MK7227 Postgraduate Dissertation

Student Number: u1404917

	Comments	Max Mark	Actual Mark
Introduction *Identification of a valid topic, research question and objectives framed to Masters Level standard with academic rationale developed, clear industry contextualisation of the research topic*	**Supervisor Comments:** **2nd marker Comments:**	**10%**	
Critical Literature Review *Depth and breadth of literature search, engagement with seminal authors and papers, evidence of a critical approach toward the scholarly literature*	**Supervisor Comments:** **2nd marker Comments:**	**25%**	

1404917

	Supervisor Comments:		
Research Methodology *Evaluation of research philosophies and perspectives. Justification of methodological approach, sampling strategy, data analysis and reliability and validity measures as applicable*		**15%**	
	2nd marker Comments:		
	Supervisor Comments:		
Data Analysis and Interpretation *Evidence of rigor in data analysis and interpretation procedures, identification of key patterns and themes in the research data, integration of academic theory into explanation of findings*		**35%**	
	2nd marker Comments:		

1404917

	Supervisor Comments:		
Conclusions and Recommendations *Research question and objectives addressed with implications to theoretical and managerial concepts considered. Recommendations provided for theory, practice and future research*	**2nd marker Comments:**	**10%**	
Organisation, presentation and references. *Well structured and ordered dissertation with correct use of grammar and syntax. In-text citation and bibliography conforming to "Cite Them Right"*	Supervisor Comments: **2nd marker Comments:**	**5%**	

1404917

Total	**First Marker Total**	**100%**	
	Second Marker Total		
Supervisor General Comments:		**Agreed Mark:**	
2nd Marker General Comments:			

Supervisor's Name: ……………………………….. **Signature:** …………………………

2nd Marker's Name: …………………………………… **Signature:** …………………………

PERCEPTION OF EMPLOYEE'S ABOUT THE HUMAN RESOURCE MANAGEMENT PRACTICES (TALENT MANAGEMENT) IN MARKS AND SPENCER IN WATERLOO, LONDON

A dissertation submitted in partial fulfilment of the requirements of the School of Business and Law, University of East London for the degree of **M A INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

MAY 2016

Word Count: 14292

I declare that no material contained in the thesis has been used in any other submission for an academic award

Student Number: **1404917**   Date: 28-04-2016

Dissertation Deposit Agreement

Libraries and Learning Services at UEL is compiling a collection of dissertations identified by academic staff as being of high quality. These dissertations will be included on ROAR the UEL Institutional Repository as examples for other students following the same courses in the future, and as a showcase of the best student work produced at UEL.

This Agreement details the permission we seek from you as the author to make your dissertation available. It allows UEL to add it to ROAR and make it available to others. You can choose whether you only want the dissertation seen by other students and staff at UEL ("Closed Access") or by everyone worldwide ("Open Access").

I DECLARE AS FOLLOWS:

- That I am the author and owner of the copyright in the Work and grant the University of East London a licence to make available the Work in digitised format through the Institutional Repository for the purposes of non-commercial research, private study, criticism, review and news reporting, illustration for teaching, and/or other educational purposes in electronic or print form
- That if my dissertation does include any substantial subsidiary material owned by third-party copyright holders, I have sought and obtained permission to include it in any version of my Work available in digital format via a stand-alone device or a communications network and that this permission encompasses the rights that I have granted to the University of East London.
- That I grant a non-exclusive licence to the University of East London and the user of the Work through this agreement. I retain all rights in the Work including my moral right to be identified as the author.
- That I agree for a relevant academic to nominate my Work for adding to ROAR if it meets their criteria for inclusion, but understand that only a few dissertations are selected.
- That if the repository administrators encounter problems with any digital file I supply, the administrators may change the format of the file. I also agree that the Institutional Repository administrators may, without changing content, migrate the Work to any medium or format for the purpose of future preservation and accessibility.
- That I have exercised reasonable care to ensure that the Work is original, and does not to the best of my knowledge break any UK law, infringe any third party's copyright or other Intellectual Property Right, or contain any confidential material.
- That I understand that the University of East London does not have any obligation to take legal action on behalf of myself, or other rights holders, in the event of infringement of intellectual property rights, breach of contract or of any other right, in the Work.

I FURTHER DECLARE:

- That I can choose to declare my Work "Open Access", available to anyone worldwide using ROAR without barriers and that files will also be available to automated agents, and may be searched and copied by text mining and plagiarism detection software.
- That if I do not choose the Open Access option, the Work will only be available for use by accredited UEL staff and students for a limited period of time.   **/cont**

Dissertation Details

Field Name	Details to complete
Title of thesis *Full title, including any subtitle*	Perception of Employee's about the Human Resource Management Practices (Talent Management) in Marks and Spencer in Waterloo, London
Supervisor(s)/advisor *Separate the surname (family name) from the forenames, given names or initials with a comma, e.g. Smith, Andrew J.*	Robinson, Gil
Author Affiliation *Name of school where you were based*	School of Business and Law
Qualification name *E.g. MA, MSc, MRes, PGDip*	M A
Course Title *The title of the course e.g.*	International Human Resource Management
Date of Dissertation *Date submitted in format: YYYY-MM*	2016-May
Does your dissertation contain primary research data? (If the answer to this question is yes, please make sure to include your Research Ethics application as an appendices to your dissertation)	Yes ■ No ☐
Do you want to make the dissertation Open Access (on the public web) or Closed Access (for UEL users only)?	Open ■ Closed ☐

By returning this form electronically from a recognised UEL email address or UEL network system, I grant UEL the deposit agreement detailed above. I understand inclusion on and removal from ROAR is at UEL's discretion.

Student Number: 1404917   Date: 28--04-2016

ABSTRACT

A broad range of talent management issues are faced by multinational companies now-a-days. A significant number of academic (e.g. Chambers et al., 1998, Stahl et al., 2012) and practitioner have an interest in talent management issues, but in practice the subject matter is contested. The aim of this research was to critically evaluate the existing talent management practices in a CSO through employee's perception about the CSO's practices and the way they deal with TM issues. Quantitative data was collected through a survey and qualitative data and information was collected through face to face semi-structured interviews. Therefore the study adopted both the positivist and social constructionist philosophies because they explained the perceptions through interviews and measurement of the existing employee working in the CSO. The sample size comprised of all employees from the CSO. However 68 employees completed the questionnaires, hence the response rate was 68%. The data was presented and discussed using descriptive statistics method to obtain the mean value, tables and diagrams showing their relative frequencies and percentages. The findings revealed that, the employee's have a mixed perception about the TM strategies in the CSO and there is some scope to develop these practices in order to attract and retain talented employees. Some recommendations for management and future researchers were also suggested.

ACKNOWLEDGEMENTS

At first I would like to pay my sincere gratitude to my supervisor Dr. Gil Robinson for his cordial supervision. His proper guidance, advice and direction helped me to do the research properly. He has given necessary instructions in every chapter by his excellent researching and analysing views. Every week he has given me his valuable time for keeping me at the right track. He will always be remembered in my academic achievements.

My heartfelt thanks to my all colleagues of Marks & Spencer, Waterloo, especially, who helped me by giving answers of the questionnaire and took part in the interview. I am grateful to the HRM department who has given me the permission letter for doing the research.

My thanks also go to module leader, module teachers and my classmates who also supported me in the course of this work.

The staffs of library and IT section were supportive to me during my academic tenure at the university, my thanks to them.

TABLE OF CONTENTS

Chapter One: INTRODUCTION

Chapter Two: REVIEW OF LITERATURE

Chapter Three: RESEARCH METHODOLOGY

Chapter Four: PRESENTATION OF FINDINGS

Chapter Five: ANALYSIS OF FINDINGS

Chapter Six: CONCLUSION

Chapter Six: RECOMMENDATION

LIST OF FIGURES AND TABLES

ABBREVIATION

CIPD : Chartered Institute of Personnel and Development

CSO   : Case Study Organization

GTM   : Global Talent Management

HRM   : Human Resource Management

IHRM : International Human Resource Management

M&S   : Marks & Spencer

MNC   : Multi-national Company

PMS   : Performance Management System

TM   : Talent Management

UK   : United Kingdom

CHAPTER ONE

INTRODUCTION

1.1   INTRODUCTION

In this competitive world, organizations face huge competition and they struggle to uphold their positions in the global market. The proper usage of managerial tools and solid efforts that can support their employees develop performance has become important (Pousa and Mathieu, 2010). Now-a-days, human resource is considered to be the most valuable asset of any organization. To improve overall performance and become competitive, organisations are forced to maximize resources by using their talents, one of which utmost importance is the human resource (Hafiza *et al.,* 2011). The effective management of human resources of an organisation is complex, difficult and ambiguous, as well as one of the most important function that managers have to execute. It is a field of management policy-building and executing that is not defined by universally accepted qualified and experienced standards. Human resource policies deal with human behaviour, that is complex, differs depending upon the situations, sometimes conflict-ridden, and depend on employees individual cultures (Coyle-Shapiro *et el.,* 2013).

Is there any difference between Human Resource Management (HRM) and Talent Management (TM)? Abrahamson (1996) raises the question that it is just another portrait of management fashions, lost its popularity after touching its pick? Adamsky (2003) comply with the thought that TM is just a repackaging of old HRM ideas under a new and modern name -'old wine in new bottles'. Many of the principal ideas promoted by TM practitioners, such as succession planning, assessment centres and 360 degree feedback, are not new and originate from the 1950s. Organisations adopt many ideas about TM and give it an emphasis, but practically it doesn't hold a very distant meaning that most of the organisations have usually done (Warren, 2006). But on the other hand, others (Chuai, Preece, & Iles, 2008; CIPD,

2015) argued that TM is not just a management fad or fashion covered by the TM label, it is fundamentally something different from the basic HRM.

"Talent management includes a set of activities and practices which involve the methodical recognition of key-positions that contribute to the sustainable competitive advantage of the organization; it also include the selection and nurturing of a group of talented members with potential and high performances and the build up of a human resource framework capable to expedite the occupational activities of these positions with competent, loyal and efficient employees" (Muntean, 2014).

"Talent management is a difficult process and many organisations struggle to manage their talents effectively. So they are investing resources and efforts into selecting, recruiting, developing and maintaining their potential talents to develop their organizational performance" (Minbaevaa and Collings, 2013). However, due to lack of proper experience, sometime managers fail to manage it efficiently. Another reason for fail to mange talents is the lack of interconnection between organizational performance and talent management. "Organizations that prioritize employees as stakeholders and who define TM by a sense of purpose usually have a higher degree of alignment between employee and organizational goals with highly motivated employees and ultimately more effective and sustainable performance" (Collings, 2014). Generally, HR department provides support to speed up personal career progression of employees. If career progression is made easy, employees will not leave the organization and retention rates will increase. For example, Apple's encourages talented employees to hold total responsibility for their career development and it does not provide support in personal career planning because it does not want a 'sense of entitlement' to develop in employees, as they think that promotion is a right of all employees (Sullivan, 2011).

1.2   OVERVIEW OF THE CSO

Marks and Spencer plc (also known as M&S) is a very popular British multinational retailer of luxury food products, clothing and home products. It was founded in 1884 and it's headquarter is in Westminster, London. It

made itself a very popular company in the early 20th century by selling only British-made goods. In 1990s it started to change from this policy (Northedge, 2011). In the UK, Marks and Spencer's have 852 stores; there are also 480 international stores 83,069 overall employees all over the world (Marks and Spencer, 2015).

Marks and Spencer are committed to serving sustainable value for their shareholders and upgrade customer's lives every day by providing the high quality service, own brand food, clothing, flowers and home products. It offers its all product in stores and online in the UK as well as various parts of the world. M&S's attained the success following a philosophy of value for money, quality and service. It had created an exceptionally strong brand with an appeal to a major proportion of the 'middle market' in the UK who had high brand loyalty. The company was very choosy in selecting quality locations and relatively simple quality product ranges. It was also renowned for ensuring in the best from the suppliers – a distinctive competence and resource-based competitive advantage (Grundy, 2003).

1.3   RESEARCH AIMS AND OBJECTIVES

In order to achieve organizational goals, a competitive organization needs a high performing workforce which must be supported by effective talent management practices. The aim of this research is to examine the HR practices (Talent Management) and explore the perception of employees about the talent management practices that are being practiced and how these practices can be improved in Marks and Spencer in Waterloo, London.

1.4   RESEARCH QUESTIONS

To reach the aims and objectives of the study, formation of practical and achievable research questions is very important in any research. The research will find out the answer of the questions are as follows:

1.   What TM strategies are being practiced in the CSO?

2.   What is the perception of employee's regarding the strategies in TM practices in the CSO stores?

3.   In what way the TM strategies practiced by the CSO in these stores can be made more effective?

1.5   RATIONALES FOR THE STUDY

Marks and Spencer Group is a leading retailer of food and general merchandise in the UK. The company also operates in Europe and Asia. The company had 85,813 employees as on March 29, 2014 and its net profit was £524.8 million (approximately $833.6 million) in FY2014 (MarketLine, 2015). The employees play a crucial role in this huge success. Therefore it is important to know their perception about management practice concerning them. The study will give a clear idea about employees feeling and hopefully assist in the development of more effective talent management practices to the top management. This study aim to add some more information to current knowledge related to this field that may be used as reference for further research. It will also provide some practical information to support HR managers to come up with realistic and more effective policies for motivating the whole workforce. It also hopes to demonstrate how they can develop strategic ways of escalating the human resource potentials to achieve high performance in their organization.

1.6 METHODOLOGY

The study will make use of mainly primary data. The data will be collected by using questionnaires and interview methods. Some secondary data will also be used to compare the results and it will be collected from existing academic materials. The questionnaire will be prepared in order for the research questions to be answered by the respondents, and the questionnaires will be self- administered to the employee's of Marks and Spencer. At least one hundred questionnaires will be administered to employees of the CSO stores. The study will utilize the data to examine the issue already highlighted. The retrieved data will be carefully analysed so that the research questions raised in the research can be answered.

1.7   STRUCTURE OF THE REPORT

In order to assure the flow of information the research work is organised in a relevant manner. After the introduction the next chapter is review of

literature. This chapter gives a comprehensive review of contemporary and relevant literatures on human resource management giving special emphasis to talent management, the contributions of different researchers were discussed and also the theories relevant to the research work were also expressed. The third chapter is research methodology that provided a thorough discussion of the research methodology and techniques that have chosen in the study. It also explained the logics for adopting the methods of research.   The fourth chapter dealt with presentation of findings. The data and information collected by using the research methods represented here. The fifth chapter is analysis of findings that analysed and interpret the collected data. The final chapter is conclusions and recommendations. Conclusions were drawn by giving a brief picture of the total research work including the results of research. Recommendations are given how talent management practices can be improved in the CSO. Finally, suggestions have given for future research in this direction.

1.8   CONCLUSION

The introduction chapter gives an overview how the total research work will be done. It provides an idea about the CSO, aims and objectives of the research, research questions, justification of the research and research methodology including the structure of the report. It also gives information about the next chapters.

CHAPTER TWO

REVIEW OF LITERATURE

2.1   INTRODUCTION

 This chapter consist of the review of the literature on talent management. It will provide information about different perspectives and controversies of talent management. It will also critically analyze the theories on talent management and previous research work regarding talent management strategies, global talent management and related issues. This literature review expresses the results of studies on HRM practices influencing talent management and various concepts relevant to the study. How factors like selection, recruitment, training and development, motivation, monetary and non monetary rewards etc affects talent management practice will be concisely discussed. The reasons for potential sourcing and talent management will be reviewed in this chapter, in order to understand the necessity for the proper implementation of TM strategies.

2.2   WHAT IS TALENT MANAGEMENT?

As an HR initiative, there has been considerable research work undertaken on TM (Scullion *et al.,* 2010), but people are rarely precise about what they mean by the term ''talent'' in organisations (Howe *et al.,* 1998:399) and the implications of defining talent for TM practice (Tansley *et al.,* 2007 cited in Tansley, 2011). Some argues that ''companies do not even know how to define 'talent', let alone how to manage it'' (*The Economist*, 2006, p. 4). A working definition of talent is vital for talent management practices and policies for the organisation and important for employee development, planning and designing training and development interventions. Ewerlin (2012, p.281) define 'talent' as 'employees who have an above-average performance potential and perform their duties and responsibilities well.'
For organizations, TM remains a critical agenda in spite of the global financial crisis in the world (Skuza *et al.,* 2013). Employers recognize that, to achieve sustainable competitive advantage and substantial growth a skilled, motivated and engaged workforce is the key factor. However, these

circumstances, impels organizations to be more innovative, creative and effective in their talent management approach.

