes and behaviours.

There is a difference between managing and leading people. Morgenthaler (2004) speaks about managing things and leading people. The first facet involves "things": What the organisation intends to do, how it needs to get it done, and what resources are needed. You could also label this "**managership**." The activities involved are fairly straightforward. The second function of leadership deals with who is going to execute the plans and how they will be led. Here I use the label of "**leadership**" or "people on people." The leader must find creative ways to get the things done with limited resources (Morgenthaler, 2004).

## 2.8 EMPLOYEE VALUE PROPOSITION

We have spoken about the war on talent and how talent management is use. Employee value propositions also has many parts, one of them is effective employer branding and is essential for competitive advantage (Das, 2012). The concept of recruiting value propositions refers to the value that the firm offers prospective employees (Gowan, 2004). Gowan (2004) goes ahead and breaks recruitment value propositions into three elements; job and work characteristics, total reward and corporate image.

Talent management is defined as process of developing and integrating new workers, developing and keeping current workers and attracting highly skilled workers and managers. Mandhanya and Shah (2010, pp. 43-48) support employer branding by stating that employer branding has become the top priority for organisations to win the war on talent. Employer branding, builds employee value propositions that matches both what the employee wants and what is expected from the employee (Mandhanya and Shah, 2010).

Employee Value Propositions (EVP) can be described as a mixture of characteristics, benefits, and ways of work between the organisation and its employees. A compelling Employee Value Proposition and delivering a positive employee experience will help place an organisation at a competitive advantage when it comes to attracting and retaining talent (Brewster et al., 2009). Figure 3 showcases monetary and non-monetary benefits employees consider when joining or leaving a company.

**Tangible**

**The package**
- Pay & benefits
- Role definition
- Job content
- Nature of work

**Profile**
- Growth
- Financials
- Reputation
- Product/service brand
- Major successes
- History

**The Job**
- Degree of autonomy
- Level of authority
- Formal recognition
- Personal development
- Work/life balance

**Organisational processes**
- Informal/formal organisation systems
- Physical environment
- Career opportunities
- Training and development

**Organisational values**

**Individual** ← → **Organisational**

**Conviction**
- Belief in purpose
- Making a difference
- Confidence in organisation

**Working Experience**
- Role clarity
- Perceived worth
- Relationship with manager
- Respect for colleagues
- Ability to be oneself
- Diversity

**Leadership Style**
- Respected behaviours
- Politics

**Social Systems**
- Friendships
- Informal recognition

**Intangible**

**FIGURE 3 - EMPLOYEE VALUE PROPOSITION**

**Source:** (Brewster et al, 2009)

## 2.9 RETENTION

According to Neeti Leekha and Aparna (2008) retention has become the number one priority and recruiting the second priority in business today. With globalisation of markets and labour forces, aggressive competition in the same talent pools, resources are not meeting the growing demand. The need to acquire, develop, deploy, motivate, and retain specialist talent will become more challenging (Saravanan, 2013).

Part of retention is a return on investment business need, most executives and senior specialists are bought with high initiation and recruitment costs. Companies need to retain and engage these employees though different incentives and

agreements to ensure high Return on Investment (ROI) (Cairns, 2012). There are many associated cost with high labour turnover according to Hess (2010, pp. 22 - 25), major organisations like Toyota Motor Corp. and Starbucks Coffee Co. overlooked some of these risks. These risks include alignment of internal growth systems, interactive learning, highly engaged employees and continue improvement of customer value propositions (Hess, 2010).

Jain (2013, pp. 1-4) introduces the concept of employee branding as relatively new concept, he states that employee turnover is an age-old problem. Jain (2013, pp.1-4) claims the root of the problem, as happiness, stating that if employees are unhappy labour turnover will be high. The researcher experienced this personally in a previous job assignment finding labour turnover at 65% on accepting the management assignment, though various interventions and making staff happy labour turnover was reduced to 30%.


## 2.10 SUCCESSION

According to Bersin by Deloitte (2014), Succession planning is the process of identifying and preparing successors for key positions, creates an insurance policy for talent. In today's tight labour market, succession planning is critical to creating a flexible, sustainable business. Succession management has become an important talent management initiative at companies around the world. Lin-Ching and Mclean (2011, pp. 35-45) demonstrate a positive significant relationship between succession planning, management development and ethical climates.

In some companies, succession management is a strategic process that minimises leadership gaps for critical positions and provides opportunities for top talent to develop the skills necessary for future roles. In other companies, succession management is a constant struggle, viewed as an administrative exercise rather than as a competitive advantage.

In strong economic times, ignoring deficiencies in the succession management process is easier - yet in the current economic downturn, the need to identify and develop top talent for critical roles has never been more important (ERIC, 2009). Succession is the dependant variable in this study supported and underpinned by

the independent variables mentioned. Other South African retailers have management training and management in training for selected periods before management are appointed into designated positions. This insures that management have all the necessary tools and technical skills before they start the job.
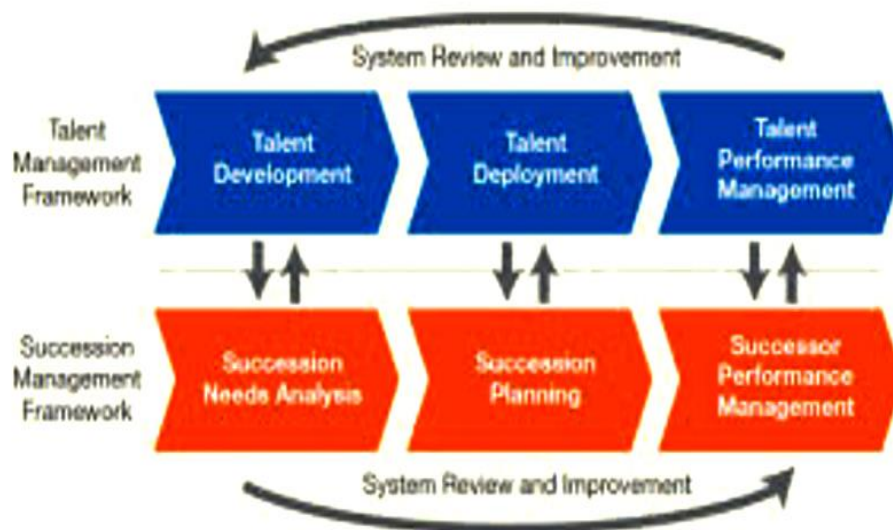


**FIGURE 4 - APPROACH TO TALENT MANAGEMENT**

Source: Talent Management (2010)

## 2.11 BARRIERS TO IMPLEMENT TALENT MANAGEMENT STRATEGY

According to Traves et al (1997, pp. 133 -154) female managers in the English retail industry are recruited and appointed in equal proportion to men all reaching deputy manager positions. They investigate why women don't become store managers sighting family responsibilities, politics and male dominated environment.

Findings show that women raise their families and retail hours are notoriously bad working shifts and weekends. Women then leave retail often returning when their kids are older. There are very few mentorship and coaching programs for retailers in retail organisations. According to Kim and Shim (2003, p. 321) in a study of 205 retail managers, female managers displayed stronger roles in mentoring and brokering. Job tension on managerial performance has been investigated and findings are that

retail store performance is critically influenced by managerial effectiveness (Lusck and Serpkenci, 1990). Strong effective managers run effective operations.

Broadbridge (2008 pp. 1225 – 1245) also finds that women are underrepresented in retail also sighting family responsibility as the major reason. Other barriers are resistance to relocate and limited education as found in the empirical research from this study.

## 2.12 CONCLUSION

Chapter two unpacked detailed literature reviews on all talent management aspects both nationally and internationally. The talent management strategy is critical to the execution of any business strategy as you need people to implement, maintain, and sustain your business strategy. With the war on talent currently happening on a local and global scale it is imperative that executives and human resource business partners redefine their talent management strategies to enable their organisations for the future. Also included in chapter two was the detailed discussion of the independent variable, succession and all the dependant variables; recruitment, learning & development, performance management, reward, leadership EVP, and retention.

Depending on what business strategy your organisation is perusing growth, sustains or decline, you will always need skilled leaders and managers to execute your given strategy. Under difficult trading conditions you often need more skilled managers whom through innovation and experience can turn businesses into profitable units. Clearly, all the different aspects of talent management from attracting, identifying, developing, and deploying to engaging talent need to be strategic.

To do this you need a skilled human resource business partner's team and strong leadership focused on the company's number one asset, the people. It is critical that every employee has a development plan, career path, and set goal with milestones for their future. In chapter three the study looked at talent management in Edgars, focusing at their talent management strategy and practical implementation of the strategy.

**CHAPTER 3**

**TALENT MANAGEMENT STRATEGY AT EDGARS**



## 3.1 INTRODUCTION

**Chapter three** focuses on the Edgars Talent Management strategy. Edgars has been a fashion retailer for more than 85 years, with more than a 180 stores. Talent Management is always going to be critical. Over the years they have defined a solid sustainable talent management strategy.

In 2012 the current Talent Management strategy was launched to assist with the company's turnaround strategy. The strategy included a focus in the top 72 stores, productive staff models, and introduction of international brands. This transformation is complete with improved service, product selection and shopping environments.

## 3.2 WHAT IS TALENT MANAGEMENT AT EDGARS?

Edgars is currently running a number of initiatives aimed at ensuring that it acquires and maintains an "Employer of Choice" status. One such initiative under the project is the Talent Management exercise. Talent Management is about having the right talent in the right place at the right time to meet business needs now and for the future.

The key objectives of the Talent Management initiative are to:

1. Identify, develop, and retain high potential/performing employees at all levels within the business from staff to senior management.
2. Ensure that the identified talent is retained accordingly through different strategic interventions within the talent management framework.

3. Develop and enrich human capital taking into account both the employee's and the organisation's needs on an on-going basis.

4. Create a common language about our people capability and potential to ensure consistent and focused capability building and career progressions within the Edgars Group.

## 3.3 WHY IS TALENT MANAGEMENT CRITICAL AT EDGARS?

Talent management is critical for every organisation for the following reasons:

The business environment is becoming more competitive and companies need to be innovative in devising strategies to retain talent and thereby maintain a competitive edge. Talent Management ensures business continuity and sustainable growth by building talent pipeline and ensuring rolling backfill for key positions. This would contribute towards retention of employees that are valuable to the business.

Talent Management goes beyond career and succession planning. It involves revisiting HR policies, procedures, and practises such as recruitment, induction, learning and development, performance management, retention and promotion in order to ensure that they contribute towards attracting and retaining talent within the organisation. According to Jenkins (2006, pp. 20-22) Asian Executives rate talent management as the single biggest challenge facing organisations today as seen in chapter two.

In order to facilitate implementation of the talent management process within Edgars, talent management must be seen in its broader context or framework. The framework is made up of strategic talent planning, leadership and culture, sourcing and attraction, sourcing recruitment and selection, induction, professional and personal development, performance management and retention. These form the base of the talent management framework at Edgars as depicted in figure 5.
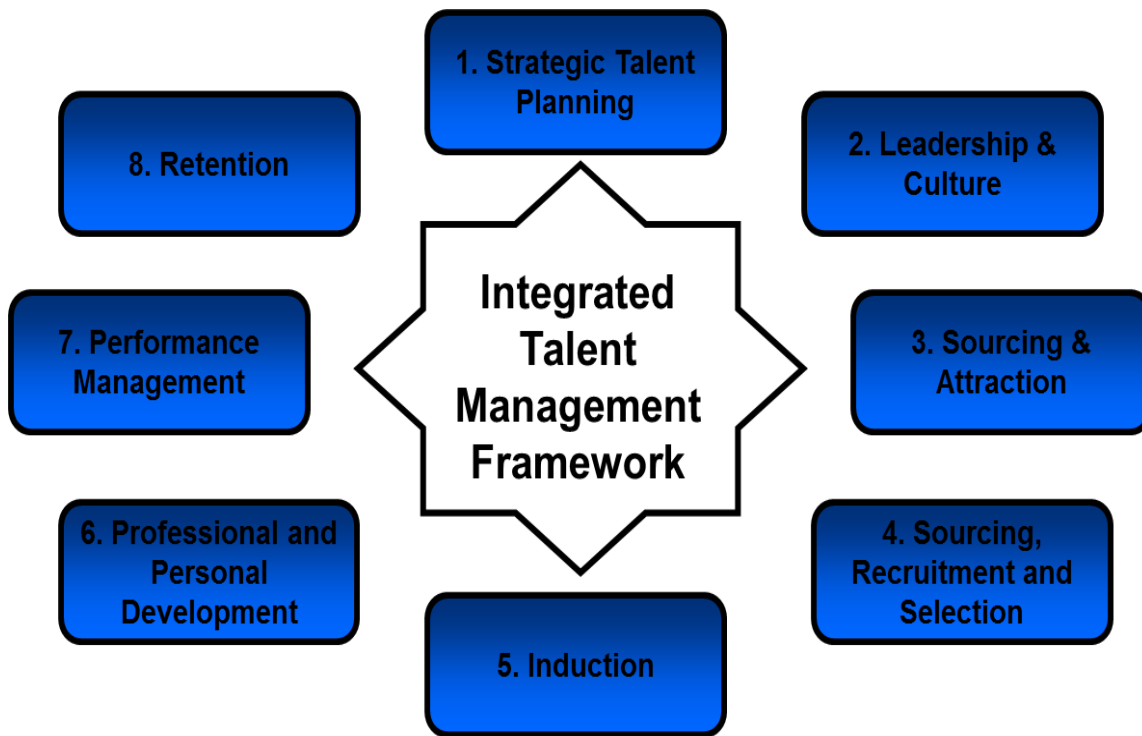
**FIGURE 5 - EDGARS TALENT MANAGEMENT FRAMEWORK**

Source:  Edgars Talent Management Framework

## 3.4 CAREER AND SUCCESSION MANAGEMENT

The current focus of the Talent Management process within Edgars is around identifying and managing leadership talent therefore the focus on career and succession management.

Career Management

It is a process of planning the careers of employees in the organisation in such a way as to develop them and enhance their skills in accordance with the requirements of their jobs and future positions in the organisation that they would like to occupy.

Succession Management

It is the identification of potential successors needed to be developed through a clear path to allow employees to build the capabilities they need to advance in a key role. Figure 6 showcases the business and individual needs related to the succession and career management and aimed at achieving the same goal.
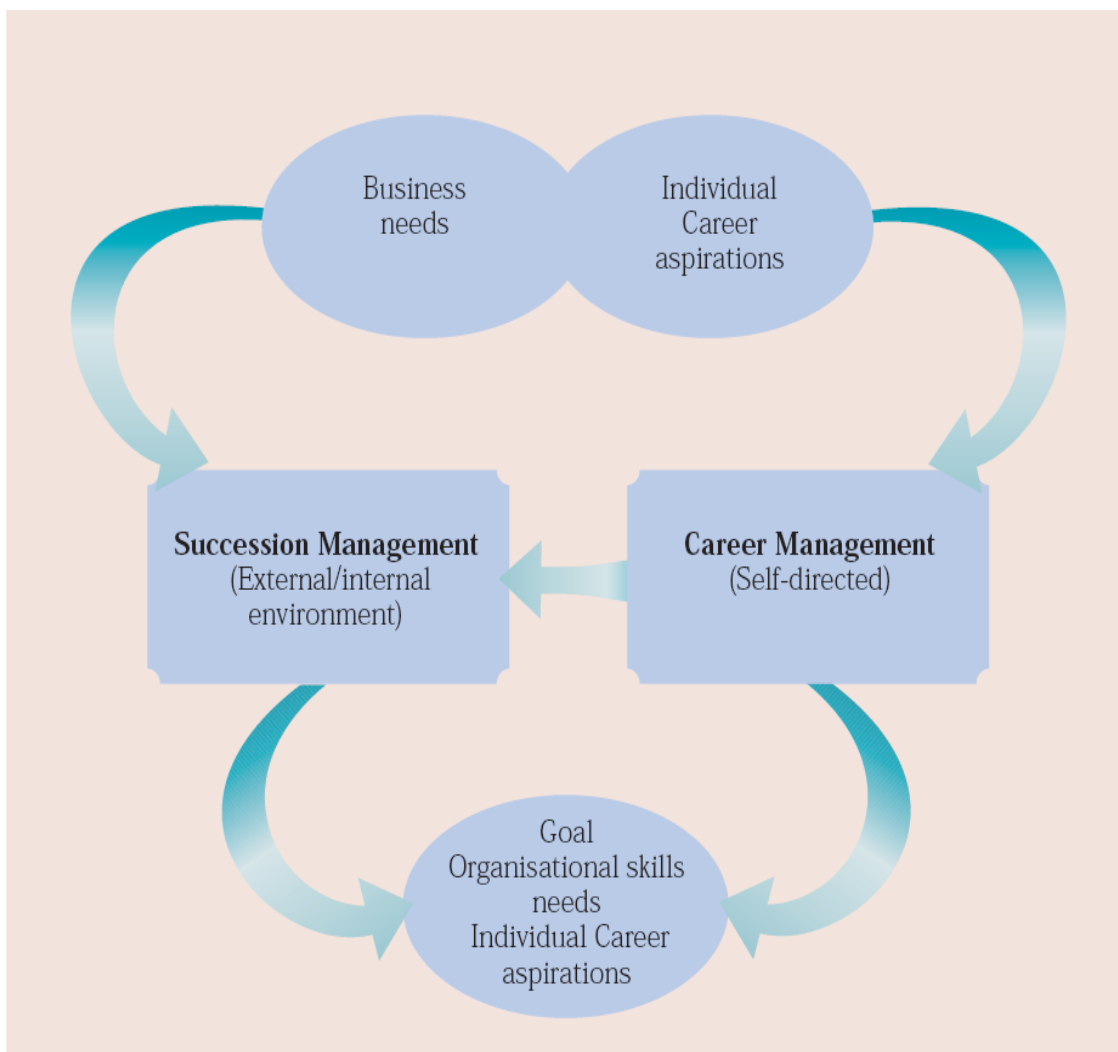
**FIGURE 6 - CAREER AND SUCCESSION MANAGEMENT**

