

UNIVERSITY OF CAPE COAST

**ASSESSING TALENT MANAGEMENT AND ITS EFFECT ON
EMPLOYEE RETENTION IN THE MINISTRY OF ROADS AND
HIGHWAYS IN SELECTED REGIONS OF GHANA**

BY

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Human Resource Management.**

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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Signature: Date.....

Supervisor's Declaration

We hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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ABSTRACT

In recent years, as the world is becoming a global economy with the influx of foreign companies into many developing countries like Ghana, managers face the challenge of having to address retention problems in the context of increasing competition in the global marketplace. It is against this background that this study aims at examining the effect of talent management on employees' retention in the Ministry of Roads and Highways, Ghana. The study was quantitative and employed a cross sectional design. The target study population comprised of all staff from three selected regions namely: Northern, Central and Eastern and it used census sampling technique with a total number of 211. However, with self-administered questionnaire used as the main tool for data collection, a total of 200 (94.78%) staff responded to the questionnaires. To analyse the collected data, descriptive and inferential statistics were used. Statistical software used was SPSS version 20. The study findings indicated that talent management had a positive and significant effect on employees' intention to remain in the organisation. Thus, there was a significant positive relationship between employee retention and the various dimensions of talent management namely: competencies mapping, employees' attraction, learning and development, and career development in The Ministry of Roads and Highways. It was recommended that the Ministry should devise measures of retaining employees through career mapping, employee engagement in decision making, learning and development and career development.

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DEDICATION

To my parents, Mr. and Mrs. Budu, and my sisters Rosina and Paulina Budu

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List of Acronyms

HRD	- Human resource development
ANOVA	- Analysis of variance
NRC	- National research council
CIPD	- Chartered institute of personnel development
GHA	- Ghana highways authority
MDAs	-Ministry of roads and highways and other ministries, departments and agencies
HRM	-Human resource management
HR	- Human resource
SHRM	- Strategic human resource management
RBV	- Resource based view
BMU	- Bridge maintenance units
MMU	- Mobile maintenance units
IT	- Information technology
SPSS	- Statistical product for service solution
L&D	- Learning and development
DEV.	- Development

CHAPTER ONE

INTRODUCTION

Background to the Study

In this modern era, one does not need to stretch far one's mind to know that the means by which organisations achieve their competitive advantage has shifted over time. Most successful ones are those with a competitive advantage that permit them to stand out amongst competitors. People and how they are managed have become far more important than before. Although many factors such as product and process technology, protected or regulated markets, financial resources and economies of scale are traditional means of competitive advantage the degree to which they can contribute to organisational success has been less obvious in the modern times. Thus, a number of factors for competitive success are not as influential as they used to be.

The underlying reason is that organisational capabilities obtained from how people are managed are more significant nowadays (Pfeffer, 1994). Indeed, today, one of the critical issues facing organisations has been recruiting and maintaining talented employees due to shortage of skilled workers, economic growth and high employee turnover (Lathitha, 2012). Thus, the priority of many organisations has been how to develop talent which is the key differentiator of human capital management.

In the past, amongst all the resources like money, people and machines that were needed to enhance the effectiveness of an organisation, people were considered as the most important of them all. However, today it has been realised that not only do the number of people of the organisation count, but also the talent

of the people is what drives organisations to success (Kehinde, 2012). Consequently, the demand for competent employees has soared particularly for key decision making workforce. To this end, organisations are exposed to a constant competitive fight for the best and talented employees. Undeniably, it is fair to say that there has been a paradigm swing from human resource to human capital which is made of knowledge, skills and capabilities of organisational employees which is an indicative of their value.

Talent management which involves positioning the right people in the right jobs (Devine, 2008), ensures that the employees within the organization utilise their talent at the highest level to achieve the best success of the organisation. At this juncture, most important companies are confronted with the challenge of maintaining their talented employees in the global markets (Tarique & Schuler, 2010). In this era of “war for talent”, majority of organizations aim at minimizing turnover in support of the retention of talented employees (McDonnell, 2010). It is well known fact that the major reason behind this retention is to put a stop to skilled and capable employees from leaving the organisation as this could have unfavorable impact on productivity and service delivery (Ng'ethe, Iravo & Namusonge, 2012).

Available data shows that companies that do best of managing their talented employees achieve better outcomes (Boudreau & Ramstad, 2005). Thus, being comparatively novel field, talent management has been given priorities by both public and private sector organizations with the aim of ensuring that they get the right staff. This is because with good talent management organisations are

able to attain successful attraction, retention and development of employees (Baheshtiffar, 2011).

The prominence of talent management can be traced to around the beginning of the year 2000. This is the time when a management consulting firm, 'McKinsey' reported that employers face a 'war for talents' characterised by difficulties in recruitment of employees due to tight labour market (Hartmann et al., 2010). Since then, the topic of talent management has increased in importance and has gained attention in both the literature and in business practices. It has been claimed to be "more critical than ever to organisational strategic success" and a "fast gaining top priority for organisations across countries" (Hartmann, Feisal & Schober, 2010). Today, more value has been accorded to the human resources as they are considered as talent working within firms (Kahinde, 2012).

Both Private and Public firms are also coming to realise that, not only is it becoming increasingly complicated to recruit top talent, but that they are running the steady risk of losing the ones they have to competitors. For many organisations, the ability to hold on to highly talented core employees is critical for future survival. Over the past few years, organisations have developed keen interest in the field of talent management with surveys showing that at least 75% of CEOs acknowledging that talent management is on top of their agendas (CIPD, 2007). Consequently, talent management is now viewed as a tool to fortify organizational capability via individual development, increase in performance, career growth and succession planning (Iles, 2007).

In Ghana, it has been reported that the country faces the challenge of shortage of talent (Nana, 2013). These challenges include hiring, retaining and motivating professional talent. This comes from the fact that the skills set possessed by available workers do not match the advanced, more complex skills required by businesses (Buhler, 2008). This scarcity has given rise to talent management becoming not only a very well-liked process but also the slogan among managers who are in either private or public organisations. Nonetheless, it is still basic and the understanding of it is still elusive thereby setting the right direction for practitioners very challenging.

In view of this while many organisations have executed talent management process to manage more effectively talented human capital that could be the source of competitive advantage, the understanding of how talented people may make a contribution to the organizations has become the bone of contention. Talent management is an inspiring concept which needs more understanding and this is the reason the researcher has decided to conduct the research in this field. It needs investigation into how it can influence retention of talented staff who are capable of helping in the enhancement of the quality of public service delivery process in Ghana.

Statement of the Problem

In this current globalised world, a substantial amount of pressure has been put on organisations to recruit, retain and manage talented people. The underlying reason is that over the years, the source of sustainable competitive advantage has been transformed after realising that the main source of competitive advantage is

human capital that has the talent as well as with a lot of potentials. In essence, the logic behind talent management is based on the fact that business is run by people, they are the ones who create value by using corporate assets to create products and services that people need. In this way, it is right to say that the better the people an organisation has the better it will perform. However, retaining high talented employees has become one of the challenges facing many organisations both public and private because talented candidates in the global job skills market have a luxury of choice (Chew, 2004).

The increasing importance of talent management in the modern and competitive business world has necessitated the need to concentrate on managing talent as an organizations competitive asset. The rationale behind talent management is to attract, develop, and utilize the best brains to get superior business results ((Nyanjom, 2013). This is supported by Nyambegera (2002) who also argues that performance is more dependent on correct exploitation of human capital rather than on physical capital and with human capital utilization, organizations will be able to grow and to perform in the future that is increasingly uncertain, rather than wait for future challenges before attempting to solve them through programmes (Nana, 2013).

In spite of this necessity, there have been talent shortages in many organizations and this has affected most organisations without regard to industry (Nana, 2013). This scarcity has made the management of talent more challenging to all organisations as they compete for the same pool of talents (Gardner, 2002). According to Capeli (2008), globalisation has enabled talented employees not to

limit the marketing of their skills within one region, but they can look for jobs in firms across the world. Consequently, experts are concerned with the possibility of intense global competition for talents and therefore create attention over how talent is recruited, retained, developed and managed. Thus, despite the fact that it was more than a decade ago, researchers as well as practitioners are still seeking answers for questions related to talent management and processes involved in this concept.

However, there is lack of empirical evidence that confirms the best practice and the best strategy for talent management in Africa countries. Most of the studies exploring the relationship between talentmanagement practices and the employee retention have beenconducted mostly in other developed countries. Thefew ones in the developing countries (such as, Abdullahi,2008; Lyria, 2014; Ahmadi, Ahmadi&Abbaspalangi, 2009;Chikumbi, 2011;Ntonga, 2007) have focused mainly on private sectors.In Ghana, for example, the review of the past studies revealed that apart from the few ones that have been conducted by Opong, (2012; 2013; 2014, 2015 and 2016) not many studies have been done on talent management and its relationship with employee retention. The reason for this apparent lack of research in this area might be that most researchers do not separate talent management from employee retention which in the context of this study is disputed. This therefore shows thecontinuation of a major knowledge gap on relationship between talent management and employee retention in Public sector. It is in view of this gap that this study was undertaken with the intention of

contributing to filling the existing gap and also to make available a better understanding of the concept through the empirical evidence.

Research Objectives

The main aim of the study is to investigate into the effect of talent management on employee retention in the Ministry of Roads and Highways in the selected regions of Ghana.

Specific Objectives

Specifically, the study sought to achieve the following objectives.

1. To assess the effect of talent attraction on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana
2. To determine the effect of competencies mapping on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana
3. To examine the effect of learning and development on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana
4. To determine the effect of career management on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana.

Research Questions

Based on the objectives above, the questions that would guide the study include the following:

1. What is the effect of talent attraction on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?

2. What is the effect of competencies mapping on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?
3. What is the effect of learning and development on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?
4. What is the effect of career management on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?

Significance of the Study

According to Johnson (2012) the days when readymade, well-trained and culturally acceptable employees who take business success as automatic is no more. Today aligning talent to business strategy by ensuring that employees are aware of where the business is going, how the business will get there, the way the employees can contribute to what the business is trying to accomplish and what it takes for the employees to be able to utilise their talents have become the order of the day (McDonnell, 2011). Therefore, successful talent management is a vital ingredient in accomplishing organisational superiority and is a driving force for effective organizational performance.

The study findings can help the Ministry in understanding the significance of talent management and its effect on performance in terms of the quality of service. The study will also help the Ministry to understand the various talent management strategies including talent attraction, talent retention, learning and development and career management which will help them improve on their organisational performance.

In addition, the study findings have the potentials to inform not only the top management of the Ministry but also it would be beneficial to most public sectors in the country as well as other African countries particularly members of the Economies of West Africa Community that are culturally, economically and politically similar to the Ministry on which dimensions of talent management have a better association with its performance.

Finally, on the theoretical grounds, the study will be of great importance to academicians and researchers who would like to pursue the subject further taking into account the extraordinary lack of local data in this particular field. They can use this study as a stepping stone to build upon the study and make better contributions to the field.

Limitations of the study

While the study has its own strengths, there were a number of shortcomings in this study. Firstly, the study's respondents were only 210 which represented only the employees in the Ministry of Roads and Highways in the Eastern, Northern and central Regions of Ghana. This figure, in comparison to the whole workers in the Ministry is too small to be used as a representation of all the staff employees in the Ministry. This might have limited the conclusions that need to be made from this study as their views would not represent all the staffs in the Ministry in Ghana.

The second limitation is the single case study that was made. In these hard times, where every Ministry has been struggling to stand on its feet, various public institutions would be forced to execute certain vital programmes activities to

survive and manage success even with limited resources through Talent Management in retrospect, may have been suitable to compare/benchmark the data with a comparable size organisation within the public sector, which would have given a better picture on the extent to which talent management has had effect on organisational performance in the public sector in Ghana. As it stands now, with a single case study, there was no comparison that can be made to ascertain the magnitude of the effect. In essence, despite the fact that it would have been difficult to achieve the goal of this study taking into account the time constraint of only one year and financial constraints, yet having a comparative study would be a better way of understanding issues relating to the problem which the study seeks to address.

Finally, looking back, a mixed method (that is, both qualitative and quantitative methods) could have been employed with more interviews conducted, which would have provided an in-depth understanding of issues. Although this would have proved extremely time consuming, an in-depth interview with the others in higher positions, like the Managers, would also have been valuable for more understanding of the purpose and processes involved in the current system and its relations with the performance in the organization.

The organization of the Study

The first chapter of the study has focused on the background of the study as well as the problem statement. Subsequently, the study aim and specific objectives have been considered including the research questions, hypothesis and the significance of the study.

The second chapter will also focus on the related literature review which will be based on the study objectives.

The third chapter will dwell on the Research Methodology by discussing the study design, study area, the study population, and the sampling techniques used. It also provides information on the method of data collection and analysis procedures.

Chapter four presents the empirical material through the discussion of the final study findings in relations to the objectives or the research questions.

The final chapter which is chapter five will concentrate of the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter serves as the basis for the development of the study. The purpose of this chapter is to review the relevant literature on the Talent management and employee retention. In general, the review of the literature on the subject matter indicates that the area to be covered on talent management is extensive and as such a more careful search was therefore needed. In the light of this, based on the research objectives there are five main areas that have been considered for this review. Amongst them are the dependent variable employee retention and the independent variables of talent attraction, competencies mapping, learning and development and career management which are considered as the components of talent management in this study.

The first section forms the theoretical foundation of the study by discussing models and theories that are of relevance to the effects of talent management on employees' retention in organizations. The next section explains the concept of talent management with the aim of providing an understanding of the concept and its significance. The third section focuses on the various dimensions of talent managements which include attracting talent, skills mapping, career management and learning and development. The explanation of the concept of employee retention will also form major part of this section. Section four will consider the conceptual framework of the study by demonstrating the relationship between the four dimensions of talents management and the

employee retention. The chapter concludes with the identification of the research gap.

Theoretical Framework

This section discusses the models and theories that underpin this study which aims at assessing the effect of talent management on the retention of employees in the Ministry of Roads and Highways in the Eastern Region of Ghana.

According to Girgin (2005) a theory may be viewed as a system of constructs and variables in which the constructs are related to each other by propositions and the variables are related to each other by hypotheses. This implies that a theory can be seen as a unit of knowledge that comprises facts, assumptions and hypotheses. From the point of view of Lepak and Snell, (1996) this unit demonstrates how facts can be subordinated to general principles or laws and how they connect to them. Thus, a scientific theory must be consistent with the facts, otherwise it is mere fiction. Theories can be verified by experiments or by methodological observation and often they focus on one selected aspect of a phenomenon under consideration. This suggests that several or even many theories can be constructed dealing with the same phenomenon and the brain behind this is that “the proponents of theories have different purposes in mind, and different outlooks” (Lepak & Snell, 1996, p.4).

In the context of this study, in trying to explain the relationship between talent management and employee retention, although there are various existing theories e.g., Human capital theory, Resource based view (RBV), Social exchange theory,

Adams equity theory, Person–Environment theory and Herzberg’s motivation-Hygiene, only two of these theories will be discussed. These two are Social exchange theory and Human capital theory, which have been considered to be significant in this study as they can help to explain what contribute more to the retention of employees in an organisation.

Human capital theory

One of the theories that underpin this study is human capital theory which emphasizes the value added that investment in people by organization produce worthwhile return. The theory further suggests that investment in people leads to economic benefit for the individual and the organization as a whole (Sweet land, 1996).