In the field of talent management, academic research is not yet able to provide much support in finding the appropriate talent management solutions. Indeed, research on talent management has been accused of lagging behind in offering organizations vision and direction on the matter (Al Ariss *et al.,* 2014). During the past ten years talent management researches have received increasing scholarly attention (Thunnissen *et al.,* 2013). Despite this attention there is still no consensus over its theoretical backgrounds, definition and scope. The field has also been criticized for considering talent management issues in a selected category of organizations like private and multinational (MNC's) organizations as well as region based organization like US-based organizations, Europe-based organization and Asia based organization (Powell *et al.,* 2013). However, very recently Gallardo-Gallardo *et al.,* (2015) shows meaningful progress in this field: since 2010 the number of empirical publications exceeds the number of conceptual TM papers published every year. They also argue that, thanks to the significant improvement made in recent years, the relatively new TM field is developing remarkably, and in the coming few years it will moves to a "mature" field of study from a "growing" field.

2.2.1   CONTROVERSIES IN TALENT MANAGEMENT

It is not easy to find the exact meaning of "talent management" because of the controversy regarding terms and definitions and the different assumptions made by experts who research about TM. The terms talent management, succession management, human resource planning, talent strategy etc are used interchangeably. For instance, look at the following statements with respect to the HRM processes for managing people in organizations:

'....ensure the right person is in the right job at the right time' (Jackson & Schuler, 1990, p.235);

'....a systematic and deliberate effort to encourage individual advancement and to ensure leadership continuity in key positions by an organization' (Rothwell, 1994, p.6); and,

'....managing the demand, supply and flow of talent through the human capital engine' (Pascal, 2004 cited in Lewis and Heckman, 2006).

These terms are used respectively to define talent management, succession planning and human resources planning. While these statements focuses on managing people their visible similarity confuses the problem that the first statement relate to an outcome, the second refers to a process, and the last refers to a particular decision. So, the points in the TM arguments which focus on effective talent management are not clear and obscure outcomes with processes with decision alternatives.

Managing the selection, acquisition, retention and career development of employees forms part of Human Resource Management. Why has the terminology changed to talent management? A number of recent articles describe "talent management" as a key component of effective succession planning (Cheloha and Swain, 2005); and, an effort to ensure that "everyone at all levels works to the top of their potential" (Redford, 2005, p.20). Several authors fail to define the term or admit, "there is not a single concise or consistent definition" (Ashton & Morton, 2005, p.30).

2.2.2   DEFINITIONS OF TALENT MANAGEMENT

An empirical research on TM has done by Gallardo-Gallardo and Thunnissen (2016). In the research, they observed that the two most cited definitions are provided by CIPD and Collings and Mellahi (2009). These two definitions are given below:

Talent management is the systematic identification, attraction, development, engagement, deployment and retention of those individuals who have a particular value to an organization, either in view of they are fulfilling business/operation-critical roles or because of their 'high potential, for the future (CIPD, 2015).

Strategic talent management is the activities and procedures that involve the methodical identification of vital positions which differentially play a crucial role in the company's sustainable competitive advantage. The development of a efficient talent pool of high performing incumbents to perform these roles, and the build up of a comprehensive architecture to expedite filling those positions with qualified incumbents and to make sure their continuous commitment to the organisation (Collings and Mellahi, 2009, p.304).

After analyzing a number of definition in their research Gallardo-Gallardo and Thunnissen (2016, p.50) provide a comprehensive definition of TM. According to them "TM is aimed at the systematic identification, attraction, development, retention/engagement and deployment of high performing and high potential employees, specially for the key positions that significantly influence the sustainable competitive advantage of an organization".

2.3   PERSPECTIVES OF TALENT MANAGEMENT

In the literature it is observed that there are various perspectives of TM. Olsen (2000, p.24) suggests a characteristic view, "A company's conventional department-oriented recruiting and staffing process needs to be converted to an enterprise wide talent attraction and retention effort". A number of practitioners advocate of this view. For example, organizations recruiting section have trends to consider TM in terms of sourcing the possible best candidates (HR Focus, 2004), leadership-focused manager gives emphasis to leader development and succession planning (Conger and Fulmer, 2003), while training and development section advocates encourage "growing talent" by training and development activities (Cohn *et al.,* 2005:64). In their point of view, these writers replace the traditional term "Human Resources Management" with "Talent Management".

The second perspective on TM focuses on the idea of 'talent pools' (Kesler, 2002). According to these authors, TM is a set of activities planned to ensure an availability of employees into jobs throughout the organization (and HR Focus, 2003). These concepts are often close to human resource planning or

succession planning/ succession management but sometimes can also incorporate recruiting and selection processes as a part of typical HR practices (Rothwell, 1994 and Jackson & Schuler, 1990). These approaches concentrate on projecting/staffing needs and managing the performance of employees through positions, quite often by the effective use of company-wide software systems (Lewis and Heckman, 2006).

A third perspective on TM focuses on talent without regard for specific positions or organizational boundaries. Two general views on talent emerge within this perspective. The first view treats talent as an unqualified good and an important resource to be managed according to performance and potential levels (Lewis and Heckman, 2006). Highly competent employees are to be sought, hired, and rewarded regardless of their specific roles or organization's particular needs. Advocates of this concept grading employees by performance level, for example, A grade, B grade, C grade or top, competent, and bottom performers (Axelrod *et al.,* 2002). The other view of this perspective considered talent as an undifferentiated good and it emerges from both the demographic and humanistic perspectives. TM is critical because it is a strong HR function to manage employees to a desired performance (Walker and Larocco, 2002 and Buckingham and Vosburgh, 2001) or because demographic and business trends make talents more valuable (Tucker *et al.,* 2005 and Romans and Lardner, 2005).

2.4   APPROACHES OF TALENT MANAGEMENT

Building and sustaining a strong talent pipeline is one of the biggest challenges facing organizations all over the world (Stahl *et al.,* 2012). They need to attract and improve the most qualified employees so that they can be more competitive in the market. There is a reasonable debate among companies regarding what constitutes "talent" and how talent should be managed (Lewis and Heckman, 2006). Since the publication of "War for Talent" (a research work carried out by Chambers *et al.,* 1998) published by McKinsey Quarterly in 1998, many managers have considered human capital management and talent management are synonymous (Stahl *et al.,* 2012). In their research, they found that there were two distinct philosophies on what

is the best way to manage and evaluate talent. They suggest that the first group believed that some people had more "potential" or "value" than others, so organizations should focus the maximum of corporate attention, support and resources on them. The other group had a more comprehensive view; they believe that too much focus on the best employees could negatively affect the morale of other employees and damage opportunities to achieve broader organizational goals (ibid).

2.4.1. THE DIFFERENTIATED APPROACH

In this approach, companies give emphasis on their high-potential employees. Although there are criticism to the practice of dividing employees based on their potential and performance. Companies following this approach give most of the incentives, rewards, and development attentions on their top talent ("A players"); give less financial rewards, recognition and attention to the medium employees ("B players"); and behaves aggressively to employees with less performance and deems to have little potential ("C players") (Chambers *et al.,* 1998). This approach has been successfully popularized by General Electric. They differentiated their employees as the top 20%, the middle 70% and the bottom 10%, on the basis of talent level (Stahl *et al.,* 2012).

2.4.2   THE INCLUSIVE APPROACH

Companies favouring this approach follow a more inclusive view and consider reasonably the needs of all levels of employees in the organization (Huselid *et al.,* 2009). For example, Shell seems that any individual employed at any level by Shell have the potential to be treated as a talent. In the inclusive approach, talent management strategy used for different categories is based on an evaluation of how best to leverage the value that each category of employees can bring to the organization (Schuler *et al.,* 2007).

 In studying the literature on talent strategy, Iles, Chuai and Preece (2010) stated that talent management strategy ranges within two dimensions. One dimension concentrates on whether an organization is exclusive or inclusive. They also mentioned that exclusive organizations focus talent management

practice on relatively few numbers of positions whilst inclusive organizations whether an organization focuses on people or positions. "People" companies

```
                        Exclusive
                            |
            Position        |    Key
                            |
            Planning        |    Talent
                            |
Position  ――――――――――――――――――|―――――――――――――  People
                            |
            Core            |    Talent
                            |
            Capability      |    Pooling
                            |
                        Inclusive
```
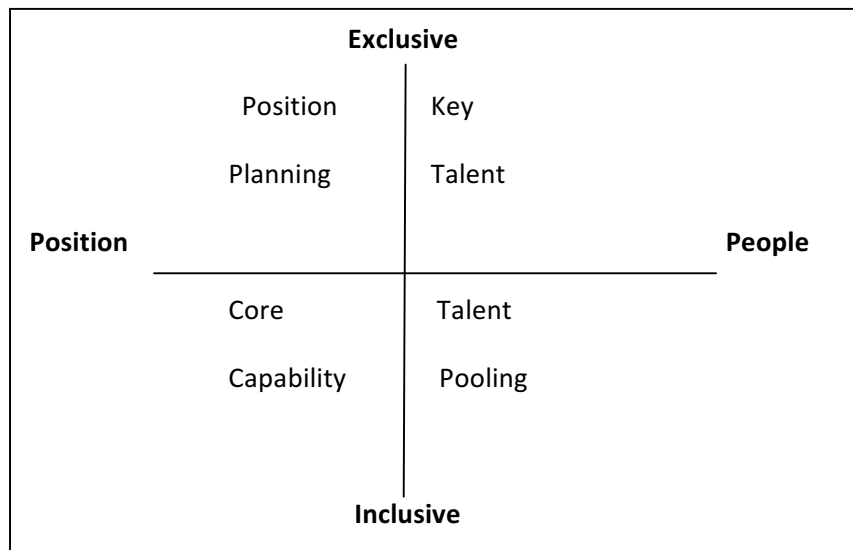
Fig 2.1 Approaches of Talent Management (Eyring, 2014, p. 32)

give emphasis on developing individual talent while "position" focused companies' uses their resources on developing capability for particular positions. These two dimensions together develop a talent management strategy framework with four quadrants. The two views of talent management are not mutually exclusive; many enterprises follow a combination of both. Considering the different talent pool (such as senior executive, early career high-potential and technical expert), there will usually be specific career plan and distinct development strategies (Eyering, 2014).

2.5   THEORITICAL FRAMEWORKS OF TALENT MANAGEMENT

There are frequent criticisms for an absence of sound theory in the TM literature (e.g. Thunnissen *et al.,* 2013; Collings and Mellahi, 2009). However Gallardo-Gallardo *et al.,* (2015) mentioned some theories of TM. These theories are briefly discussed below:

2.5.1   RESOURCE BASED-VIEW (RBV)

The resource-based view is the most prevalent theoretical framework in the TM literature.   Within this framework talents are considered as 'human

capital', rather than referring as 'employees' or 'people', which are valuable and unique. According to Lepak and Snell (1999), high-value human capitals are pivotal to firm's core business, whereas, the other human capital seems to be so-called 'peripheral' assets. Uniqueness means the level to which the human capital would not be so easy to replace (high uniqueness) in an organization. On the other hand, replacement is available in the labour market and competitors can easily copy it (low uniqueness) (De Vos and Dries, 2013). Boudreau and Ramstad (2005) have introduced the concept of 'pivotal positions', that TM is not only about having the 'right' people, but also requires proper placing these people in strategically important positions in the organization. In TM the fundamental of the resource-based view is that human resource can be a key source of sustainable competitive advantage and can play a key role to improve organizational performance (Gallardo-Gallardo *et al.,* 2015).

2.5.2. INTERNATIONAL HUMAN RESOURCE MANAGEMENT (IHRM)

In the TM literature the second most accepted theoretical framework is IHRM. According to Tarique and Schuler (2010), IHRM is about understanding, applying, researching and revising all prevalent HRM activities both external and internal contexts. This activities impact organization's HRM processes throughout the global environment to enrich the experience of concerned stakeholders. The purpose of IHRM is to support MNCs to become successful in the global market (ibid). In this concept the term 'global talent management' is preferable rather than TM. According to Scullion *et al.,* (2010), GTM incorporates all organizational activities for attracting, recruiting, selecting, developing, and retaining the potential employees in the strategic roles on a global scale.

2.5.3   EMPLOYEE ASSESSMENT

The third most prevalent theoretical framework in the TM literature is employee assessment. This theoretical framework focuses on identifying leadership talent (Church and Rotolo, 2013). It requires the answer of the following question; the employees that are identified as talented early, do they exhibit outstanding performance in a more advanced position, at a later

point in time? (Nijs *et al.,* 2014). Employee assessment is largely found as a secondary theoretical framework (Gallardo-Gallardo *et al.,* 2015). In their research they found that sometimes it coincided with GTM issues/ IHRM approach (e.g., Makela *et al.,* 2010) and sometime with an RBV approach (e.g., Dries *et al.,* 2012).

2.5.4   INSTITUTIONALISM

The next most prevalent theoretical framework is institutionalism, found in the TM literature. Tarique and Schuler (2010) defined institutionalism as the study of how normative and cognitive principles impact on institutions such as organizations and cultures, and how those institutions deals with the behaviours of actors at lower levels, mostly individual employees. Within this framework researchers set out to examine how routines, norms, rules and schemas become settled as administrative guidelines for organizational behaviour (Thunnissen *et al.,* 2013). According to Sidani and Al Ariss)2014) , Institutional theory usually practiced to show how institutional factors like organizational and national culture, present power relations in enterprises and labour markets drive TM practices, policies and strategies.

2.6   HOW TM IS PUT INTO PRACTICE IN ORGANIZATION

To ensure the success of multinational companies, global leaders played critical roles in handling the pressures of global competition. Gallardo-Gallardo and Thunnissen (2016) have analyzed 46 articles on "TM practices". They observe that particularly the academic interest is concentrated on four sets of practices. 20 percent of the articles concentrated on attraction, recruitment and selection, 19 percent on training and development, 14 percent on retention and 12 percent on identification of talent. Less than 10 percent of these articles focus their concentration on performance management or staffing/succession planning (e.g. Kim *et al.,* 2014). However, little attention is devoted to promotion, work practices or management development. They also categorized the articles on basis of researched regions. They found that most of the research on TM practices has been particularly executed in Europe (22 articles). The other articles researched in South and East Asia (12 articles) and to some extent in North-America (eight articles). However, based on the region, the talent

management practices under investigation were different. For example, in Europe the researcher's interest is to describe talent identification, recruitment and retention, and to some extent the psychological processes regarding these practices (e.g. Bjorkman *et al.,* 2013). In South and East Asia region the main problem is its shortage of talent and the complication to develop and retain talents in relation to the global ratio. In the articles it is clearly reflected, since they predominantly concentrate on talent attraction, development and retention (e.g. Schmidt *et al.,* 2013). In North-America the scholars focus their attention on a great variety of issues. Interestingly, a few of the regions confined their research to only one practice. For example, Australian centred on identification, Middle East studies limited on assessment, and African articles dealt with perceptions of employee regarding TM practices.

Talent management is one of the top priorities for public and private organizations across the world. Trends for talent management, talent raids and talent shortage, talent wars, talent metrics retention and concerns for talent management strategy are described in the literature, across different countries like the USA, Australia, UK, China , Japan, India, and across Asia (Chen *et el.,* 2016; Creelman, 2015; Yeung, 2006; Ruppe, 2006). The major priority for organizations is to attract and retain the talented employees. The organization must therefore have a positive and strong employer brand to make finding and retaining the best talent in the organization (Brewster *et al.,* 2005).