Source: Edgars Career and Succession Management

## 3.5 VALUE TO EDGARS AND EMPLOYEES

The Talent Management process will benefit Edgars as an organisation as well as individual employees. The below table illustrates the benefits of talent management at Edgars.

| EDGARS | EMPLOYEES |
|---|---|
| It aligns individual aspirations of career success with strategic business goals. | Information and feedback in terms of own current career status and career growth prospects. |
| Enhances performance and productivity – employees believe the company regards them as part of the overall plan and not just numbers. | The tools and resources employees need to manage their own careers. |
| Reduces costs due to lower employee turnover as it will encourage employees to remain in the organisation and build their careers. | Feedback in terms of skills and abilities needed to achieve future personal career goals. |
| Creates better rounded employees and leadership. | Motivation, loyalty and commitment as it will foster "we attitude" rather than an "us vs them attitude". |
| Improves likelihood of retention of key talent and rare skills. | Gives the employee a long term view of their career with Edgars. |

**TABLE 3.1 - TALENT MANAGEMENT BENEFITS**

**3.6 TALENT MANAGEMENT PROCESS**

The Talent Management process consists of the following phases listed below. It is managed by regional and divisional human resource business partners on half-yearly bases. Discussions are hold with line managers and individual managers assessing and communicating findings. The different phases are managed centrally on the Edgars intranet platform for consistency and accessibility.

1. Phase I - Data Gathering
2. Phase II - Talent Discussion
3. Phase III - Talent Balance Sheet
4. Phase IV - Career Discussion
5. Phase V - Implementation of IDP

## 3.6.1 PHASE I – DATA GATHERING

This phase involves gathering relevant data on all employees. A template is used that consists of the following sections:

1. Performance – evaluates the pattern of the employees' performance over a two-year period.
2. Potential – refers to the employee's ability to work at the next level(s) of the organisation.
3. Readiness – evaluates the employee's readiness to move both vertically and laterally.
4. Employee Career Aspirations – requires employees to indicate what their career aspirations are.
5. Competencies – Evaluates the functional and leadership competencies for current and possible succession roles.

## 3.6.2 PHASE II – TALENT DISCUSSION

A holistic discussion on talent results in the Talent Forum. The Line managers, HR, Assessments and the facilitator evaluate individuals on performance and potential, looking at competencies. Once that is completed they identify the plan of action, development needs, and training interventions per employee. Finally they identify possible successors and interventions in order to develop "ready now" successors.

Employees classified on the Talent Index are based on the talent discussion. The subsequent classification of employees after the initial talent forums will concentrate on, the review of employee growth in relation to the action plan, development needs and training intervention. Reviews can then be done on the employee's classification annually.

### 3.6.3 PHASE III – TALENT BALANCE SHEET

The facilitator and Human Resources (HR) Manager will provide line managers with talent overview (trends, post classification, potential succession roles). Based on that line can assess bench strength and recommend appropriate action. The Talent Reports provided for various purposes, e.g. Talent Acquisition or learning, finally the Talent Balance Sheet will inform the Succession Plan.

### 3.6.4 PHASE IV – CAREER DISCUSSION

Using the Career Discussion Guidelines the Line Manager and/or HR need to have discussions with employees based on the outcome of the Talent Discussion. The Line Manager and/or HR need to facilitate the discussion in terms of employee aspirations and provide guidance in terms of opportunities that are available in the Chain/Division. Individual strengths and development areas are highlighted.

Development needs are identified and an individual development plan (IDP) is drawn up based firstly on the employees development needs in his/her current job and future position(s). The classification of employees and assessment feedback is NOT to be disclosed. The employee and/or Line Manager may obtain assessment feedback from the Assessment Department/HR.

### 3.6.5 PHASE V – IMPLEMENTATION OF IDP

The purpose of an individual development plan (IDP) is to ensure that every employee has an individual development plan focused on their development needs in order to shift their performance curve. The line manager, HR, and employees are responsible for ensuring that outcomes of the career discussion are implemented. Line and HR to ensure that HIPOs strategies are implemented and those poor performers are managed. Line and HR to document progress of action plans and provide feedback at follow up talent forums.

## 3.7 TALENT MANAGEMENT INDEX

The talent management framework is then used to plot management and staff as part of their development and succession plan. Based on where you are plotted different career discussions are being held with the individuals.
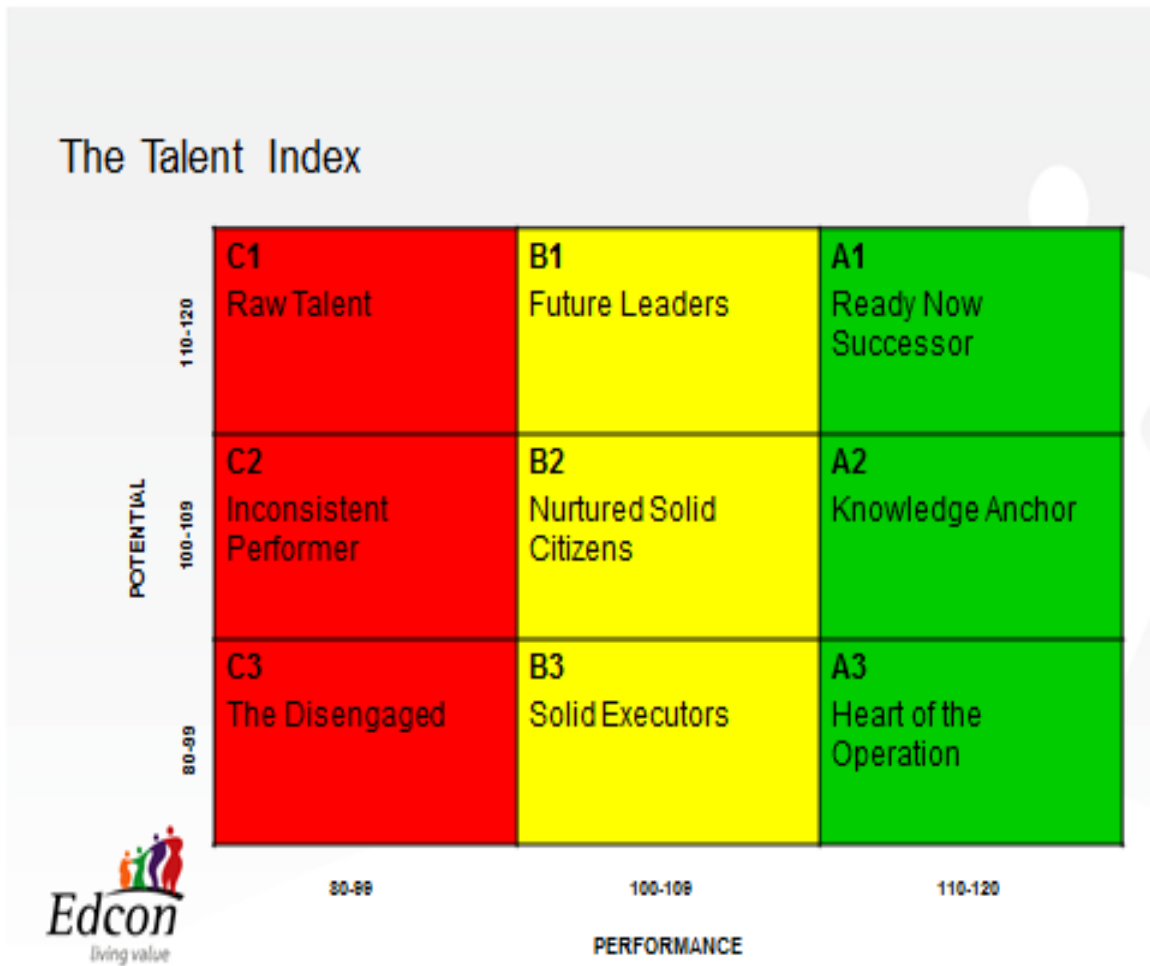


**FIGURE 7 - TALENT INDEX**

Source: Edgars Talent Index

## 3.8 SYNTHESIS BETWEEN TALENT MANAGEMENT AT EDGARS AND THEORY

Table 3.2 looks at the comparison between talent management theoretical frameworks and the Edgars talent management framework. There are great synthesis and similarities between the theoretical framework and the practical implementation at Edgars. Not listed in the Edgars framework is Reward, Employee Value proposition and Succession. Incorporation of these variables into talent management framework is critical, as there is a gap in understanding of the total talent management strategy, as found in the empirical study.

Separate interventions and strategies in the form of policies have been introduced to engage with employees regarding reward, employee value propositions and succession. The finding on the sample group showed understanding and effectiveness of selected interventions.

| THEORETICAL FRAMEWORK OF TALENT MANAGEMENT | EDGARS TALENT MANAGEMENT FRAMEWORK |
|---|---|
| RECRUITMENT | SOURCING, ATTRACTION & RECRUITMENT |
| LEARNING AND DEVELOPMENT | INDUCTION, PROFESSIONAL AND PERSONAL DEVELOPMENT |
| PERFORMANCE MANAGEMENT | PERFORMANCE MANAGEMENT |
| REWARD | ***REWARD AND RECOGNITION PROGRAMS*** |
| LEADERSHIP | LEADERSHIP AND CULTURE |
| EMPLOYEE VALUE PROPOSITION (EVP) | ***EVP STRATEGY TO BE EMPLOYER OF CHOICE*** |
| RETENTION | RETENTION |
| SUCCESSION | ***SUCCESSION  STRATEGY*** |

**TABLE 3.2 -TALENT MANAGEMENT FRAMEWORKS**

## 3.9 CONCLUSION

Chapter three showcases the comprehensive Talent Management Strategy of Edgars. The retail business has over the last few years becoming more competitive with many new retailers entering the South African market. To retain talent, Edgars should look at new ways to become the Employer of Choice. The retailers of today are younger and more dynamic with different backgrounds and career expectations. The gap remains the grooming and schooling of junior managers to prepare them for roles as store managers.

Based on the talent management index high performance junior managers should be identified. Once the junior managers have been identified, they should be assigned coaches, mentors, and clear learnerships focused on their leadership skills. The following chapter will focus on data collection from current junior managers and store managers, getting their opinions and aspirations. The different sub sections in the questionnaire will allow inferential statistical analysis giving better insights helping the researcher make recommendations.

**CHAPTER 4**

**RESEARCH DESIGN**

## 4.1 INTRODUCTION

Chapter two unpacked and explored the literature of talent management and the different elements that compliment and support talent management. Chapter three looked at talent management at Edgars unpacking their different strategies, processes, and holistic view on talent management.

**In Chapter four**, the methodology of the study is discussed. This includes the research approach (paradigm), the sample, measuring instruments, and data analysis procedures. The chapter also discusses the response rate and the biographical profile of the targeted audience.

## 4.2 RESEARCH OBJECTIVE AND HYPOTHESES

In chapter one the main research problem was listed: What are the key elements of a Talent Management Strategy that promote succession for junior managers at Edgars? The sub problems are the following:

1. What are the key elements of Talent Management Strategies in retail?

2. What competencies do managers at Edgars need?

3. What are the barriers to implement effective talent management strategy at Edgars?

4. What role does leadership play in talent management strategy?
5. What role does education, development, and coaching play in talent management strategy?

The following null hypotheses are formulated between the dependent variable, succession and all the independent variables; recruitment, learning & development, performance management, reward, leadership, EVP, and retention.

H01.    There is no relationship between Recruitment and Succession.

H02.    There is no relationship between Learning and Development and Succession.

H03    There is no relationship between Performance Management and Succession.

H04    There is no relationship between Reward and Succession.

H05    There is no relationship between Leadership and Succession.

H06    There is no relationship between Employee value proposition and Succession.

H07    There is no relationship between Retention and Succession.

## 4.3 RESEARCH DESIGN

Collis and Hussey (2009, pp. 55-67) identifies two main paradigms that provides a framework within which research is conducted, namely positivism and interpretivism.

These two paradigms are on the opposite end of a continuum and have different approaches to research. Positivism is associated with a quantitative approach in which the variables are broken down into its simplest elements from where hypotheses are formulated and the association or relationship between the variables is tested. Interpretivism on the other hand follows a qualitative approach from where an understanding is sought of different perceptions of a phenomenon.

This study was conducted in the positivistic paradigm using a quantitative approach, as the hypothesised relationships between the elements of organisational architecture and project success will be statistically tested. Primary data was collected by means of a structured questionnaire after which the descriptive statistics (means, percentages, and standard deviations) of the participants' responses were analysed, reported and interpreted.

| PHILOSOPHICAL ASSUMPTION | POSITIVISM | INTERPRETIVISM |
| --- | --- | --- |
| Ontological assumption | Reality is objective and singular separate from the researcher. | Reality is subjective and multiple as seen by the participants. |
| Epistemological assumption | Researcher is independent of that being researched. | Researcher interacts with that being researched. |
| Axiological assumption | Researcher is value-free from that being researched. | Researcher acknowledges that research is value-laden and biases are present. |
| Rhetorical assumption | Researcher writes in a formal style and uses passive voice, accepting quantitative words and definitions. | Researcher writes in an informal style using personal voice, accepting qualitative words and limited definitions. |
| Methodological assumption | Process is a deductive study of cause and effect with static design. Researcher is context free with generalisations leading to predictions, explanations, and understandings. Results are accurate and reliable through validity and reliability. | Process is an inductive study of mutual simultaneous shaping of factors with and emerging design. Researcher is context bound. Patterns and theories are developed for understanding. Findings are accurate and reliable through verification. |

**TABLE 4.1 – ASSUMPTIONS OF MAIN PARADIGMS**

Adapted from Creswell (1994, p.5 and 1998, p. 75)

## 4.4 MEASURING INSTRUMENTS

The research questions (Annexure E) were designed to collect a combination of nominal-scaled categorical data, interval-scaled numeric data, and ratio-scaled numeric data. The interval-scaled data was anchored to a five-point Likert-scale ranging from (1) strongly disagree to (5) strongly agree.

Nagadevara's (2012, pp. 115-120) study found that organisational structure, processes and procedures ranked in the top five most important factors that contribute to project success. The three categories identified by Nagadevara (2012) thus provide a firm framework from where to investigate the relationship between project success and organisational architecture.

## 4.5 QUESTIONNAIRE DESIGN

The questionnaire was designed with the dependent and independent hypothesised sections in mind. The first draft questionnaire had between six and nine questions in every section. In the final draft the questions were mixed and presented to the target audience untitled and random. This was to ensure the audience answers the questions as truthful as possible. The questionnaire starts with five biographical and career related questions, this is followed by sixty random questions designed to complement and disprove the hypothesis. The key talent management components discussed in this study include independent variables recruitment, learning and development, performance management, reward, leadership, employee value proposition, retention and dependant variable succession.


## 4.6 DATA COLLECTION METHOD

The questionnaire was created on the NMMU website and the link: *http://forms.nmmu.ac.za/websurvey/q.asp?sid=1276andk=tnfpyaixjs* was mailed to the target audience. They were given 14 days to respond, response was slow as the link could not be accessed from the Edgars server. Respondents had to complete the questionnaire on their phones or personal laptops. There were finally 40 respondents in total and collection of data took 30 days.