Human capital theory views schooling and training as an investment in skills and competences. It is argued that, based on rational expectations of returns on investment, individuals make decisions on the education and training they receive as a way of augmenting their productivity. A similar strand of studies focuses on the interaction between the educational/skill levels of the workforce and measurements of technological activity (Bacharach, 1989). According to this theory, a more educated/skilled workforce makes it easier for a firm to adopt and implement new technologies, thus reinforcing returns on education and training (Izushi and Huggins, 2004). Similarly, Adalakun (2011) states that empirical studies provide evidence supporting the aggregate effects of education and training. Essentially, human capital theory shows how education leads to increase in productivity and efficiency of workers by increasing the level of their cognitive

skills. It is therefore imperative to provide customized training and development opportunities to the employees so as to ensure employees' retention.

This theory is relevant to the current study in that career behavior is driven by self-efficacy or belief in the ability to accomplish something worthwhile through training. Goals are the keys because if employees feel confident of their abilities, they are more likely to take their own specific actions like learning to reach them. Alternatively, if employees feel supported and their goals and career advancement are looked into, their intention to stay with the organization will be higher (Gill, 1996). Thus, talents are the main sources of competitive advantage in organisations and by adequately providing extensive training and development it can enhance the level of engagement and consequently ensure retention of the employees (Gill, 1996). According to Davies and Davies (2010) it is important to consider; what is in place for the development of all staff and where does talent enablement fit in. This is supported by Schaufeli and Salanova (2005) who argue that by identifying the skills needed by employees and providing them with an adequate training, work engagement would increase. Accordingly, employee engagement has significant effect on productivity or output of employees and in employees' retention (Bano, Khan, Rehman and Humayoun, 2010).

Social Exchange Theory

The exchange theory considers labour relationship to be made of social or economic exchanges (Aryee, Budhwar & Chen, 2002). Economic exchange relationships can be viewed as a barter trade which entails the exchange of economic benefits in return for employees' hard work and usually rely upon

formal contracts which are lawfully enforceable. Conversely, social exchanges are 'voluntary actions' which can be brought by the way the employees are treated by their organizations, with the anticipation that the employees will be forced to give back the good deeds of the organization (Aryee et al., 2002; Gould-Williams and Davies, 2005). In this way, the theory sees organizational commitment as a source of employees' engagement which will reciprocate the actual rewards from the organizations. This implies that an individual's decision to become and remain a member of an organisation is determined by their views on the fairness of the balance of organizational enticements and the employee contribution. Accordingly, unless employees believe they have been treated fairly, they will not be committed to the organization (Meyer & Smith, 2000).

From this standpoint, social-exchange theory implies that employees react to perceived positive working conditions by behaving in ways that are advantageous to the organisation and or other workers. In the same way, employees strike back against disappointing working conditions by engaging in negative work attitudes such as absenteeism and lateness to work (Haar, 2006; Crede et al., 2007). Thus, employees exchange their identification, loyalty and attachment to the organisation, in return for incentives from the organisation. In essence, it can be inferred that the basic tenet of SET is that relationships grow over time into trusting, loyal and mutual pledges as long as parties stand by certain 'rules' of exchange.

The significance of this theory is that it provides a theoretical basis to explain why workers decide to become more or less engaged in their

job considering the fact that responsibilities are created through a number of exchanges that take place between parties who are interdependent (Shiau & Luo, 2012).

This theory is relevant to the present study in the sense that while contemporary organisations need employees, they need those who are psychologically committed to their work and these commitments come as a result of what they get from their organisations (Bakker & Leiter, 2011). In an essence, employee commitment and or engagement is the key to the retention of talent (Glen, 2006) because it has been linked to increasing the retention of employees as an outcome of the talent management process (Bhatnagar, 2007).

According to Frank et al., (2004), in the past few years, several major studies on employee retention have been completed, each purporting to identify the “top five reasons why employees leave”. While the studies vary in their details, they all tell the same story. Employees depart because their current employment proposition--some mixture of tangibles (pay and benefits), and intangibles (supervisor relationship, work/life balance, work content, career path, trust in senior management) --is unsatisfactory, and they have the opportunity to join another organization where, presumably, that employment proposition is better.

It is therefore argued that retaining workers is dependent upon Management having the right talent management programs in place and having the organisation internalising and embracing the basic aspects of talent management as well. This implies that without the opportunity for advancement for the employees from the management, the possibility of having higher

engagement and productivity of workers will be surely low (Bakker and Leiter, 2011).

Review of related theoretical literature

The concepts of Talent and Talent management

Talent

Talent has been viewed differently by many writers and has also been identified in so many ways in various organizations. According to Yarnall (2008), the definition of talent differs, from giving attention to certain individuals in an organization with a certain number of features that describe talent, to the concept referring to statements of need. For instance, Tansley et al. (2007, p. 268) notes that her favorite definition of talent was presented by Gagné (2000): “talent designates the superior mastery of systematically developed abilities and knowledge in at least one field of human endeavor”.

From the point of view of Silzer and Dowell, cited in Silzer and Church, (2009) the term talent means a person’s value or natural abilities. They go on further to argue that talent in organizations can be applied to three distinct aspects: an individual’s knowledge, skills and abilities, a specific person and a group. Also, in some organizations talent can refer to the entire employee population. Also, from the research conducted by CIPD the working definition of talent is: ‘talent consists of those individuals who can make difference to organizational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential’ (CIPD, Talent Management: an overview, 2013). Others like Santhoshkumar and

Rajasekar(2012) define ‘critical talent’ as an individual with a highly-developed skill and possessed deep knowledge of not just work itself but also of how to make things happen within an organization (p. 40).

Burkus and Osula (2011) opine that there are some generalmisunderstandings about talent, which in the minds of people is innate, that talent can be bought and that it can also be identified and developed at an early stage. However, according to the psychologist Dweck(1999) who developed the concept of *mindset*, there are two kinds of people: those with a fixed mindset and those with a growth mindset. People with a fixed mindset have the idea that their talent is static and do not try to develop it. Meanwhile, people with a growth mindset try to develop their talents through practice and hard work. Dweck (1999) means that great people all have a growth mindset.

Thus, people have diverse opinions on whether talent is static or can be developed. However, Sakineh et al. (2012) argue that it is our language which makes us believe that talent is static, while in fact talent can actually be developed and it is a deliberate training which separates the best from the others.

Tansley (2011) recognizes five different perspectives of talent for individuals which include: talent as certain behaviors, a combination of high performance versus high potentials, talent as high potentials, talent as high performance, and talent as individual strengths – where individual strengths can be almost everything that a person is good at. Because we have so many different views on what a talented person is, the issue becomes that we do not have a common language for speaking of talent. Stuart-Kotze a Dunn (2008) present

their ideas focusing on what is noticeable and can be measured - namely behavior - and they define talent as the ability and capability to do something well. Ability here refers to the current performance and capability also refers to the potential performance.

Talent Management

According to Lewis and Heckman (2006,), the lack of clarity regarding the definition, scope and overall goals of talent management is rather worrying. From their perspectives, talent management can be identified in three separate thoughts. The first thought on talent management can be defined as a collection of typical human resource practices, functions, activities or specialist areas e.g. recruiting selection, development, and career and succession planning. The second perspective of talent management concerns concept of talent pools which means that talent management is a set of processes designed to ensure an adequate flow of employees into jobs. The third perspective concerning talent management focuses on talent generically – without regard for organizational boundaries or specific positions (pp. 139-141). All three perspectives do not still make definition of the concepts decisive to authors as they do not add any understanding of how to manage talent (Collings&Mellahi, 2009).

Meyer, Becker and Vandenberghe (2004) also provided a concise definition of talent management by stating that it is an active management system used by organizations to identify, capture, utilise, develop, grow and nurture the talent of employees to the benefits of the work team and the organization at large.

However, Sunday, (2012) argued that talent management is the implementation of integrated strategies and processes designed to increase productivity in a workplace by improving processes for attracting, developing, retaining and utilizing people who possess required skills and aptitude to meet business needs (p. 179).

It is noticeable that there is no one clear definition of talent management process and there is no attempt to create this clear definition. Collings and Mellahi (2009) refer to Lewis and Heckman's definition that there is not a single consistent or concise definition of talent management. Consequently, the fourth stream was added and this 'emphasizes the identification of key positions which have the potential to differentially impact the competitive advantage of the firm' (p. 304-305).

The implication here is that researchers are struggling to define talent management in one particular way. Available definitions reflect many different perspectives on talent management causing the confusion among practitioners. However, most definitions of talent management 'suggest the need to identify, select and develop the right people to ensure they realize their potential and hence make a positive contribution to organizational performance' (Collings, McDonnell and Scullion, 2009, p. 7).

While it is hard to provide the precise definition of Talent Management as there are many definitions and terms used by the authors of Talent Management, according to Lewis and Heckman, (2006), the definitions tend to group into three distinct meanings.

The first group of Talent Management definitions concentrates on the concept of talent pools. These authors view Talent Management as a set of processes designed for the purpose of ensuring that there is an adequate flow of skilled and capable employees to support the needs of the organization (Cohn, Khurana & Reeves, 2005; Kesler, 2002). The Talent Management processes in this instance are implemented with the unambiguous purpose of recruiting, developing and retaining talent in order to build up a large enough pool of talent to fill current and future vacancies. This is often similar to the processes of succession planning or workforce management; ensuring the progression of people through positions due to organizational demand, production needs, staff turnover, organizational growth or cutbacks.

The second group of definitions centers on talent in general. This approach requires the differentiation of employees into categories according to their value (level of talent) to the organization. It is recommended that talented employees should be managed according to their performance levels. Highly competent performers are sought, hired and differentially rewarded in order to retain their abilities (Buckingham & Vosburgh, 2001; Huselid, Beatty & Becker, 2005). One such approach classifies employees by performance level as “A”, “B” and “C Players” (to indicate top, competent and bottom performers, respectively) and encourages the development of A players, the retention of B players and the development or termination of C players (Chambers, Foulon, Handfield-Jones, Hankin and Michaels, 1998; Michaels, Handfield-Jones, et al., 2001).

The third group of definitions classifies Talent Management as a set of HR department practices or functions, such as recruitment, selection, development and performance appraisal (Byham, 2001; Chowanec&Newstrom, 1991). These authors promote the concept of Talent Management as a set of integrated HR processes that need to be aligned with organizational strategy in order to ensure that human capital is able to meet organizational needs. The definition of Hartley (2004, p. 20): “Talent Management is the process of recruiting, on-boarding, and developing, as well as the strategies associated with those activities in organizations”, includes this aspect of aligning Talent Management with organizational strategies. This definition fails to place emphasis on the fact that Talent Management has evolved from an administrative process to become a continuous organizational practice with a strategic focal point that drives organizational outcomes (Fegley, 2006).

It can be realised from the aforementioned definitions that talent management is nothing more than the utilization of integrated set of HRM activities with the purpose that an organization attracts, retains, motivates, and develops the talented people it needs now and in the future. In the light of this, it is important to remind ourselves that the concept not only gives recognition to the value of outsiders, but also takes into consideration the existing talent in an organisation.

In a way, all three of the groups of Talent Management definitions advocate the use of various HR *processes* and line management

responsibilities which are aligned with organizational strategies needed to be used with the intention to enhance the retention of employees.

Components of Talent management

In this study the determinants of the talent management includes; talent attraction, competency mapping, learning and development and career management. According to the writers, each of these processes must be designed to fit the strategic necessities of the business which must also be combined with each other. To be successful the talent strategy must be in line with the organisation's business strategy because such areas are usually unmet needs in many organizations (Heinen & Collen, 2004).

Talent identification (Attraction)

According to Armstrong, (2006), the components of talent attraction consist of recruitment and selection, employer branding, employee value proposition and employer of choice. Recruitment and selection demand that organizations employ several methods or techniques of choosing the exact talent that reflects the culture and value of that specific organization. Often the first duty of talent management strategy is the recruitment of people of talent pool, which is the group of workers with individual characters and are usually the employees with potentials to become senior executives (Ballesteros, 2010). The sources of talented employees can be internal or external but the best means of building a talent pool is the internal sources because they are those employees who have already the knowledge of how business processes work and can

be integrated straight away into the fresh position which ultimately could strengthen the self-esteem of workforce (Davis et al. 2007). On the other hand, if far-reaching changes are to be effected so as to bring organizational cultural changes, then external sources are the best (Ballesteros et al, 2010).

Employer branding is another way of attracting good employees to the organization. It involves developing a better image for the organizations and in the absence of a good brand image, attracting the correct talents cannot be easy (Ana, 2009). Oehley (2007) opined that employee value proposition is characterized by the potential employee's perception of the value of an organization seeking to recruit him. The employee measures value proposition based on the challenge the job possesses, work environment, training opportunities, flexibility and reputation of the organization. The idea here is that a potential employee is motivated to apply for a job at a certain organization due to the job and organization's characteristics which include image, selection process, fair pay, training and career progression and work life (Rynes, and Cable, 2003). This implies that information provided to applicants during recruitment, including rewards, is critical because applicants make inferences about specific job aspects based on largely, the facts that they are given. Moreover, compensation attracts employees in different ways. Besides pay, employee benefits such as the availability of training and career progression also play a key role in attraction of talent (Barber & Bretz, 2000).

In addition, the way an organization is able to balance between work-life and family life, makes the organization more attractive to particular applicants, as

some people have a very salient family identity and will look for an organization that supports their life outside work (Saleem, 2006).

A study by Rousseau and Ho (2000) found individuals with high self-efficacy to be more attracted to jobs that provided high levels of pay. Lievens, Decaestecker, Coetsier and Geirnaert (2001) also found that individuals with a high need for achievement were more attracted to jobs that rewarded individual performance. Furthermore, Chapman, Uggerslev, Carroll, Piasentin and Jones (2005) found a positive relationship between organisational attributes (such as pay, benefits and type of work) and job-organisation attraction. These findings suggest that organisational attributes is a possible predictor of applicant attraction. Thus, to be able to hire the right talented employees for organization success, talent search matrix is very important as it shows different combinations of qualitative and quantitative element of the potential employee. In a way organisations need to understand the attributes (e.g. rewards and inducements) that potential applicants want and value in order to attract the desired pool of talent (Elegbe, 2010).

Learning and Development

This is development of aspect of Talent Management that is of great interest to employers. Learning and development have become one of the major tools used in most organizations to enhance the skills of their employees. According to Harburg (2003) this starts with the identification of the employees who need learning and development, the level of learning and development they

need and the duration during which learning takes place. Often the success of this exercise depends on how excellent organizations top management can give ears to the employees' improvement needs and are able to communicate those needs back to the employees in understandable and instructive ways.

Learning and development has now been considered as a significant talent management programmes in a lot of companies around the world. For many companies, learning and development is a strategic process that lessens leadership gaps for vital positions and offers chances for top talent to improve on the skills needed for future roles. With other companies, learning and development is an everyday struggle, seen as an administrative exercise rather than as a competitive advantage (Lyria, 2013).

Organizations which practice effective learning and development begin with their employees. This implies that they identify the employees who need learning and development, the level of learning and development they need and the duration during which learning takes place (Harburg, 2003). It has been noted that the recruitment and development of talented staff is of paramount importance to the success of the business objectives. Amongst these learning and development factors include *better coaching, leadership development in-house development and appropriate learning and development strategies* (Davis, Maggie, and Flynn, 2007).

In essence, Learning & Development (L&D) is a timeless and invaluable resource for building employee skills, enhancing their motivation, and contributing to productivity and engagement. It is particularly invaluable when

the learning activities are linked to the employees' developmental goals identified in the performance management process. Organizations depend on learning to skill-up not only their employees but also their customers and channel partners (Davis, Maggie, and Flynn 2007). Learning and development is therefore a mechanism for an organization to guarantee that employees with the right qualifications and experience are available and trained (Zheng and Kleiner, 2001).