2.7   OUTCOMES OF TALENT MANAGEMENT

Different levels in relation to effects and outcomes are distinguished in the literature on TM. Some authors mentioned that the aim of TM is to attract, motivate, develop and retain talent (Davies and Davies, 2010 and Beechler and Woodward, 2009). TM is primarily focus on fulfilling the human capital needs and to narrow the demand-supply gap. The other authors (e.g. Cappelli 2008) stated that 'TM is not about creating succession plans or developing employees, nor is it about attaining specific turnover or any other tactical output. It provides necessary support to organization's overall target. He also argues that the outcome of the company as a whole, rather than the

HR-subsystem, must prevail. The traditional shareholder value paradigm has challenged by Boudreau and Ramstad (2005) with the argument that companies should strive for a societal goal i.e. sustainability. Besides financial viability, 'sustainability' includes goals such as social responsibility, diversity, supporting employee rights and human rights, contributing to the economy and protecting the environment. They also mentioned that sustainability rarely appears in talent management or in strategic HR planning. Ulrich and Ulrich (2010, cited in Thunnissen *et al.,* 2013) also point out that general societal well-being is not an equal outcome of TM; actually it is for the improvement of organizational performance.

The important elements of talent management can be divided into two by using the Talent Management Wheel: talent management practices and guiding principles (shown in the outer ring and the inner ring consecutively).

Fig 2.2 Talent Management Wheel (Stahl et el., 2012, p. 27)

These six guiding principles are applicable to each of the respective talent management practices. Stahl *et el.,* (2012) found that most organizations pay attention to identifying talents at the recruitment and selection stage.

They also identified six key principles that are followed by successful companies (1) alignment with strategy (2) internal consistency (3) cultural embeddedness (4) management involvement (5) a balance of global and local needs and (6) employer branding through differentiation.

2.8   CHOOSING RIGHT TALENT MANAGEMENT STRATEGY

A well structured talent management framework should help manager to choose strategies that result in various investment decisions, resulting in outcomes appropriate for desired markets. Creelman (2015) stated that, to become successful in choosing and implementing an effective talent management system, human resource department should be ready and equipped to own the process. He also identified some common sources of failure in selecting and implementing talent management systems:

1. Failure to connect with business need: Insufficient knowledge about the HR strategies relates to implementing a system that actually is not dealing with problems of principal importance to the business. It is the responsibility of HR departments to make sure the business strategy is properly understood and clearly reflected in the talent management strategy.

2. Failure to translate clearly the talent management strategy into technology requirements: Due to lack of clear conceptions on how to translate the talent management strategy into the output of a technology system. From the middle point, HR will translate between business-speak and IT-speak.

3. Expectation that technology can "fix" poor talent management processes: The world's best technology will not be able to correct a poor process. A poor process means that software cannot deliver the expected results. At first, there is a necessity to fix the ineffective process.

4. Lack of buy-in: Stakeholders may be not be agreeing to change. Due to poor cultural fit or poor implementation it may leads to limited adoption by the users. HR will be equipped the stakeholders to know how the TM strategy will help them to achieve business priorities (Creelman 2015:15).

The hardest portion of attracting talent is to hire for a position, especially in a small company. There's little scope to select someone new and train him from scratch. It is better to hire people who already have a good knowledge, then train them how to do the specific business (Dobrian, 2015). An internal fit and an organizational fit of the TM practices maximizes the probability of being implemented as expected. It also help to adjust to internal and environmental changes that increases the chance to achieve the outcomes it desired by the organization (Thunnissen, 2016).

2.9 CONCLUSION

The best practices will only "best" when they will used in a given context; what practice works effectively for an organization may not work properly in another. Indeed, it needs an alignment across internal practices, as well as with the culture, strategy and external environment which has a deep implication for talent management. The organizations need to accommodate talent management practices according to their business strategy and align them firmly with their value system and leadership philosophy, which will differentiate the organizations from their competitors. Multinational companies those are efficient in managing talent can achieve a sustainable competitive advantages.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter deals with the different methods used by the researcher in data collection and gathering information. Research is a systematic and scientific search for relevant information on a particular topic (Kothari, 2004). It is a systematic investigation of finding solutions to scientific problems as well as social problems. It means search for knowledge and discovery of hidden truths (Rajasekar *et al.,* 2013). The perfection and reliability of research results rely on the effective implication of data collection techniques (Harrell and Bradley, 2009). It is important to explain collected data and information carefully with ensuring the validity, trustworthiness and reliability of research. The aim of this chapter is to determine the data collection methods for the research study. The collected data and gathered information's are expected to find out the answer to the selected questions of the research work. So this chapter includes the research aims and objectives, research methods, research philosophy, the research design which will be used in the study, the data sources that includes the techniques for collecting data and other information, the sample size and sampling technique utilized in the study, ethical view and limitations. It also includes the process for data acquisition that will focus the issues regarding to the structure of questionnaires and interview issues guide.

3.2   RESEARCH DESIGN

Research design is a successive plan that sustains a road map as a well organized procedure and authentic guidelines with regard to when and what one intends to do (Kumar, 2014). A research design provides a framework for the collection and analysis data and information (Bryman and Bell, 2007). Cooper and Schindler (2008) stated that, when selecting a research design it

should be in conformity with the research aims and objectives. According to Saunders et al., (2009) research design is the comprehensive plan of how the research questions will be resolved, and how the aims and objectives will be attained by the researcher. Generally research designs are three types in nature. They are descriptive, exploratory and explanatory. The descriptive type of design illustrates an accurate representation of persons, events and situations. The descriptive research based on frequency tables and graphical illustrations to show information's and facts on key demographic variables and the means of the responses that will be attained (Teddie and Tashakkori, 2008). It provides the ability to the research worker gathering information about the selected target group for solving the research questions. In this study the target group is the employees of Marks and Spencer. This research work will utilize both qualitative and quantitative methods and the data collection will be done through the distribution of questionnaires and through personal interview.

3.3   RESEARCH PHILOSOPHY

Research philosophy is the combination of evolving the background of the research, knowledge of the research and its nature (Lewis & Saunders, 2012). According to Myers, (2013) there are three major philosophical school of thoughts which includes positivism, interpretivism and critical theory, all to be found in the contemporary social research literature. According to Easterby-Smith *et al.,* (2012), social science research should be conducted with two constructing views; in this research they will be positivism and social constructionism.

3.3.1   POSITIVISM

Saunders *et al.,* (2009) are of the view that positivists have an effort to uphold the credibility in their research. In general, positivists try to focus on formal, practical and literal definitions of a circumstance because they believe in statistical representation and measurability. According to Levin (1988), positivists think that without affecting the phenomena reality can be observed and described from an objective point of view that is studied. Positivists aim to describe an experience "through observation and

measurement in order to predict and control forces that surround us" (O'Leary, 2004, p.5). Easterby-Smith *et al.,* (2012, p.23) clearly stated some philosophical assumptions of positivism. The observer must be independent from what is being observed and the choice and process of study will be determined by objective criteria rather than interests and beliefs. Concepts will be explained in ways that enable facts to be measured quantitatively. Problems are better understood if reduced into the simplest possible elements (ibid).

3.2.2 SOCIAL CONSTRUCTIONISM

Social constructionism focuses on the ways that people make sense of the world especially through sharing their thoughts and experiences with others by the medium of language (Easterby-Smith *et al.,* 2012). It is one of a group of approaches that referred to as interpretive methods. The essence of social constructionism is that 'reality' is determined by people rather than by other factors (ibid). The focus should be on what people are feeling and thinking individually and collectively and attention should be paid how they communicate with each other, either verbally or non-verbally (ibid). (Easterby-Smith *et al.,* 2012 p.24) also stated some key features of social constructionism: what is being observed the observer is a part of it and the main drivers of science are the human interests. The objective is to increase understanding of the outcome and concepts should incorporate stakeholder perspectives, and if it reduced into simplest terms complexity may arise. This research will adopt both the positivist and social constructionist philosophies because they will explain the perceptions through interviews and measurement of the existing employee working in the CSO. Besides, these philosophies commonly practiced by the researchers related to traditional natural science (Saunders *et al.,* 2003) and they will generate propositions that may illustrates the topic in terms of dependent variables, independent variables and the relationship between them (Myers, 2013). Notwithstanding that the qualitative data will enable local meanings of how TM is practised at M&S Waterloo. Respondent will provide answers to the question posed in the questionnaire and the interview issues guide. Both sets of data will provide for a better understanding of TM at M&S Waterloo.

3.3   RESEARCH METHOD AND APPROACH

A research method is simply a technique for data collection (Bryman and Bell, 2007). According to Eldabi *et al.,* (2002), a scientific research must follow some particular scientific principles in its application as well as its methodological process. They also stated that in every research the selection of research method is very crucial as it forms the foundation for the analysis of collected data and information. Usually academic research methodology categorized as quantitative and qualitative methods (Kothari, 2004). But sometimes mixed methods also used which is actually the combination of both qualitative and quantitative.

3.3.1   QUALITATIVE METHOD

Qualitative methods aim to find out and understand the perception, knowledge and opinion of participants for exploring the purposes, meaning, and authenticity (Harwell, 1999). According to (Bryman and Bell, 2007:731)
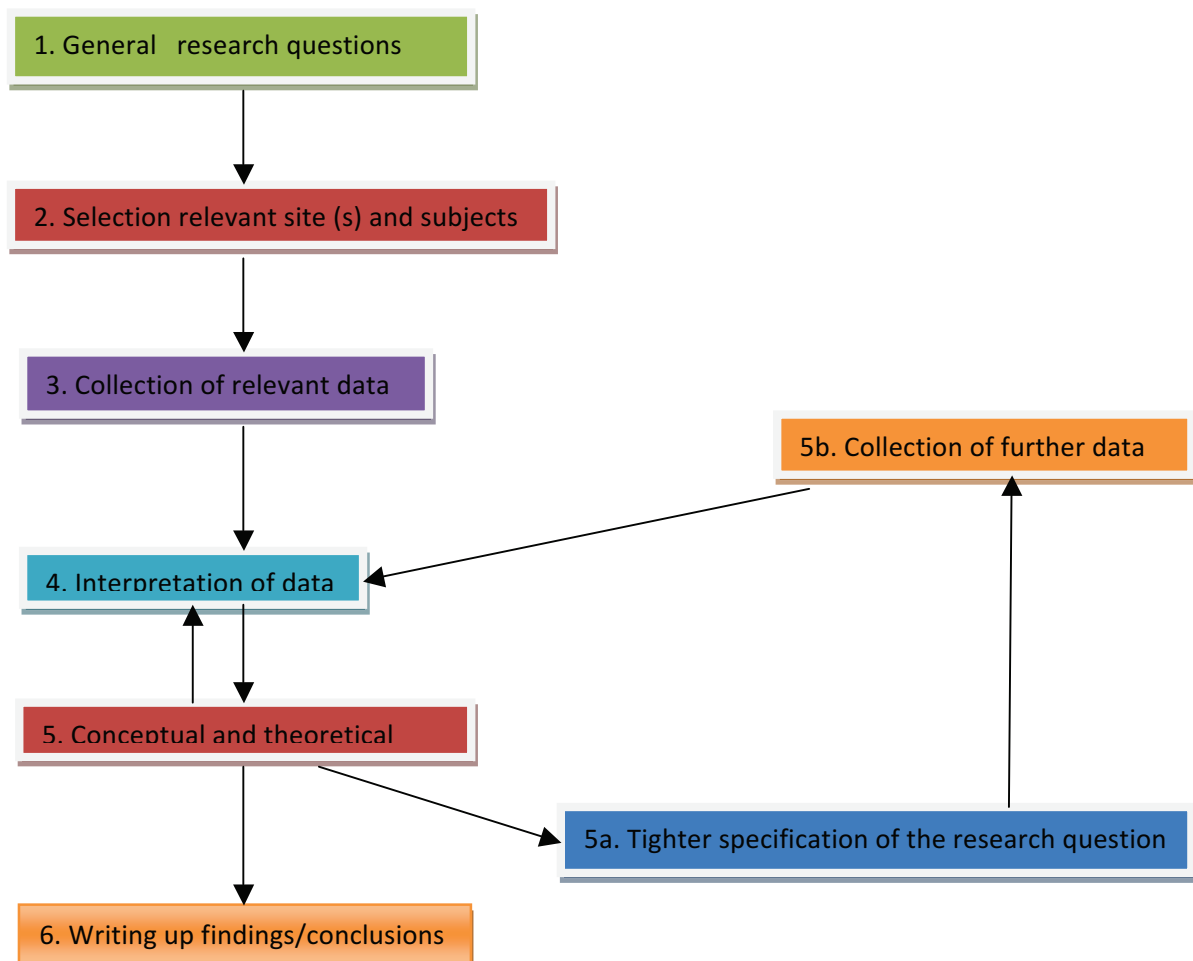
Fig. 3.1 Main steps of qualitative research (Bryman and Bell, 2007,p. 406)

"qualitative research usually emphasizes words rather than quantification in the collection and analysis of data." Walliman (2005) stated that, either a research method will be qualitative or quantitative depends on the characteristics of data and the techniques of analysis. He also mentioned that research related to human emotions and feelings are not easy to quantify, where qualitative analysis have developed.

3.4.2   QUANTITATIVE METHOD

Quantitative methods deals with objective maximization and generalize findings which generally interested in prediction (Harwell, 1999). Bryman and Bell (2007, pp.731) stated that "quantitative research usually emphasizes quantification of the collection and analysis of data". According to Walliman (2005), natural science related research usually centred on quantitative analysis. Generally, researchers have to choose one research method between quantitative and qualitative. This study will adopt a mixed approach so that the aims of the research should be achieved successfully. The top-down reasoning, works by narrowing down from general characteristics to specific point known as the deductive approach (Saunders *et al.,* 2003).
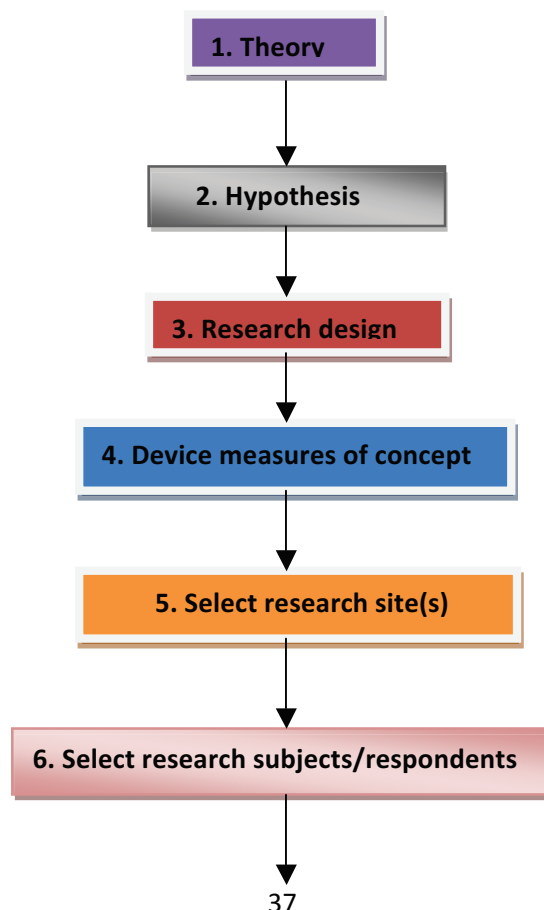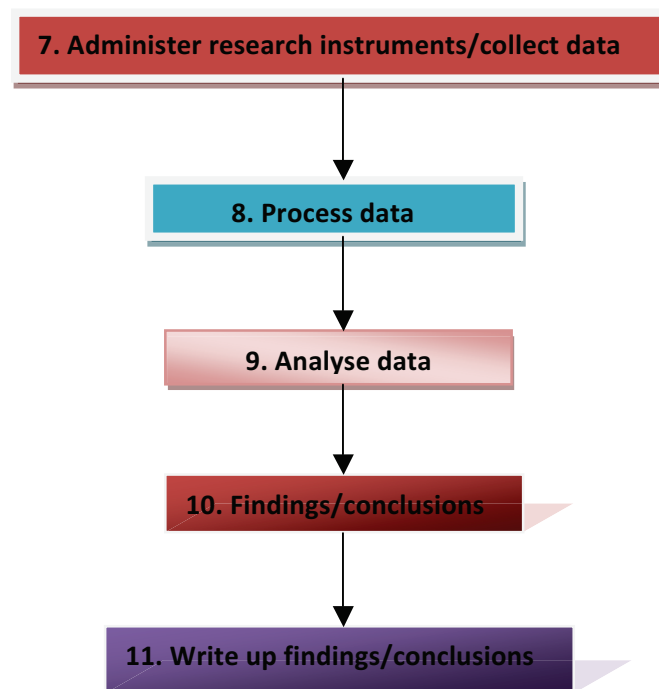
Fig. 3.2   Steps of quantitative research (Bryman and Bell, 2007, p. 155)

3.4.3 BENEFITS OF MIXED APPROACH

Esterby-Smith *et el.* (2012:63) stated some important benefits of mixed approach. Mixed methods increase confidence and validity of results and stimulate creative and inventive methods. It can help synthesis of theories and can uncover deviant dimensions. It can serve as a critical test of related theories and can combine confirmatory and exploratory research at the same time. It provides better interferences and present greater diversity of views.