## 4.7 SAMPLE SIZE

The target audience was 100 managers in the Kwa-Zulu Natal Division of Edgars. The total response rate was only 40 respondents from different management levels that produced a response rate of forty percent.

## 4.8 ADMINISTERING THE QUESTIONNAIRE

Permission was obtained from the Divisional Operations manageress and National Human Resource Manager to distribute the questionnaire to the 30 stores. This was done by mailing the link to all stores. The link was accessed anonymously and completed. The researched closed the questionnaire and exported the raw data to excel. This was then processes though statistical software generating different statistical views.


4.8.1 RESEARCH RELIABILITY AND VALIDITY


**RELIABILITY:** In determining reliability for this study the internal consistence reliability was used. Chronbach's coefficient alpha was done for all sections of the questionnaire. The Chronbach's coefficient alpha results are in table 4.2  below. The threshold alpha of 0.7 represent proof of a reliable source, while alpha of 0.5 is acceptable for basic research (Nunnally, 1978). All the scales are above 0.7 indicating good reliability of the scores.

| QUESTIONNAIRE SECTION | CODE | CRONBACH'S a |
|---|---|---|
| RECRUITMENT | B1 | 0,91 |
| LEARNING AND DEVELOPMENT | B2 | 0,90 |
| PERFORMANCE MANAGEMENT | B3 | 0,90 |
| REWARD | B4 | 0,87 |
| LEADERSHIP | B6 | 0,87 |
| EVP | C1 | 0,85 |
| RETENTION | C2 | 0,80 |
| SUCCESSION | C3 | 0,84 |

**TABLE 4.2 - CRONBACH COEFFICIENT ALPHA**

SOURCE: OWN CONSTRUCTION

**VALIDITY:** Collis and Hussey (2009, p. 65) define validity as "the extent to which the research findings accurately reflect the phenomena under study." The validity of the proposed research questions were assessed through pre-testing the questionnaire by means of an interview with six junior managers based in East London. The questionnaire was then redesigned and/or aligned, to ensure that questions and responses received address the purpose, primary and secondary objectives of the study.

## 4.9 ETHICAL ASPECTS

The research was started the day ethical clearance was approved by the Faculty RTI Ethical Committee. Senior leadership in Edgars also gave permission to do the study All responses were anonymous and totally on a voluntary base.

## 4.10 RESPONSE ANALYSIS

The total response to the questionnaire was only 40 managers in Edgars stores at different management levels. This is only 26% of the selected target audience and only 5% of the total management in Edgars stores. There is only one biographical question and four career related questions at the start of the questionnaire as the intention was not to determine what gender and race is impacted by talent management. The objective was to see what age the employees were, what formal qualifications they had and where they found themselves in the organisation.

Table 4.3 and figure 8 reflect that the age of the respondents, 73% were over 30 years old, 45% over 35 years old with the most respondents between 31 years – 35 years old at 28%.

**Age**

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | < 25 years | 2 | 5,0 |
|  | 25 - 30 years | 9 | 22,5 |
|  | 31 - 35 years | 11 | 27,5 |
|  | 36 - 40 years | 10 | 25,0 |
|  | 41+ years | 8 | 20,0 |
|  | Total | 40 | 100,0 |

## TABLE 4.3 – AGE OF RESPONDENTS
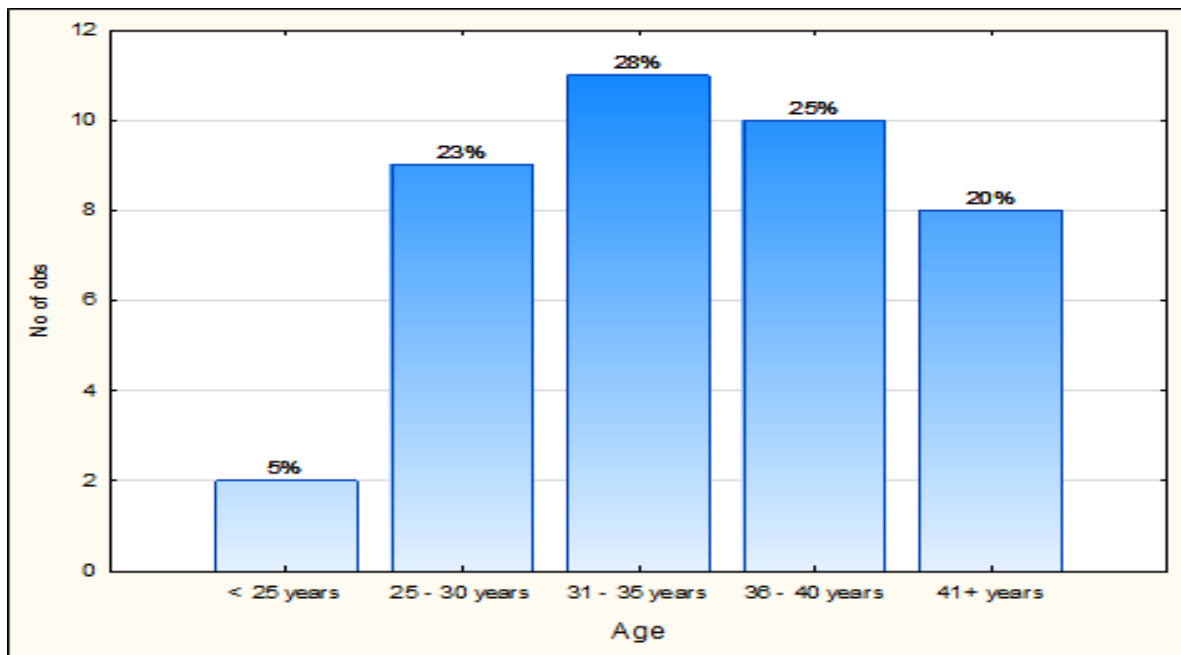
**FIGURE 8 - AGE OF RESPONDENTS**

Table 4.4 and figure 9 reflect that 60% of managers only have Grade 12 and that only 10% have university education. Total of 30% have diplomas mostly business management.

**Qualification**

|       |          | Frequency | Percent |
|-------|----------|-----------|---------|
| Valid | Grade 12 | 24        | 60,0    |
|       | Diploma  | 12        | 30,0    |
|       | B degree | 3         | 7,5     |
|       | M degree | 1         | 2,5     |
|       | Total    | 40        | 100,0   |

**TABLE 4.4 - HIGHEST QUALIFICATION OF RESPONDENTS**
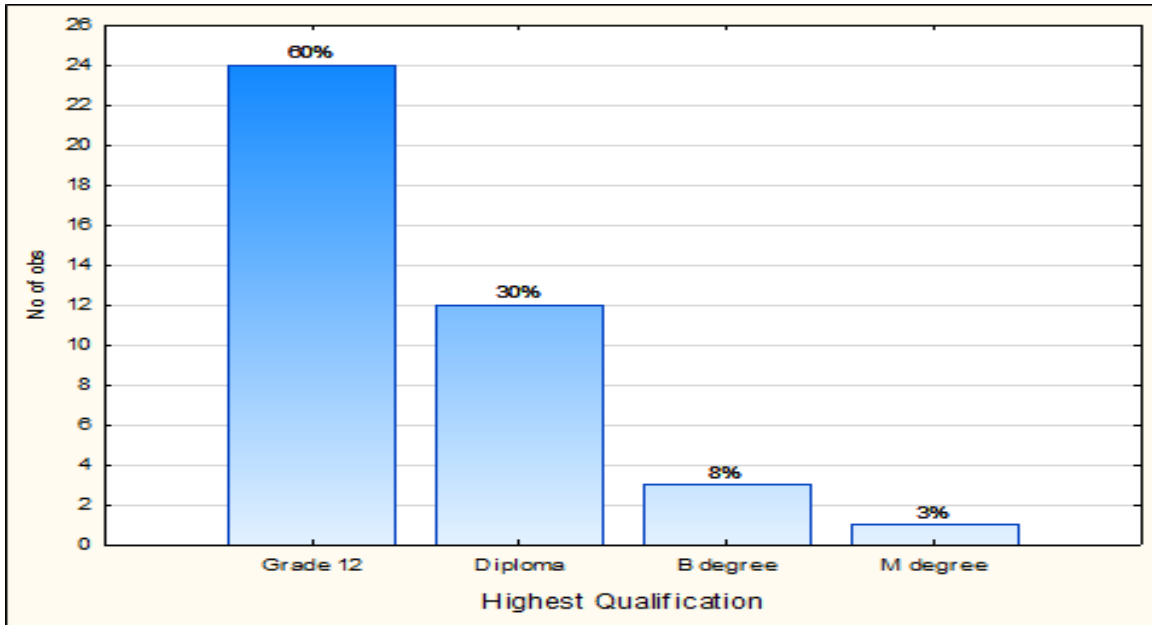
**FIGURE 9 - HIGHEST QUALIFICATIONS OF RESPONDENTS**

Table 4.5 and figure 10 reflect that 50% of the respondents have more than five years' service and 75% more than two years' service. The biggest challenge is that 25% have less than one years' service.

**Edgars_Years**

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | 0-1 years | 10 | 25,0 |
|  | 2-4 years | 10 | 25,0 |
|  | 5+ years | 20 | 50,0 |
|  | Total | 40 | 100,0 |

**TABLE 4.5 - YEARS OF SERVICE**
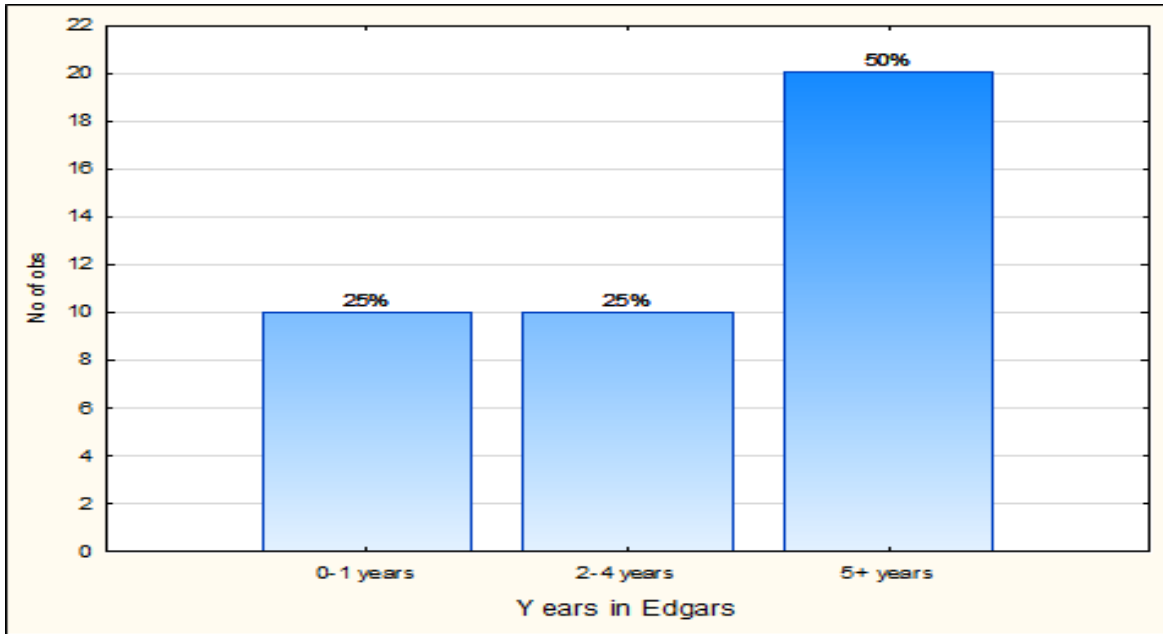
**FIGURE 10 - YEARS OF SERVICE**

Table 4.6 and figure 11 reflect that 72.5% of the respondents were managers in an Edgars store with 37.5% Store Manager and 27.5% Support Management at regional and divisional levels.

**Position**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | SM | 15 | 37,5 |
| | SAM | 5 | 12,5 |
| | SOM | 1 | 2,5 |
| | DM | 8 | 20,0 |
| | Other | 11 | 27,5 |
| | Total | 40 | 100,0 |

**TABLE 4.6 - POSITION IN EDGARS**
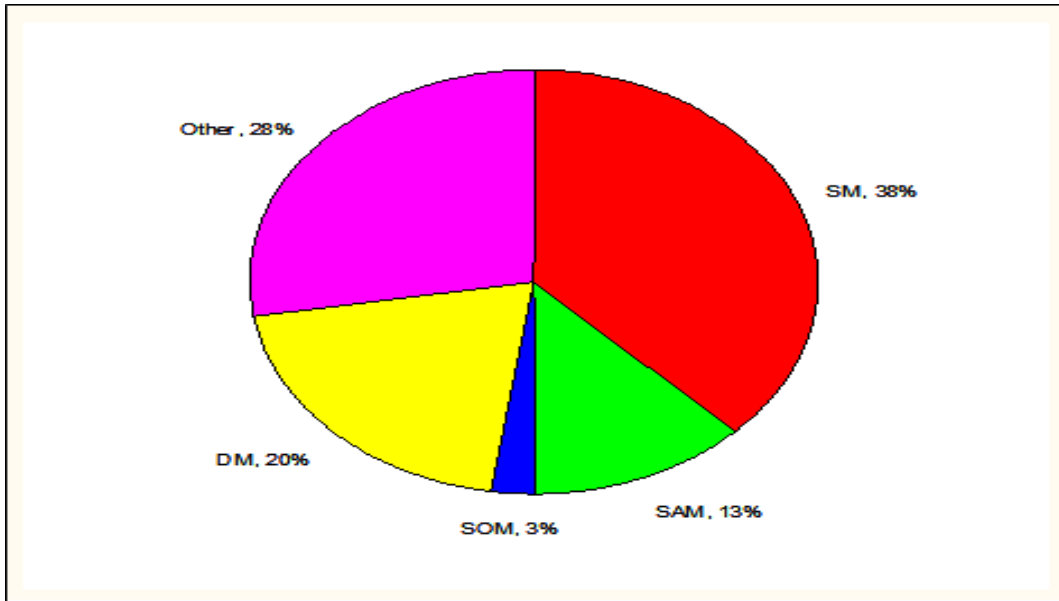
**FIGURE 11- POSITION IN EDGARS**

Table 4.7 and figure 12 reflect that 35% of management have one year service in their current position, 65% more than two years' service in their current position, and 25% more than five years' service in their current position.

**Position Years**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 0-1 years | 14 | 35,0 |
| | 2-4 years | 16 | 40,0 |
| | 5+ years | 10 | 25,0 |
| | Total | 40 | 100,0 |

**TABLE 4.7- YEARS IN CURRENT POSITION**
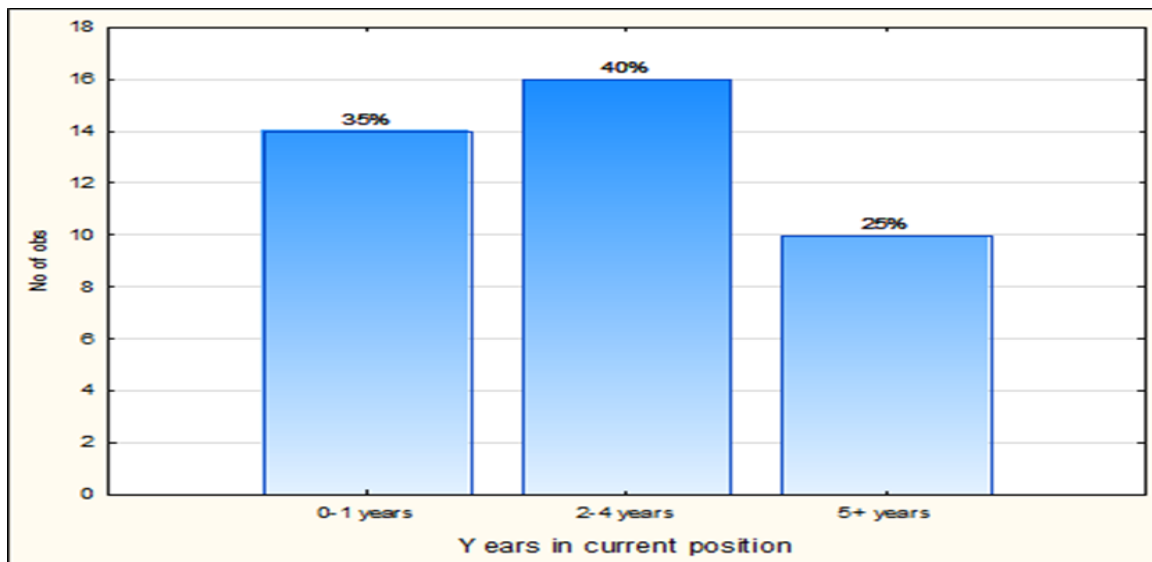
**FIGURE 12 - YEARS IN CURRENT POSITION**

## 4.11 CONCLUSION

The chapter introduced and explained the research methodology used in this study, the questionnaire design was explained highlighting the main objectives and problem statements. This research is quantitative (positivism) based on sixty questions answered by forty managers in Edgars. Validity and reliability were discussed using Chronbach's alpha to test reliability. The findings were all over 0.7 indicating that the source is reliable (Nunnally 1978). The chapter also presented some biographical and career data from the forty respondents.