Career Management

Career management involves a number of elements that include career development and planning which pay attention to planning of employee growth and progression; career pathing which involves creating established career paths and a group of jobs within a given area permitting employees to have a dream of progression as well as goals and expectations; career management also entails programmes and initiatives; learning and development initiatives; management coaching; competitive reward systems; career centers; succession planning; performance management/feedback; and cross-functional development programs (Allen, 2005). Career management consists of both formal and informal activities including employee workshops, job rotation, job enrichment and career progression ladders, for example organisationally planned programmes.

Using career development approach employers can coach the employee in his individual career planning, and by realizing the plans of employees can plan the allocation of human resources. Thus, the career development is perceived like

joint effort between the individual employee and the organization which can be described as lifelong process of managing life, learning and work. It involves individuals planning and making decisions about education, training and career choices as well as developing the right skills and knowledge to do this (Farrell & Grant, 2005). According to Heinen et al., (2004), companies with formal succession plan for the top managerial post enjoy a higher return of investment than those that do not have. Other elements of career management include: career development and planning; Career pathing and organizational support such as career counseling and provision of planning facilities (Gupta, 2008; Van Dam, 2004).

Career development and planning focuses on planning of employees' growth and progression. Career planning seeks to provide guidance and encourage employees to fulfill their potentials and ensure better use of human resources through more satisfied and productive employees. In fact, career planning has now become an essential prerequisite of effective human resource management, productivity improvement and organizational growth (Gupta, 2008).

Career pathing also involves creating established career paths and families of jobs within a given area and allowing employees to have a vision of progression as well as goals and expectations (Allen, 2005). Career management consists of both formal and informal activities including employee workshops, career mentors, job rotation, job enrichment and career progression ladders. Organisations may also contribute to career identity by providing abundant opportunities for self-

development and opportunities for advancement(Dargham, 2013). A study by Van Dam, (2004) showed that people who experience more organisational

Support such as career counseling and provision of planning facilities have a higher employability orientation. Kraimer et al., (2003) also studied the relationship between organizational career management and perceived career support. They defined perceived career support as the employee's belief that the organization cares about his or her career needs and goals. They found that promotional opportunities and informal organisational career management activities, namely informal career discussions with a manager, participation in challenging job assignments and mentoring relationship(s) with senior colleagues are positively related to perceived career support. Perceived organizational support has been positively related to job performance and negatively linked to withdrawal behaviors such as absenteeism and turnover (Rhoades et al, 2002).

Competency Mapping

Competency mapping is fast becoming important, buzzword for any industry today aiming at revamping themselves to the present competitive situation. It is becoming popular every day and several companies are showing keen interest in using this technique to improve their efficiency (Yuvaraj, 2011). It is a process which individual's strengths and weaknesses are identified in order to help them to better understand themselves and to show them where career development efforts need to be directed (Yuvaraj, 2011). Therefore, for an

innovative business practice to flourish effectively an appropriate competency mapping of the workforce is required. However, very few organisations, invest much effort on “human capital” and its development. These companies know that internal competences are able to impress a distinctive feature on them, and that the knowledge of their human resources represents the primary wealth of their organizations.

There are various components of competencies mapping which include: skills, opportunities based competencies, involvement in decision making and communications on expectations (Sanghi, 2007; Lathitha, 2012). In addition, it is known that each employee brings four distinct characteristics to an organization – Attitude, Aptitude, Skill, Knowledge. While most of the organisations focus on selecting employees based on the knowledge and the skills they possess, successful companies differentiate themselves by focusing also on those soft aspects of the personality namely the attitude and aptitude. This does not mean that Competency mapping is only done for confirmed employees of an organisation rather it can also be done for contract workers or for those seeking employment. This is to emphasize the specific skills which would make them valuable to a potential employer.

Effectively mapped competencies help to translate the strategic vision and goal of the organization into behavioral actions that employees must display (Lathitha, 2012). Yuvaraj (2011) also argues that the basic reasons due to which the mapping of the competencies is done are that once the competencies are determined, proper training can be provided to the individuals to work more

efficiently on the processes and key performance areas can be improved by understanding the fields where there is a gap between the actual and the desired results.

In addition, if the competencies are determined for the given job, then the person whose career planning phase is taking place can consider those competencies and can be ready for the same. Through competency mapping, the individual can prepare him/herself for the next set of responsibilities. Finally, competency mapping can help the individual to determine the areas where the development is required and thus leads the individual to develop a self-development plan. By so doing competency mapping plays a crucial role in career planning of the individual in the organization.

All these reasons help to explain why in the current economic environment, there has been a paradigm shift from 'quantity to quality' of talent. Unlike other resources, human being is the only asset that can appreciate with useful inputs. It is one such asset that adds value to itself with respect to time and therefore it is considered as a resource that can be cultivated by the manure of training and development. Competencies can provide the logic for designing an organization that will enable human resources to continually add value to its organization. The present globalization of economy necessitates innovative approaches in managing the talent in an organization through competency based HR practices. As HRM is undergoing a major transformation in today's organizations, HRM practitioners are expected to be experts in leveraging human

talent within their organizations for the purpose of achieving competitive advantage (Guthridge, Lawson, &Komm, 2008).

Employee Retention

Retention is a voluntary move by an organization to create an environment which engages employees for long term. Retention of talent is still one most important concern for various organizations today and despite the fact that hiring skilled employees for the job is crucial for employers, retention is more imperative (Nyanjom, 2013). This is because talent turnover is damaging to a company's productivity since the costs involved in attracting other good employees are high (Echols, 2007). Among these costs include the direct cost which consists of turnover costs, replacement costs and transitions costs, and indirect costs which also entail the loss of production, reduced performance levels, unnecessary overtime and low morale (Echols, 2007).

Employee retention embodies Talent management which is the use of an integrated set of activities to guarantee that the organization attracts, and able to maintain and develop talented people for its needs now and in the future. The actual rationale for the retention or employees is to avoid the loss of capable and skillful employees from the organization which could have an unfavorable result on productivity and service delivery. Thus, in order to prevent this situation, organizations must ensure that effective manpower retention mechanisms to retain their staff are put in place. Such retention plan must deal with each of the areas in which lack of commitment and dissatisfaction can develop which would include:

pay, jobs performance, training, career development, commitment, conflict with managers, lacking group cohesion, recruitment and selection, promotion and over marketing (Mendez et al, 2011).

Also, organization must invest in a good compensation package which is important in retaining employees, offering an attractive, competitive benefits package with components such as life insurance, disability insurance and flexible hours motivates employees to commit themselves to an organization (Lockwood et al, 2006). In view of the above, a salary given to an employee must both be considered as a sum of money and as a parcel of remuneration in order for the payment to act as a retention factor.

By taking proactive approach to develop an effective employee retention program, the anxiety of high turnover can be reduced. True employee retention takes time, effort and resources (Nyanjom, 2013). Empirical evidence suggests that the environment of a well-defined organizational goals and objectives influence employee retention.

According to Cappelli (2008), career opportunities, work environment, work life balance, Organizational justice, and existing leave policy and organization image are the factors which have direct impact on retention. In a study by Walker (2001), he identified seven factors that can enhance employee retention, these are: (i) compensation and appreciation of the performed work, (ii) provision of challenging work, (iii) chances to be promoted and to learn, (iv) invitational atmosphere within the organization, (v) positive relations with

colleagues, (vi) a healthy balance between the professional and personal life, and (viii) good communications.

Some studies have indicated that a set of workplace norms and practices might be taken as inviting employee engagement. Hytter (2007) found that the personal premises of loyalty, trust, commitment, and identification and attachment with the organization have a direct influence on employee retention. Workplace factors such as rewards, leadership style, career opportunities, the training and development of skills, physical working conditions, and the balance between professional and personal life have an indirect influence (Hytter, 2007).

Empirical Review on the relationship between Talent management and employee's retention

In this age of globalization where talent and brain power are becoming predominant, managing talent has become imperative for business success. The concept of talent management has gained strategic importance in human resource management since talent can make a significant difference to the current and future performance of an organisation. Research indicates that the war of talent has become intense due to labour market shortages and glowing global competition. The available literature reveals that organizations have focused on talent management and understand that talent management is aligned to the employees with the mission and vision of the organization which ends up with better results to the organization and enhanced employee retention.

This view is shared by the by Oladapo(2014), who indicates that the war of talent has become intense due to labourmarket shortages and glowing

competition. Any employer's foremost responsibility is retention of the best employees and this can be achieved by managing employee talent well to keep them satisfied and motivated. The writer recommends that to attract and retain the best talent anywhere in the world, an organization must have strategies for managing those talents for achieving competitive advantage.

This view is also supported by a study by Karemu et al (2014), on critical analysis of talent management on medical employee's retention in public hospitals in Kenya, which indicated that talent management strategies impacts positively on the retention of doctors and nurses at Kenyatta National hospital in Kenya. The studied variables were career development, compensation and benefits attractiveness, nature of work climate and levels of training and development. The data obtained from the study indicated that talent management strategies impacts positively on the retention of doctors and nurses at Kenyatta national hospital in

Kenya. Availability of career development opportunities showed the highest significant relationship with retention ($\beta=0.614$, $p\text{-value}=0.019$). A unit increase in career development opportunities would lead to effects in retention of with the findings of the current study which shows career development playing the greatest role in employee retention and talent management.

Makwaro and Abok (2014) investigated factors affecting talent management in state corporations. The study used stratified random sampling to select 224 staff doctors and nurses in Kenyatta National hospital in Kenya. These findings concur of Kenya power and lighting company limited. The regression

coefficients of the study indicated that recruitment and selection, developing and compensation have positive and statistically significant effect in integrated talent management at Kenya power and lighting company in Kenya. The study found out those factors such as organizational culture, reward, career development and workforce environment significantly affect implementation of talent management. Banoet et al. (2011), studied talent management in the corporate sector of Islam, Pakistan and found out that talent management has a positive, significant influence on employee attitudinal outcomes and organizational effectiveness like employee work engagement, turnover avoidance and value addition. They concluded that organizations which are enthusiastic for gaining competitive advantage over their business rivals need to manage their talent in a vigilant and effective ways.

A research carried out by Alicja (2007) to diagnose the status of talent management practice in Polish companies practice received replies from 36 companies, indicated that over 50% of the companies diagnosed problems of talent and talent management. More than 25% of the respondents pointed out that talent is addressed and resolved on ad-hoc basis while another 25% of the companies are in the process of developing talent management strategy. In Sweden, a study called Talent Management Barometer conducted by Tidskriften Personal and LedarskapSveriges human resource Forening and Stardust consulting in 2012, a set of respondents comprising of 40% human resource managers, 30% human resource professionals and 30% line managers, revealed that very few (16%) are pleased with their present talent management and agree

that more resources need to be placed on this in future. Over half of the respondents agree that talent management is one of the most important issues today, while 81% think it will be a growing concern in the future.

Tiwari and Shrivastara (2013) in their study on strategies and practices of talent management and their impact on employee retention and effectiveness in India concluded that talent management is one of the primary management tools in the 21st century human assets management. The prime focus of this study was to analyze the talent management initiative taken by HR professionals and find out the effectiveness of such initiatives to the satisfaction level of employees leading to employee retention. The study revealed that the age of the employees is independent from the employee satisfaction and retention. However, experience was found to affect the satisfaction level of employees with practices of talent management.

These findings are contrary to the findings of the current study that revealed that there is significant positive relationship between employees age and retention ($\beta = 0.245$ and $P \leq 0.05$). This study provided useful insights as to the relationship between performance management and talent management and retention.

These findings are supported by a concept of (Lewis & Heckman, 2006) who views talent management as a new term for succession planning; hence many firms concentrate on recruitment of talent. The study concluded that talent management depends on many factors and therefore recommended a management team to make efforts to build effective, practical and holistic talent strategies that

are not only able to attract talent but also address employee engagement as key thus boosting productivity. Towers Perrin (2008), indicates that there is a linkage between engagement and retention. Towers studied 50 companies and found out that the companies with high engagement level outperformed the companies with lower engagement level.

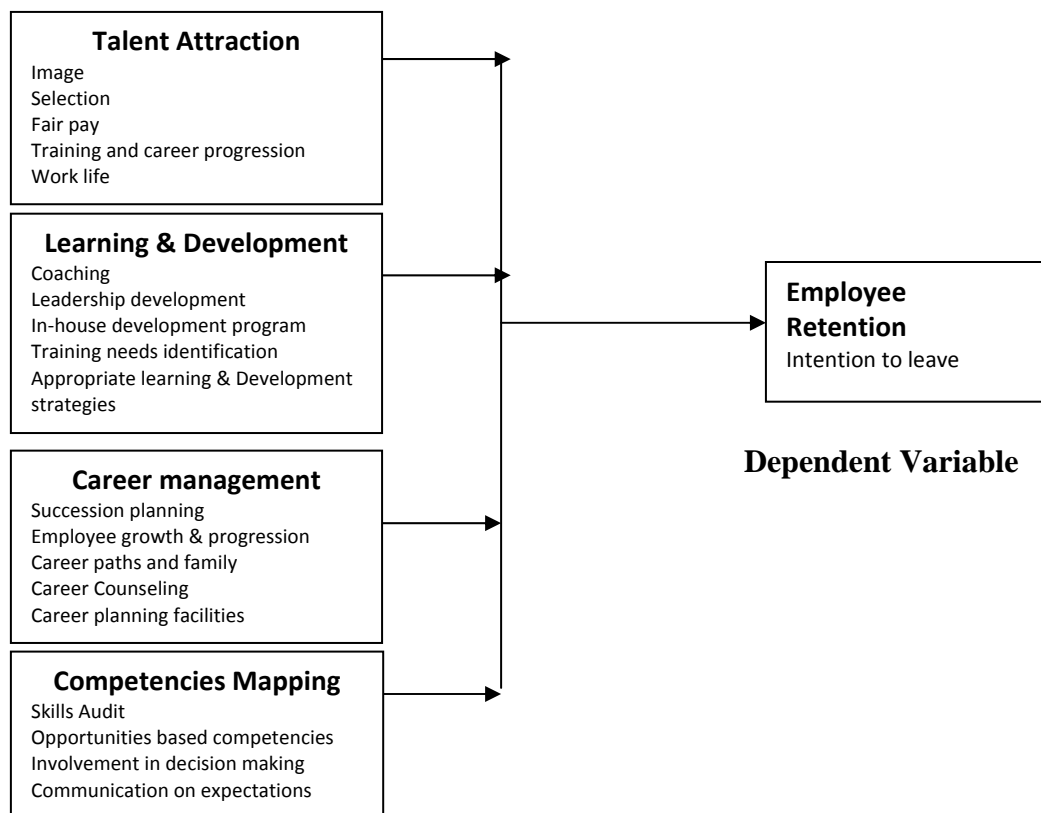
According to Vijay Kumar et.al, (2012), Indian software industries face crises in various retention and attrition strategies of talented workers. The authors examined the phenomenon if employee retention in the IT sector can help organizations to retain their variable talented employees. The study concluded that HR department has to play a vital role in design policies and strategies that enable the organizations to retain the human resources contributing significantly to the business. Eric et al, (2012) studied how employees regard the importance of their empowerment, equity of compensation, job design through training and expectancy toward effective performance management on their retention. It was found that training and development, performance management and compensation are significant to employee retention. This contradicts the findings of the current study that found out that performance management is not a predictor of employee retention.

Conceptual Framework

A conceptual framework can be considered as the diagrammatic presentation of variables, illustrating the association between the independent variable, moderating variable and the dependent variables. Against this background, the conceptual framework that employed in this study looks at the

connection between the independent and the dependent variables. The conceptual framework below demonstrates the assumed association between the independent variable (talent management) and the dependent variable (employee retention). The independent variables of talent management include: talent attraction, learning and development, career management and competencies mapping.

Figure 1 Conceptual Framework



Independent Variables

Source: Budu – Field Survey, 2016

The figure 1 above reveals that talent attraction is influenced by several factors which include: f image;good selection procedure, fair pay, training and

career progression and Work life. All these suggest that a talented employee will be willing to work with an organisation for a long period of time if these factors are properly managed.