3.4.4   TRIANGULATION

Triangulation entails using more than one method or source of data in a research of social phenomena so that findings may be cross-checked (Brymen and Bell, 2007). According to Easterby-Smith *et al.* (2012), in order to increase the confidence in the accuracy of observations, triangulation using various kinds of perspectives or measures. They also mentioned that there may be different realities and perspectives in a research. The researcher needs to gather multiple perspectives through a mixture of quantitative and qualitative methods and to gather the experience and views of diverse individuals and observers that is described as triangulation. By

this triangulated approach attempts are made to reduce the limitations of one method following another method in order to cross-check the findings. In this study triangulation approach will be followed by using survey questionnaires and interviews so that the accuracy of findings is increased and research results are become more accepted.

3.5 DATA COLLECTION AND DATA ACQUISITION

Data are facts produced by research. Choosing any methods of data collection depends on the characteristics of the research problem, the nature of outcome and the sources of information (Walliman, 2005). Burns (2008) stated that, the selection of research method depends on the relevance of the methodology and research sample. In order to ensure the reliability and authenticity of the collected data, the method of data collection has to be suitable, practical and relevant to the research. The quality of the research depends on the quality of data that is collected. Survey questionnaire and semi- structured interview tools will be used for primary data collection. The researcher ensured that the collected data are reliable and valid. On the other hand, some secondary sources like relevant journals, books, newspaper articles, magazines, websites, research papers and other internet sources will be used.

3.5.1 PRIMARY SOURCES

The popular processes that practiced for primary data collection are asking questions through questionnaire, interviews or observations. The quality of data depends on the professionalisms and dedication in every stage: sampling, questionnaire preparation, design, analysis and reporting (Walliman, 2005).

3.5.1.1 QUESTIONNAIRE

A questionnaire is a set of questions in a predetermined order that deal with the collection of data, by asking the respondents (Saunders *et al.,* 2009). It is a reliable and authentic tool for primary data collection. Questionnaire is a flexible method of data collection but need to be utilized carefully to fulfil the requirements of the output of research (Walliman, 2005). It is an effective method for collecting both quantitative and qualitative data from

the respondents. De Vaus (2002) stated that, questionnaire is a method of data collection in which respondents are asked some question to respond in a pre-determined order. He also added that it requires a lot of time and effort from the researcher. Data collections by E-mail questionnaires are less expensive, convenient, high quality and have the opportunity to answer respondents own way and suitable time without any influence (Meho, 2006). According to Saunders *et al.,* (2003) in drafting a questionnaire it is important to consider the nature of the questions, the research objectives and also the research sample. They also added that the questionnaire will be carefully arranged and main focus will be on the presentation of the question and its format. The first page will consists of the introduction by the researcher followed by the purpose of the study.

In this study, the questions will be self -generated by the researcher that will help to achieve the required information from the respondent. To ensure that the collected primary data answer the research questions and supports the research objectives this approach was selected for this study. In order to identify which HRM practices will support to improve talent management strategy; employees were viewed as appropriate and reasonable source for data collection. For collection of raw data a questionnaire will be prepared to answer the research questions, and the questionnaire will be self-administered to the existing employees in the CSO. E-mail questionnaire will be used to collect data from the top management of the CSO. The questionnaire will be included in appendix 3.

3.5.1.2 INTERVIEW

There are three types of interview: structured, semi- structured and unstructured or open-ended (Gill *et al.,* 2008). According to Walliman (2005) interview may be face to face or telephonic. He also explained that face to face interview may be carried out at works, at home, even at travelling. Szolnokin and Hoffmann (2013) stated that face to face interview is structured but flexible and adjustable. It is based on personal interaction and sometime restricted within the survey atmosphere. It is time consuming and may be biased. This research will be utilizing the semi-structured

approach and face to face process. The researcher uses a list of question on fairly specific topic to be covered, known as interview issues guide. According to Bryman and Bell (2007) it is a structured list of question to be asked or issues to be address in semi-'structured interviewing' or a brief list of memory prompts of areas to be covered that is often employed in 'unstructured interviewing'. The interview issues guide for this study is included in appendix 4.

3.5.2   SECONDARY SOURCES

Generally, two types of sources are used for secondary data; external source and internet sources (Kothari, 2004). But according to Walliman (2005) the major sources of secondary data includes libraries and archives, internet, museums and collections, commercial and professional bodies, Government departments and the Field. The secondary data collected from library and internet that reflected in the review of literature section. The emphasis has given mostly in the journal articles that were retrieved from some online sources including ebscohost, emerald, proquest, Sage and Google amongst others. This is reflected in the adequate referencing of the research.

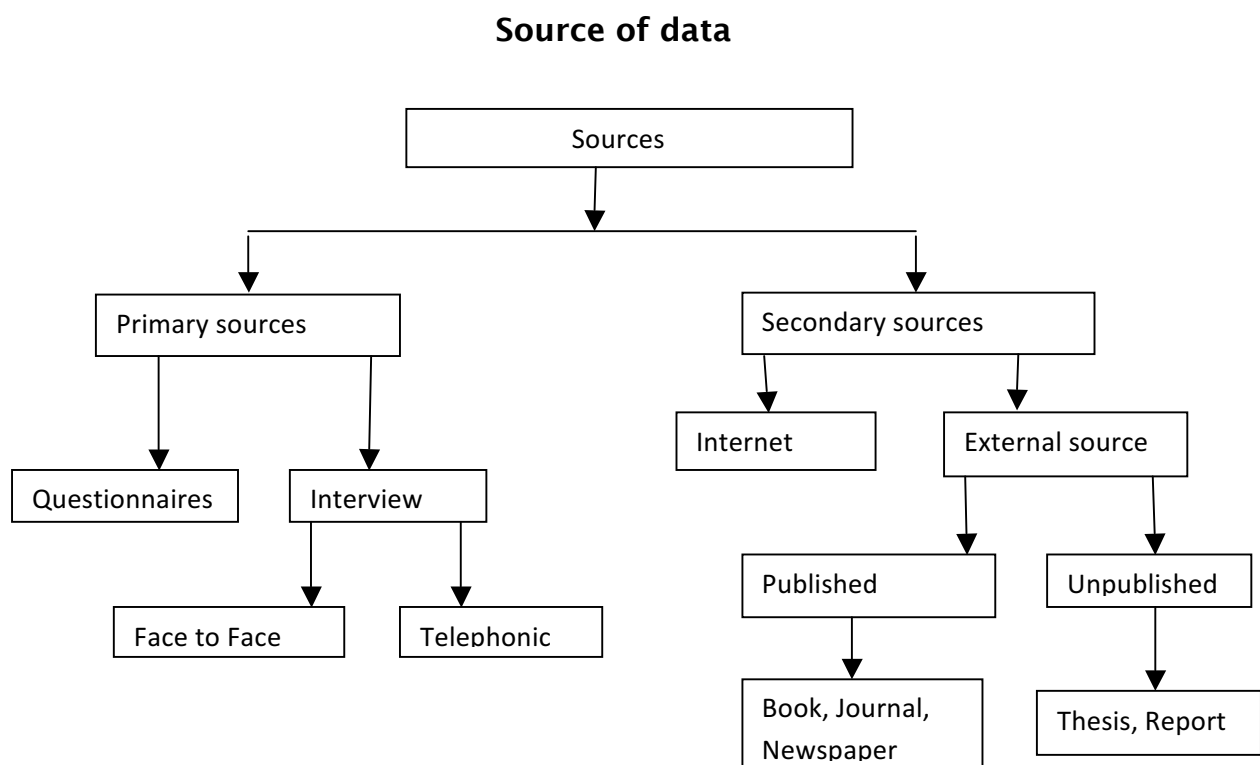For this study data sources and collection techniques are presented below.

Source of data

Figure 3.3   Sources of data

3.6 SAMPLE SIZE

A sample is the representative portion of the population (Salkind, 1997). For primary data collection, it is important to have an appropriate sample size. Among the employees working at M&S store of Waterloo, one hundred respondents will be selected as a sample size for this research. All categories of employees will be included from each department such as administration, cashiers, customer service, security, shop floor and store room workers etc. to provide the information necessary for this study. The participants will be more than18 years old and both male and female employees will be included.

3.7 VALIDITY AND RELIABILITY OF RESEARCH

Validity is defined as the degree to which the researcher has measured what he intends to measure (Kumar, 2014). According to Bryman (2012), validity concerned with the integrity of the end results that are achieved from a research. It is important to solve the issues affecting the validity of research which shows the credibility of the study.

Reliability is concerned with the stability and consistency of research instruments (Kumar, 2014), with issues of consistency measuring a concept (Bryman, 2012), with consistency of the measurement tool used (Saunders et al., 2009) or with the consistency of the research measurement (Rangul *et al.,* 2008). Bryman and Bell (2011) stated that there are three factors involved in interpreting reliability, they include stability, internal reliability and inter-observer consistency. Perspective of knowledge sharing is a reliable and well valid way of research (McCourt and Brunt, 2013).

3.8 DATA ANALYSIS

To analyse the collected data the study will adopt descriptive statistics. It will be represented in the forms of tables and charts illustrating their relative percentages and means. The retrieved data will be interpreted through descriptive statistics to find out the answers of the research questions already raised in the study. The results of analysis will evidently provide the basis of the discussion of findings, conclusion as well as recommendations.

3.9 LIMITATIONS OF THE STUDY

There are some challenges and limitations for doing the research. The major challenge is the time frame for the project. For doing such a study properly, the time is very short. An intensive research of this level cannot be carried out effectively within the allocated time. Moreover the sample size of 100 is not sufficient. The other major limitation is the availability of reliable sources like journals, books, peer reviews articles etc. The data collected from books, journals and websites was not updated. The study is further limited by the lack of time to conduct another study with another CSO store, so that comparisons may be made with the data collection.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1   INTRODUCTION

This chapter will present the findings achieved from survey questionnaire and interview. The aim of this chapter is to present the data. Data was collected in response to attain the objectives which are stated in chapter one. The objectives were to know the existing TM strategies, the perceptions of employees regarding TM practices, and the way to develop TM practice in the CSO. This chapter provides the presentation of the qualitative and quantitative data gathered from the respondents.

4.2   RESPONSE RATE

Initially 100 questionnaires were distributed to employees of M&S at Waterloo in London. 68 completed the questionnaires and the response rate is 68%, while 32 potential respondents did not complete the questionnaire. The return rate of 68% shows a good rate of response from the respondents.
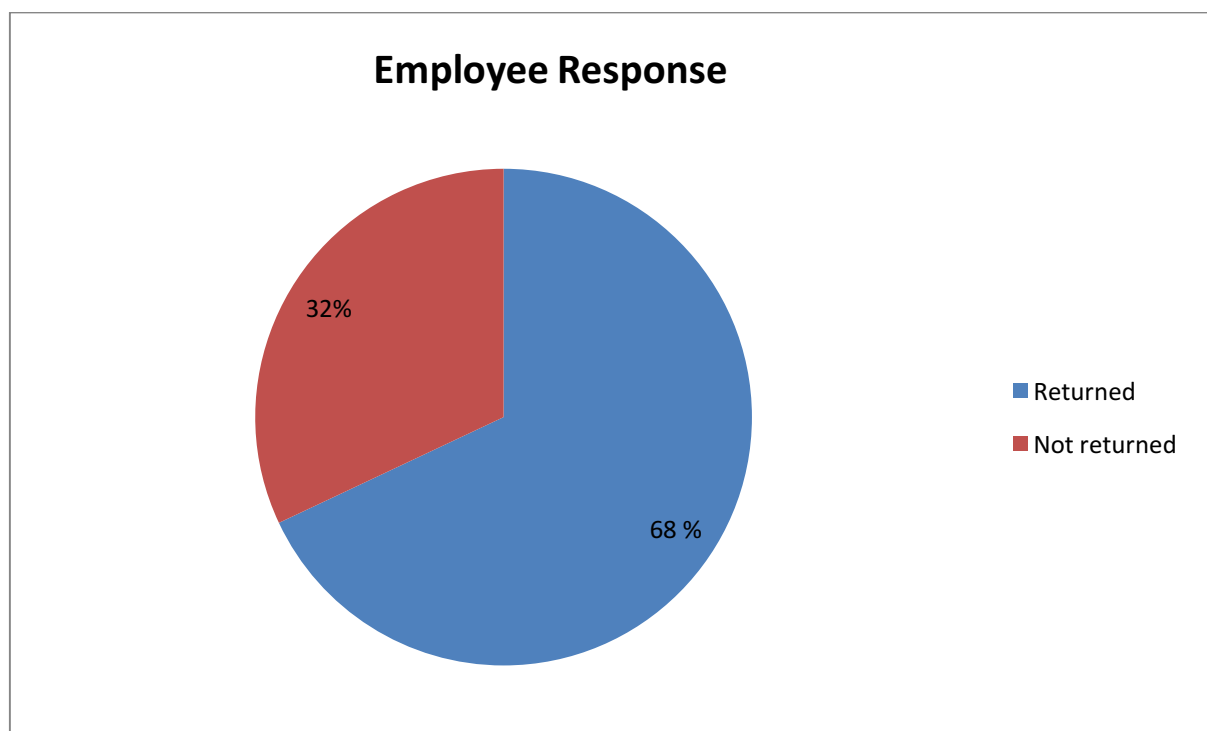
Fig. 4.1:   **Response of respondents**

4.3 DEMOGRAPHICAL INFORMATION OF RESPONDENTS (N=68)

(A)   AGE OF RESPONDENTS

Figure 4.2 shows the percentage of respondents according to their age. It is shows that most of the employees (41.17%) are 18-25 years of age. 29.42% respondents are in between 26-35 years and 19.11% are in between 36-45 years of age, while only 10.30% are more than 45 years old. It reflects that M&S prefers a younger workforce. It also shows that their retention policy is not so attractive because above 45 years old employee is only 10.30%.
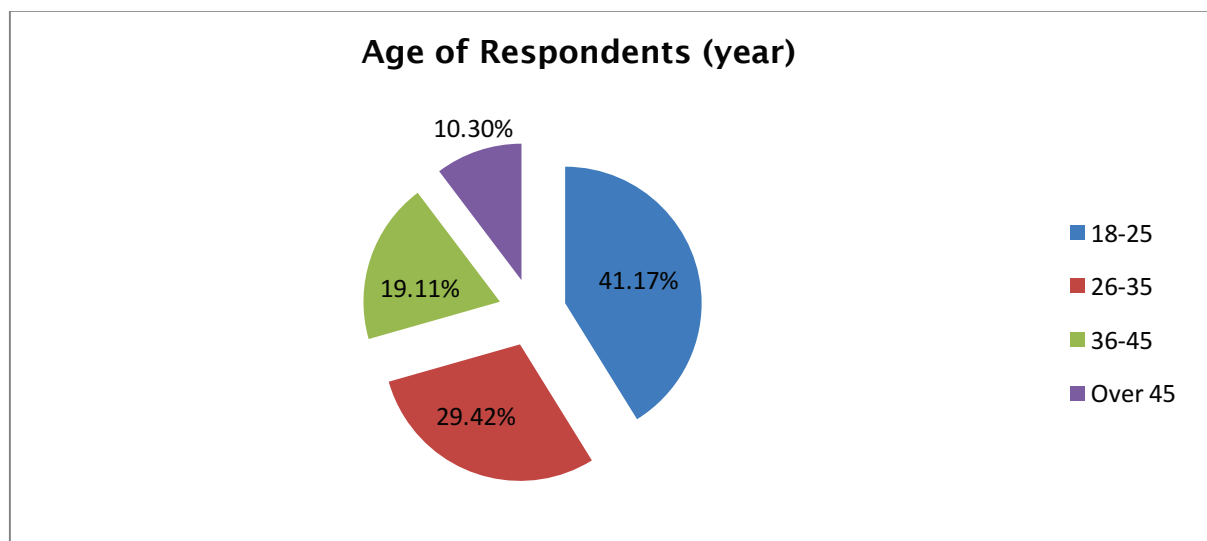
Fig 4.2 Age of respondents