The sample represents a small section of the population but covered all the management levels enabling inferential statistical analysis in the next chapter. Some highlights found in the biographical and career related question were that 28% of management is between the ages of 31 – 35 years old. On the education question 60% had only grade 12 and 30% had management diplomas. There were 25% of management with less than one year service and 65% of management had been in their current position for more than two years. The questionnaire also shows that 72.5% of the respondents were managers at different levels in the organisation.

**CHAPTER 5**

**RESULTS AND ANALYSIS OF EMPIRICAL EVALUATION ON TALENT MANAGEMENT**

**5.1 INTRODUCTION**

In chapter four the study outlined the research methodology used. The research design, measuring tools, and data collection methods were discussed. The study also unpacked selected personal details of the forty respondents.

**In chapter five**, the empirical results were reported and interpreted. Each group is unpacked and all the questions are discussed in detail. Talent management is broken up into: recruitment, learning, and development, performance management, reward, leadership, employee value proposition, retention all impacting succession. The empirical study highlights the link between performance management, individual development gaps and learning and development. These all then address the succession needs and perceived lack of succession.

**5.2 DESCRIPTIVE STATISTICS**

Descriptive statistics was done on each of the eight talent management factors, these include; recruitment, learning and development, performance management, reward, leadership, employee value propositions, retention and succession. The factor with the highest mean is retention at 3.5 and the factor with the lowest mean is recruitment at 2.98. All the other factors have means over 2.9 indicating positive interpretation of the questions.

| Descriptive Statistics | Valid N | Mean | Median | Minimum | Maximum | Std.Dev. | Skewness | Kurtosis |
|---|---|---|---|---|---|---|---|---|
| Recruitment | 40 | 2,98 | 3,06 | 1,00 | 5,00 | 1,14 | -0,08 | -0,92 |
| Learn&Dev | 40 | 3,20 | 3,28 | 1,00 | 4,67 | 1,03 | -0,52 | -0,60 |
| Perf_Man | 40 | 3,34 | 3,39 | 1,00 | 4,89 | 0,99 | -0,70 | 0,25 |
| Reward | 40 | 3,37 | 3,50 | 1,00 | 5,00 | 1,15 | -0,58 | -0,48 |
| Leadership | 40 | 3,38 | 3,44 | 1,00 | 5,00 | 1,00 | -0,65 | 0,01 |
| EVP | 40 | 3,44 | 3,67 | 1,00 | 5,00 | 1,02 | -0,64 | -0,11 |
| Retention | 40 | 3,50 | 4,00 | 1,00 | 5,00 | 1,02 | -0,73 | -0,35 |
| Succession | 40 | 3,16 | 3,21 | 1,00 | 4,71 | 0,99 | -0,53 | -0,47 |

## TABLE 5.1 - DESCRIPTIVE STATISTICS

## 5.3 ANALYSIS AND INTERPRETATION

### 5.3.1 RECRUITMENT – RESPONSE

Table 5.2 shows that the most agreed question was that the recruitment process was professional, question no.54 at 55%.The two most disagreed questions were related to the talent pool being insufficient at all management levels, question no.1 at 52.5% and there is a sufficient talent pool to fill Store Manager vacancies, question no. 33 at 52.5%.

| RECRUITMENT | | | | | | |
|---|---|---|---|---|---|---|
| Cronbach alpha: 0.91 | | | | | | |
| Average inter-item corr.: 0.58 | | | | | | |
| Question number | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
| | | | | | | |
| Q2_1 | Edgars has a sufficient internal talent pool to recruit from | 32,5% | 20% | 10% | 10% | 27,5% |
| Q2_9 | n practice, recruitment focuses on internal promotions rather than external appointments | 20% | 22,5% | 10% | 30% | 17,5% |
| Q2_17 | Proper skills analysis is conducted to determine training needs | 20% | 25% | 12,5% | 25% | 17,5% |
| Q2_25 | Every effort is made to support newly appointed employees in their new roles | 25% | 5% | 30% | 20% | 20% |
| Q2_33 | There is a sufficient talent pool to fill SM vacancies | 35% | 17,5% | 22,5% | 15% | 10% |
| Q2_41 | The recruitment process is successful in attracting the best talent | 22,5% | 12,5% | 20% | 27,5% | 17,5% |
| Q2_49 | Recruitment processes are aligned to the organisation's talent demands. | 30% | 5% | 17,5% | 30% | 17,5% |
| Q2_54 | Your recruitment experience was professional | 15% | 2,5% | 27,5% | 27,5% | 27,5% |

## TABLE 5.2- RECRUITMENT RESPONSE

5.3.2 RECRUITMENT – MEAN

Table 5.3 shows that aggregate mean is 2.98 and standard deviation 1.14. This suggests that Edgars is weak at recruiting successfully through a talent pool. The standard deviation shows concentrated spread ranging between 1.36 – 1.65. This shows high reliability and great confidence in the data. To summarise the recruitment process is professional, but a bigger talent pool is needed for management positions.

**RECRUITMENT**

**Cronbach alpha: 0.91**

**Average inter-item corr.: 0.58**

| | | Itm-Total Correl. | Alpha if deleted | Mean | Std Dev. |
|---|---|---|---|---|---|
| | | | | | |
| Q2_1 | Edgars has a sufficient internal talent pool to recruit from | 0,79 | 0,89 | 2,80 | 1,65 |
| Q2_9 | n practice, recruitment focuses on internal promotions rather than external appointments | 0,77 | 0,89 | 3,03 | 1,44 |
| Q2_17 | Proper skills analysis is conducted to determine training needs | 0,84 | 0,89 | 2,95 | 1,43 |
| Q2_25 | Every effort is made to support newly appointed employees in their new roles | 0,49 | 0,92 | 3,05 | 1,45 |
| Q2_33 | There is a sufficient talent pool to fill SM vacancies | 0,65 | 0,90 | 2,48 | 1,38 |
| Q2_41 | The recruitment process is successful in attracting the best talent | 0,81 | 0,89 | 3,05 | 1,43 |
| Q2_49 | Recruitment processes are aligned to the organisation's talent demands. | 0,79 | 0,89 | 3,68 | 1,52 |
| Q2_54 | Your recruitment experience was professional | 0,54 | 0,91 | 3,50 | 1,36 |

## TABLE 5.3 – RECRUITMENT MEAN

5.3.3 LEARNING AND DEVELOPMENT – RESPONSE

Table 5.4 shows that the most agreed questions were related to bursaries being available, question no.58 at 75% and that learnt skills can be practiced on the job, question no.55 at 67.5%. The most disagreed question was related to skills audits being done, question no.26 at 50%. Secondly and critical is that Edgars training plan is in line with my individual career growth, question no 34 at 45% with means of under 2.7 making them significant.

**LEARNING AND DEVELOPMENT**

**Cronbach alpha: 0.90**

**Average inter-item corr.: 0.53**

| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
|---|---|---|---|---|---|---|
| | | | | | | |
| Q2_2 | Edgars does a good job in developing talent to their full potential | 20% | 10% | 27,5% | 27,5% | 15% |
| Q2_10 | I receive training to help me enhance my career | 12,5% | 7,5% | 22,5% | 45% | 12,5% |
| Q2_18 | There are learning opportunities to help me improve my performance | 15% | 12,5% | 20% | 25% | 27,5% |
| Q2_26 | A skills audit is conducted regularly to determine management skill gaps | 40% | 10% | 15% | 27,5% | 7,5% |
| Q2_34 | Edgars training plan is in line with my individual career growth | 25% | 20% | 22,5% | 25% | 7,5% |
| Q2_42 | All employees are afforded equal opportunity to learn and grow | 17,5% | 15% | 20% | 22,5% | 25% |
| Q2_50 | There are training programmes in place to help fast track development of talent | 22,5% | 12,5% | 20% | 25% | 20% |
| Q2_55 | After training, there is opportunity to apply new learnt skills back into my job | 12,5% | 7,5% | 12,5% | 32,5% | 35% |
| Q2_58 | Bursaries are available to further and complete studies. | 12,5% | 5% | 7,5% | 42,5% | 32,5% |

## TABLE 5.4 – LEARNING RESPONSE

## 5.3.4 LEARNING AND DEVELOPMENT - MEAN

Table 5.5 shows that aggregate mean is 3.20 and standard deviation 1.04. This suggests that Edgars is capable at learning and development of managers. The standard deviation shows concentrated spread ranging between 1.1.19 – 1.46. This shows high reliability and great confidence in the data. To summarise the learning

and development process is good, skills audits are needed to determine management skills gaps.

**LEARNING AND DEVELOPMENT**

**Cronbach alpha: 0.90**

**Average inter-item corr.: 0.53**

| | | Itm-Total Correl. | Alpha if deleted | **Mean** | **Std Dev.** |
|---|---|---|---|---|---|
| | | | | | |
| Q2_2 | Edgars does a good job in developing talent to their full potential | 0,72 | 0,89 | 3,08 | 1,35 |
| Q2_10 | I receive training to help me enhance my career | 0,68 | 0,89 | 3,38 | 1,19 |
| Q2_18 | There are learning opportunities to help me improve my performance | 0,65 | 0,90 | 3,38 | 1,41 |
| Q2_26 | A skills audit is conducted regularly to determine management skill gaps | 0,70 | 0,89 | 2,53 | 1,45 |
| Q2_34 | Edgars training plan is in line with my individual career growth | 0,77 | 0,89 | 2,70 | 1,30 |
| Q2_42 | All employees are afforded equal opportunity to learn and grow | 0,78 | 0,89 | 3,23 | 1,44 |
| Q2_50 | There are training programmes in place to help fast track development of talent | 0,75 | 0,89 | 3,08 | 1,46 |
| Q2_55 | After training, there is opportunity to apply new learnt skills back into my job | 0,57 | 0,90 | 3,70 | 1,36 |
| Q2_58 | Bursaries are available to further and complete studies. | 0,49 | 0,91 | 3,78 | 1,31 |

## TABLE 5.5– LEARNING MEAN

5.3.5 PERFORMANCE MANAGEMENT – RESPONSE

Table 5.6 shows the most agreed question is that management have clear understanding of their performance objectives, question no 11 at 80% and the most disagreed question that performance gaps are identified during performance review and translated into training plan, question no. 35 at 40% with very low mean at 2.65.

Linking management training and development with performance management is critical to successful management succession.

**PERFORMANCE MANAGEMENT**

**Cronbach alpha: 0.90**

**Average inter-item corr.: 0.51**

|  |  | Strongly disagree | 2 | 3 | 4 | Strongly agree |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
| Q2_3 | My personal objectives are mutually agreed with my line manager | 7,5% | 10% | 17,5% | 35% | 30% |
| Q2_11 | I have a clear understanding of my performance objectives | 12,5% | 0% | 7,5% | 45% | 35% |
| Q2_19 | I have regular one to one coaching meetings with my line manager | 10% | 12,5% | 25% | 32,5% | 20% |
| Q2_27 | Performance review discussions are inspiring | 25% | 7,5% | 25% | 27,5% | 15% |
| Q2_35 | Performance gaps identified during performance review are translated to the training plan | 30% | 10% | 32,5% | 20% | 7,5% |
| Q2_43 | There is adequate support to help employees improve performance | 17,5% | 10% | 22,5% | 27,5% | 22,5% |
| Q2_51 | Edgars employees receive constructive performance feedback from managers | 27,5% | 2,5 | 25% | 25% | 20% |
| Q2_56 | Edgars has a high performance culture | 7,5% | 10% | 17,5% | 27,5% | 37,5% |
| Q2_59 | The performance management system is consistently applied to all employees | 17,5% | 12,5 | 22,5% | 22,5% | 25% |

## TABLE 5.6 - PERFORMANCE MANAGEMENT RESPONSE

## 5.3.6 PERFORMANCE MANAGEMENT MEAN

Table 5.7 shows that aggregate mean is 3.34 and standard deviation 0.99. This suggests that Edgars has clear performance management process. The standard deviation shows concentrated spread ranging between 1.22 – 1.49. This shows high reliability and great confidence in the data. To summarise the performance management process is good, training plans should be created form the skills gap identified in the performance discussions.

**PERFORMANCE MANAGEMENT**

**Cronbach alpha: 0.90**

**Average inter-item corr.: 0.51**

| | | Itm-Total Correl. | Alpha if deleted | Mean | Std Dev. |
|---|---|---|---|---|---|
| | | | | | |
| Q2_3 | My personal objectives are mutually agreed with my line manager | 0,53 | 0,90 | 3,70 | 1,22 |
| Q2_11 | I have a clear understanding of my performance objectives | 0,62 | 0,89 | 3,90 | 1,26 |
| Q2_19 | I have regular one to one coaching meetings with my line manager | 0,50 | 0,90 | 3,40 | 1,24 |
| Q2_27 | Performance review discussions are inspiring | 0,79 | 0,88 | 3,00 | 1,41 |
| Q2_35 | Performance gaps identified during performance review are translated to the training plan | 0,59 | 0,89 | 2,65 | 1,31 |
| Q2_43 | There is adequate support to help employees improve performance | 0,78 | 0,88 | 3,28 | 1,40 |
| Q2_51 | Edgars employees receive constructive performance feedback from managers | 0,72 | 0,88 | 3,08 | 1,49 |
| Q2_56 | Edgars has a high performance culture | 0,70 | 0,88 | 3,78 | 1,27 |
| Q2_59 | The performance management system is consistently applied to all employees | 0,71 | 0,88 | 3,25 | 1,43 |

## TABLE 5.7 PERFORMANCE MANAGEMENT MEAN

## 5.3.7 REWARD – RESPONSE

Table 5.8 shows the most agreed answer was that good performance is rewarded in Edgars, question no.12 at 67.5%. The most disagreed question was that managers are not satisfied with their remuneration, question no.44 at 37.5%, in saying that 45% are satisfied with their remuneration.

**Cronbach alpha: 0.87**

**Average inter-item corr.: 0.54**

| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
|---|---|---|---|---|---|---|
| | | | | | | |
| Q2_4 | Edgars offers competitive remuneration | 17,5% | 12,5% | 10% | 37,5% | 22,5% |
| Q2_12 | Good performance is recognised at Edgars | 17,5% | 7,5% | 7,5% | 27,5% | 40% |
| Q2_20 | Good performance is rewarded adequately | 17,5% | 17,5% | 20% | 25% | 20% |
| Q2_28 | Edgars incentive schemes are performance based | 20% | 5% | 17,5% | 30% | 27,5% |
| Q2_36 | My manager always gives recognition for a job well done | 20% | 2,5% | 22,5% | 22,5% | 32,5% |
| Q2_44 | I am satisfied with my remuneration | 17,5% | 20% | 17,5% | 12,5% | 32,5% |

## TABLE 5.8 - REWARD RESPONSE

## 5.3.8 REWARD – MEAN

Table 5.9 shows that aggregate mean is 3.37 and standard deviation 1.15. This suggests that Edgars has good remunerating and reward system in place. The standard deviation shows concentrated spread ranging between 1.40 – 1.53. This shows high reliability and great confidence in the data. To summarise the reward is good, having positive impact on retention and succession.