In addition, learning and development which is one of the component of talent management can also be influenced by various factors such as; coaching, leadership development, in-house development programme, training needs identification and appropriate learning & development strategies. The implication is that an employee is likely to remain with an organisation for a good number of years if these factors are well managed.

In terms of Career management, Figure 1 shows that succession planning, employee growth & progression, career paths and family, career counseling and career planning facilities are the most important factors that have the potentials to influence it. These play a key role in career management and such have the possibility of changing its position either positively or negatively.

Finally, in respect to competencies mapping, the factors that can influence it are: skills Audit, opportunities based competencies, involvement in decision making and communication on expectations.

Summary

This chapter has focused on the literature review and from the review it has become obvious that talent is unquestionably an individual's property. As a result, people who are the owners of the talent and have managed to develop it through various means such as education and training do have anticipation of what they are supposed to obtain out of their efforts and other job-related

activities within their workplace. If individual's needs are not cared for, the likelihood is that their motivation will go down and consequently not achieve their potential.

Various theories that underlie this study have been discussed by the researcher to explain the employee retention and talent management. These theories include: Human Capital theory, Resource based view, Social exchange theory, Person- environment theory and Adams equity theory. Subsequently, the present study has discussed retention issues and talent management around talent attraction, career management, competencies mapping, and learning & development which form independent variables in the conceptual framework while retention acts as the dependent variable.

CHAPTER THREE

RESEARCH METHODS

Introduction

The main goal of this study was to examine the effect of talent management on employee retention in the public sector in Ghana. This chapter describes the procedures employed for the study so as to achieve the various objectives of the current study. Explicitly, the methodology focuses on the research approach, design, target population, sample and sampling techniques, data collection procedure, and data analysis techniques.

Research design

In order to do a research, a research design is necessary. According to Yin (2003) a research design “is a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of conclusion (answers) about these questions” (p.20). This research used a survey method. According to Punch (2006) a survey is a “strategy involving the collecting of data from a range of respondents (usually a sample drawn from a population); may be qualitative, quantitative or mixed methods depending on the nature of the data...” (p.156). According to Neuman (2006), in a survey, a researcher asks people questions in a questionnaire where answers are provided. This study used a descriptive survey so as to collect information from respondents on their attitudes, perceptions and opinions on factors affecting their work motivation. The purpose of descriptive surveys is to collect detailed and factual information that describes an existing phenomenon Ezeani (1998).

This method is more appropriate to the study because of its deeper coverage of the research under study. In addition, the use of questionnaires to collect data helps to derive maximum benefits to the research environment than using qualitative instrument. Sincero (2012) observed that the high representativeness which is brought about by the survey method usually makes it easier to find statistically or quantitative oriented results than using other data gathering methods. She further observed that multiple variables can also be effectively analysed using surveys.

Thus, quantitative methodology which aims to measure, quantify or find the extent of a phenomenon, as opposed to qualitative methodology, is used in this study. Kumar (2005) describes the quantitative methodological approach as being a *structured* approach, in which all aspects of the research process are decided upon before data collection begins.

The researcher used quantitative research design with the intent to quantify the hypothesized relationship between dependent variable employee retention and the independent variables talent management and to be able to describe the variables and their relationship. Secondly, the motive for the use of this method is first based on the aim of having objective answers to the research questions and to help the researcher to remain distant and independent of what is being researched. It will also help the researcher not to interfere as well as compromise her values with the research outcomes.

Finally, such method can help measure variables with numbers, and analyze the issues using statistical techniques which can assist in generalizing

conclusion from a sample out of a population (Plano, 2010). In a way, with the use of quantitative method, the problem connected with the sweeping statement of the study outcome can be lessened since the judgments are based on objectivity rather than subjectivity. However, according to Creswell & Plano, (2011), the utilization of this research approach needs a lot of scientific cautions and principles which when ignored could twist the study outcomes.

Unit of Study

The study was conducted in the Ministry of Roads and Highway in the selected regions of Ghana. These regions were Eastern, Central and Northern. The Ministry was established under NRC Decree 298 in December, 1974. This Decree has, however, been superseded by Act 540 of December, 1997 to reflect changes which have occurred in the road sub-sector since 1982.

The key functions of this ministry are to be responsible for the administration, development and maintenance of trunk roads and related facilities in Ghana. Related facilities include: crash barriers, road line markings, culverts, bridges, safety facilities such as speed calming devices, town gates, town ID posts etc.

The current length of trunk roads under the GHA totals 15,360km excluding 2,065km of District capital town roads outside Metropolitan and Municipal Areas. The total of 15,360km represents 22.27% of the 68,973km total national road network. Out of the 15,360km trunk roads 8,139.92km (52.99%) are paved, and 6,319km (43.48%) are gravel surfaced while 901.28km (5.87%) are under construction (Road Condition Survey Report, February, 2014).

The main mission statement of GHA is to provide and maintain a safe and reliable trunk road network at optimal cost to support socio-economic development in Ghana. Alongside this mission is their vision which is to ensure that Ghana has a smooth, economic, efficient, safe and reliable trunk road network that will minimized road accidents and save lives as well as link the national, regional, district capitals and other major towns, cities and neighboring countries.

The policy objectives are to accelerate the realization of the above mission and the following are the objectives of the GHA:

- Improving Road Condition: To ensure the provision, expansion, and maintenance of trunk road transport infrastructure by increasing the proportion of the trunk road network and roads in district capitals in good condition.
- Reducing Accident fatalities: To work with the National Road Safety Commission and other stakeholders to reduce accident fatalities on the trunk road network.
- Reducing Travel Time: To ensure the provision of affordable, safe and accessible transport system by dualisation of heavily trafficked trunk road section.
- Environmental and Social Mitigation Measures: To mitigate the impact of road development and maintenance programmers on the environment and people.

- **Improving Quality of Systems Delivery:** To assist the Ministry of Roads and Highways and other Ministries, Departments and Agencies (MDAs) to develop and strengthen the appropriate legal, institutional and regulatory framework and regulate all modes of transport to ensure and efficient transport system that will promote quality delivery of services.
- **Administration & Human Resources:** To recruit, train and adequately motivate staff and provide the needed logistics to undertake the services.

Structurally the GHA consists of: A 10 – member Board of Directors, The Directorate (Chief Executive and three Deputy Chief Executives; one each for Administration, Development and Maintenance Departments), 16 Divisions, 10 Regional Offices and 28 Road Area and Units. The Directorate is made up of the Chief Executive and three Deputy Chief Executives.

In terms of Departments and Divisions, the GHA has three departments, namely; Administration, Development and Maintenance. Each is headed by a Deputy Chief Executive. Under these three Departments, there are 16 Divisions in the Head Office, each of which is headed by a Director (A former Stores Division was merged with the Plant and Equipment Division in 2014). The Head Office Division are, namely; Audit, Legal Services, Public Affairs, Training and Development, Human Resources, Management Information Systems and Finance. The rest include planning, Survey & Design, Contracts, Materials, Bridges, Road Safety & Environment, Quantity Surveying. Road Maintenance, Plant and Equipment Divisions.

The GHA has 28 Road Area Offices nation-wide, two mobile Maintenance Units (MMU I & II), a Bridge Maintenance Units (BMU) and two Marine Units (Marine Units I & II). The MMUs undertake emergency sectional repairs and pothole patching works, while the BMU carries out emergency bridges repair and maintenance works all over the country.

Marine Unit I provide ferry services to 31 upstream settlements between Ada and Amedeka along the Lower Volta River, and from Ada to Anyanui near the estuary downstream. Marine Unit II runs ferry crossing services between Senchi and Old Akrade on the Lower Volta River following the closure and commencement of rehabilitation works on the Adomi Bridge on 10th March, 2014 (Annual Report 2015).

The Ministry has been selected for this study because of the socio-economic reasons. In the first place, the candidate is aware of to the friendly atmosphere existing in this Ministry and the support that it is likely to be offered in terms of the data collection. Culturally, the researcher is able to speak the language of most of the employees in the selected regions and as such could easily understand each other better. In addition, it is financially feasible to travel to these regions without much costs incurred. All these were the contributing factors that justified why the research was conducted in the Ministry.

Sample design

From the point of view of Diamantopoulos and Schlegelmilch (2000), a sample is part of something larger called a population, and the population is the sum of entities in which a researcher has an interest, that is the collection of individuals, objects or events about which conclusions are to be made.

Target Population

The target population of this study comprises of all the employees in the Ministry in the selected regions of Central, Northern and Eastern of Ghana. The sample frame of the available population was identified through personnel records of the individual departments provided by the Division of Human Resource of the Ministry. The population size was 210 including top managers who are responsible for retention of employees and the ordinary employees themselves who are the target of the organization's action plans of the components of talent management.

Sample size and sampling procedure

The study population comprised employees in the selected three regions of Ghana. The total population was 210. The selected Ministry within the regions in which the study was carried out was purposively selected for its convenience because it was easily accessible to the researcher in terms of data collection.

With regards to the sample size, the researcher decided to use the whole population of 210 employees. Thus, a census sample was used since the entire population was very small and as such reasonable to include the entire population.

In this way data was gathered on every member of the population.

Data Collection Instruments

First of all, the data collected was a primary data which is collected fresh and for the first time and thus happen to be original in character (Kothari, 2004). Louis et al., (2007) consider primary data as those items that are original to the problem under study. Primary data was collected through the administration of semi-structured questionnaires to the top managers of Ministry of Roads and High Ways. Thus, the instrument employed for collecting the data was a questionnaire. According to Mugenda and Mugenda, (2003) a questionnaire is a data collection tool, designed by the researcher and whose main purpose is to communicate to the respondents what is intended and to elicit desired response in terms of empirical data from the respondents in order to achieve research objectives.

The reason for choosing questionnaire for this kind of study is that it is a self-reported measure which ensures confidentiality and therefore it has high probability to bring out truthful answers with regard to the information required from the respondents. Also, questionnaires can cover a large number of people and a researcher can use them to reach a wide geographic coverage. They are relatively cheap and no prior arrangements are needed before posting. They avoid embarrassment on the part of the respondents as it allows them to consider responses, especially where there are pre-coded options. They also allow for possible anonymity of respondent and have no interviewer bias if administered correctly. In all, questionnaire guarantees high efficiency in data collection and better results to be generalized over the more thorough research designs (Plano, 2010).

The questionnaire was made in a concise and suitable language to prevent vagueness and to attract respondent's interest. (It is attached as an Appendix A). The questionnaire consisted of diverse types of questions. Information about the demographic data of the participants is gathered from the multiple-choice questions (closed), which just required that the right answers be ticked by the respondents. The main part of the questionnaire, which concerns the objectives of the thesis, consisted of Likert-scale questions. These questions help to ascertain how strongly the respondents agreed with a particular statement. The answers of the questions were based on five-level scale and the options were: strongly agree, agree, neutral or undecided, disagree, and strongly disagree. There were also open-ended questions that required the respondents to reply in their own words and give freedom of opinions. Open ended questions also allowed the researcher to explore ideas that would not otherwise be heard.

Pre-test

In this study, a pre-test of the research questionnaire was done at the Ministry of Education, since it has similar structure just like the Ministry of Roads and High Ways and also has similar talent management strategies since they are all under public sector. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. It was also to help in assessing the clarity of our questions to the respondents and to elicit their understanding in regards to answering questions. Thus, pre-testing was conducted to help identify and change confusing, awkward, or offensive questions and

techniques thereby enhancing the validity and reliability of the research instruments (Babbie, 1998).

The questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

Validity and Reliability

Validity in research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means to what extent that the selected tool measures the intended research objectives (Bowling, 2009).

In the context of this study, several strategies were undertaken to validate and refine the content of the questionnaire. To address the face validity, the experts painstakingly read the questionnaires and the appropriate corrections were made before it was given out. Peer review was also of immense importance. Content validity was further enhanced by asking experienced experts in the field to go through the questionnaire before it was administered to the respondents. Experts responses were dichotomous (clear/unclear), or according to relevancy (not relevant, somewhat relevant, quite relevant, and highly relevant). All efforts were taken to consider all of the contributions of the panel and their suggestions whether addition or dropping certain items from the questionnaire. Many items of domains and sub-domains were manipulated and reconstructed with minor language adjustments to enhance clarity, and to be assured that the instrument is entirely applicable.

With regards to reliability, it can be seen as the extent to which the application of a scale produces consistent results if repeated measures are taken (Kent, 2007). It is achieved when keeping results at a consistent level despite changing of time and place (Bowling, 2009). Internal consistency: Internal consistency comprises testing the homogeneity that assesses the extent to which personal items are inter-correlated, and the extent to which they correlate with overall scale findings and this can be performed by using Cronbach's alpha test (Polit and Beck 2008). In terms of observation, reliability of observation refers to the consistency of observation in which the observers reached to the same inferences or activities of intra-observation (one observation at different time) and inter-observation reliability (more than one observer) (Polit and Beck 2008). The Cronbach's coefficient alpha (α) was used in this study to determine the reliability of items in the questionnaire. The value of Cronbach's alpha ranged from 0 to 1. It is worthy to note that, the closer the value of α to 1, the better its reliability.

Data collection procedure

A copy of introductory letter was obtained from the Head of Management Studies Department (It is attached as Appendix C) which was sent together with the questionnaires. The questionnaires were distributed to the employees. The researcher administered the questionnaire individually to all respondents of the study. This was to ensure that all questionnaires issued to the respondents were received. On the average, the questionnaires were distributed and collected within four weeks. Out of 210 questionnaires administered, 200 questionnaires were retrieved, giving a response rate of 95%.

Data analysis procedure

The data were analyzed quantitatively and this was done using Statistical Product for Service Solution (SPSS) version 22. The responses received from the respondents were initially tabulated according to five scales (options) contained in the questionnaire. Specifically, this study had to ascertain the connection between the independent variables talent attraction, competencies mapping, learning and development and career management and the employee retention as dependent variable.

Multiple regressions were used to verify whether a group of variables together predicted a given dependent variable. Therefore, multiple linear regressions were used to attain an equation which described the dependent variable in terms of the independent variable based on the regression model.

The study used multiple linear regression analysis because the researcher aimed at testing the statistical significance of the various independent variables on the dependent variable. Also, under the circumstances where the number of independent variables was more than one, the researcher found it necessary to use multiple regression analysis. In addition, with the intention to quantify the impact of various simultaneous influences upon a single dependent variable, the researcher found it necessary to use multiple regression analysis (Faraway, 2002). This was confirmed by Jackson, (2009) who argued that multiple regression analysis involves combining several predictor variables on dependent measure. In view of this, the following multiple linear regression model was used to fit the data.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

where:

β_0 = Constant, $\beta_1, \beta_2, \beta_3, \beta_4$ = coefficient of predictors

Y = represents the dependent variable (employee retention)

X1 = represents competencies mapping

X2 = represents Talent Attraction

X3 = represents Learning and Development

X4 = represents employee Career Development

Variable definition and Measurement

To measure the research variables, the study first determined the indicators/parameters of each independent variable and the employ ordinal/Likert scale to measure the independent variables. Amongst these include:

Competency mapping which is becoming an important HR tool today is the process through which one assesses and determines one's strengths and weaknesses in order to help them to better recognize themselves. Competency mapping was an independent variable used in this study. It was measured using attributes like: skills needed for the employee roles, talent audit, opportunities based on competency needs, appreciation for value addition and opportunities to utilize talent. Competency mapping establishes expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction and better employee retention.