(B)   GENDER OF RESPONDENTS
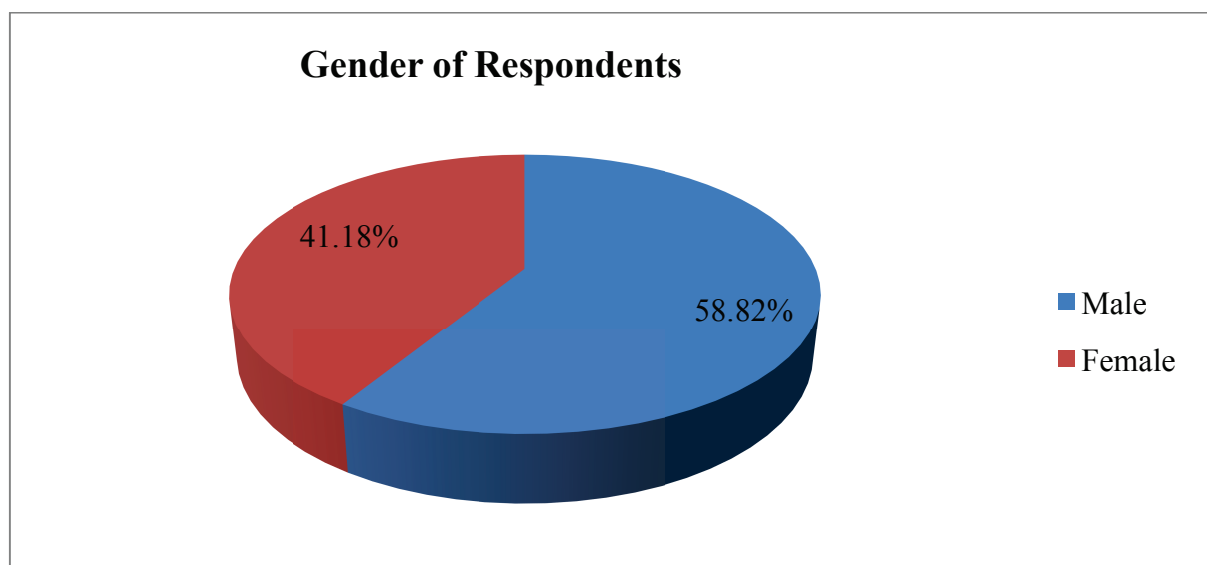
Fig. 4.3 Gender of Respondents

Figure 4.3 show the gender distribution of the employees. According to the figure 58.82% are male and 41.18% are female respondents. Male employees are more than female because no female employee works the night shifts.

(C)   ROLE OF RESPONDENTS
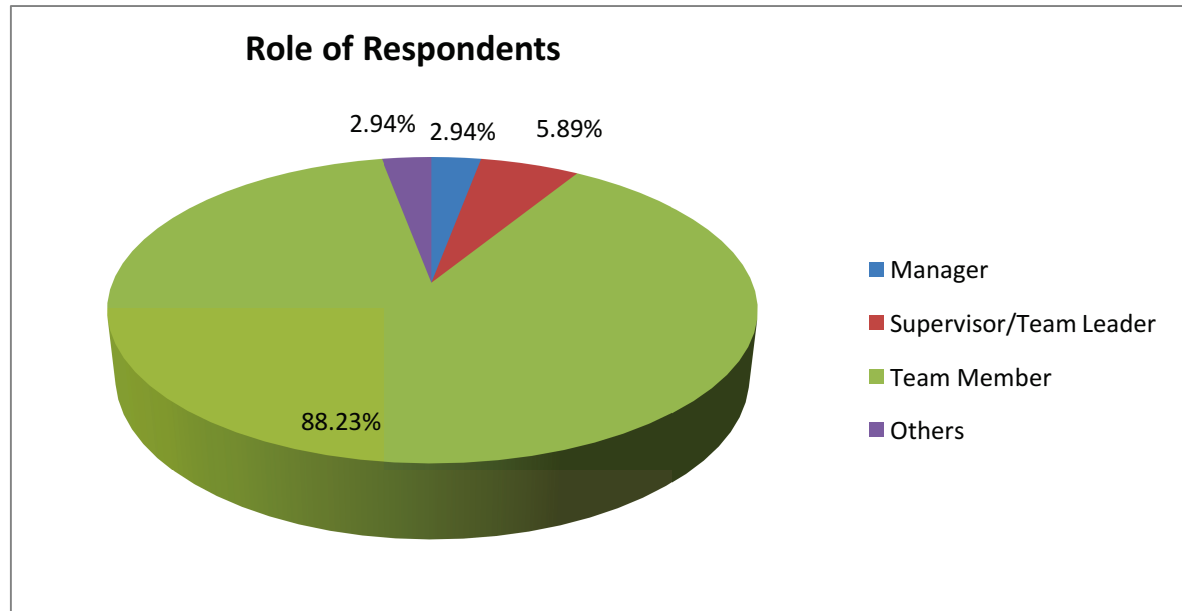
Fig. 4.4 Role of Respondents in organization

Figure 4.4 shows the position of respondents where they are working. It indicates that only 2.94% working at managerial level, 5.89% working as supervisor or team leader and the major portion working as team member (88.23%). The other 2.94% working in other areas like security, cleaner etc. It is evident from the result that most of the employees are team member that includes cashier, customer service, shop floor workers, logistics etc.

(D)   DURATION OF SERVICE BY RESPONDENTS IN THE ORGANIZATION

Figure 4.5 shows the duration of service of respondents. It shows that 52.94% works for less than a year, 22.06% works for 1-2 years, 14.71% works for 3-5 years and only 10.29% works for more than 5 years. From the statistics it is evident that more than half of the employee's works for less than a year. However, only 10.29% of respondents are working for more than 5 years. This statistics reflects that the retention policy of the CSO may not be so attractive. However the store was reopened in June 2015; at that time, they appointed a huge number of new employees. It may be the reason for more than half employees are working for less than a year.
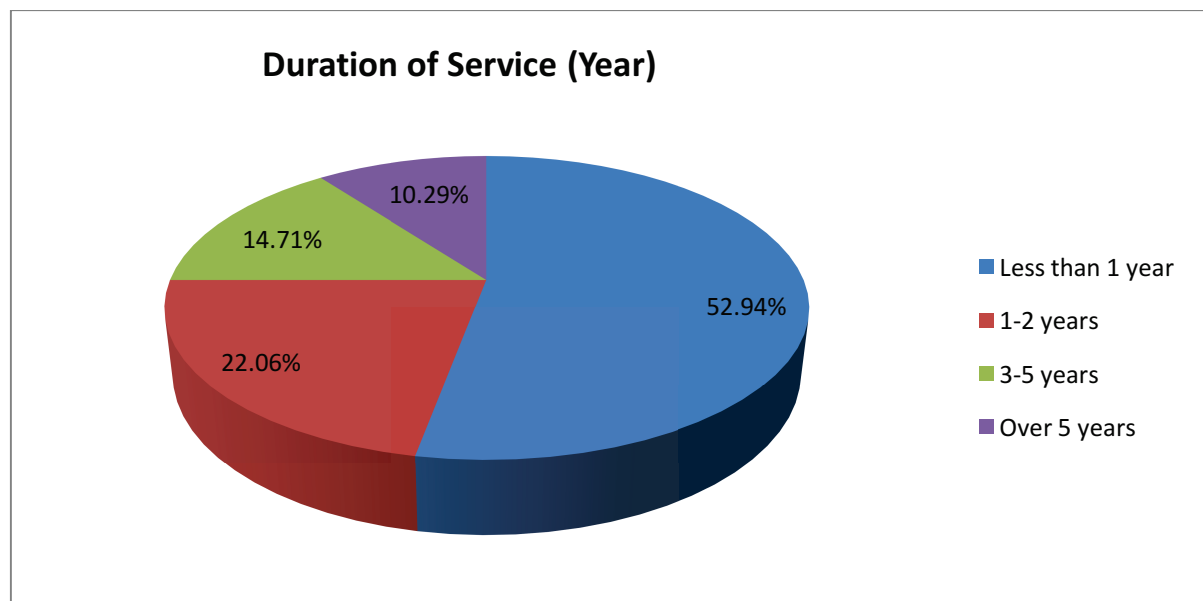
Fig. 4.5: Duration of service of respondents

The above presentation of data shows the biographical data; the data in relation to talent management will now be presented.

4.4   EXISTING TM PRACTICES AND PERCEPTION OF EMPLOYEES

(A) RECRUITMENT AND SELECTION PROCESS OF THE CSO

Employees were asked their view on the statement that the CSO follows a well-organized and systematic procedure of recruitment and selection. The results as shown in figure 4.6, demonstrates that most of the (41.11%) employees agree with the statement. It also shows 17.65% strongly agree and 17.65% not agree, where 20.59% neither agree nor disagree. No respondents strongly disagree with the statement. The mean value of the response is 2.38 (Appendix 5), which shows that most of the respondents agree with the statement. Figure 4.6 shows that 25% male and 7.14% of female respondents strongly agree with the recruitment and selection process of the CSO. 32.5% male and 60.71% of female respondents agree with the process. 20% male and 14.28% female disagree with the statement whether 22.5% male and 17.86% of female respondents neither agree nor disagree. Most of the respondents including male and female have a positive perception on the recruitment and selection process. As a result of the data
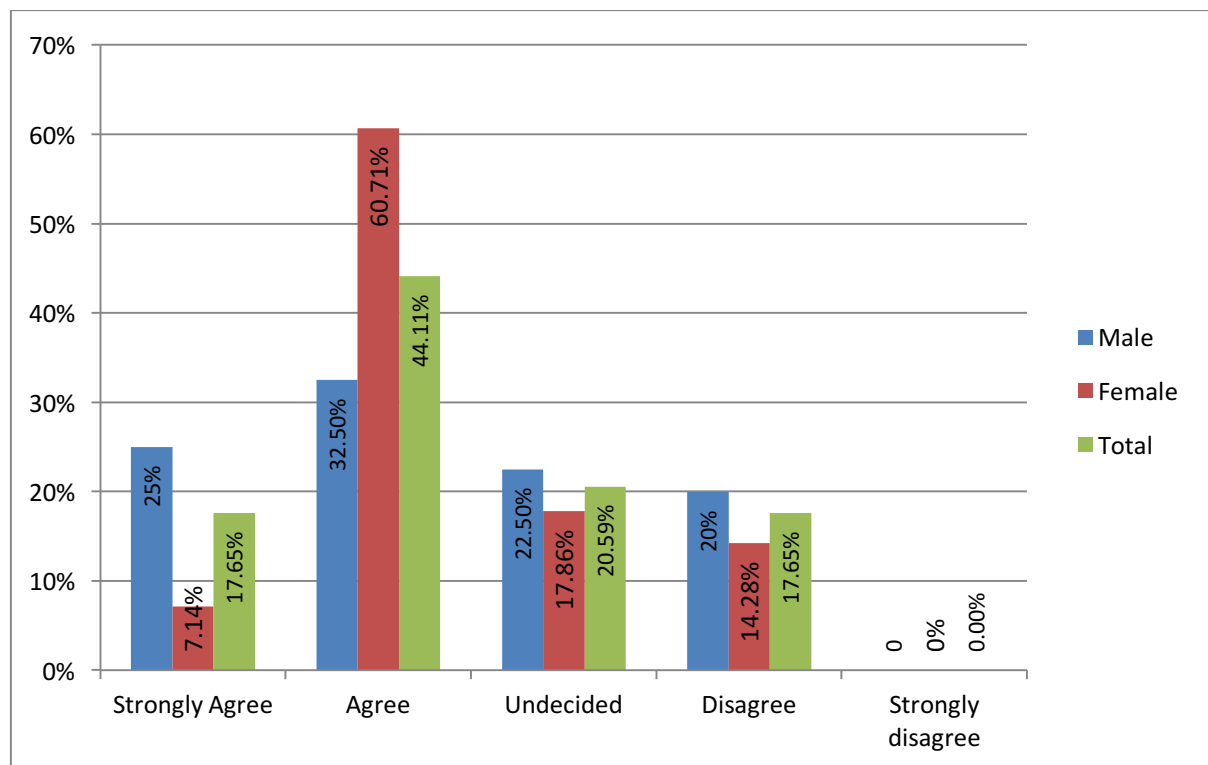
Fig. 4.6 View respondents on the statement that the CSO follows a well-organized and systematic procedure for selection and recruitment

obtained from the interview, the following comments were made, *"Free and fair selection process should be introduced in different positions according to the skill and efficiency of the candidate"*. Another respondent suggested that *"the organization can choose the employees by assessment or one to one interview"*. One respondent also mentioned that *"M&S encourages reference recruitment system"*.

(B)   RESPONDENTS PERCEPTION ON TRAINING PROVIDED BY THE CSO

Respondents were asked their opinion about the training they receive in the CSO. 17.65% of respondents strongly agree and 33.82% of respondents agree with the statement that the CSO gives proper training to employees. 23.53% of respondents disagree and 4.41% of respondents strongly disagree with the statement; 20.59% of respondents remain undecided. The mean value of this response is 2.63 (Appendix 5) which shows that most of respondents   think that, the CSO give proper training to their employees.

Most of the respondents both male and female agree with the observation that they get proper training in the CSO. Figure 4.7 shows that 22.5% of male
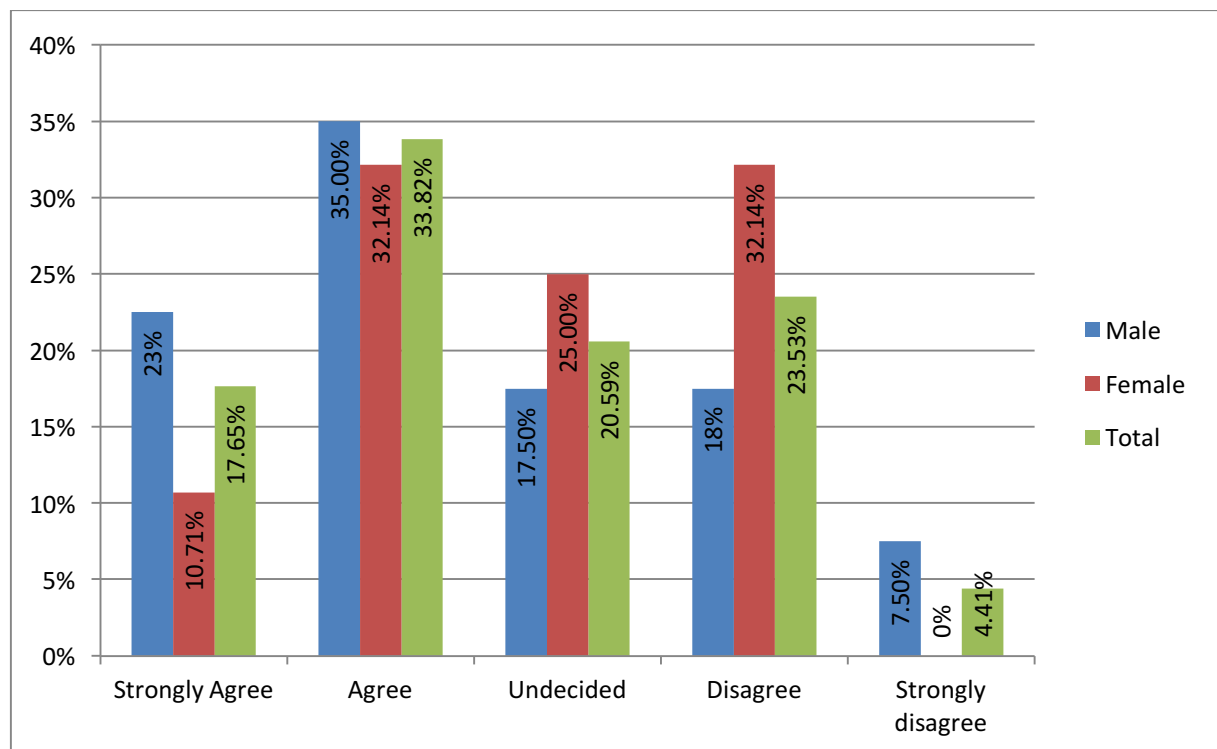
Fig. 4.7 Perception of respondents on the statement that the CSO gives proper training to their employees

respondents strongly agree and 35.00%of respondents agree with the observation. 17.50% of respondents disagree and 7.50% of respondents strongly disagree with the observation; another 17.50% has given no opinion.