**Cronbach alpha: 0.87**

**Average inter-item corr.: 0.54**

| | | Itm-Total Correl. | Alpha if deleted | Mean | Std Dev. |
|---|---|---|---|---|---|
| | | | | | |
| Q2_4 | Edgars offers competitive remuneration | 0,69 | 0,85 | 3,35 | 1,42 |
| Q2_12 | Good performance is recognised at Edgars | 0,72 | 0,84 | 3,65 | 1,51 |
| Q2_20 | Good performance is rewarded adequately | 0,66 | 0,85 | 3,13 | 1,40 |
| Q2_28 | Edgars incentive schemes are performance based | 0,61 | 0,86 | 3,40 | 1,46 |
| Q2_36 | My manager always gives recognition for a job well done | 0,76 | 0,83 | 3,45 | 1,48 |
| Q2_44 | I am satisfied with my remuneration | 0,59 | 0,86 | 3,23 | 1,53 |

**TABLE 5.9 REWARD MEAN**

## 5.3.9 LEADERSHIP – RESPONSE

Table 5.10 shows the most agreed question is that management clearly understand the Edgars Operation's strategy question no. 13 at 67.5%. The most disagreed question was that Edgars does not have clear talent management strategy question no.24 at 47.5% and related to the perception that individual management training needs are not perceived to be met.

| LEADERSHIP | | | | | | |
|---|---|---|---|---|---|---|
| Cronbach alpha: 0.87 | | | | | | |
| Average inter-item corr.: 0.44 | | | | | | |
| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
| | | | | | | |
| Q2_5 | My manager understands my career aspirations | 12,5% | 5% | 22,5% | 30% | 30% |
| Q2_13 | I clearly understand the Edgars Operations Strategy | 12,5% | 10% | 10% | 27,5% | 40% |
| Q2_24 | Edgars has a good Talent Management Strategy | 25% | 22,5% | 17,5% | 17,5% | 17,5% |
| Q2_29 | My Manager listens to my individual concerns | 17,5% | 2,5% | 30% | 22,5% | 27,5% |
| Q2_37 | My manager has my best interest in mind | 12,5% | 15% | 20% | 25% | 27,5% |
| Q2_45 | I am inspired to work beyond what is required | 17,5% | 0% | 20% | 17,5% | 45% |
| Q2_52 | I have a mentor in the business | 35% | 2,5% | 22,5% | 25% | 15% |
| Q2_57 | Senior Leaders are approachable in Edgars | 17,5% | 15% | 10% | 20% | 37,5% |
| Q2_60 | Senior Leadership is visible in Edgars | 12,5% | 15% | 15% | 22,5% | 35% |

**TABLE 5.10 - LEADERSHIP RESPONSES**

## 5.3.10 LEADERSHIP – MEAN

Table 5.11 shows that aggregate mean is 3.38 and standard deviation 1.00. This suggests that Edgars has good Leadership with clear strategy. The standard deviation shows concentrated spread ranging between 1.32 – 1.55. This shows high reliability and great confidence in the data.

To summarise the Leadership is visible with clear strategy, there is an opportunity to create mentorship programs and relaunch the talent management strategy.

| LEADERSHIP | | | | | |
|---|---|---|---|---|---|
| Cronbach alpha: 0.87 | | | | | |
| Average inter-item corr.: 0.44 | | | | | |
| | | Itm-Total Correl. | Alpha if deleted | **Mean** | **Std Dev.** |
| | | | | | |
| Q2_5 | My manager understands my career aspirations | 0,51 | 0,86 | 3,60 | 1,32 |
| Q2_13 | I clearly understand the Edgars Operations Strategy | 0,53 | 0,86 | 3,73 | 1,41 |
| Q2_24 | Edgars has a good Talent Management Strategy | 0,63 | 0,85 | 2,80 | 1,45 |
| Q2_29 | My Manager listens to my individual concerns | 0,71 | 0,84 | 3,40 | 1,39 |
| Q2_37 | My manager has my best interest in mind | 0,82 | 0,83 | 3,40 | 1,37 |
| Q2_45 | I am inspired to work beyond what is required | 0,61 | 0,85 | 3,73 | 1,48 |
| Q2_52 | I have a mentor in the business | 0,54 | 0,86 | 2,83 | 1,52 |
| Q2_57 | Senior Leaders are approachable in Edgars | 0,48 | 0,87 | 3,45 | 1,55 |
| Q2_60 | Senior Leadership is visible in Edgars | 0,60 | 0,85 | 3,53 | 1,43 |

**TABLE 5.11 - LEADERSHIP MEAN**

## 5.3.11 EVP – RESPONSE

Table 5.12 shows the most agreed question is that managers love their jobs, question no. 6 at 90%. This is very positive and possibly why juniors get stuck in current roles, not progressing to more senior and more challenging roles. The most disagreed questions are poor work life balance and no long term career potential for talented staff, question no.14 and no.46 both at 35%, in saying that both questions had a 50% agree rating.

| EVP | | | | | | |
|---|---|---|---|---|---|---|
| Cronbach alpha: 0.85 | | | | | | |
| Average inter-item corr.: 0.49 | | | | | | |
| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
| | | | | | | |
| Q2_6 | I love my job | 5% | 0% | 5% | 22,5% | 67,5% |
| Q2_14 | My job provides me with flexibility for work life balance | 25% | 10% | 15% | 32,5% | 17,5% |
| Q2_21 | My work environment provides equal career opportunity | 15% | 12,5% | 25% | 30% | 17,5% |
| Q2_30 | My work environment is stimulating | 17,5% | 7,5% | 15% | 32,5% | 27,55 |
| Q2_38 | An effort is made to place employees in roles fitting to their skills and passion | 12,5% | 22,5% | 22,5% | 20% | 22,5% |
| Q2_46 | I believe the organisation provides a long-term career for talented staff | 22,5% | 7,5% | 20% | 25% | 25% |

## TABLE 5.12 - EVP RESPONSE

## 5.3.12 EVP – MEAN

Table 5.13 shows that aggregate mean is 3.44 and standard deviation 1.02. This suggests that Edgars has high employee value proposition. The standard deviation shows concentrated spread ranging between 0.99 – 1.49. This shows high reliability and great confidence in the data. To summarise the EVP is very positive, managers loving their jobs and the opportunities available at Edgars.

| EVP | | | | | |
|-----|--|--|--|--|--|
| Cronbach alpha: 0.85 | | | | | |
| Average inter-item corr.: 0.49 | | | | | |
| | | Itm-Total Correl. | Alpha if deleted | **Mean** | **Std Dev.** |
| | | | | | |
| Q2_6 | I love my job | 0,48 | 0,85 | 4,48 | 0,99 |
| Q2_14 | My job provides me with flexibility for work life balance | 0,65 | 0,82 | 3,08 | 1,47 |
| Q2_21 | My work environment provides equal career opportunity | 0,66 | 0,82 | 3,23 | 1,31 |
| Q2_30 | My work environment is stimulating | 0,70 | 0,81 | 3,45 | 1,43 |
| Q2_38 | An effort is made to place employees in roles fitting to their skills and passion | 0,62 | 0,83 | 3,18 | 1,36 |
| Q2_46 | I believe the organisation provides a long-term career for talented staff | 0,69 | 0,81 | 3,23 | 1,49 |

**TABLE 5.13 - EVP MEAN**

## 5.3.13 RETENTION – RESPONSE

Table 5.14 shows the most agreed question is that management vacancies are transparent in the organisation, question no.22 at 67.5%. The most disagreed question is that managers are not considering leaving, question no. 31 at 67.5%. This shows that most managers in fact would like to stay with Edgars.

| RETENTION | | | | | | |
|---|---|---|---|---|---|---|
| Cronbach alpha: 0.80 | | | | | | |
| Average inter-item corr.: 0.43 | | | | | | |
| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
| | | | | | | |
| Q2_7 | Edgars reward programmes are effective in retaining talent | 20% | 17,5% | 12,5% | 22,5% | 27,5% |
| Q2_15 | Edgars development program encourages me to stay with the organisation | 20% | 15% | 25% | 30% | 10% |
| Q2_22 | Management vacancies are transparent throughout the organisation | 15% | 7,5% | 10% | 27,5% | 40% |
| Q2_31r | At the moment, I am seriously considering leaving the organisation | 42,5% | 25% | 2,5% | 15% | 15% |
| Q2_39 | I am building a long term career with Edgars | 7,5% | 7,5% | 20% | 30% | 35% |
| Q2_47 | I see myself with Edgars in 5 years' time | 17,5% | 7,5% | 10% | 12,5% | 52,5% |

## TABLE 5.14 - RETENTION RESPONSE

## 5.3.14 RETENTION – MEAN

Table 5.15 shows that aggregate mean is 3.50 and standard deviation 1.02. This suggests that Edgars' managers are happy to stay for more than five years. The standard deviation shows concentrated spread ranging between 1.23 – 1.58.

This shows high reliability and great confidence in the data. To summarise the retention is very positive, managers would like to stay and build long term career with Edgars.

| RETENTION | | | | | |
|---|---|---|---|---|---|
| Cronbach alpha: 0.80 | | | | | |
| Average inter-item corr.: 0.43 | | | | | |
| | | Itm-Total Correl. | Alpha if deleted | Mean | Std Dev. |
| | | | | | |
| Q2_7 | Edgars reward programmes are effective in retaining talent | 0,75 | 0,73 | 3,20 | 1,52 |
| Q2_15 | Edgars development program encourages me to stay with the organisation | 0,58 | 0,77 | 2,95 | 1,30 |
| Q2_22 | Management vacancies are transparent throughout the organisation | 0,35 | 0,82 | 3,70 | 1,45 |
| Q2_31r | At the moment, I am seriously considering leaving the organisation | 0,38 | 0,82 | 2,35 | 1,53 |
| Q2_39 | I am building a long term career with Edgars | 0,69 | 0,75 | 3,78 | 1,23 |
| Q2_47 | I see myself with Edgars in 5 years' time | 0,69 | 0,74 | 3,75 | 1,58 |

**TABLE 5.15- RETENTION MEAN**

5.3.15 SUCCESSION – RESPONSE

Table 5.16 shows the most agreed question is that high performers are promoted first, question no.48 at 62.5%. The most disagreed question is that Edgars has succession in its current management pool, question no. 16 at 57.5%. This is the proof relating to the perceived unsuccessful succession strategy and why it should be incorporated into the talent management framework.

| SUCCESSION | | | | | | |
|---|---|---|---|---|---|---|
| **Cronbach alpha: 0.84** | | | | | | |
| **Average inter-item corr.: 0.44.** | | | | | | |
| | | Strongly disagree | 2 | 3 | 4 | Strongly agree |
| | | | | | | |
| Q2_8 | I would recommend Edgars to be a great place to work | 12,5% | 12,5% | 15% | 25% | 35% |
| Q2_16 | Edgars has succession in its talent pool | 20% | 37,5% | 15% | 15% | 12,5% |
| Q2_23 | Edgars develops great leaders for the future | 12,5% | 12,5% | 22,5% | 22,5% | 30% |
| Q2_32 | My Career path is mapped out for the next 5 years | 22,5% | 17,5% | 27,5% | 25% | 7,5% |
| Q2_40 | Remuneration is linked to promotions | 15% | 15% | 17,5% | 32,5% | 20% |
| Q2_48 | High performers are promoted first | 12,5% | 7,5% | 17,5% | 25% | 37,5% |
| Q2_53 | I am happy to stay in my current position for the next 5 years | 35% | 7,5% | 25% | 15% | 17,5% |

## TABLE 5.16 -SUCCESSION RESPONSE

## 5.3.16 SUCCESSION - MEAN

Table 5.17 shows that aggregate mean is 3.16 and standard deviation 0.99. This suggests that Edgars has average succession plan. The standard deviation shows concentrated spread ranging between 1.27 – 1.52. This shows high reliability and great confidence in the data. To summarise the succession is divided in that there is no clear succession plan for managers.

| SUCCESSION | | | | | |
|---|---|---|---|---|---|
| Cronbach alpha: 0.84 | | | | | |
| Average inter-item corr.: 0.44 | | | | | |
| | | Itm-Total Correl. | Alpha if deleted | **Mean** | **Std Dev.** |
| | | | | | |
| Q2_8 | I would recommend Edgars to be a great place to work | 0,67 | 0,81 | 3,58 | 1,41 |
| Q2_16 | Edgars has succession in its talent poo | 0,74 | 0,80 | 2,63 | 1,31 |
| Q2_23 | Edgars develops great leaders for the future | 0,46 | 0,84 | 3,45 | 1,38 |
| Q2_32 | My Career path is mapped out for the next 5 years | 0,62 | 0,82 | 2,78 | 1,27 |
| Q2_40 | Remuneration is linked to promotions | 0,66 | 0,81 | 3,28 | 1,36 |
| Q2_48 | High performers are promoted first | 0,52 | 0,83 | 3,68 | 1,38 |
| Q2_53 | I am happy to stay in my current position for the next 5 years | 0,53 | 0,83 | 2,73 | 1,52 |

## TABLE 5.17 - SUCCESSION MEAN

## 5.4 INFERENTIAL STATISTICS

In chapter four the researcher introduced and discussed the seven hypotheses of this study. This section presents inferential statistics done using Pearson's correlation coefficient, helping to make general statements about the broader population of managers in Edgars. According to Wegner (2007) Pearson highlights the strength between two variables looking at variable between -1 and +1. Negatives reflect a perfect negative correlation while positives reflect a perfect positive correlation. Nought means that there is not any correlation between variables.

| Correlations | Recruit-ment | Learn &Dev | Perf-Man | Reward | Leadership | EVP | Retention | Succession |
|---|---|---|---|---|---|---|---|---|
| **Recruitment** | 1,000 | | | | | | | |
| **Learn&Dev** | 0,906 | 1,000 | | | | | | |
| **Perf-Man** | 0,823 | 0,903 | 1,000 | | | | | |
| **Reward** | 0,823 | 0,847 | 0,867 | 1,000 | | | | |
| **Leadership** | 0,810 | 0,895 | 0,946 | 0,908 | 1,000 | | | |
| **EVP** | 0,800 | 0,855 | 0,894 | 0,939 | 0,925 | 1,000 | | |
| **Retention** | 0,810 | 0,822 | 0,786 | 0,874 | 0,880 | 0,870 | 1,000 | |
| **Succession** | 0,900 | 0,876 | 0,843 | 0,814 | 0,832 | 0,815 | 0,791 | 1,000 |
| Red indicates statistically significant correlations (p<0.05) | | | | | | | | |

## TABLE 5.18- PEARSON'S CORRELATION COEFFICIENT
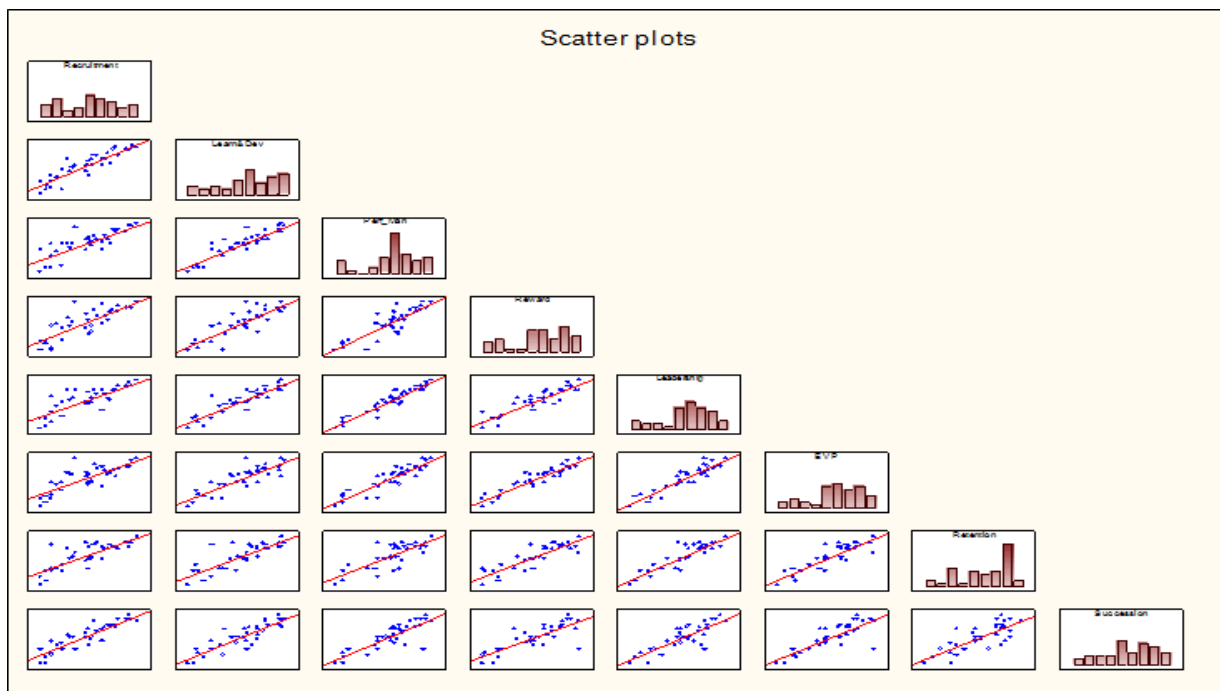
**TABLE 5.19 - SCATTER PLOTS**

Table 5.18 reveals that all variables have a statistically significant correlation meaning that they all have major influence on each other. The results are then linked to each hypothesis as listed in chapter four. Table 28 is the scatter plot of the correlations.