Talent attraction includes policies and practices that recruit and select talented individuals (Schuler et al., 2011). Talent attraction was an independent

variable in the study and it was measured by existence of communication and implementation of employer branding, good working conditions and fair wages, employee job security, talent search matrix, employee training and career progression and work-life balance as well as social are networking. Talent retention was an independent variable in the study. It was defined as an effort by an organization to maintain a working environment which supports current staff in remaining with the company (Snell, 2007). The elements that measured talent retention included; leadership style, competitive compensation, recruitment policy, flexible working hours and non-monetary rewards.

Learning and development was an independent variable in the study. It refers to educational activities within an organization designed to enhance the fulfillment and performance of employees. In the context of this study it refers to all educational and employee development initiatives carried out by the Ministry. Learning and development was measured by existence of in-house development programmes, availability of coaching byline managers, existence of appropriate learning and development strategies, existence of E-learning, availability of training need identification and existence of leadership development programme.

Career management was an independent variable in the study. It can be defined as combination of structured planning and the active management choice of one's own professional career (Hamburg, 2003). Career management was measured by existence of succession planning, career mentors and career centers, counseling facilities programmes, career paths and family, career planning facilities and employee growth and progression facilities.

Career development is a series of activities or the on-going/life process of developing one's career. Employee Career development was an independent variable in this study. One of the key factors of retention of skilled employees is the provision of training and development opportunities (Chitalu,2011). For many employees, an opportunity for continuous learning weighs heavily in their decision to accept or remain in a position. Employee career development was captured in attributes like: training and development, good use of skills, rewards for value addition, personal initiatives for career growth and encouragement for growth and learning.

Analyzing the regression

Multiple regression analysis was conducted to see how each of the Independent variables influences the dependent variable. T- test based on t - distribution was used for judging the significance of the regression coefficient (Kothari, 2004). Test of significance helped the researcher to determine whether obtained results held at a given confidence level (Mugenda and Mugenda, 2003). t-test of significance was used to test whether the change of the independent variables (talent attraction, competencies mapping, learning and development and career management) were statistically significant at 95%confidence level.

Analysis of variance (ANOVA) consisted of calculations that provided information about levels of variability within a regression model and formed basis for test of significance. Through ANOVA technique one can investigate

any number of factors which are hypothesized or said to influence the dependent variable.

To test for the significance of the combined effect of the variables talent attraction, talent retention, learning and development and career management on organization performance, ANOVA for regression was carried out. In addition, ANOVA, unlike other parametric tests such as t-tests, is quite robust against some deviations from the assumptions in parametric analysis. ANOVA is robust against the parametric assumption that; the residues have normal distribution and that the variations is the same in each group (Cooper & Schindler, 2006). An F statistics is useful in ANOVA and is used to assess whether the expected values of a quantitative variable within several pre –defined groups differ from each other. The F statistics tends to be greater when the null hypotheses of independence are not true (Sawilowsky, 2002). P values of less than 0.05 indicates that the F statistic is high and that the null hypothesis of independence needs to be rejected since it is not true (Murkowski and Murkowski, 1990).

Ethical consideration

Ethics pertain to doing well and avoiding harm during research. In the light of this the conduct of research could raise moral and ethical issues. This implies that the protection of human subjects or participants in any research study is imperative (Orb, Eisenhauer & Wynaden, 2001). According to Neuman (2006), “the researcher has a moral and professional obligation to be ethical, even when the research subjects are unaware of or unconcerned about ethics.” (p. 129)

For this research, ethical issues could concern three parties: the researcher, the University of Cape Coast and the respondents. The interaction of each of these three parties could identify a series of ethical questions (Zikmund, 2003). The fact that this research could involve the acquisition, analysis and distribution of information, ought to be done without causing any harm to research participants (Ticehurst & Veal 1999; Zikmund, 2003). Accordingly, the primary data collection exercise of this research only started after receiving approval from the Human Ethics Committee of the university.

First an introductory letter was obtained from the Department of Management Studies of the School of Business, University of Cape Coast to introduce the researcher to the institution. To gather data from the sampled staff, permission was sought from the management of the institution. Respondents were contacted with the help of the management of the Organization. The consents of the staff were sought through the management of the organization.

Participants were informed about the purpose of the research and what objective it sought to achieve. They were encouraged to feel free and air their views as objectively as possible and that they have the liberty to choose whether to participate or not. They also had the option to withdraw their consent at any time and without any form of adverse consequences.

Anonymity and confidentiality were guaranteed and the researcher did not cause harm or mental stress to those who choose to participate. This research and its associated methodology adhere to all of these ethical considerations. An organizational entry protocol was observed before the data were collected.

The Summary of the Chapter

The purpose of this chapter was to describe the methods used in achieving the aim of this study. So far it has been noted that for data collection and analysis, a quantitative method which involves structured questionnaire has been used. There has also been significant background information regarding the study context of the Ministry of Roads and Highways including the way the data were collected and analyzed. Ethical consideration of the study has also been revealed. Written permission letter also had to be presented to all the Heads of Departments involved for approval before the commencement of the data collection. Those who took part in the survey were also assured of anonymity and confidentiality.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

Introduction

In this study, the main research question has been, “*what effect does talent management have on employee retention in the Ministry of Roads and Highways in the selected regions of Ghana?*” Based on this main research question, questionnaires were employed to examine the effect in the Ministry of Roads and Highways. In relation to the original research questions and the method used, this chapter provides the findings and discussions which reflect on the core study objectives as outlined in Chapter one.

The first section discusses the demographic features of those respondents. The second section, however, addresses the research objectives in chapter two

Response Rate

Data was collected from both the heads of department and ordinary workers (that is senior and junior staff) drawn from the Ministry. A total 210 questionnaires were issued from which 200 were filled and returned which represents a response rate of 95.2%.

This response rate was considered satisfactory on the basis of the claim made by Mugenda and Mugenda (2008) that a response rate of 50% is satisfactory enough for analysis.

Babbie (2004) also declared that the return of rates of 50% are appropriate to analyze and publish, 60% is good and 70% is very good. In view of this

Nyanjom (2013) who conducted a study on staff retention in state corporations and got a response rate of 75% regarded it to be excellent and a representative of the population.

The implication here is that the current attained success rate of 95% in this study which could be considered to be more than excellent. The success rate in this study could be ascribed to the self-administration of the questionnaires applied by the researcher from which the intended respondents were pre –notified on the actual date and venue before the data collection although the questionnaires were self-administered. The researcher also made frantic efforts to make a lot of follow-up calls to clarify queries with the intention to boost the high response rate.

Descriptive Results for Socio-Demographic Characteristics

To find out the socio-demographic features of the respondents, the first section of the questionnaires was designed in such way that the respondents could provide answers relating to their backgrounds. After analysing their answers the data that was acquired had been summarized and shown in Table 1.

Table 1: The results of the demographic features of the respondents

Variable	Frequency	Percent
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Sex	Male	124	62
	Female	76	38
Age	20-29 years	53	26.5
	30-39 years	65	32.5
	40-49 years	39	19.5
	50-above years	43	21.5
Staff ranking	Junior	112	56
	Senior	88	44
Experience	1-4 years	7	3.5
	5-9 years	15	7.5
	10-14 years	89	44.5
	15-20 years	66	33.0
	21 and above	23	11.5
Total		200	100

Source: Field interviews, Budu (2016)

In order to know the demographic features of the respondents the first part of the questionnaires sought to identify the different age, ranking positions,

gender and staff tenure [experience] categories of the respondents. The responses obtained are reflected on table 1 above.

From the table, it can be seen that the majority of the respondents were men 124 (62%) while the female was only 76 (38%). However, despite the fact that the majority of the employees are males, it can be said that the Ministry does not violate the gender equality policy enshrined in the constitution which stipulates that both men and women should be treated equally. It could be that the nature of the work in the Ministry which is more physique or masculine and therefore requires more men than women to do the job.

In terms of age, the results indicated that the majority of the employees' age was between 30 to 39 years which accounted for 32.5%, followed by 26.5% (20 to 29 years) 21.5% (50 and above years) and (40-49 years) 19.5%. The implication here is that the sample was comprehensive enough to capture the opinions of various age groups in management in the public sector. Besides, the finding indicates that the respondents were old enough to provide important responses that pertains talent management in the Ministry. This is further reinforced by the fact that employees were relatively at their almost at their 40s who also have the potential stay in the Ministry for a longer period and be able to enhance the talent management in the Ministry. This assertion is true considering a study by Berry, (2010), which indicates that age is a restraining factor keeping employees on the job and decreasing turnover intention. Young workers have high expectations from the work place and hence at risk of turnover. Older

workers on the other hand prefer to retain their status quo, since they do not want to disrupt their benefits such as pension, Kipkebut (2010).

With regards to years worked in the Ministry, the findings in the Table indicate that majority of the staff have worked for more than 10 years recorded 44.5% (10 -14 years) 33% (15-20 years) 11.5% (more than 20 years) and 7.5% (1 - 4 years). This suggests that majority of the respondents had worked in the Ministry for a time long enough for them to understand and share their respective talent management and retention policies and practices. Available researches have revealed that for investment on human capital to be successful, workers should be in the organization for a long period. Thus, this study finding supports the findings of Nyanjom (2013), who did a comparable research and found out that the majority (36%) had served in the state corporations for 21 years and above, 26% had served for between 16-20 years, 12% between 6-10 years while 4.9% had served for between 1-5 years.

Findings of the main objectives

Talent Attraction

The first objective of the study was to find out how talent attraction affects employee retention and the results are summarized in the table 2 below.

Table 2: Talent attraction and retention of employee

Talent Attraction	SD	DA	N	A	SA
a) My Ministry is actively involved in communication and implementation of strategies to enhance our image	10 %	24%	36%	15%	15%

b) This Ministry's good working conditions and fair wages have enabled it to attract and retain the right talents	12 %	21%	3.5%	46%	27.5 %
c) The Ministry selects people based on qualification, experience and skills and that have increased the retention of employees	4%	6.5%	2.5%	62.5 %	24.5 %
d) This Ministry assures employees job security which helps to attract and retain the right talent.	2 %	2.5%	1%	52.5 %	42%
e) In this Ministry, the support for employee training and career progression has enhanced employee retention	3 %	4.5%	3%	67.5 %	22%
f) Work-life balance as well as social networking facilities in this Ministry is a motivating factor to our employees' retention	8%	27.5%	7%	44.5 %	13%
g) Good organizational climate usually is assured and that explains why the right talents are retained	9 %	26.5%	4.5%	44%	16%

Source: Field interviews, Budu (2016)

Communication and implementation of the image branding of the Ministry

The study tried to establish the degree to which the Ministry was vigorously involved in communication and implementation of a policy that could enhance the image of the Ministry as this was essential for talent attraction.

Results in Table 2 depicts that majority of the respondents of 36% doubted or could not make up their minds on the statement as to whether the Ministry was actively involved in communication and implementation of its branding and that had any significant influence on employee retention. On the other hand, at least only 30% of the respondents agreed with 15% each agreeing or strongly agreeing that the Ministry was actively involved in communication and implementation of its branding which has influenced employee retention. In contrast, results also

revealed that 34% at least disagreed with 10% strongly disagreed and 24% disagreeing.

The idea here is that only small percentage number of employees agreed with the statement that the Ministry of Roads and Highway is actively involved in communication and implementation of employer branding and this may have contributed positively to talent attraction and for that matter retention of employees. This finding is in contrast with the study finding of Kim (2008) who realised that talent attraction which involved in communication and implementation of employer branding could affect employee retention. This finding did not also support the findings of Armstrong (2011) who noted that the components of talent attraction which included communication and employer branding could affect positively employee retention.

Company's Good Working Conditions and Fair Wages

In terms of company's good working conditions and fair wages, it was found out that majority of the employees agreed with the statement that Ministry good working condition and fair wages in the Ministry have contributed to talent attraction and therefore retention of employee. The results in table 3 shows that 83.5% at least agreed that the Ministry's good working conditions and fair wages had enabled it to attract the right talents and consequently led to the retention of the employees. Results also showed that at least 31% disagreed (12% SD & 21% D) while 3.5% was undecided on the statement. This is supported by the extent to which the employees agreed or disagreed with the issue on good organizational

climate that is often assured. With this 44% agreed and 16% strongly agreed. Only 26.5 disagreed and 9% strongly disagreed with 4.5% sitting on the fence on this issue.

From the literature perspective, the findings support the study of Saleemi (2006) who also found that an organization could retain their employees by offering employees certain things that could satisfy basic needs by offering good pay, suitable working conditions and other benefits. Alternatively, this finding also corroborate with that of Mwangi (2009) who also noted that employees could be retained through the provision of basic needs of employees through fair wages, safe working conditions and good organizational climate. The implication here is that employees could be motivated to remain in an organization through good working conditions as this could contribute positively to talent attraction and for that matter employee retention.

The Ministry selects people based on qualification, experience and skills and that have increased the retention of employees

In respect to the third element on the table, the study finding indicates that majority of the respondents (62.5%) agreed to the fact that the Ministry selects people based on qualification, experience and skills and that have increased the retention of employees while 24.5% strongly agreed. In all only 10.5% at least disagreed with the statement as against 2.5 being neutral.

This approach used by the Ministry can explain why the Ministry is successful in maintaining their workers. This is because some authors have

reported that companies that choose talent with the right skills are those that are more successful (Guthridge et al, 2000). However, it has been argued by Scullion and Collings(2006) that the great challenge of today is to find workers who have the right skills to perform tasks anywhere in the world. If in the short term, the choice of the right talent can be a competitive advantage, in the long-term competitive advantage can change, which can cause talents to be attracted to move to other companies that are more attractive (Daniels et al, 2007). Therefore, companies must be prepared to respond to this cycle of change, continually attracting new talents.

Assurance of Employees Job Security

With regards to the question on whether there was assurance of employee job security within the Ministry which helps to contribute to the attraction of the right talents, the result was more assuring.

Results in table 2 shows that majority of the respondents 94.5% at least agreed (52.5% Agreed and 42% Strongly agreed) with the statement that the Ministry usually ensured workers good Job security in order to attract the right talents. Only 2% strongly disagreed and 2.5 % disagreed while 1% of the respondent neither agreed nor disagreed with the statement.

This study finding greatly support the work of Nzuve (2009) who through his work on Maslow's motivation theory explained that an organization can affect the safety needs employees by providing non-financial motivation such as job

security, pension plans, insurance plans, safe and healthy working conditions. The findings also support the work of Rynes and Cable (2003) who also concluded that a potential employee is motivated to apply for a job at a certain organization due to the job and organization's characteristics. The findings also agree with Kelly (2013) whose findings showed that the key components of talent attraction included salary packages, staff turnover among others. In general, it can be said that this study finding revealed that the Ministry is aggressively ensuring employee job security and this may have contributed positively to talent attraction and employee retention.

Work-Life Balance

When it comes to establishing the extent to which work-life balance as well as social networking facilities in the Ministry was a motivating factor to employees, the results showed parallel views from the employees.

Results in table 2 shows that a large percentage number of the respondents 44.5% agreed and 13% also strongly disagreed with the statement that work-life balance as well as social networking facilities in the Ministry was a motivating factor to their employees. This shows that at least more than half of the respondents (57.5%) agreed with the statement. In contrast, at least 35.5 % of the respondents disagreed with the statement with only 7% sitting on the fence.

The study findings are in accordance with those of Kelly (2013) who surveyed 100 businesses involving in engineering, finance, government, IT, manufacturing and telecommunication sector, findings and came out with the

finding that the major components of talent attraction among others included work-life balance, social networking, company culture, recruitment styles and staff turnover. The idea here is that with the Ministry having work-life balance and social networking facilities may have contributed positively to talent attraction and which consequently could have contributed positively to employee retention in the Ministry.

Employee Training and Career Progression

The study also tried to seek to ascertain the extent to which the Ministry supported employee training and career progression and the results in table 3 showed an interesting outcome.