Among the female employees 10.71% strongly agree and 32.14% agree. Another 32.14% female disagree with the observation and 25% has given no opinion. Data obtained from the interview provided the following comments "*M&S should be more committed and attend to the training and development on their talented employees. However, the training for new staffs is better than in other brands*". Another respondent commented that "*the company should more concentrate on their training processes*".

(C)   RESPONDENTS IMPRESSION ON RETENTION POLICY

Respondent were requested to give their answer whether they are convinced or not with the retention policy of the CSO. The mean value of this statement is 3.19(Appendix 5) that shows that most of the respondents are not convinced with the retention policy. Figure 4.8 shows that only 10.28% of

respondents strongly agree and only 17.67% of respondents agree, 27.94% of respondents disagree and 14.70% of respondents strongly disagree with the statement. A significant number of respondents have not given any
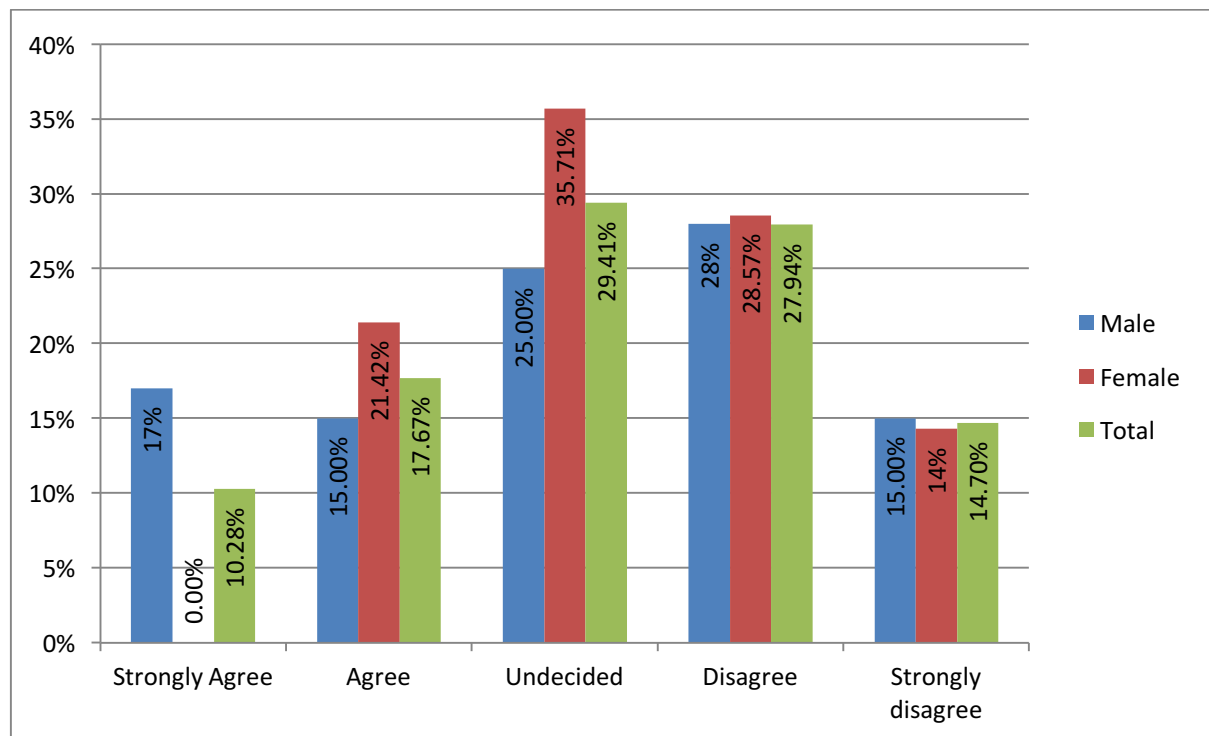
Fig. 4.8 Impression of respondents on the statement that they are convinced with the retention policy of the CSO

answer of this question (29.41%). Male and female respondents separately also shows almost the same results (Fig. 4.8). As a result of the data obtained from the interview, the following comments were made, *"the organization can give extra opportunities and facilities to attract and retain the talented employees.* Another respondent commented that, *"the organization can attract and retain the talented employees by providing high salary, proper international training, timely promotion, good management and favourable environment".*

(D) TALENT IDENTIFICATION AND TALENT CREATION PROCESS OF THE CSO

Respondents were asked to give their view on the talent identification process. The mean value of this response is 3.04 (Appendix 5). It shows most of the respondents do not think that the talent identification process of the CSO is excellent. Figure 4.9 shows that only 10.29% of respondents strongly agree and29.42% of respondents agree with the statement; 27.94% of respondents disagree and 13.23% of respondents strongly disagree. There

is not much variation between male and female respondents with this discussion (Fig. 4.9).
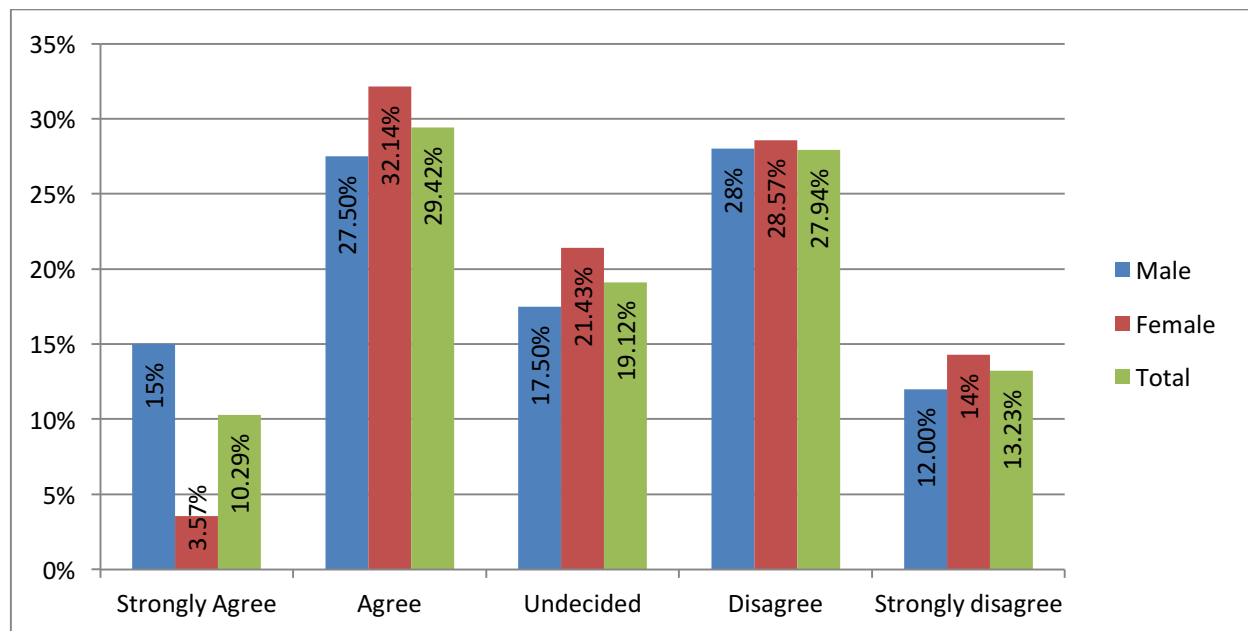
Fig. 4.9 Opinion of respondents on the statement that the talent identification process of the CSO is excellent
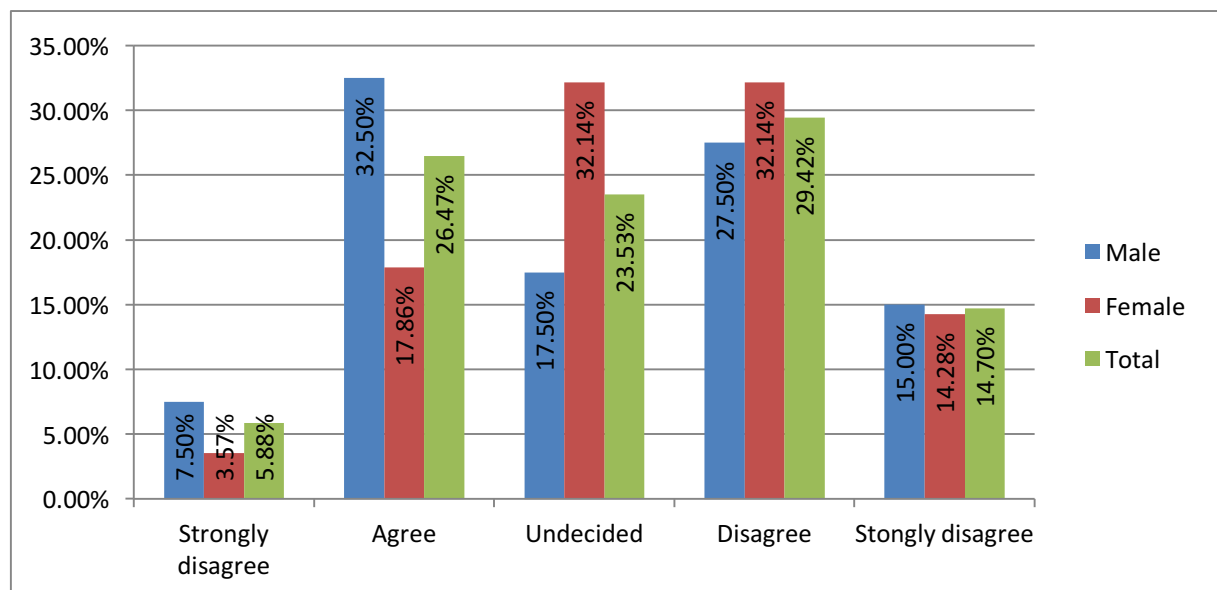
Fig. 4.10 Perception of respondents on the statement that the talent creation strategy of the CSO is impressive

In response to talent creation in the CSO, the mean value of this answer of the respondents is 3.20 (Appendix 5) which shows that most of the respondents not agree that the talent creation strategy of the CSO is impressive. Figure 4.10 shows that only 5.88% of respondents strongly

agree and 26.47% of respondents agree with statement. On the other hand, 29.42% of respondents disagree; 14.70% of respondents strongly disagree and 29.42% of respondents have given no answer. The figure also shows that 32.50% of male and 17.86% of female respondents agree; 27.50% of male and 32.14% female respondents disagree with this statement. As a result of the data obtained from the interview, the following comments were made, "*I did not found any talent creation or talent identifying approach in the organization*".

(E) EMPLOYEE SUCCESSION PLANNING

Respondents were requested to give their view on the statement that employee succession planning in the CSO applied effectively. The mean value of this response is 3.17 (Appendix 5) which shows that most of the respondents think that employee succession planning strategy is not applied
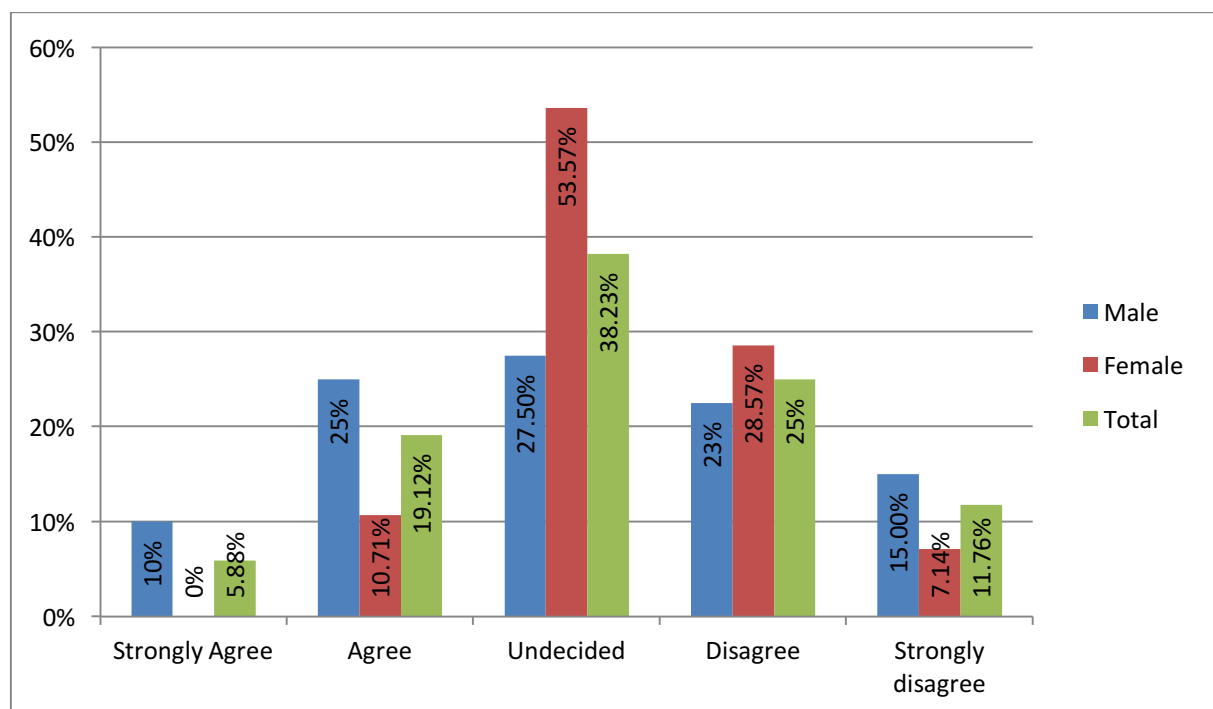
Fig. 4.11 View of respondents on the statement that the employee succession planning strategy is applied effectively

effectively. Figure 4.11 shows that more than 50% of female respondents and 38% of the total respondents neither agree nor disagree with the statement. It may be they have no clear idea about succession planning strategy of the organization.