**H01. There is no relationship between Recruitment and Succession.**

The study rejects H01 as there is a significant relationship between recruitment and succession. The more scientific the recruitment process the better the decisions will be employing optimal candidates ensuring succession.

**H02. There is no relationship between Learning and Development and Succession.**

The study rejects H02 as there is a significant relationship between learning and development and succession. Learning and development creates the foundation and platform for managers to grow and succeed.

**H03 There is no relationship between Performance Management and Succession.**

The study rejects H03 as there is a significant relationship between performance management and succession. Performance management should be used to manage good and bad performance ensuring succession of high talent.

**H04 There is no relationship between Reward and Succession.**

The study reject rejects H04 as there is a significant relationship between reward and succession. Reward is linked to succession through remuneration and incentives.

**H05 There is no relationship between Leadership and Succession.**

The study rejects H05 as there is a significant relationship between leadership and succession. Leaders make the career decision, mould and groom talented managers. Extra attention should be given to mentorships and coaching.

**H06 There is no relationship between Employee value proposition and Succession.**

The study rejects H06 as there is a significant relationship between EVP and succession. How the employees are treated and the future they see for themselves has a direct impact on their career aspirations.

**H07   There is no relationship between Retention and Succession**.

The study rejects H07 as there is a significant relationship between retention and succession. Succession and retention are linked as the one happens, because and with the others assistance. Succession could be a great retention tool.

The strongest relationship is between Leadership and Performance management (0.945); this shows that the organisation has effective leaders driving a high performance culture. This is flowed by the relationship between EVP and remunerations (0.939) and EVP and Leadership (0.925), noteworthy that Leadership gets featured again signifying the importance of Leadership.

## 5.5 INFERENTIAL TESTS

### 5.5.1 DUNCAN

The study looked at a post hoc test called the Duncan test. This test shows that the age 31-35 differs significantly from the others and these differences are of large practical significance due to the large Cohen's d values (+0.8). The 31-35 year olds have a different view on performance management and this could be basis for further studies as they make up a large part of the management workforce.

They are also the foundation of the succession plan for store managers and should possibly be managed / treated differently. This is a very important finding, highlighting the lack of succession planning and perception that performance management does not lead to relevant training in leadership skills and/or for possible promotion (as derived from descriptive statistics).

| Analysis of Variance | | | |
|---|---|---|---|
| | **F** | **p** | |
| Recruitment | 0,79 | 0,5052 | |
| Learn&Dev | 2,11 | 0,1157 | |
| Perf_Man | 3,22 | 0,0340 | (Significant differences) |
| Reward | 0,72 | 0,5491 | |
| Leadership | 2,63 | 0,0650 | |
| EVP | 1,50 | 0,2314 | |
| Retention | 1,01 | 0,3994 | |
| Succession | 1,05 | 0,3825 | |

Post hoc test (Duncan) to see which age groups differ from which:

**Duncan test; Variable: Perf_Man**

| | **{1}** | **{2}** | **{3}** | **{4}** |
|---|---|---|---|---|
| **< 31 years {1}** | | 1.12 (L) | | |
| **31 - 35 years {2}** | 0,0304 | | 1.17 (L) | 0.92 (L) |
| **36 - 40 years {3}** | 0,9847 | 0,0248 | | |
| **41+ years {4}** | 0,7950 | 0,0199 | 0,7937 | |

**Bottom diagonal contains p-values and top diagonal contains Cohen's d values**

## TABLE 5.20 - COHEN'S D VALUES

SOURCE: STATISTICS OF RESEARCH

5.5.2 ANOVA

The study then looked at years of service to see if that would have an impact using the ANOVA test. The findings were that there was no relationship between years of service and the response. This is interesting as one would expect managers with long service and managers just joining the organisation to have different views and opinions about the organisation.

| Analysis of Variance | | |
|---|---|---|
| | F | p |
| Recruitment | 1,50 | 0,2355 |
| Learn&Dev | 1,84 | 0,1736 |
| Perf_Man | 2,10 | 0,1369 |
| Reward | 2,67 | 0,0823 |
| Leadership | 2,53 | 0,0931 |
| EVP | 2,50 | 0,0960 |
| Retention | 2,28 | 0,1162 |
| Succession | 1,82 | 0,1765 |
| (No significant differences) | | |

**TABLE 5.21 - ANOVA**

SOURCE: STATISTICAL ANALYSIS

## 5.6 CONCLUSION

The chapter presented results from the questionnaire followed by analysis and interpretation of the results. Each independent variable and the dependent variable were tested in the questionnaire. Mention was made of each variable with regard to the strongest agreed and strongest disagreed comment. The means were also analysed.

The descriptive statistics had mostly positive responses and the inferential tests showed that there was no difference in answers based on years of service, but that the 31-35 year olds answered questions differently. The statistical results from both descriptive and inferential statistics provide the foundation for recommendations in chapter six.

# CHAPTER 6
# FINDINGS AND RECOMMENDATIONS

## 6.1 INTRODUCTION

**Chapter six** starts with a summary of all chapters and summary of the study. The empirical results are discussed and conclusions drawn, the research is summarised while the chapter also includes recommendations to managers, limitations of the study and the highlighting of areas for future research.

## 6.2 SUMMARY OF CHAPTERS

**Chapter one** provides an introduction to retail, the current trading environment and the outline of the study. The chapter introduces the reader to the thesis starting with the topic, talent management as a strategy to promote succession of junior managers at Edgars. The chapter also provides the problem statement, conceptual model, research objectives, sample, measuring instruments and the definitions of the concepts. This all together set the foundation for the reader and unpacks each concept in more detail through the thesis.

**Chapter two** focuses on the literature study that underpins the research problem, investigating talent management as strategy to promote succession for junior managers in retail. The chapter unpacks importance of a clear talent management strategy at global and national level. Starting with the concept of talent management then breaking it down into the different components of talent management. These include recruitment, learning and development, performance management, reward, leadership, EVP, retention, succession and retail barriers. The role of junior managers and store managers are also unpacked, highlighting the competencies a store manager needed to be successful.

**Chapter three** focuses on the Edgars Talent Management strategy. Edgars has been a fashion retailer for more than 85 years, with more than a 180 stores, Talent Management is always going to be critical. Over the years they have defined a solid sustainable talent management strategy. This chapter discusses the Edgars talent management framework and succession in Edgars. Other concepts discussed are their values, talent management processes and the talent management index use by Edgars. Finally some comparisons are made between the literature and the practical application at Edgars.

**In chapter four**, the methodology of the study is discussed. This includes the research approach (paradigm), the sample, measuring instruments and data analysis procedures. Other concepts unpacked are positivism and interpretivism where this study is quantitative. The matters of reliability, validity and ethical issues are discussed and explained. Finally the response rate and the biographical profile of the targeted audience are unpacked in detail.

**Chapter five** unpacks reports and interprets the empirical results. Each group was unpacked and all the questions were discussed in detail. Talent management is broken up into: recruitment, learning and development, performance management, reward, leadership, employee value propositions, retention all impacting succession. Different statistical modelling was applied including descriptive statistics, inferential statistics and inferential testing.

## 6.3 SUMMARY OF STUDY

### 6.3.1 DESCRIPTIVE STATISTICS

The findings of the empirical study were discussed and related to Edgars talent management strategy and the literature in this document.

## 6.3.1.1 General Biographical Observations

The sample group managers are mostly over 30 years old, with sixty percent of managers only having a Grade 12 education. Fifty percent of managers have more than five years' service with Edgars and seventy-five percent have been in their positions for more than two years. There were only forty respondents so the assumptions could be compromised.

Assumptions made from this sample group are that junior managers are in their positions for too long with limited young talent joining the management teams. Education levels are low and most managers have been with Edgars for more than five years possibly starting as casuals working their way to permanent positions, joining management in the past few years. The concern is that the junior managers are not progressing into store management positions.

## 6.3.1.2 Recruitment

Brand (2008, p.1) highlights the strategic importance of recruiting and selecting employees for any organisation. Finding the relationship between a personal job fit and personal organisational fit is critical while taking cultural differences into account (Gowan, 2004). It is imperative to find the right candidate for the right job to build a sustainable talent base and have internal succession. Achieving personal and organisational fit improves job satisfaction and job performance (O'Callaghan, 2011). Edgars is currently running a number of initiatives aimed at ensuring that it acquires and maintains an "Employer of Choice" status. One such initiative under the project is the Talent Management exercise.

Talent Management is about having the right talent in the right place at the right time to meet business needs now and for the future. Sourcing and attraction is one of the Edgars talent management framework pillars and there are departments purely focused on this function.

Looking at the findings of the empirical study Edgars has a very professional recruitment department providing a critical role to the organisation. Management has found the service and processes professional and effective. The major concern is that there is no talent pool to recruit from internally and Edgars rely on cross chain recruitment looking at managers from Jet, Edgars Active and Boardmans to fill vacancies.

6.3.1.3 Learning and Development

Development of employees should be a strategic initiative based on analysis, synthesis, analogy, classification, modelling and comparison (Verovska, 2011). Development begins at school, progressing in college or university. According to Rauch et al (2005, pp. 681 - 698) it is proved that businesses with high employee human capital perform better and sustain growth more efficiently. As part of the Edgars talent management framework professional and personal development is a pillar and forms part of induction into the organisation. Managers attend study schools as part of the competency sign off once appointed into management roles.

Findings from the empirical study were that Edgars does offer bursaries to staff and management. There is an opportunity to do on the job practical application of school learnings. Based on the demographics of the sample group very few managers have used the bursaries available as 60% only have a grade 12 education. Mention is also made that there is no clear skills audit with recommended training and development plans.

6.3.1.4 Performance Management

Mathias and Jackson (2006) explain performance management as a process that involves a clear understanding of the organisation's strategic direction and employees understanding their contribution in it.

The basic step in effective performance management is to clarify what is expected of individual employees, aligned to overall organisational goals. Performance management forms an important part of the Edgars Talent Management framework.

Findings in the empirical study show that managers have clear performance objectives and that Edgars has high performance culture. Performance is a major part of the Edgars culture with reward, recognition and remuneration all linked to performance. Performance management is therefore also a major management function in building and developing the high performance culture.

6.3.1.5 Reward

Duchon (2007) says that companies need to ensure that they have the right and motivated talent in place to increase productivity and profitability. This challenge requires companies to have a clear and compelling strategy to attract, motivate and retain staff.

One strategy in getting employees to excel at customer service is to introduce reward programs with specific measurable outputs (Kopelman et al., 2011). Reward is not defined as part of the Edgars Talent Management framework. This is highlighted in chapter three and separate interventions are in place and being launched. There are different chain and group initiatives with different reward programs linked to service excellence, performance and Edgars values. Based on the empirical findings managers agree that good performance is rewarded. Fifty percent of managers are also satisfied with their basic remuneration. The challenge is to find the balance between monetary and non-monetary rewards creating a proud winning culture.

## 6.3.1.6 Leadership

Thomas et al (2007) emphasise the importance of leadership by stating that a culture of high performance depends on the commitment of leadership.

Successful leadership makes it possible to get everyone to share the same mind-sets. Aligned mind-sets in the business result in superior business results. Wellins and Concelman (2005) support this thought, stating that although there are multiple factors that influence employee engagement, the quality of leadership is the most influencing factor. High performance cultures are created and driven by committed management Thomas et al (2007).

Leadership and culture are part of the Edgars talent management framework. The empirical study shows that Edgars has great leadership, clear operations strategy and a visible leadership team. What is evident is that there is an opportunity for leadership development as most of managers are in their roles for more than two years, most managers have grade 12 education and most managers are older than 30 years old. The most common response was that there is no clear talent management strategy at Edgars. The challenge would be to define it, workshop it and inculcate it into the Edgars culture.

## 6.3.1.7 Employee Value Propositions

A compelling Employee Value Proposition and delivering a positive employee experience can help place an organisation at a competitive advantage when it comes to attracting and retaining talent (Brewster et al, 2009). Employee value proposition is not defined in the Edgars talent management framework, but it is the underlying objective of talent management at Edgars. The Edgars vision is '**THE PLACE TO WORK / THE PLACE TO SHOP** '.

The empirical findings show this as most managers love their jobs, the challenge is to find work life balance. Work life balance and being the place to work has to be an intentional strategic plan by the organisation and by management.

Employee value propositions also have many parts, one of them is effective employer branding and is essential for competitive advantage (Das, 2012). The other side of the coin is employee branding as introduced by Jain (2013, pp. 1-4).

The combination of these two creates a mutually beneficial situation for the organisation and the employees as they are both committed and passionate about each other's success.

6.3.1.8 Retention

According to Neeti Leekha and Aparna (2008) retention has become the number one priority and recruiting the second priority in business today. With globalisation of markets and labour forces, aggressive competition in the same talent pools, resources are not meeting the growing demand. The need to acquire, develop, deploys, motivates and retains specialist talent will become more challenging (Saravanan, 2013).

Retention is a pillar in the Edgars talent management framework and is achieved through different personal and corporate interventions. Findings in the empirical study were that vacancies in Edgars are transparent. Most managers do not want to leave Edgars but development is not seen as part of the retention strategy in Edgars. With limited skilled managers in the industry, Edgars will have to develop its own managers for current and future needs, grooming great leaders.

6.3.1.9 Succession

According to Bersin by Deloitte (2014), Succession planning is the process of identifying and preparing successors for key positions, creates an insurance policy for talent. In today's tight labour market, succession planning is critical to creating a flexible, sustainable business. Succession management has become an important talent management initiative at companies around the world.

Lin-Ching and Mclean (2011, pp. 35-45) demonstrate a positive significant relationship between succession planning, management development and ethical climate. The current focus of the Talent Management process within Edgars is around identifying and managing leadership talent hence the focus on career and succession management. Findings from the empirical study were that high performers are promoted. Most managers had no clear succession plan or career paths in place, also evident in that managers are spending more than two years up to five years in junior management positions.

6.3.2 INFERENTIAL STATISTICS

Inferential statistics were done using Pearson's correlation coefficient, helping to make general statements about the broader population of managers in Edgars. According to Wegner (2007) Pearson's highlights the strength between two variables looking at variable between -1 and +1. Negatives reflect a perfect negative correlation while positives reflect a perfect positive correlation. Nought means that there is not any correlation between variables.

The strongest relationship is between Leadership and Performance management (0.945); this shows that the organisation has effective leaders driving a high performance culture. This is flowing by the relationship between EVP and remunerations (0.939) and EVP and Leadership (0.925), noteworthy that Leadership gets featured again signifying the importance of Leadership.