The results indicate that the majority of the respondents 67.5% agreed with the statements that the Ministry supported employee training and career progression while 22% strongly agreed. In terms of disagreement, only 4.5% disagreed with the statement while 3% did strongly disagree with 3% also remaining neutral of the statement.

This finding is significant because from the literature it can be noted that Oehley (2007) also found similar finding which showed that employee's measure value proposition is based on training opportunities, flexibility and reputation of the organization. It also agreed with those of World at work (2009) which brought out the fact that development and career opportunities were most important to attracting talented employees to all the big certified public accounting firms in the United States. The finding means that the Ministry is actively involved in

employee training and career progression and this may have contributed positively to talent attraction leading to employee retention.

Good organizational climate usually is assured and that explains why the right talents are retained

Finally, the study aimed at finding out if good organizational climate usually is assured which can explain why the right talents are retained. On this issue, it was found that 60% of the respondents at least agreed to the statement while 35.5% also at least disagreed. Only 4.5% remained neutral. The implication here is that organisational climate which comprises work-life balance practices such as a balanced life-style, flexible work arrangements, as well as work-life balance factors such as social friendships at work contribute to the talent retention.

Thus, this finding is in line with the literature that argues about the significance of the organisational climate. For example, according to Aguinis et al. (2012), there are very few individuals within each industry who are considered top human capital. These individuals are often known as knowledge workers. Since knowledge workers are considered as scarce resources, there is competition to hire away these individuals from other companies. However, in order to hire and attract the best talent, organisations need to have conducive organisational environment and to develop compelling attraction strategies and ensure that they offer rewards and inducements that are attractive to knowledge workers.

Relationship between the Independent and Dependent variables

The Pearson Bivariate correlation coefficient was used to test the strength of the association between independent and dependent variables. The Pearson correlation coefficient is a measure of how closely related two variables are. The coefficient of correlation (r), determine the degree (strength) of association and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of r between 0.5 and less than 1 implies a strong relationship between the variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3(Kothari, 2004).

Relationship between Talent attraction and Employee Retention

In order to understand the relationship between Talent attraction and Employee Retention, a correlation test analysis between the dependent variable (employee retention) and the independent variable talent attraction and the outcome is depicted in Table 3 below.

Table 3: Relationship between Talent attraction and Employee Retention

Variable	Employee Retention	Talent Attraction
Employee Retention	Pearson Correlation Sig. (2-tailed) N	1 200
Talent Attraction	Pearson Correlation 1 Sig. (2-tailed) N	0.657** 0.000 200

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Field data analysis, Budu(2016)

Table 4 results indicate that the acceptance of employee retention was positively correlated with talent attraction. This shows that any positive change in talent attraction in the Ministry would lead to a rise in employee retention.

Table 4: Model Summary for Talent Attraction

Model	R	R Square	Adj.RSquare	Std. Error of the Estimate
1	.297a	.066	.060	3.21242

a. Predictors: (Constant), TALENT ATTRACTION

Source: Field data analysis, Budu (2016)

To substantiate the correlation test analysis and to know whether talent attraction was an important determinant factor for Employee retention in the Ministry, a regression analysis was empirically conducted and the result is also depicted in Table 4 above.

From the table 4, it can be noted that the regression results point to the acceptable goodness of fit for the regression between employee retention and talent attraction. An R squared of 0.066 means that 6.6% of the variances in the acceptance of talent attraction by Ministry are explained by the variances in the employee retention. The correlation coefficient of 29.7% shows that the impact of

the predictor variable has a positive but moderate correlation with employee retention.

This is supported by the value of T statistic test of 23.224 with a probability value of (0.000). The reported probability of (0.000) is less than the expected probability of (0.05) which implies that there is significant positive relationship between the independent variable (Talent attraction) and the dependent variable (employee retention) in the Ministry.

For the overall fitness of the regression model, using the F statistics (ANOVA) with retention attraction as a predictor, the F value was significant (F=34.223, p value =0.001). This again shows that there is a significant relationship between employee retention and retention attraction.

Competencies Mapping and employee retention

The second objective was to establish the effects of competencies mapping on employee retention in the Ministry. This was necessary because competency mapping is a process which identifies an individual's strengths and weaknesses in order to help the employee to better know how good or bad he/she is. Thus, the study was aimed at exploring whether Ministry carry out competency mapping to improve retention. The results of responses to the questionnaires regarding this issue are presented in Table 5 below.

Table 5: Competencies/SkillsMapping and Retention of Employees

Competencies /skills mapping	SD	DA	N	A	SA
	A				

a) My organization encourages employees to keep developing their skills	12 %	20%	3%	45%	20%
b) My organization always stresses the importance of different skills/competencies for different tasks.	2%	22%	3%	43%	30%
c) Performance assessment is always done on the bases of individual competencies in this organization	4%	10.5 %	2.5 %	52.5 %	29.5 %
d) Tasks in my department are distributed based on specific competencies/skills.	2 %	4.5%	1%	71.5 %	22%
e) The organization regularly undertakes skills mapping to improve recruitment and selection in my department	3 %	4.5%	3%	52.5 %	37%
f) Skills gap analysis is always done to help identify training needs	4%	3.5%	3.5 %	51%	38%
g) All employees in my department are granted the opportunity to utilize talents, skills and resources	9 %	26.5 %	4.5 %	44%	16%

Source: Fielddata analysis, Budu (2016)

My organization encourages employees to keep developing their skills

From the Table 5, it could be noted that when the question was asked about the extent to which the Ministry encourage keep developing employees' skills, more than half (65%) of the respondents at least agreed that the Ministry encourages such a practice. Only 22% at least disagreed with the statement while 3% remained on the fence. The implication here is that the Ministry motivates its employees to enhance their skills and at the same time providing opportunity to individual employee to utilize talents, skills and resources. This is true as reflected on the responses by the employees on whether employees in each department are granted the opportunity to utilize talents, skills and resources. From the table4 on the last question, it can be noted that at least 60% agreed to the question while 9%

strongly disagreed and 26.5% disagreed with 4.5% remaining neutral to the question.

This sort of practice can be seen as a good practice because through skills development, it is not only the individual employee that benefits but also the Ministry which is the employer also benefits. Such motivational tool often leads to minimize employee intention to quit the Ministry as individuals become expert in their own field thereby causing high employee retention.

My organization always stresses the importance of different skills/competencies for different tasks

When the question was asked whether the Ministry always stresses the importance of different skills/competencies for different tasks a high percentage number of employees (73%) at least agreed with 43% agreed and 30% strongly agreed. In contrast, only 2% strongly disagreed and 22% disagreed and 3% remained neutral. This result is significant because it suggests that the Ministry tries to empower their employees with diverse competencies to explore the ever-changing corporate business milieu. The fact of the matter is in this globalized world, the competencies needed for a particular job is contingent upon several factors of which some can include; social culture, nature of the business, work environment, organizational structure, duties and responsibility, nature of processes and assigned activities, attitude and motive of employees, just to mention but a few. These factors may change with time and thus changing competency requirements for the same job position in the organization.

Performance assessment is always done on the bases of individual competencies in this organization

Another question that was asked was whether performance assessment in the Ministry is always done on the bases of individual competencies. In response to this question, majority of 82% at least agreed with 52.5% and 29.5% agreed and strongly agreed respectively. Only 14.5% at least disagreed and 2.5% remained neutral. This finding suggests that the Ministry usually considers job description to be in line with appropriate competencies and skills. This implies that the individual's level of competency in each skill is measured against a performance standard established by the Ministry. This is a significant factor which contributes to employee retention and the reason is that when employee competencies match the job description the outcome usually is fulfilling work environment and the meeting of organizational. This suggests that there is need to match employees' description and the skills and as that enhance their retention.

Tasks in my department are distributed based on specific competencies/skills

On the question of whether tasks in the individual department are distributed based on specific competencies/skills, the extent of the agreement is overwhelming as 93.5% at least agreed to the question with 71.5% agreed and 22% strongly agreed. Only 2% strongly disagreed and 4.5% disagreed and 1% remaining neutral. This finding can be seen to be significant as it indicates that while it is necessary that there needs to be a good match between competencies

and job description, this is not, however enough. Indeed, organizations need to go further and ensure a fit between tasks allocated and employees' competencies and by linking task allocation to specific skills employees' retention rate can be high.

The organization regularly undertakes skills mapping to improve recruitment and selection in my department

When it came to question of whether the Ministry regularly undertakes skills mapping to improve recruitment and selection in each individual's department, a large percentage number of respondents of 89.5% at least agreed and only 7.5% also at least disagreed. 3% remained undecided. The idea here is that the Ministry does not recruit and select employees without taking into consideration the skills possessed by an individual employee and the training needs that have to be given to particular employees. The importance of this practice is that the Ministry is able to know the skills gaps of the employee at any point in time.

This assertion is supported the extent of agreement amongst the employees when they were asked whether skills gap analysis is often done to help identify training needs. On this issue, majority of 89% at least agreed with only 7.5% and 3% disagreeing and remaining neutral respectively.

Over all, this finding support that of those of Davis et al., (2007) who noted that talent search matrix helps recruiters to concentrate on the features that are needed on the job that has to be done. The talent matrix elements to shape the image of the employee needed includes experience, profile, qualification,

expertise and potential which can be summarized to experience, profile and qualification which are essential to the future development of the person who the organization is seeking. The findings imply that the Ministry valued competencies mapping and this may have contributed positively to employee retention. The findings also imply that the criteria used during selection in order to get experienced, qualified, expertise, potential and qualified employees have positive effect on employee retention.

Relationship between Competencies/Skills Mapping and Employee Retention

In order to understand the relationship between Competencies/Skills Mapping and Employee Retention, a correlation test analysis between the dependent variable (employee retention) and the independent variable talent attraction and the outcome is depicted in Table 6 below:

Table 6: Relationship between Competencies/Skills Mapping and Employee Retention

Variable	Employee Retention	Competency Mapping
Employee Retention	Pearson Correlation	1
	Sig. (2-tailed)	
	N	200
	Pearson	

Competencies	Correlation	0.345**
1		
	Sig. (2-tailed)	0.000
	N	200

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Fielddata analysis, Budu (2016)

From Table 6 it can be noted that there is a significant positive relationship between employee retention and competences/skills mapping ($r=0.345$, $p\text{-value}=0.000$). The implication here is that an increase in skills mapping will lead to an increase in employee retention. Thus, any positive change in talent skills mapping in the Ministry is likely to cause an increase in employee retention.

Regression Model analysis for Competences/Skills Mapping

In order to fit the data into the conceptualized model in the conceptual framework, regression analysis was used and the F statistics (ANOVA) was used as a measure of the overall model goodness of fit. The regression coefficient summary has been employed to explain the kind of the relationship between the dependent and independent variables.

Table 7: Model Summary for Competences/Skills Mapping

Model	R	R Square	Adj.RSquare	Std. Error of the Estimate
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1 .334a .057 .070 4.11232

a. Predictors: (Constant), COMPETENCIES/SKILLS MAPPING

Source: Field data analysis, Budu (2016)

On the basis of the regression model, Table 7 above indicates that the coefficient of determination (R squared) of 0.057 shows that 5.7% of the variation in employee retention can be explained by competency/skills mapping.

The adjusted R square of 0.070 depicts that all the mapping skills in exclusion of the constant variable can be explained by the variation in employee retention by 7.0% and the remaining percentage can be explained by other factors which are not included in the model.

That is to say that the adjusted R square is 0.070 showing a relationship between the observed and predicted values of the dependent variable. The R shows the correlation coefficient of the combined effects of mapping skills, an R =0.334 shows that there is a strong positive relationship between employee retention and competency mapping of skills.

For the overall fitness of the regression model, using the F statistics (ANOVA) with competency mapping as a predictor, the F value was significant (F=48.421, p value =0.001). This depicts that there is a significant relationship between employee retention and mapping of skills. Therefore, a unit increase in mapping skills can give rise to an increase in employee retention by 0.334.

Learning and Development

The third objective was to establish the effects of Learning and Development(L&D) on employee retention in the Ministry. The results of the responses to the questionnaires on L&D are presented in Table 8below.

Table 8: Learning and Development Responses

Learning and Development (L&D)	SDA	DA	N	A	SA
a) In my Ministry, appropriate L&D strategies have been put in place which enhances employee retention	5%	15%	4%	55%	21%
b) In my Ministry employees are continuously acquiring new knowledge and skills, and mastering new ways of doing things causing retention	2%	20%	8%	45%	25%
c) In my Ministry, there is often an identification of L&D needs assessment before conducting training.	2 %	16.5%	3.5%	51%	27%
d) In our Ministry, in-house development programme is commonly used and this increases retention	3.5%	11.5%	2%	53%	30%
e) There is Coaching by the line managers in this Ministry which leads to high retention	4 %	8.5%	2.5%	75%	10%
f) In my Ministry, we take Leadership skills development very seriously causing high retention rate	3 %	14.5%	3%	42.5%	37%

Source: Field data analysis, Budu (2016)

Learning and Development Strategies put in place in the Ministry

On the question on whether or not the Ministry has put in place appropriate learning and development strategies which consequently has enhanced retention of employees, positive responses were obtained. From the table 9 it could be noted that while 55% agreed 21% also strongly agreed with the statement. Only 15% disagreed and 5% strongly disagreed whereas 4% remained undecided with the statement.

The implication with this finding is that by adopting the right strategy, the Ministry might have contributed to its employees gaining innovative ideas and skills this may have contributed to employee retention. This study result is significant since it corroborates the with the study finding of People in Aid (2008) who argued that in this dynamic globalized business world L&D is an imperative for organisations that have the ambition to remain competitive. For such organisations there is the need to fine-tune their strategies in order to remain in the game of business as well as be ahead of their rivals.

Acquiring new Knowledge and Skills and mastering new ways of doing things

When it came to the question on whether the employees in the Ministry were constantly involved in obtaining new knowledge and skills and mastering new ways of doing things, 70% at least agreed with 45% agreed and 25% strongly agreed, while 20% also disagreed and 2% strongly disagreed. Only 8% were undecided. The findings suggest that with the Ministry's frantic effort in ensuring

their employees mastery over novel and better ways of doing things could as a motivating factor to the employees. This might have made significant positive influence on employee retention in the Ministry.

From the literature perspective, this finding supported by the study results of Ballesteros et al., (2010) who asserted that in every organization the human resource department had often been involved not only in attracting and assessing talented people with high possibilities but also had to improve upon the talents of the employees. This implies that the employees have to be trained in skills that are needed both at the moment and the future by the company to be able to completely tap into the potentials of the employees.

Learning and Development Need Identification

In order to know whether there is often an identification of L&D needs assessment before conducting training, a question was put in that effect and the responses were positive.

From the Table 9, it could be seen that majority of the respondents 51% agreed and 27% strongly agreed with the statement that their company identifies the employees who need learning and development and the level of learning and development they need before conducting training. However, while 2% strongly disagreed, 16.5% simply disagreed with 3.5% remaining neutral. The suggestion here is that such practice by the Ministry ensures better learning and development environment which consequently could contribute positively to the retention of employees

The findings agree with that of Harburg (2003) who opined that the organizations which practice effective learning and development started with their employees and such practice often helps organisations to recognize those employees who require learning and development. By so doing, the level of learning and development that they need and the duration during which learning is to occur can all be realised.

Such practice has the potential to motivate employees especially the newly recruited employees and that can result to the building of psychological contract leading to high retention (Harburg, 2003).

In - House Development Programme

When the issue of in-house development programme was considered as a strategy used by the Ministry to increase employee retention, the responses were largely positive. From table 9, it can be realized that a greater part of those who answered the question, 53% and 30% agreed and strongly agreed respectively with the statement that in their Ministry such in-house development programme was frequently used. Only 3.5% and 11.5% strongly disagreed and disagreed respectively while 2% of the respondents remained undecided.