(F)   SALARY FOR TALENTED EMPLOYEES

Respondents were asked their opinion on salary given by the organization. The mean value of this answer is 3.83 (Appendix 5) which indicates that maximum respondents believe that the CSO is not giving good salary. Figure 4.12 show that 37% of respondents disagree and 30.88% of respondents strongly disagree (total67.88% of respondents) with the comment that M&S gives good salary. 19.12% of respondents neither agree nor disagree and only 11.76% of respondents agree with the statement. 35.71% female disagree and 38% male respondents strongly disagree with the salary provided. A respondent in the interview commented as follows *"the hourly pay should be raised".*
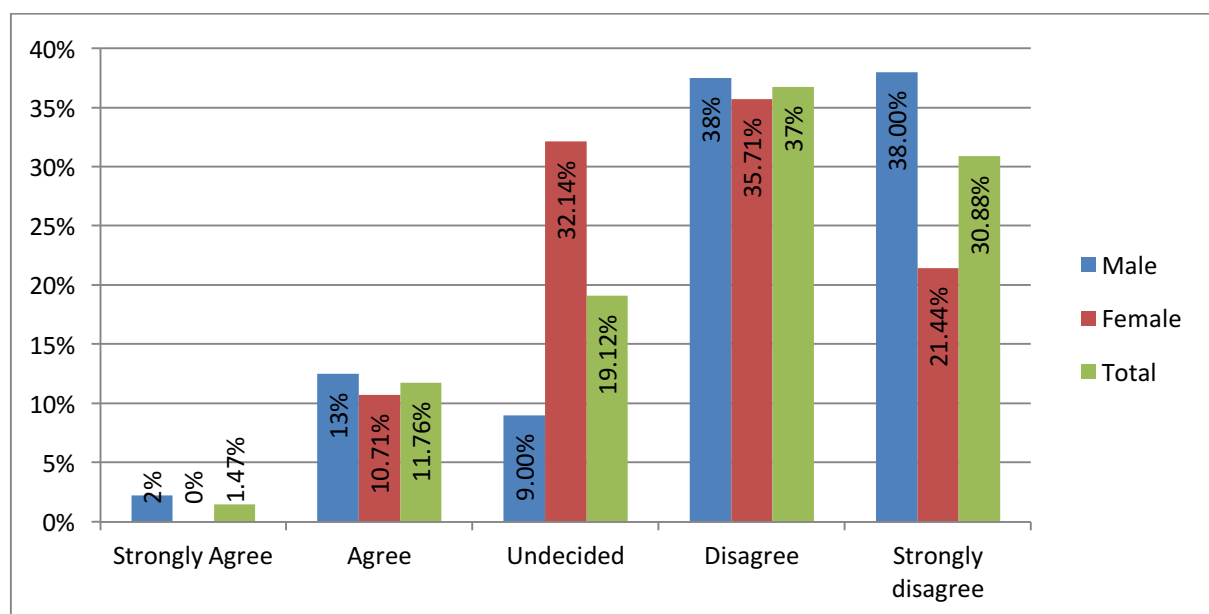
Fig. 4.12 Opinion of respondents on the statement that the CSO gives good salary to its employee

(G) EMPLOYEES VIEW ON THE MONETARY AND NON-MONETARY REWARD

Respondents were asked their view about the quantity of monetary reward gives by the organization. The mean value of this result is 3.42 (Appendix 5) that indicates that most of the respondents not satisfied with monetary rewards provide by the organization. Figure 4.13 shows that 38.28% of respondents disagree and 26.47% of respondents strongly disagree with the statement that employees are happy with the monetary reward provides by the organization. Only 13.23% of respondents agree with the comment.

As a result of the data obtained from the interview, the following comments were made, *"M&S should provide bonus in different festivals like Christmas, Good Friday etc.".*
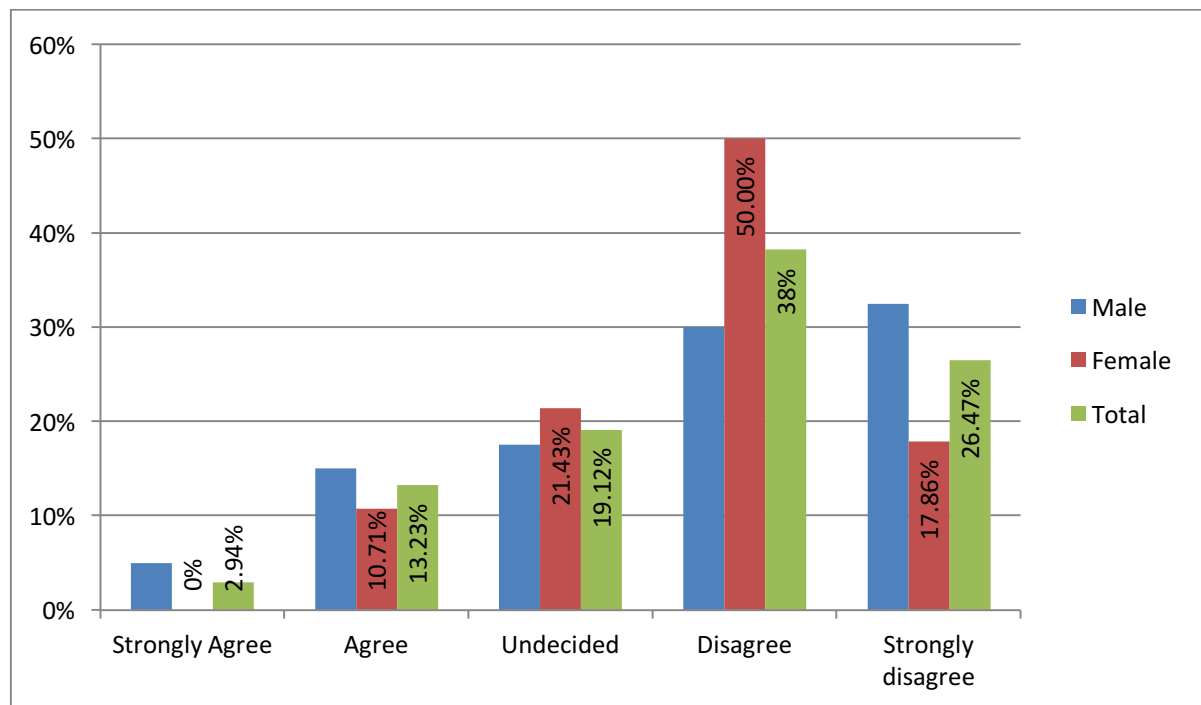
Fig. 4.13   Opinion of respondents on the quantity of monetary reward provide by the organization
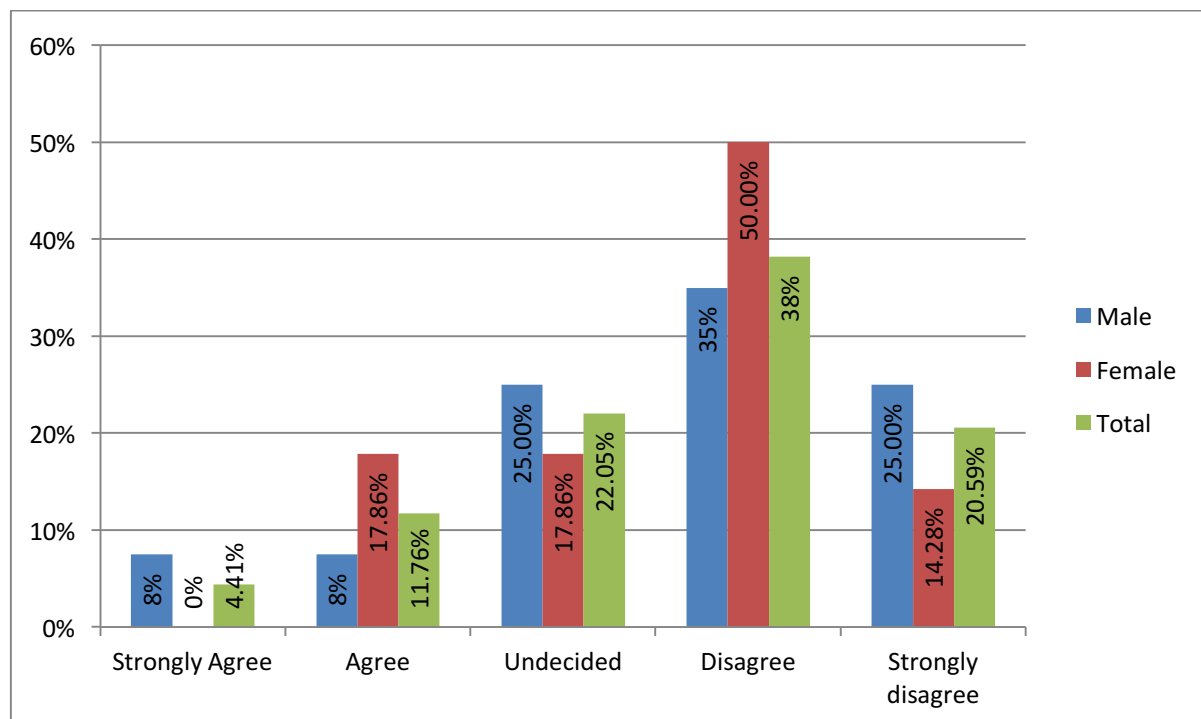
Fig. 4.14   Opinion of respondents on thequality of non-monetary reward provide by the organization

In case of non-monetary reward the mean value of the response is 3.61(Appendix 5) that shows that most of respondents not satisfied with the non-monetary rewards provide by the organization. Figure 4.13 and figure 4.14 shows that the reflections of respondents in both monetary and non-monetary reward are almost the same. Some respondents told that "*reward and benefit should be higher in M&S*". Employees prefer monetary reward rather than non-monetary, the mean value of this response is 2.48 (Appendix 5) which shows that most of the respondents expect monetary reward rather than non-monetary. Figure 4.15 shows that 30.86% of respondents agree; 19.12% of respondents strongly agree and only 9% of respondents disagree
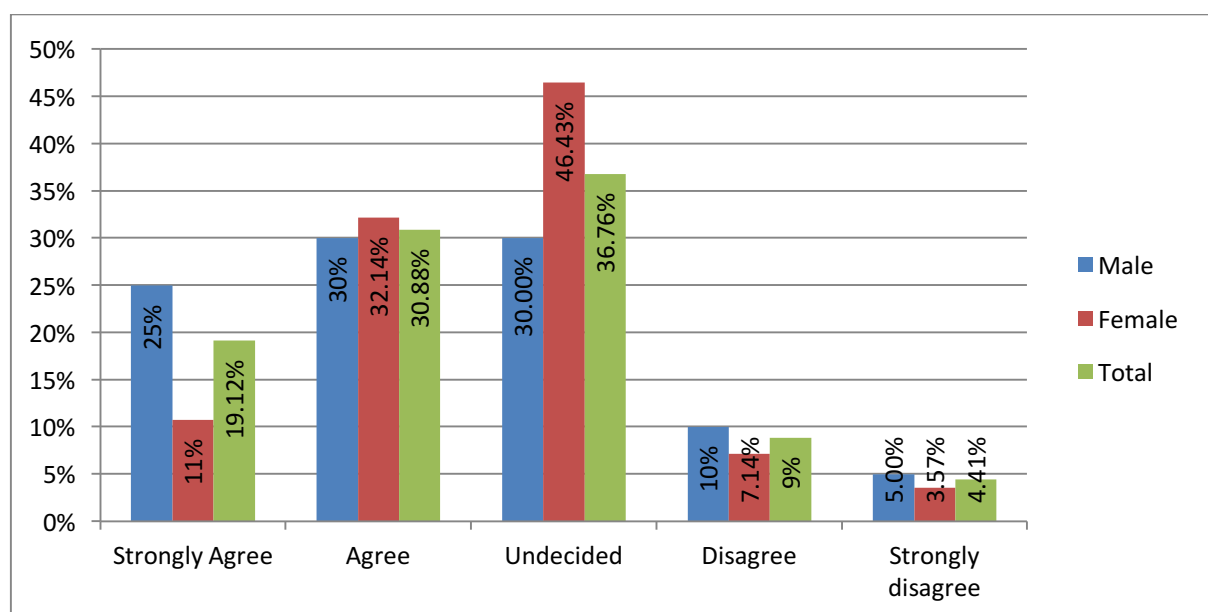
Fig. 4.15   Opinion of respondents on thestatement that they prefer monetary rewards rather than non-monetary

with the statement. As a result of the data obtained from the interview, the following comments were made, "*the organization can motivate the talented employee by giving more reward both monetary and non-monetary*".

(H) RESPONDENTS VIEW ON TIMELY PROMOTION

Respondents were asked to give their view on timely promotion in the organization. The mean value of this feedback is 3.26 (Appendix 5), which shows that most of the respondents think that M&S do not give timely promotion to its employees. But from figure 4.16 it is clear that in favor
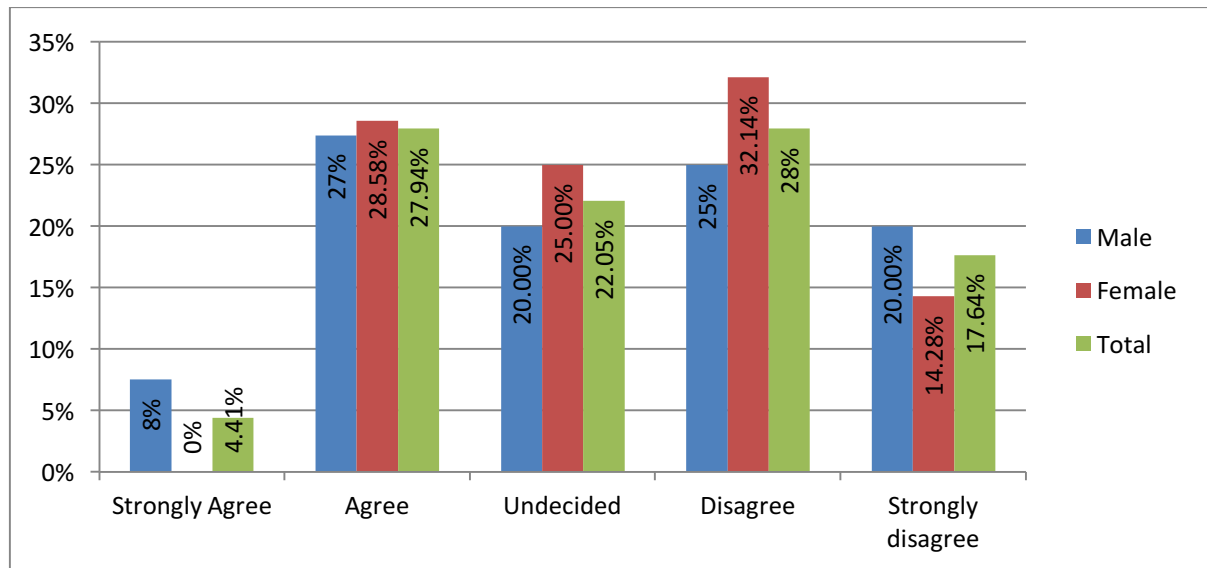
Fig. 4.16 **Opinion of respondents on timely promotion of talented employees**

(27.94%) and against (28%) this statement the response of respondents is almost the same but 17.64% of respondents strongly disagree and only 4.14% of respondents strongly agree with the statement.