Table 5.18 reveals that all variables have a statistically significant correlation, meaning that they all have major influence on each other. The results are then linked to each hypothesis as listed in chapter four and chapter five.
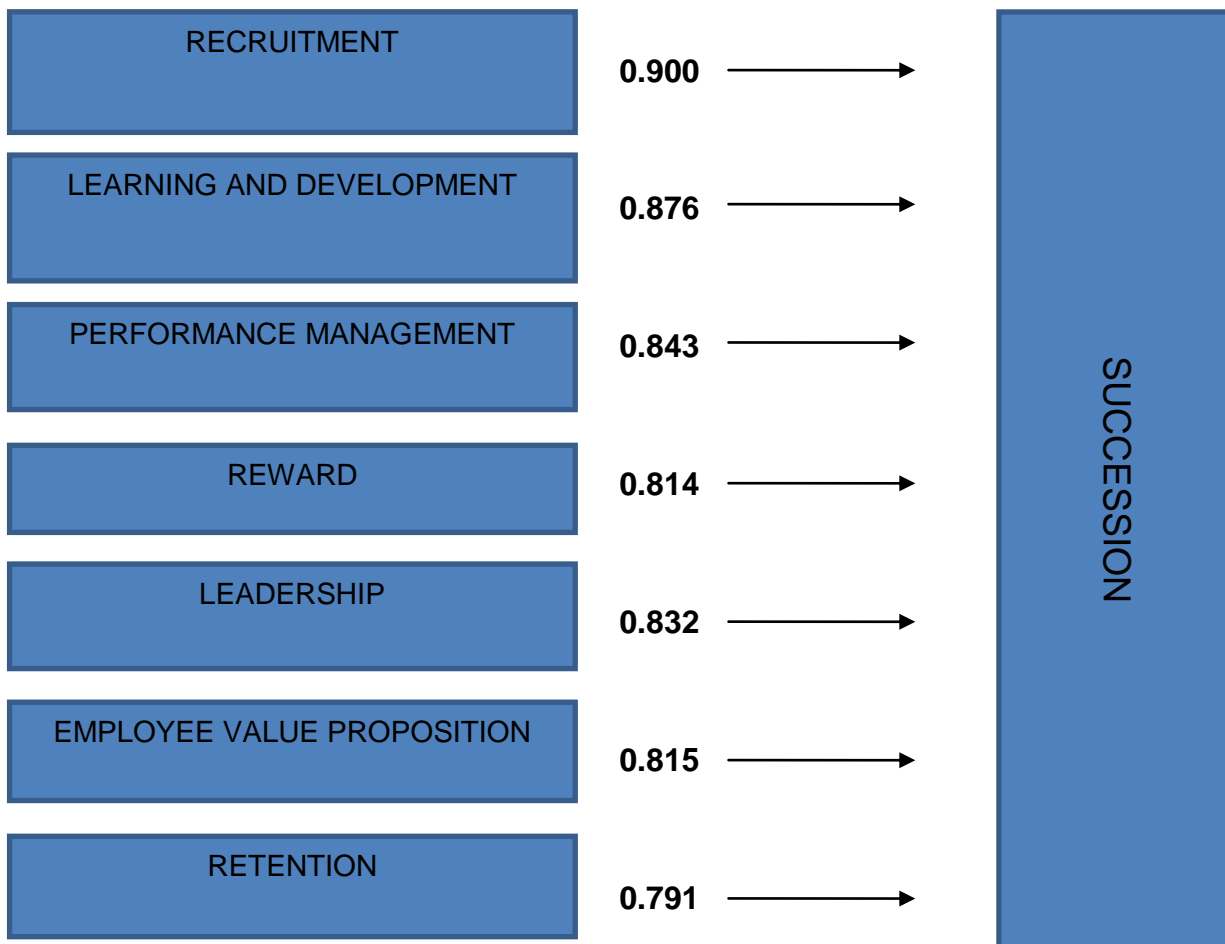
| RECRUITMENT | 0.900 → | |
| LEARNING AND DEVELOPMENT | 0.876 → | |
| PERFORMANCE MANAGEMENT | 0.843 → | SUCCESSION |
| REWARD | 0.814 → | |
| LEADERSHIP | 0.832 → | |
| EMPLOYEE VALUE PROPOSITION | 0.815 → | |
| RETENTION | 0.791 → | |

**FIGURE 13 - HYPOTHESIS FRAMEWORK WITH REGRESSION**

6.3.3 OBJECTIVE OF THE HYPOTHESES

The objective of the hypotheses was to prove that there is a relationship between the dependent and independent variables of this study.

Dependant variable: Succession

Independent variables: Recruitment, Learning and Development, Performance Management, Reward, Leadership, EVP and Retention.

Based on the findings all null hypotheses are rejected as according to the regression table all independent variables are over 0.70. This indicates a positive regression and that there is a relationship between the dependent and independent variables.

**H01.  There is no relationship between Recruitment and Succession.**

The study rejects H01 as there is a relationship between recruitment and succession. The more scientific the recruitment process the better the decisions will be employing optimal candidates ensuring succession.

**H02.  There is no relationship between Learning and Development and Succession.**

The study rejects H02 as there is a relationship between learning and development and succession. Learning and development creates the foundation and platform for managers to grow and succeed.

**H03    There is no relationship between Performance Management and Succession.**

The study rejects H03 as there is a relationship between performance management and succession. Performance management should be used to manage good and bad performance ensuring succession of high talent.

**H04    There is no relationship between Reward and Succession.**

The study reject rejects H04 as there is a relationship between reward and succession. Reward is linked to succession through remuneration and incentives.

**H05    There is no relationship between Leadership and Succession.**

The study rejects H05 as there is a relationship between leadership and succession. Leaders make the career decision, mould and groom talented managers. Extra attention should be given to mentorships and coaching.

**H06    There is no relationship between Employee value proposition and Succession.**

The study rejects H06 as there is a relationship between Employee value proposition and succession. How the employees are treated and the future they see for themselves has a direct impact on their career aspirations.

**H07    There is no relationship between Retention and Succession.**

The study rejects H07 as there is a relationship between retention and succession. Succession and retention and linked as the one happens because and with the others assistance. Succession could be a great retention tool.

**6.4 RECOMMENDATIONS**

6.4.1 NEW TALENT MANAGEMENT FRAMEWORK

The proposal of a new talent management framework for Edgars would build on the current framework, with the addition of reward, employee value propositions and succession to the framework. This would enable Edgars to relaunch a holistic talent management framework with clear processes and objectives to prospective and current employees. This would help with employee branding and employer branding making Edgars the place to work for!
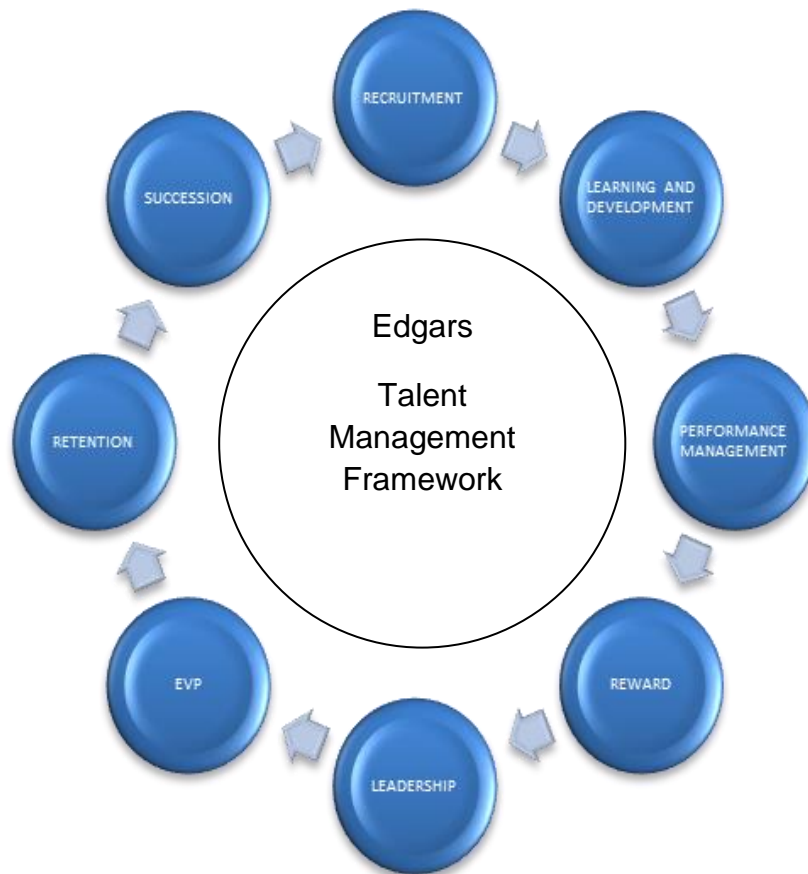


**FIGURE 14 - PROPOSED EDGARS TALENT MANAGEMENT FRAMEWORK**

6.4.2 PROPOSALS IN THE FRAMEWORK

6.4.2.1 Recruitment

Most international recruiters have software enable recruitment programs that are cell-phone or internet based. The recommendation would be that Edgars launch a technologically advanced, fun and effective recruitment platform to streamline and automate recruitment. There should also be some form of psychometric testing for different jobs and especially for junior management.

One of the core competence needed for being a store manager is stress tolerance and leadership. Current recruitment questions don't test these outputs needed for current and future leadership roles. There is also an opportunity to market retail as management careers with business schools and colleagues.

6.4.2.2 Learning and Development

There should be a clear manager training evolution linked to the seniority of the individual manager's career path. The recommendation would be to increase the employee bands and have competency benchmarks linked to each management band. Currently there are band C and D managers in stores; this could be extended to C1, C2 …with clear internal and external educational benchmarks. The managers should be signed off as competent before starting in new designated roles, not once they are appointed. This will insure that Edgars has 100% competent managers in all positions. The individual development gaps need to be prioritised as they are the critical link back to performance management grooming highly effective managers.

Top performers at all levels could be nominated for fast tracked extra education giving them exposure to the next management level ensuring succession. There should be a joint venture with the Clothing, Textiles, Footwear and Leather (CTFL) Sector Education and Training Authority (SETA) creating government-sponsored internships for junior and senior managers. Special incentives should be in place to develop managers under 25 years old through bursary and possible competition format entry system. There should be internal recognition for top academics through annual functions at divisional and national levels creating an academic culture

encouraging managers to study and become top achievers in their divisions and regions.

### 6.4.2.3 Performance Management

Edgars has a comprehensive performance management strategy focused on driving a high performance culture. The feedback from the empirical study is that it is well understood and well implemented. Integration into the framework is imperative and success should be celebrated on divisional and national level. Performance management should be used to address leadership developmental needs based on those identified by the performance management system. These have been highlighted in the descriptive statistics in chapter five.

### 6.4.2.4 Reward

The most important aspect to remember with reward is that it is not only monetary, there are monetary and non-monetary rewards used in the industry to drive and motivate performance and loyalty. As humans we are naturally proud and sometimes we just want a thank you. If you think of Maslow's hierarchy of needs we are nearing the top of the pyramid and work life balance becomes more important than only money.

### 6.4.2.5 Leadership

Based on the empirical study Edgars has great leaders with clear vision, the challenge is to share those skills and traits with junior managers. Recommendation would be to create formal structured coaching and mentorship programs where junior managers and store managers can learn the soft skills not always found in books. Great leaders are mentored and coached by great leaders who share their wealth of experience as they have faced those situations before. Leadership development is critical and there are many programs like value-based leadership to groom and develop leaders for the future.

### 6.4.2.6 Employee Value Propositions

The recommendation would be that staff and management own this part of talent management though divisional and national forums. There should be clear

identification of employee brand champions and through that the employer branding as place to work will improve. The program needs a theme, slogan and possible ambassador to market and brand the program.

6.4.2.7 Retention

Retention happens through the combined efforts of different initiatives. Some retention initiatives are monetary and could be share option based. Some retention strategies could be education and career advancement linked to rewards. Retention sometimes happens just because you have a great boss. Most employees resign because of their boss, not because of their employer. Creating great work live balance and clear career paths is the foundation of any retention strategy.

6.4.2.8 Succession

Succession should be formalised with a clear plan like Edgars has in their talent management framework. There is an opportunity to market the process and benefits to management as most managers were not aware of the succession strategy. Every manager should have at least three candidates he/she is developing through different interventions to succeed them in their roles.

## 6.5 PROBLEMS AND LIMITATIONS

There were no major problems in conducting and presenting the study. There is a wealth of literature on the topic and it is of strategic importance to retailers and Edgars to have a clear talent management strategy. The only restriction was the limited response rate; only forty managers responded accounting to five percent of the total management population.

Limitations were system based as the questionnaire was hosted on the NMMU website and not integrated into the Edgars server. This made completion of the survey effortful. Future studies should be incorporated into Edgars online servers to enable easy store-based response with higher participation rates.

## 6.6 OPPORTUNITY FOR FURTHER RESEARCH

Based on the demographics and findings of the empirical study on a very small sample group of the management population research should be done on all management and staff working at Edgars. Many organisations call it climate surveys that are conducted annually. An annual climate survey would set the base as to where the organisation is and give the organisation a platform to build better more sustainable talent management strategies and interventions.

## 6.8 CONCLUSION

The study was conducted based on high labour turnover of junior managers and store managers being experienced in the targeted division. Loosing fifty percent of store managers in one region in one month became a major management problem. The study then unpacked talent management as a strategy to promote succession of junior managers at Edgars also looking at literature on the topic across the national and international spectrum.

Literature findings were that it's critical to have a formal talent management framework and Edgars was found to have a comprehensive talent management framework. Based on the empirical study done on managers in the division, critical findings were noted and recommendations were made. The link between everything is clear communication. There is an opportunity for Edgars to showcase their talent management framework, integrated talent management framework into the operational strategic plan, making Edgars:

# THE PLACE TO WORK!

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# ANNEXURES: DIRECTIVES AND MEASURING INSTRUMENTS

## A: LETTER OF ETHICAL CLEARANCE

**Nelson Mandela Metropolitan University**
*for tomorrow*

FORM E

### ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESES

*Please type or complete in black ink*

**FACULTY:** Business and Economic Science

**SCHOOL/DEPARTMENT:** Business School

I, (surname and initials of supervisor) Poisat, P the supervisor for (surname and initials of candidate) Walters ,C (student number) 212394657 a candidate for the degree of Masters of Business Administration (MBA) with a treatise/dissertation/thesis entitled (full title of treatise/dissertation/thesis):

### INVESTIGATING TALENT MANAGEMENT AS A STRATEGY TO PROMOTE SUCCESSION OF JUNIOR MANAGERS AT EDGARS

considered the following ethics criteria *(please tick the appropriate block)*:

|  | YES | NO |
|---|---|---|
| 1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large? | | X |
| 2. Is the study based on a research population defined as 'vulnerable' in terms of age, physical characteristics and/or disease status? | | X |
| 2.1 Are subjects/participants/respondents of your study: | | X |
| (a) Children under the age of 18? | | X |
| (b) NMMU staff? | | X |
| (c) NMMU students? | | X |
| (d) The elderly/persons over the age of 60? | | X |
| (e) A sample from an institution (e.g. hospital/school)? | | X |
| (f) Handicapped (e.g. mentally or physically)? | | X |
| 3. Does the data that will be collected require consent of an institutional authority for this study? (An institutional authority refers to an organisation that is established by government to protect vulnerable people) | | X |
| 3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)? | | X |

| | | |
|---|---|---|
| 4. Will the participant's privacy, anonymity or confidentiality be compromised? | | X |
| 4.1 Are you administering a questionnaire/survey that: | | |
| (a) Collects sensitive/identifiable data from participants? | | X |
| (b) Does not guarantee the anonymity of the participant? | | X |
| (c) Does not guarantee the confidentiality of the participant and the data? | | X |
| (d) Will offer an incentive to respondents to participate, i.e. a lucky draw or any other prize? | | X |
| (e) Will create doubt whether sample control measures are in place? | | X |
| (f) Will be distributed electronically via email (and requesting an email response? | | X |
| Note: <br> • If your questionnaire **DOES NOT** request respondents' identification, is distributed electronically and you request respondents to return it *manually* (print out and deliver/mail); **AND** respondent anonymity can be guaranteed, your answer will be NO. <br> • If your questionnaire **DOES NOT** request respondents' identification, is *distributed via an email link and works through a web response system (e.g. the university survey system); **AND** respondent anonymity can be guaranteed, your answer will be NO. | | |

*Please note that if **ANY** of the questions above have been answered in the affirmative **(YES)** the student will need to complete the full ethics clearance form (REC-H application) and submit it with the relevant documentation to the Faculty RECH (Ethics) representative.*

and hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

*fararat*

2 / 06 / 2014

**SUPERVISOR(S)**                                   **DATE**

PP.                                                       5 / 8 / 2014

**HEAD OF DEPARTMENT**                          **DATE**

                                                          1 / 06 / 2014

**STUDENT(S)**                                      **DATE**

# B: LETTER TO LINE MANAGER FROM RESEARCHER

8 April 2014

The DOM

KZN Division


Dear Terry-Lee Newton


**MBA Research: TALENT MANAGEMENT AS A STRATEGY TO PROMOTE SUCCESSION OF JUNIOR MANAGERS AT EDGARS**


In order to meet the requirements for the above-mentioned qualification at Nelson Mandela Metropolitan University, the researcher will be conducting a survey on talent management strategy for department managers at Edgars. The study will be conducted amongst Junior Managers, respondents will be selected randomly. The information obtained will be treated confidentially and for the purpose of the study only.

The purpose of the study is to develop a talent management strategy for Junior Managers at Edgars. This study will benefit the organisation by highlighting strategies that could lead to improved talent management execution. You are kindly requested to give the researcher access to the respondents; the completed questionnaire to be returned to the researcher by 31 May 2014.

Yours Sincerely




**Charles Walters**

**Researcher**

# C: LETTER FROM SPONSOR TO LINE MANAGER

**Nelson Mandela Business School**

8 April 2014

Dear Terry-Lee Newton

CONFIDENTIALITY AGREEMENT – MR. CHARLES WALTERS

Mr Charles Walters is currently enrolled for the MBA Degree in the Faculty of Business and Economic Sciences at the Nelson Mandela Metropolitan University. In partial fulfilment of the degree Mr Walters is required to complete a research project. A research project investigating why junior retail managers are not promoting to store managers is envisaged and will be completed under the supervision of Professor Paul Poisat. The primary objective of this research is to determine the reasons why junior management do not follow the natural career path to becoming store managers at Edgars and develop a strategy (talent management) to address the problem.
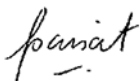
It is intended that the empirical section of the research be conducted at Edgars and more specifically in KZN Division. Participation in this study is voluntary and respondents may elect to withdraw, without any negative consequence, from the study at any stage. All data collected is considered completely confidential and no names will be required or appear in the treatise. Data collected during this study will be securely retained at the University and will not be for public consumption.