The inference that can be made from this finding is that the authorities within Ministry often try to train the employees from within by making use of the internal available resources. This is supported by the fact that when the employees were asked whether there is coaching by line managers in the Ministry which leads to high retention, as the table indicates, majority of 85% agreed and only

12.5% disagreed with 2.5% undecided. This has the potentials to motivate the workers as such it can be argued that the use of in-house development programme might have served as motivation to employees and as such might have contributed positively to their retention.

This study finding is not unique as it is in line with the findings with those of CIPD (2010) study on learning and talent development. The results of their study showed that 56% of their respondents agreed that in-house development programmes was used while coaching by line managers at 51% and at the same time were ranked among the top effective learning and development practices.

Leadership Skills Development

Another area that this study tried to identify was whether Leadership skills development in the Ministry was important for learning and development. On this issue the results in Table 8 indicates that a large number of the respondents 79.5% at least agreed with the statement with 37% strongly agreed while 42.5% agreeing. Only 14.5% disagreed and 3% strongly disagreed with 3% not decided.

What can be inferred in this study finding is that the Ministry is vigorously involved in leadership skills development and this may have contributed positively to learning and development. This could also serve as a non-financial motivating factor to the employees as it could pave way for better succession planning of the Ministry. Implicitly, such leadership skills development may have contributed positively to employee retention.

This study finding is validated by the findings of Lockwood (2006) who realised talent development is one of the crucial component in the maintenance of competitive advantage in today's competitive business world. In the study, it was found out that developing manager capability, retaining high performers, developing succession pool depth and addressing shortages of management or leadership talent were among the challenges facing human resource managers and business leaders as such companies that are involved in leadership skills development could contribute positively to employee retention.

Relationship between Learning and Development and Employee Retention

For the purpose of understanding the connection between Learning and Development and Employee Retention, a correlation test analysis between the dependent variable (employee retention) and the independent variable Learning and Development was done and the result is shown in Table 9 below.

Table 9: Relationship between Learning and Development and Employee Retention

Variable	Employee Retention	L&D
Employee Retention	Pearson Correlation Sig. (2-tailed) N	1 200
Learning & Devt	Pearson Correlation	0.421**

1

Sig. (2-tailed)	0.001
N	200

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Fielddata analysis, Budu (2016)

The result in Table 9 indicates the correlation test analysis between the dependent variable (employee retention) and learning and development. From the table, it can be noted that the results of the test indicate a positive correlation of 0.421 which shows that employee retention is positively correlated with learning and development ($r=0.421$, $p\text{-value}=0.001$). This means that any positive change in learning and development could have the possibility of leading to an increased in employee retention within the Ministry.

Regression Model analysis for Learning and Development

For the purpose of fitting the data into the conceptualized model in the conceptual framework, and to know the extent of influence learning and development have on employee retention, regression analysis was used and the F statistics (ANOVA) was used as a measure of the overall model goodness of fit. The regression coefficient summary has been employed to explain the kind of the relationship between the dependent and independent variables. The result is shown in Table 10.

Table 10: Model Summary for Learning and Development

Model	R	R Square	Adj.RSquare	Std. Error of the Estimate
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1 .311a .073 .062 3.1421

a. Predictors: (Constant), LEARNING & DEVELOPMENT

Source: Field interviews analysis, Budu(2016)

The results of the Regression in Table 10 show that the goodness of fit for the regression between employee retention and learning and development was acceptable. An adjusted R squared of 0.062 suggests that all the learning and development in exclusion of the constant variable can be explained by the variation in employee retention by 6.2% and the remaining percentage can be explained by other factors which are not included in the model. That implies that the adjusted R square is 0.062 showing a positive relationship between the observed and predicted values of the dependent variable. The R shows the correlation coefficient of the combined effects of learning and development, an R =0.31 shows that there is a strong positive relationship between employee retention and learning and development.

For the overall fitness of the regression model, using the F statistics (ANOVA) with Learning and Development as a predictor, the F value was significant (F=33.121, p value =0.000). This implies that there is a significant relationship between employee retention and the various variables that make up learning and development. Therefore, a unit increase in Learning and Development can give rise to an increase in employee retention by 0.311

Career Management

In line with the fourth objective of the study, the researcher sought to understand how career management influence organizational performance in the Ministry. The results of the responses to the questionnaires on Career Management are presented in Table 11 below.

Table 11:Employee Career Development Responses

Employee Career development	SDA	DA	N	A	SA
a) Employee career development benefits are in place and the Ministry always has plans on employee career growth	7%	30%	3%	43%	17%
b) Employee career development programs offered are linked to each employee's career needs which cause retention	2.5%	13.5%	4%	64%	16%
c) Job rotation is encouraged and there are supervisors who frequently mentor staff to grow professionally	3 %	5.5%	3.5%	75%	13%
d) In my Ministry, opportunities for career growth offered to the employees is clearly outlined and known to all employees which leads to retention	3 %	14.5%	3%	42.5%	37%
e) In this Ministry, we have succession planning which prevents power struggle leading to peaceful organizational climate	3%	14%	2%	59%	22%
f) In this Ministry, we have retirement preparation programmes which encourages employee retention	5%	10%	1%	45%	39%

Source: Fielddata analysis, Budu (2016)

The existence of career development benefits and planning of employee career growth

On the issue of the existence of career development benefits and planning of employee career growth, it was found that at least 37% disagreed while majority of 60% at least agreed. Only 3% neither agreed nor disagreed with the statement. From organizational perspective, such planning could involve career counseling, seminars, and the various kinds of training which could be given to the staff for the purpose of career growth and development. Such employee career growth activities might have contributed significantly to the employee retention in the Ministry as such benefits lead to promotion associated with higher salaries.

This study finding is not unique as it supports the findings of Gupta (2008) who noted that a number of elements of career management including career development and planning which concentrates on future welfare of employee's growth and progression usually have positive impact on retention. This is because it contributes not only to the expansion and growth of the organization, but also the employees which eventually motivate the workers to stay with their respective companies.

Availability of Employee career development programs offered are linked to each employee's career needs

The second question on career development was to find out whether the availability of Employee career development programs offered that are linked to each employee's career needs could increase retention. In response to this, 2.5%

strongly disagreed while 13.5% disagreed with only 4% undecided. In contrast, 64% agreed and 16% also strongly agreed with the statement.

The implication here is that the Ministry not only provides career development to the staff but also ensures that such development is tailored towards the working circumstance of the employee. This is significant because individuals have their own needs and such needs create ambition and desire to succeed. As a result, offering career development that is in line with the needs of the employee could contribute immensely to the retention of the employee. This is confirmed by the findings of Farrell et al, (2005) who asserted that career development describes the lifelong process of managing life, learning and work. It involves individuals planning and making decisions about individual needs and career choices in for example education, training as well as developing the right skills and knowledge the person which also motivate the employee to remain with the organisation. Thus, Ministry's development programs and initiatives that enhanced employee career development might have contributed positively to the employee retention.

Job rotation is encouraged and there are supervisors who frequently mentor staff to grow professionally

In finding out whether job rotation is encouraged and the availability of supervisors who frequently mentor staff to grow professionally affect employee retention, it was noted that only 8.5% at least disagreed while 88% at least agreed with only 3.5% undecided.

This finding indicates that the Ministry considers both job rotation as part of the career development process and also sees career mentors to be important. It is therefore not surprising that a provision has been made for them which might have contributed to their retention. Having career mentors in the Ministry signifies that both formal and informal activities take place in the Ministry in the cause of developing the employees. Such activities practiced by the Ministry can be said to be in line with Dargham, (2013) who opined that career management consists of both formal and informal activities including career mentors.

Opportunities for career growth offered to the employees is clearly outlined and known to all employees

On the question of whether the clearly outlined and understanding of opportunities for career growth offered to the employees is a source of retention, it was found that majority of the employees agreed to the statement. On this issue almost 80% at least agreed to the statement while only 17.5% disagreed with only 3% not decided.

The idea here is that employees in the Ministry are aware of the various opportunities available for career growth and being aware also creates the atmosphere of certainty which promotes loyalty and hence retention. This finding can be corroborated by the findings of Allen (2005) who noted that building career pathing alone is not enough. Rather such creation should include building a general awareness and creating established career paths and families of jobs within a given area and allowing employees to have a vision of progression as

well as goals and expectations. In this way, employees develop trust and they tend to rely on the trust they have had from the organization to devote their most entire life to the organization.

Succession planning which prevents power struggle leading to peaceful organizational climate

On the question of whether the Ministry has instituted succession planning which it is believed has prevented power struggle and therefore has led to a peaceful organizational climate, 81% agreed with 22% strongly agreed and 59% agreed while only 14% disagreed and 3% and 2% strongly disagreed and undecided respectively with the statement. From this it can be deduced that the fact that there is a peaceful organizational climate brought by good succession planning suggests that most of the employees enjoy such atmosphere and therefore are motivated to stay with the Ministry. In essence, the establishment of succession planning within the Ministry has contributed positively to career management and for that matter retention of employees.

This finding supports the finding of Blackman et al, (2013) who explored the connection between talent management and succession planning processes. The study, demonstrated that succession planning within government organizations greatly has positive influence on employee's ability to develop through loyalty and consequently paving way for the organizations to have a competitive edge. The findings also agree with those Allen, (2005) who asserted that employee

development consisting of programs and initiatives such as succession planning contributes to employee retention.

In this Ministry, we have retirement preparation programmes which encourages employee retention

In terms of retirement preparation programmes, it was found that retirement preparation programmes in the Ministry were crucial of career management and also employee retention. Results in the above show that more than 80% agreed with the statement, while 45% simply agreed and 39% strongly agreed. This is in contrast to 5% who strongly disagreed and 10% who simply disagreed with only 1% not decided.

It is not surprising that retirement preparation programmes have contributed to employee retention because they give them a sense of security in the future when they are no more working. This finding is in line with Agarwala, (2007) who found organizational careermanagement practices to include retirement preparation programmes which contributes to employees' retention rates.

For the purpose of understanding the linkage between Career Development and Employee Retention, a correlation test analysis between the dependent variable (employee retention) and the independent variable Career Development was done and the result is shown in Table 12 below.

Table 12: Relationship between Learning and Development and Employee Retention

Variable	Employee Retention	Career Devt
Employee Retention	Pearson Correlation	1
	Sig. (2-tailed)	
	N	200
Career Devt	Pearson Correlation	0.661**
	Sig. (2-tailed)	0.000
	N	200

** Correlation is significant at the 0.01 level (2-tailed)

Source: Fielddata analysis, Budu (2016)

Table 13 indicates the correlation test analysis between the dependent variable (employee retention) and the independent variable (Career development). From the table, it can be noticed that the results of the test indicate a positive correlation of 0.661 which shows that employee retention is positively correlated with career development ($r=0.661$, $p\text{-value}=0.000$). This means that any change in career development could have the possibility of leading to either a decrease or an increased in employee retention within the Ministry depending upon the nature of the change. In essence if there is a positive change in career development, employee retention will also change by positively increasing the rate at which employees remain in the Ministry. The implication here is that if the Ministry wants to obtain the loyalty of the employees and to reduce the number of

employees who will quit the organisation then the authority should do more on career development issues.

Regression Model analysis for Career Development

In order to know the extent of effect Career development has on employee retention, regression analysis was used and the F statistics (ANOVA) was also used as a measure of the overall model goodness of fit. The regression coefficient summary has been employed to explain the kind of the association between the dependent variable (employee retention) and the independent variable (Career development). The result is shown in Table 13 below

Table 13: Model Summary for Learning and Development

Model	R	R Square	Adj.RSquare	Std. Error of the Estimate
1	0.423a	.084	.0861	4.2310

a. Predictors: (Constant), CAREER DEVELOPMENT

Source: Fielddata analysis, Budu (2016)

The results of the Regression in table 14 reveal that the goodness of fit for the regression between employee retention and career development was significant. An adjusted R squared of 0.0861 depicts that all the career development in exclusion of the constant variable can be explained by the

changes in employee retention by 8.6% and the remaining percentage can be explained by other factors which are not included in the model. The suggestion here is that the adjusted R square is 0.086 showing a positive relationship between the observed and predicted values of the dependent variable. The R shows the correlation coefficient of the combined effects of career development, an $R = 0.42$ shows that there is a strong positive association between employee retention and career development.

For the overall fitness of the regression model, using the F statistics (ANOVA) with Career Development as a predictor, the F value was significant ($F=42.213$, p value $=0.000$). This implies that there is a significant association between employee retention and the various variables that make up career development. Therefore, a unit increase in Career Development can give rise to an increase in employee retention by 0.432.

Discussion

The main aim of this study has been to examine the extent to which *talent management has effect on employee retention in the Ministry of Roads and Highways in the selected regions of Ghana*. So far the study results point to the fact that there is certainly a significant and positive connection between talent management and employee retention within the *Ministry of Roads and Highways* in Ghana. This was perpetuated by the realization that the basic DNA of an organization and also of an individual's potential is talent management which concentrates on enhancing the potential of the people by developing their

capabilities and capacities. The talent management dimensions used as variables in this study were: competency mapping, talent attraction, learning and development and career development. In analysing all these variables, the study found out that each variable had a significant positive connection with employee retention in The Ministry of Roads and Highways.

These findings cannot be said to be unique as a number of studies have also found similar results. For example, a study conducted by Njoroge (2012) on talent management in commercial state corporations in Kenya also revealed similar results. The latter study even went further to indicate that although there was a positive relationship between the two, yet most of the commercial state corporations in Kenya lacked a well-structured and clearly communicated talent strategy. The practices of workforce planning and talent management were found to be fairly accepted.

Besides this finding, there is another study finding which is also in line with this current one. A study by Karemu, *al* (2014), who studied Talent management strategies on medical staff retention in Kenyatta National hospital in Kenya, realised that there is a strong positive relationship between talent management and employee retention. In view of this finding, the study it was suggested that management should pay more attention to talented employees so as to maintain their services in the long run. Another critical study on talent management and employee retention was also done by Patti (2011) who studied the underlying reason why employees quit an organization and the strategies for attracting and retaining talent. In this study, it was discovered that 63% of the

respondents to the survey had the views that talent management would be the most pressing strategic issue they would face in years to come. This was supported by Lathitha (2012) whose research on staff retention indicated that employee retention is the biggest challenge faced by HR in most developing countries due to working conditions.

What can be deduced from this earlier finding is that organisations that have established talent management capabilities can attain improved quality and skills (Gabdossy Kao, 2004) Consequently, according to Sullivan & John, (2009) such advantage could enhance higher innovation ability as well as a higher job satisfaction and above all, a higher retention rate of employees Sullivan & John, (2009). This means that the Ministry needs to invest in talent management not only as an employee retention strategy but also to be on the competitive edge.

On the issue of competency/skills mapping, it has to be noted that as the world is going global and business competition shifts from traditional notion of effectiveness to technological innovativeness (i.e., efficiency) as well as from growth of scale to creation of value, there is no way management can succeed without moving towards the strategic use of human resources. The fact is competency mapping helps in identifying an individual's strengths and weaknesses in order to help them better understand themselves and show where career development need to be directed. In view of this current study findings demonstrated that there was a connection between increases in employee retention if there are opportunities for career development since majority of those surveyed reported that an opportunity for career development increases the chances of

employee retention. This study agrees with a study by Chitalu, (2011) who concluded that one of the key factors of the retention of skilled employees is the provision of training and development opportunities.

From this perspective, it can be argued that the ability of companies to effectively carry out competency based HRM is becoming more decisive for their survival. Considering the various variables used, it became obvious that the ministry truly puts emphasize on the significance of different competencies as the authority finds it necessary to empower their employees with various competencies to find the way in the ever-changing corporate environment.