In the interest of further protecting the confidentiality of Edgars, it is proposed that the research results of Mr Walter's study be limited to the research supervisor, examiner (who signs a confidentiality clause with the University) and Edgars staff authorized to deal with such matters. Should this approach be followed, there are no further known or anticipated risks foreseen for Edgars, or any of the respondents, that may accrue from the study.

With your permission and pursuant to the conditions outlined above, I respectfully request that Mr Walters be permitted to proceed with his study at Edgars.

If you have any questions regarding this study, please contact, Professor Paul Poisat at +27 (0)41 504 3750 or email Paul.Poisat@nmmu.ac.za.

Yours Sincerely,

Prof. Paul Poisat

NMMU: Business School

## D: EMAIL TO RESPONDENTS WITH SURVEY LINK

**From:** Charles Walters

**Sent:** 20 July 2014 01:30 PM

To: Sally Hean; EDGBalitoAM_2626; EDGBalitoCM_2626; EDGBalitoDM1_2626;

EDGBalitoSM_2626; EDGBalitoVD_2626; EDGbluffAM_0330; EDGbluffSM_0330;

EDGchatsworthAM_0600; EDGchatsworthSM_0600; EDGchatsworthVDM_0600;

EDGdundeeAM_0660; EDGdundeeSM_0660; EDGempangeniAM_0750; EDGempangeniSM_0750;

 EdgGalleriaAM_0889; EdgGalleriaDM2_0889; EdgGalleriaSM_0889; EdgGalleriaVD_0889;

EDGgatewayAM_0915; EDGgatewayCM_0915; EDGgatewayOM_0915; EDGgatewaySL_0915;

EDGgatewaySM_0915; EDGgatewayVDM_0915; EdgKwaMashuBridgeAM_0893;

EdgKwaMashuBridgeSM_0893; EDGladysmithAM_1445; EDGladysmithSM_1445;

EDGladysmithVDM_1445; EDGlaluciaAM_1430; EDGlaluciaSM_1430; EDGlaluciaVDM_1430;

 EDGmidlandsmallAM_1695; EDGmidlandsmallSM_1695; EDGmidlandsmallVDM_1695;

EDGnewcastleAM_1865; EDGnewcastleDM1_1865; EdgnewcastlemallAM_1305;

EdgnewcastlemallSM_1305; EdgnewcastlemallVD_1305; EDGnewcastleSM_1865;

EDGnewcastleVDM_1865; EDGpietermaritzburgAM_2110; EDGpietermaritzburgSM_2110;

EDGpietermaritzburgVDM_2110; EDGrichardsbayAM_2500; EDGrichardsbaySM_2500;

EDGrichardsbayVDM_2500; EDGshellybeachAM_2650; EDGshellybeachSM_2650;

 EDGshellybeachVDM_2650; EDGstangerAM_2735; EDGstangerMM_2735; EDGStangerOM_2735;

EDGstangerSM_2735; EDGvryheidAM_3180; EDGvryheidSM_3180;

EDGweststreetdurbanAM_0665; EDGweststreetdurbanDM1_0665; EDGweststreetdurbanLM_0665;

EDGweststreetdurbanSLM_0665; EDGweststreetdurbanSM_0665; EDGweststreetdurbanVDM_0665;

EDGwestvilleAM_3350; EDGwestvilleCM_3350; EDGwestvilleLM_3350; EDGwestvilleSLM_3350;

 EDGwestvilleSM_3350; EDGwestvilleVDM_3350; EDGWestwoodAM_0726;

EDGWestwoodSM_0726; EDGWestwoodVM_0726; EDGbeaconbaySM_0145;

EDGbeaconbayVDM_0145; EDGeastlondonSM_0720; EDGeastlondonVDM_0720;

EDGfortbeaufortSM_0880; EDGfortbeaufortVM_0880; EdgHemmingwaysSM_0108;

EdgHemmingwaysVM_0108; EDGkingwilliamstownSM_1280; EDGkingwilliamstownVM_1280;

 EDGMthathaFH_2622; EDGMthathaSM_2622; EdgNonesiMallSM_1676; EdgNonesiMallVD_1676;

EDGqueenstownSM_2420

Cc: Terry-Lee Newton; Natasha Maharaj; Sudesh Pawaar; Susan Hansen

Subject: NMMU Questionnaire for Charles Walters

Good day All

You have been nominated to participate in a climate survey on talent management at Edgars using http://forms.nmmu.ac.za/websurvey/q.asp?sid=1276andk=tnfpyaixjs. The purpose of the study is to investigate talent management as strategy to promote succession of VM's, SM's, SAM's, SOM's and DM's. Please complete ASAP. The information obtained will be treated confidentially and for the purpose of the study only.

Regards

**Charles Walters**

**Regional Operations Manager**

**Edgars East London Region**

# E: ONLINE QUESTIONNAIRE

**http://forms.nmmu.ac.za/websurvey/q.asp?sid=1276andk=tnfpyaixjs**

**Top of form**

| 1276 | tnfpyaixjs | 1 |

**Page:** 1

**Page No: 1**

You have been selected to participate in the survey by a Nelson Mandela Metropolitan University. The purpose of the study is to Investigate talent management as strategy to promote succession of SM's, SAM's, SOM's and DM's. The information obtained will be treated confidentially and for the purpose of the study only.

## 1. General Questions

All Questions

| 1.1 * | Age | (please select) |
| 1.2 * | Highest Qualification | (please select) |
| 1.3 * | Years service with Edgars | (please select) |
| 1.4 * | Current Position | (please select) |
| 1.5 * | Years of service in current position | (please select) |

*add new question*

## 2. Actual Questions

105

All Questions

| 2.1 * | Edgars has a sufficient internal talent pool to recruit from | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
|---|---|---|---|---|---|---|---|---|
| 2.2 * | Edgars does a good job in developing talent to their full potential | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.3 * | My personal objectives are mutually agreed with my line manager | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.4 * | Edgars offers competitive remuneration | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.5 * | My manager understands my career aspirations | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.6 * | I love my job | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.7 * | Edgars reward programmes are effective in retaining talent | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.8 * | I would recommend Edgars to be a great place to work | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.9 | In practice, recruitment focuses on internal promotions rather than external appointments | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.10 | I receive training to help me enhance my career | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.11 | I have a clear understanding of my performance objectives | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.12 | Good performance is recognised at Edgars | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.13 | I clearly understand the Edgars Operations Strategy | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.14 | My job provides me with flexibility for work life balance | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |

| 2.15 | Edgars development program encourages me to stay with the organisation | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.16 | Edgars has succession in its talent pool | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.17 | Proper skills analysis is conducted to determine training needs | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.18 | There are learning opportunities to help me improve my performance | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.19 | I have regular one to one coaching meetings with my line manager | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.20 | Good performance is rewarded adequately | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.21 | My work environment provides equal career opportunity | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.22 | Management vacancies are transparent throughout the organisation | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.23 | Edgars develops great leaders for the future | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.24 | Edgars has a good Talent Management Strategy | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.25 | Every effort is made to support newly appointed employees in their new roles | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.26 | A skills audit is conducted regularly to determine management skill gaps | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.27 | Performance review discussions are inspiring | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.28 | Edgars incentive schemes are performance based | strongly disagree | | | | | | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.29 | My Manager listens to my individual concerns | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
|---|---|---|---|---|---|---|---|---|
| 2.30 | My work environment is stimulating | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.31 | At the moment, I am seriously considering leaving the organisation | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.32 | My Career path is mapped out for the next 5 years | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.33 | There is a sufficient talent pool to fill SM vacancies | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.34 | Edgars training plan is in line with my individual career growth | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.35 | Performance gaps identified during performance review are translated to the training plan | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.36 | My manager always gives recognition for a job well done | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.37 | My manager has my best interest in mind | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.38 | An effort is made to place employees in roles fitting to their skills and passion | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.39 | I am building a long term career with Edgars | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.40 | Remuneration is linked to promotions | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.41 | The recruitment process is successful in attracting the best talent | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.42 | All employees are afforded equal opportunity to learn and grow | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |

| 2.43 | There is adequate support to help employees improve performance | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
|------|------|------|------|------|------|------|------|------|
| 2.44 | I am satisfied with my remuneration | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.45 | I am inspired to work beyond what is required | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.46 | I believe the organisation provides a long term career for talented staff | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.47 | I see myself with Edgars in 5 years time | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.48 | High performers are promoted first | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.49 | Recruitment processes are aligned to the organisation's talent demands. | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.50 | There are training programmes in place to help fast track development of talent | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.51 | Edgars employees receive constructive performance feedback from managers | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.52 | I have a mentor in the business | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.53 | I am happy to stay in my current position for the next 5 years | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.54 | Your recruitment experience was professional | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.55 | After training, there is opportunity to apply new learnt skills back into my job | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |
| 2.56 | Edgars has a high performance culture | strongly disagree | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | strongly agree |

| 2.57 | Senior Leaders are approachable in Edgars | strongly disagree | ○ | ○ | ○ | ○ | ○ | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.58 | Bursaries are available to further and complete studies. | strongly disagree | ○ | ○ | ○ | ○ | ○ | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.59 | The performance management system is consistently applied to all employees | strongly disagree | ○ | ○ | ○ | ○ | ○ | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

| 2.60 | Senior Leadership is visible in Edgars | strongly disagree | ○ | ○ | ○ | ○ | ○ | strongly agree |
| | | | 1 | 2 | 3 | 4 | 5 | |

*add new question*

*add new category*

Congratulations, you have completed the survey, thanks for participating in the study for NMMU.

## F: QUESTION STRUCTURE FOR HYPOTHESES

## SECTION A: BIOGRAPHICAL INFORMATION

**Please provide the following information by placing an X in the appropriate box**

**1. Age?**

| 1.1 | 24 years or less | |
| 1.2 | 25 – 30 years | |
| 1.3 | 31 – 35 years | |
| 1.4 | 36 – 40 years | |
| 1.5 | 41 years or more | |

**2.      Highest qualification?**

| 2.1 | Grade 12 |  |
|-----|------------------|--|
| 2.2 | Diploma |  |
| 2.3 | Bachelor's Degree |  |
| 2.4 | Master's Degree |  |

**3.      Years' service with Edgars ?**

| 3.1 | 0 - 1 years |  |
|-----|----------------|--|
| 3.2 | 2 - 4 years |  |
| 3.3 | 5 years or more |  |

**4.      Current position?**

| 4.1 | 0 - 1 years |  |
|-----|----------------|--|
| 4.2 | 2 - 4 years |  |
| 4.3 | 5 years or more |  |

**5.      Years' service in current position?**

| 5.1 | 0 - 1 years |  |
|-----|----------------|--|
| 5.2 | 2 - 4 years |  |
| 5.3 | 5 years or more |  |

## SECTION B: TALENT MANAGEMENT

This section is designed to determine the extent to which Edgars is able to attract, engage and retain talent. Literature has revealed that a good talent strategy consists of a combination of elements that promote an engaging culture. These elements include Recruitment, Learning and Development, Performance Management, Reward, Leadership, Employee value Proposition, Retention, Succession.

| B1 | Recruitment | Numbering |
|---|---|---|
| 1 | Edgars has a sufficient internal talent pool to recruit from | 2.1 |
| 2 | In practice, recruitment focuses on internal promotions rather than external appointments | 2.9 |
| 3 | A proper skills analysis is conducted to determine talent gaps | 2.17 |
| 4 | Every effort is made to support newly appointed employees in their new roles | 2.25 |
| 5 | There is a sufficient talent pool to fill managerial vacancies | 2.33 |
| 6 | The recruitment process is successful in attracting the best talent | 2.41 |
| 7 | Recruitment processes are aligned to the organisation's talent needs. | 2.49 |
| 8 | Your recruitment experience was professional. | 2.54 |
| B2 | Learning and Development | Numbering |
| 1 | Edgars does a good job in developing talent to their full potential | 2.2 |
| 2 | I receive training to help me enhance my career | 2.10 |
| 3 | There are learning opportunities to help talent improve performance | 2.18 |
| 4 | A skills audit is conducted regularly to determine skills gaps | 2.26 |

| 5 | Edgars training plan is in line with individual career needs | 2.34 |
|---|---|---|
| 6 | All employees are afforded equal opportunity to learn and grow | 2.42 |
| 7 | There are training programmes in place to help fast track development of talent | 2.50 |
| 8 | After training, there is opportunity to apply new skills back on the job | 2.55 |
| 9 | Bursaries are available to further and complete studies. | 2.58 |
| **B3** | **Performance Management** | Numbering |
| 1 | My personal objectives are mutually agreed with my line manager | 2.3 |
| 2 | I have a clear understanding of my performance objectives | 2.11 |
| 3 | I have regular coaching conversations with my line manager | 2.19 |
| 4 | Performance review discussions are inspiring | 2.27 |
| 5 | Performance gaps identified during performance review are translated to the training plan | 2.35 |
| 6 | There is adequate support to help employees improve performance | 2.43 |
| 7 | Edgars employees receive constructive performance feedback from managers | 2.51 |
| 8 | Edgars has a high performance culture | 2.56 |
| 9 | The performance management system is consistently applied to all employees | 2.59 |
| **B4** | **Reward** | Numbering |
| 1 | Edgars offers competitive remuneration | 2.4 |
| 2 | Good performance is recognised at Edgars | 2.12 |

| 3 | Good performance is rewarded adequately | 2.20 |
|---|---|---|
| 4 | Edgars incentive schemes are performance based | 2.28 |
| 5 | My manager always gives recognition for a job well done | 2.36 |
| 6 | I am satisfied with my remuneration | 2.44 |
| **B6** | **Leadership** | Numbering |
| 1 | My manager understands my career aspirations | 2.5 |
| 2 | I understand the Edgars Operations Strategy | 2.13 |
| 3 | Edgars has good Talent Management Strategy | 2.24 |
| 4 | My Manager listens to my individual needs | 2.29 |
| 5 | My manager has my best interest in mind | 2.37 |
| 6 | I am inspired to work beyond what is required | 2.45 |
| 7 | I have a mentor in the business | 2.52 |
| 8 | Senior Leaders is approachable in Edgars | 2.57 |
| 9 | Senior Leadership is Visible in Edgars | 2.60 |
| **C1** | **Employee Value Proposition (EVP)** | Numbering |
| 1 | I love my job | 2.6 |
| 2 | My job provides me with flexibility of work life balance | 2.14 |
| 3 | My work environment provides equal opportunity | 2.21 |
| 4 | My work environment is stimulating | 2.30 |
| 5 | An effort is made to place employees in roles fitting to their skills and passion | 2.38 |
| 6 | I believe the organisation provides long term career for talented Staff | 2.46 |

| C2 | Retention | Numbering |
|---|---|---|
| 1 | Edgars reward programmes are effective in retaining talent | 2.7 |
| 2 | Edgars development program contributes to me staying with the organisation | 2.15 |
| 3 | Management vacancies are transparent throughout the organisation | 2.22 |
| 4 | At the moment, I am seriously considering leaving the organisation | 2.31 |
| 5 | I am building a long term career with Edgars. | 2.39 |
| 6 | I see myself with Edgars in 5 years' time | 2.47 |
| C3 | Succession | Numbering |
| 1 | I would recommend Edgars as a great place to work | 2.8 |
| 2 | Edgars has succession in its talent pool | 2.16 |
| 3 | Edgars is developing great leaders for the future | 2.23 |
| 4 | My Career path is mapped out for the next 5 years | 2.32 |
| 5 | Remuneration is linked to promotions | 2.40 |
| 6 | High performers are promoted first | 2.48 |
| 7 | I am happy to stay in current position for the next 5 years | 2.53 |
| C3 | Succession | Numbering |
| 1 | I would recommend Edgars as a great place to work | 2.8 |

| 2 | Edgars has succession in its talent pool | 2.16 |
|---|---|---|
| 3 | Edgars is developing great leaders for the future | 2.23 |
| 4 | My Career path is mapped out for the next 5 years | 2.32 |
| 5 | Remuneration is linked to promotions | 2.40 |
| 6 | High performers are promoted first | 2.48 |
| 7 | I am happy to stay in current position for the next 5 years | 2.53 |

Thank you for taking time to complete the questionnaire.