The interesting aspect of this finding on competency mapping is that it supports an earlier study inference made by (Jain, 2013), who did a study on competency mapping in Indian industries. It was noted that competency mapping is needed to reinforce corporate strategy, culture, and vision. It establishes expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction, and better employee retention. It increases the effectiveness of training and professional development programs by linking them to the success criteria. In view of this the study sought to find out whether performance assessment in organizations is guided by individual competencies.

Majority of the respondents agreed that performance assessment is not done based on individual competencies. Eventually, it was recommended that HRD should constantly assess competency requirements of different individuals to perform the jobs assigned to them effectively and provide opportunities for

developing these competencies to prepare themselves for future roles in the organization. This implies any lack of competency profiling which makes performance assessment in the Ministry a simple routine exercise would lead to unproductivity. Thus, for performance assessment to be effective it must be carried in tandem with competency profiling as establishes expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction and better retention (Kumar, 2013).

These arguments throw light on the nature of today's employees who are more career conscious than ever and are demanding more in terms of personal growth and development. Implicitly, from the view point of Sennet(2006) there has been a shift from job security and lifelong employability to lifelong learning and talent management. To this end, it is imperative to give employees chances to develop and learn. This will help employees to keep their capabilities as effective employees, and could repel against redundancy policy of the various organisations(Arnold2005, Herman, 2005).

With respect to the finding on the effect of career development on employee retention in the Ministry, it was realized that the existence of career opportunities such as the availability of mentors, succession planning, retirement preparation and job rotations had positive impacts on employees' retention. These findings are significant because from the employees' perspectives their desire is to align their skills and development in such a way as to have a successful career. The employers on the other hand want to integrate the same functions to ensure that the corporate talents are used to the fullest. This study agrees with a study by

Chitalu (2011), who argued that one of the main factors of the retention of skilled employees is the provision of security, skill training and development opportunities. Also, a study by Waleed (2011) revealed that the right skill training and career development contributes positively to employee retention as it makes employees feel recognized for their strengths and creates possibilities to develop their qualities.

Chapter Summary

In this chapter, the discussion has centered on the main research objective which to examine the effect that talent management has on employee retention in the Ministry of Roads and Highways in the selected regions of Ghana. This chapter has provided the findings and discussions which reflect on the core study objectives as outlined in Chapter one. However, the discussion on the first section has been on the demographic features of the respondents. The second section, on the other hand has addressed the various research objectives in the study.

With the demographic features, it was found that males 124 (62%) were majority while the female was only 76 (38%). In terms of age, majority of the employees' age was between 30 to 39 years which accounted for 32.5%, followed by 26.5% (20 to 29 years) 21.5% (50 and above years) and (40-49 years) 19.5%. With regards to years worked in the Ministry, the findings show that majority of the staff who have worked for more than 10 years recorded 44.5% (10 -14 years); 15-20 years was 33%, 11.5% for those with more than 20 years and 7.5% for those with 1 - 4 years.

In the case of the findings of the main objectives, it was revealed that employee retention was positively correlated with talent attraction. As far as the second objective is concerned, it was found that there is a significant positive relationship between employee retention and competences/skills mapping. In the same vein, the result of the regression analysis showed that employee retention had positive influence on learning and development. Finally, the study result indicates a positive correlation of 0.661 which shows that employee retention is positively correlated with career development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides the summary of major findings of the study, conclusions and the important recommendations. This summary is done in accordance with the research questions and objectives of the study based on the outcome of the descriptive and inferential statistical analyses. The recommendation that will be given will be tailored explicitly to the conclusion drawn from the study.

With the main aim of study being an investigation into the effect of talent management on employee retention, the specific objectives were as to examine the following:

1. The effect of talent attraction on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?
2. The effect of competencies mapping on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?
3. The effect of learning and development on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?
4. The effect of career management on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana?

Summary of the Findings

The current study focused on the talent management and its influence on retention. Four aspects of the talent management that were discussed included: talent attraction, competences/skills mapping, Learning and development and career management. These were used to examine the extent to which they influence employee retention. The summary of the results of the various objectives, the conclusion, recommendation and directions for future research, will be discussed in this section.

Research objective One:

With the specific objective of examining the effect of talent attraction on employee retention the study discovered that talent attraction had a positive influence on the employees' retention and the results of inferential statistics such as ANOVA showed that talent attraction as a component of talent management had a positive and significant effect on employee retention in the Ministry of Roads and Highways in the Eastern Region of Ghana.

This revelation was arrived at because most of the respondents agreed with the statements that the Ministry was actively involved in all the activities that help and attract the right talents. The activities undertaken by the Ministry to ensure talent attraction included supporting employee training and career progression, work-life balance as well as social networking facilities and others. Thus, through the implementation of proper recruitment policy and other major

motivating factors to the employees, the Ministry had ensured job security which has helped in attracting the right employees to the Ministry.

Research objective Two:

With the specific objective of examining the effect of competency mapping on retention of employees, the result revealed that competency mapping had significant on retention of employees. It was found out that the most respondents agreed that the Ministry encourages employees to keep developing their skills. In other words, skills development as well as skills utilization is what the Ministry focusing on which invariable has had positive effect on employee retention. It was also revealed that although the Ministry provides opportunity to utilize talents, skills and resources, the focus is often on the importance of different skills/competencies for different tasks. The Ministry achieves this through skills gap analysis which is always done to help identify training needs.

Research objective Three:

Under objective three, the specific objective was to examine the effect of learning and development on employee retention. From the result, there was an indication that learning and development had a positive and significant influence on employee retention in the Ministry of Roads and Highways in the selected regions of Ghana. Learning and development was assessed by whether the Ministry had attained new knowledge and skills, as well as mastering innovative ways of doing things, and whether there was the existence of in-house

development programmes. In all these assessment, it was revealed that a greater part of the respondents agreed with the measures and this was supported by regression results which indicated that the relationship between learning and development and employee retention was positive and significant. The idea here is that the learning and development programmes would lead to appropriate skill acquisition which has the potential of helping the Ministry to succeed in maintaining its talented employees. This is because through such learning and development programmes, employees would be effective and efficient which would improve their skills.

Research objective Four:

Finally, taking into account the fact that the research objective four was to focus on the effect of career management on employee retention, the results showed that career management had a positive and significant influence on employee retention. The elements that measured career management included; whether the company had policies on employee growth and progression; existence of succession planning, career mentors and retirement preparation programmes. Most of the respondents agreed with the statements and this was supported by regression results which depicted that the association between career management and employee retention was positive and significant. The idea here was that career development programmes could assist facilitates employee retention which would also enhance the continuity of the Ministry's overall performance.

Conclusions

Winning the war for talent is about timeless principles of attracting, motivating and retaining talented employees. The current study focused on talent management and the aim was to determine whether talent management which includes, talent attraction, learning and development, Competencies mapping and career development have any significant influence on employee retention. The current study revealed that all the four talent management elements influenced retention in a positive way.

Overall, the study showed that talented employees create differential value that is critical to Organisational success. As noted by Bussin (2003, p. 40) "... without the right caliber of people it is difficult to achieve the desired business performance." Therefore, it is essential to develop compelling employee value propositions that include high levels of talent attraction, learning and development, competencies/skills mapping and career development in order to attract and retain the best talents.

Based on these findings, it can be said that the objectives of the study have been achieved. This implies that the study has provided the right results that the researcher was looking for. This could serve as a guide to the policy makers in the Ministry to be able to come out with the right policies that will enhance the image of the Ministry by attracting and retaining the right caliber of workers.

Recommendations

On the basis of the entire study finding, in order for the Ministry to have a competitive urge over its rivals and to be able to keep and retain the talented workers, it is recommended that the Ministry should do the following:

-It should provide more conducive working conditions such as job security, good pay package and career progression to its employees so as to attract the best talented employees who could contribute to good organization performance.

It is also recommended that the Ministry should keep valuing and ensuring that talent attraction strategies like competitive compensation system, effective leadership style and internal recruitment policy are in place so that the Ministry could compete with the other public and private sector ministries and institutions respectively in terms of employee retention

Also, it will be better for the Ministry to have career management methods like having career counseling facilities, culturally-based work-life and career mentors, planning and career development programmes so that the Ministry could meet the diverse needs of the employees and this could also enhance the retention of employees.

Finally, it is recommended that NSE management should maintain learning and development practices like learning need identification, coaching and in-house development programmes to improve not only the retention rates of the employees but also the general performance of the Ministry.

Areas for Further Research

The overall study indicated that the study findings were based on a quantitative research approach because it involved collecting the same information from all participants in the sample using a questionnaire. This did not allow the various respondents to express their views in more details. This implies there were certain vital information that could have been obtained by the respondents but the researcher never had them. In view of this it would be better if the future research use a mixed method approach which would allow the researcher to combine both qualitative and quantitative methods to solicit information from the respondents. In this way, there can be a detailed provision of information on the subject matter as well as an objective analysis of the data.

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APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES

Questionnaires

Please my name is Beatrice Budu a Masters student at the School of Business, University of Cape Coast. I intend to conduct a research study on the Talent Management and its effect on Employee Retention using your institution as a case study. You have therefore been identified as a critical respondent who needs to provide me input in this study.

In the light of this, I'm asking for your support by fill the attached questionnaires for me. You only need to tick where appropriate or fill in the necessary information on the spaces provided as honestly and precisely as you can. I want to assure you that the information provided will be handled confidentially, and will only be used only for academic purpose.

SECTION ONE: Socio-Demographic Data

Please tick the correct box that applies to you.

1. Age in years:

20-29

30-39

40-39

50 and above

2. Gender:

Male

Female

3. Marital Status:

Married

Single

4. How long have you been working in this Ministry?

1-4

5-9

- 10-14 []
- 15-20 []
- 20and above []

SECTION II: Factors Influencing Retention

1. With a Likert Scale of 1-5, with 1 representing strongly disagree (SD) and 5 representing strongly agreed (SA), please indicate the extent to you agree or disagree with each of the statements in the matrix about Competency/Skill mapping in your organization. Please indicate your answer by ticking at the space provided.

Key: SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree;

1: Competencies /skills mapping

Competencies /skills mapping	SDA	DA	N	A	SA
a)My organization encourages employees to keep developing their skills					
b) My organization always stresses the importance of different skills/competencies for different tasks.					
c) Performance assessment is not always done on					

the bases of individual competencies in this organization					
d) Alignment of employee competencies and job description can help in better retention of employees					
e) Tasks in my department are distributed based on specific competencies/skills.					
f) The HR department frequently undertakes gap analysis to guide employees on development path					
g) The organization regularly undertakes skills mapping to improve recruitment and selection in my department					
h. Skills gap analysis is always done to help identify training needs					
.i. We are always encouraged as employees to undertake self development initiatives					
j.) All employees in my department are granted the opportunity to utilize talents, skills and resources					
k. Competencies' mapping increase retention in the organisation					

What issues of employee career growth should your organization address to improve staff retention.....

2: Employee Career development

Please think about each of these statements carefully and then respond to each as you believe it applies to career planning in your organization which consequently influences employee retention.

Key: SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Employee Career development	SDA	DA	N	A	SA
a) The organization always plans on employee career growth					
b) Supervisor frequently mentor staff to grow professionally					
c) Employee career development benefits are in place in this organization					
d)Employee career development programs offered are linked to each employee’s career needs					
e) Job rotation is encouraged and transfer of people across departments helps to increase high retention rate					
f) In our organization, progress and career					

development policy is clearly outlined and known to all employees					
g) My organization has in-house development programmes to develop its employees					
h) The organization has an employee development strategy which is clearly understood by all the employees.					
i) The organization has provision for career mentors					
J) I think the opportunities for career growth offered to the employees in our organization increases their retention					
J) Lack of adequate career development opportunities by our organization is one of the main reasons why employees may leave for employment elsewhere?					
k) In this Ministry we have retirement preparation programmes which encourages employee retention					

#) What issues of employee career growth should your organization address to improve staff retention.....
.....
.....
.....

3: Talent attraction

Please think about each of the following statements carefully and then respond to each as you believe it applies to career planning in your organization.

Key: SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Talent Attraction	SDA	DA	N	A	SA
My Ministry is actively involved in communication and implementation of strategies to enhance our image					
This Ministry's good working conditions and fair wages have enabled it to attract and retain the right talents					
The way this Ministry select people based on qualification and skills has increased the retention of employees					
My Ministry strives to build a good brand image to attract and retain talented employees					
This Ministry assures employees job security which helps to attract and retain the right talent.					
In this Ministry, the support for employee training and					

career progression has enhanced employee retention					
Work-life balance as well as social networking facilities in this Ministry is a motivating factor to our employees' retention					
Good organizational climate is often assured and that explains why the right talents are retained					

2. Apart from those mentioned above what else do you think talent attraction can be used to retain employees.....
.....
.....
.....

4: Learning and Development

To what extent do you agree with the following statements relating to effects of learning and development on employee retention?

Learning and Development (L&D)	SDA	DA	N	A	SA
In this Ministry appropriate L&D strategies have been put in place which enhances employee retention					
In my Ministry employees are					

continuously acquiring new knowledge and skills, and mastering new ways of doing things causing retention					
In our Ministry in-house development programme is commonly used and this increases retention					
There is Coaching by the line managers in this Ministry which leads to high retention					
In my Ministry we take Leadership skills development very seriously causing high retention rate					
In my Ministry we value business skill Development which positively affect retention					
We believe E – learning is of great importance in our Ministry and that has enhanced retention					

<p>In our Ministry the emphasised on Teamwork skills Development has caused high retention rates</p>					
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**#) What issues of employee L&D should your organization address to
improve staff
retention.....
.....**

TO BE FILLED BY THE HR MANAGER

INFORMATION ON EMPLOYEE RETENTION

1. Approximately how many employees in total have left the organization between 2010 and 2015.....?

2. What category of staff are the majority among those who have left the organization between 2010 and 2015?

3. In your exit interview with the staff what was the main reasons cited for leaving.....
.....

4. In your opinion, would you say that age is a factor in employee intention?

ii) If your answer is yes kindly elaborate.....
.....

5. Which age group is most affected in issues of turn over?

- a) Below 30 years
- b) 30- 35 years
- c) 36- 40 years
- d) Above 40 years

6 In your opinion, would you say that talent management has contributed to employee retention in your organization.....?

7. What percentage would you assign the following aspects of talent management being the reason why staffs leave the organization?

a) Talent attraction 1-25% 26-50% 51-75% 76-100%

b) Career development 1-25% 26-50% 51-75% 76-100%

c) Learning and Dev't 1-25% 26-50% 51-75% 76-100%

d) Competencies mapping/skills assessment 1-25% 26-50% 51-75% 76-100%

8. Which one among the following factors if improved would have the greatest positive impact on staff retention in the organization?

a) Talent attraction

b) Career development

c) Learning and Dev't

d) Competencies mapping/skills assessment

What is the objective of your organizations talent management policy? (Tick all that apply)

To develop and retain talent

For employee Talent attraction

For employees career development

Competencies mapping/skills assessment

APPENDIX B

PARTICIPANT INFORMATION / INFORMED CONSENT

FORM

I, the undersigned, hereby declare that I agree to participate in the study to be carried out by researcher Beatrice Budu titled:

Assessing Talent Management and its effect on Employee Retention in the Ministry of Roads and Highways in the selected regions of Ghana

I further declare that I understand the purpose of the research, that it will be used as part of a Master programme, that it will be stored and accessed solely by the researcher and that it will not be disclosed. I also understand that it can be used for research output based on such research and that my anonymity will be guaranteed.

By making this declaration, I understand that I am allowing the researcher to use the information I am providing her for the purpose of this research and its output and I am also aware that I can pull out of the research at any time.

Name

Signature

Date