(I) EXISTING HRM PRACTICES, PERFORMANCE MANAGEMENT SYSTEM AND PERFORMANCE APPRAISAL

Respondents were asked their view on the observation that the current HRM practices motivate the employees properly or not. The mean value of this result is 3.20 (Appendix 5), that shows most of the respondents are not
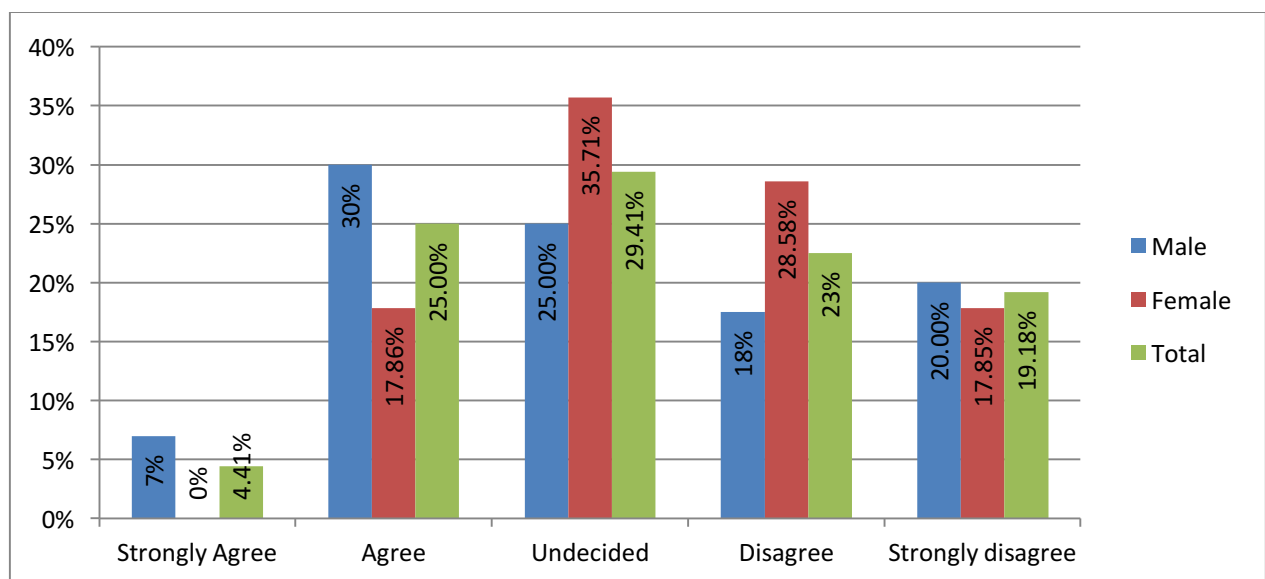
Fig. 4.17 View of respondents on existing HRM practices motivate the talented employees to higher performance

properly motivated with the existing HRM practices followed by the organization. Figure 4.17 shows that 25% of respondents agree; 28% of respondents disagree and 20.58% of respondents strongly disagree with the statement. 36% of female respondents and 25% of male respondents neither agree nor disagree with the statement. Data obtained from the interview provided the following comments, *"M&S can motivate the talents by providing house rent, festival bonuses, supplying dress, shoes, and transport allowances, providing food and drinks at the break time".*

In response to the existing performance management systems (PMS) engage the talented employees to higher performance or not, the respondents have given almost the same answer. The mean value of the response is 3.35 that
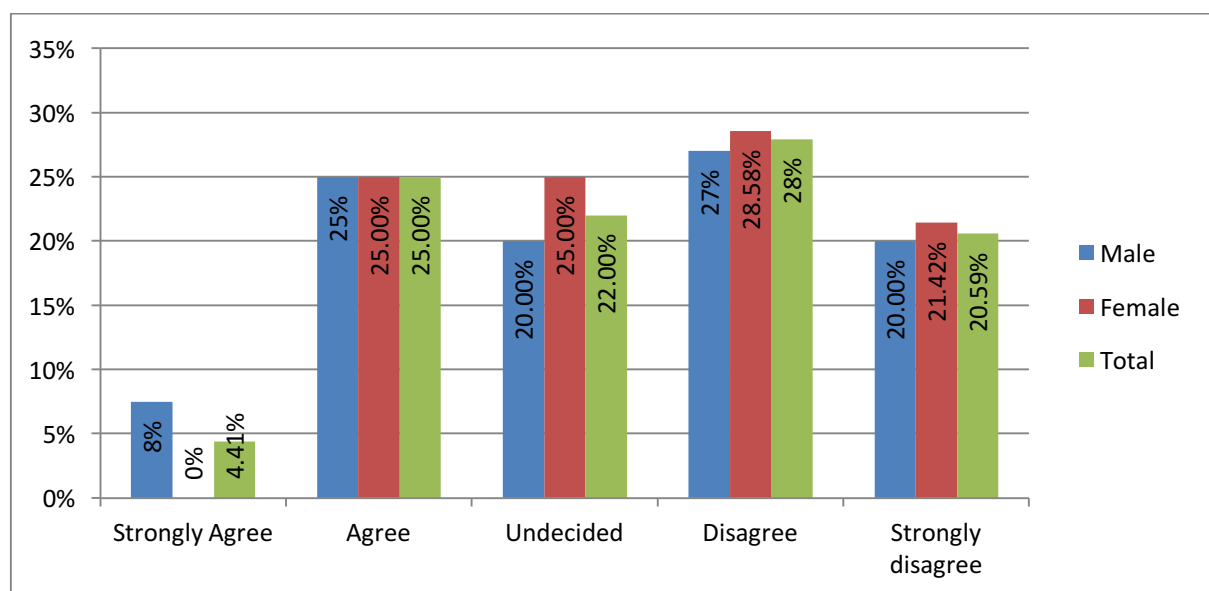
Fig. 4.18   View of respondents on the statement that the existing PMS engage talented employees to higher performance

shows that most of the respondents don't agree with the existing PMS. Figure 4.18 shows that 25% of respondents agree, 28% of respondents disagree and 20.59% are strongly disagree with the existing PMS. The response of male and female respondents is almost the same. The following comments were made by a respondent during the interview, *"the organization can improve the performance management system through person to person observation by supervisors, then talking to them every week where they are not doing well and how they can improve in that area".*

In case of performance appraisal the mean value is 2.61 (Appendix 5) which shows that most of the respondents agree with the existing performance appraisal is a fruitful technique for talent identification. Figure 4.19 shows that 26.47% of respondents agree and 11.76% of respondentsstrongly agree
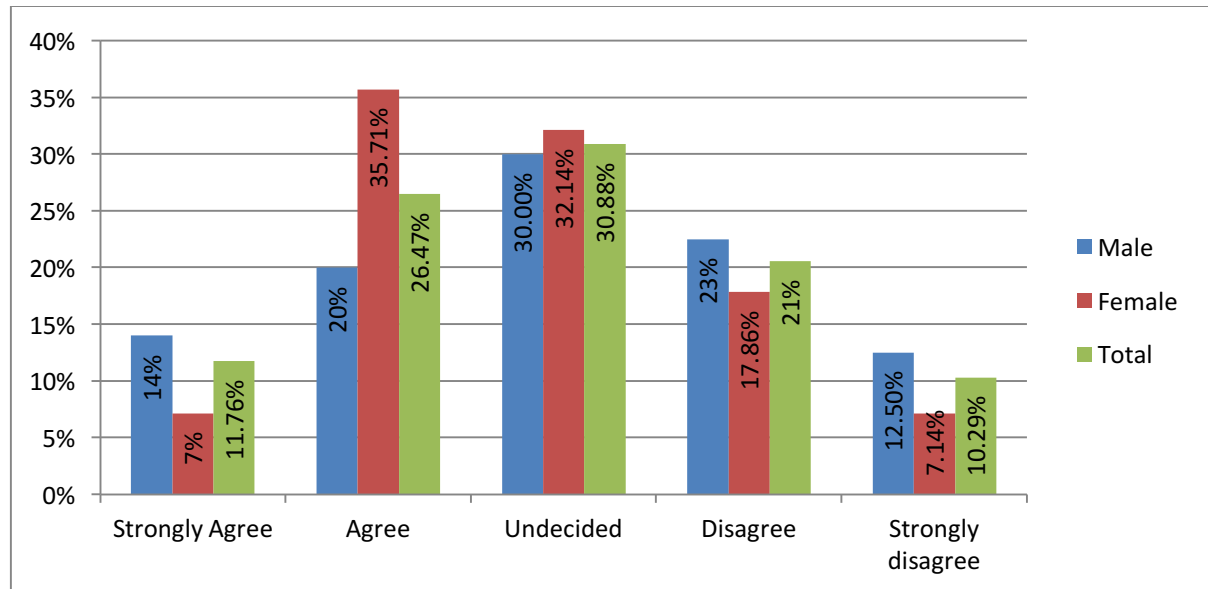
Fig.4.19 Perception of respondents on the statement that the existing performance appraisal is a fruitful technique to identify talented employees.

with the statement and 30.88% of respondents remain undecided. More female respondents (35.71%) are in favour of the current performance appraisal than male respondents (20%). Data obtained from the interview provided the following comments, *"the manager should give a chance to employee to see their 12 weeks performance chart so that they can do it better"*. Another respondent mentioned that *"there should be no discrimination in performance appraisal"*.

(J) PERSONAL CAREER PLANNING

Respondents were asked about their personal career planning opportunity in the organization. The mean value of the response is 3.01 which show that there is a moderate opportunity of personal carrier planning in the CSO. Figure 4.20 shows that 35.71% of female respondents are satisfied with the opportunity, 21.43% of respondents not satisfied and 28.57% of respondents remain undecided. A respondent in the interview commented *"A lot of talented employees could not get the chance to improve their carrier here"*.

Another respondent commented that "*there is no specific career planning opportunity in the organization*".
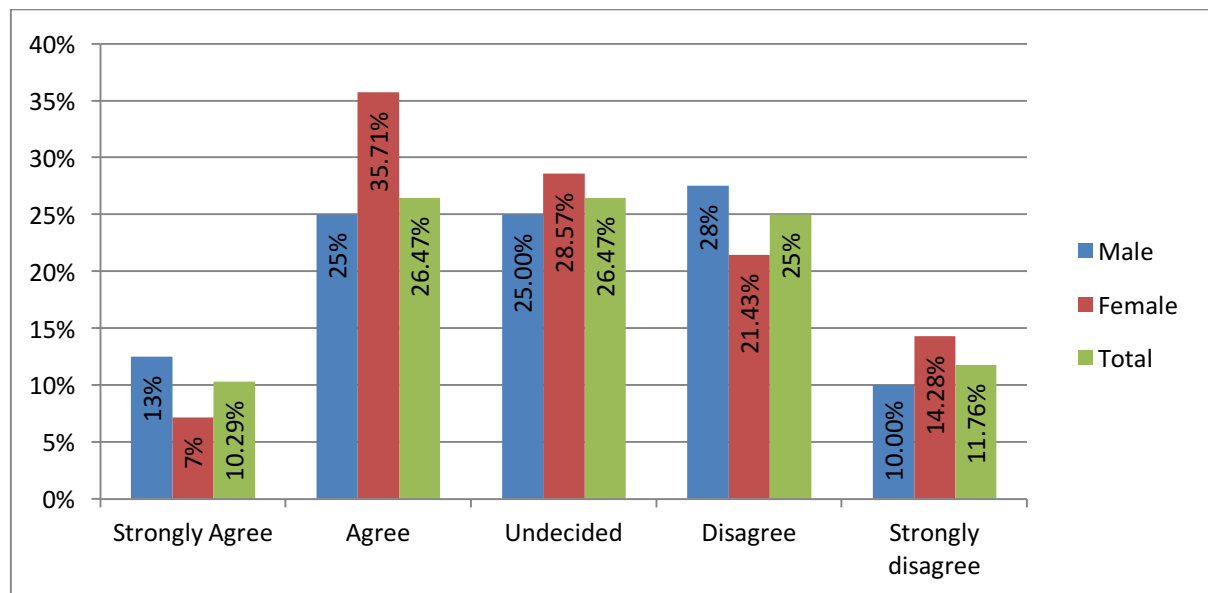
Fig. 4.20   Perception of respondents on the opportunity of personal career planning in the CSO

(K) MENTORING AND RECOGNITION OF TALENTS

Respondents were asked about the cordial mentoring provided by the senior managers. The mean value of the answer is 2.92 that show that most of the respondents satisfied with the cordial mentoring of the seniors. Figure 4.21 shows that 23% of male respondents strongly agree and 25% of female
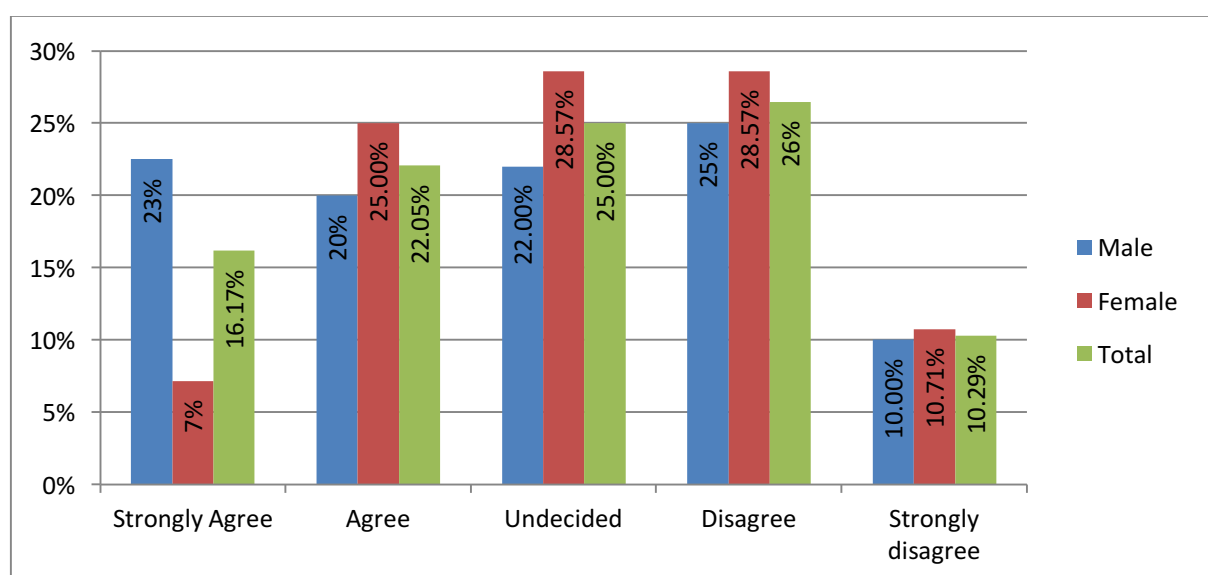
Fig. 4.21   Opinion of employees on the cordial mentoring of the senior managers

respondents agree; only 10.29% of respondents strongly disagree with the statement and 25% of respondents remain undecided. As a result of the data obtained from the interview, the following comments were made, "*the company should improve their management behaviour to give the employee satisfaction*". Another respondent commented that "*it is a great place to work and employees are treated with respect and the seniors help in every step*".
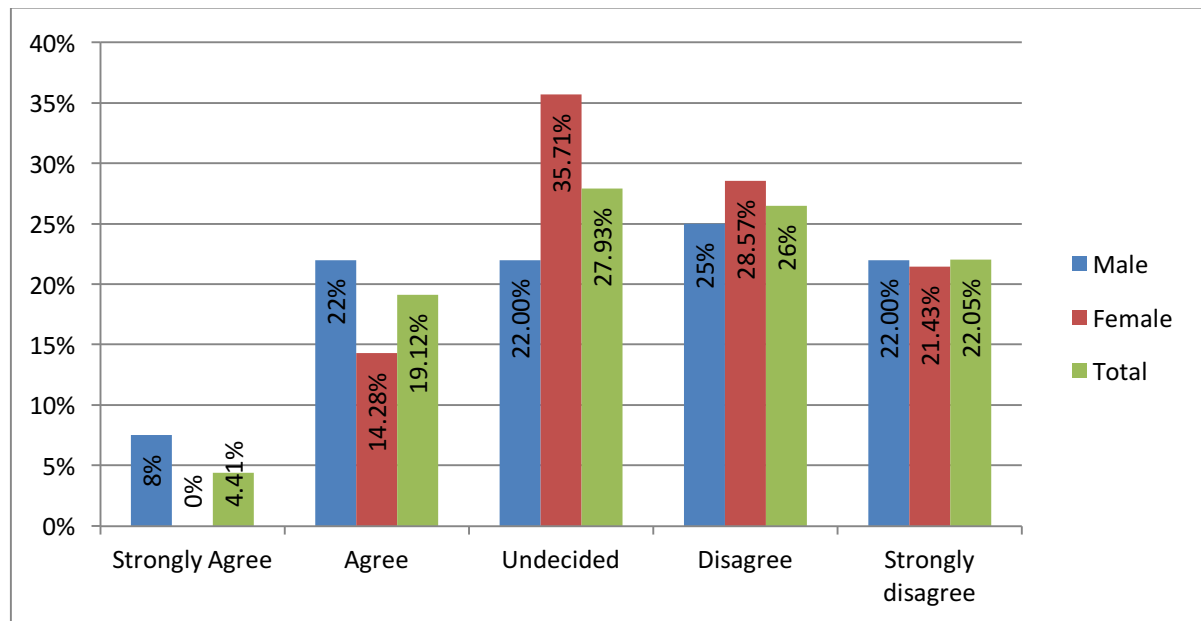
Fig. 4.22 Opinion of respondents on proper recognition of talented employees in the CSO

In response of the recognition of the talented employees, the mean value of the response is 3.43 which shows that the organization do not give proper recognition to their talented employees. Figure 4.22 show that 26% of respondent disagree; 22.05% of respondents strongly disagree and only 19.12% of respondents agree with the statement that the CSO give proper recognition to their talented employees.

(L) UTILIZATION OF TALENTED EMPLOYEES IN RIGHT PLACE

Respondent were asked about the position of talented employees in the organization. The mean value of the response is 3.30 which show that most of the respondents think that the talented employees are not working in the right place in the organization. Figure 4.23 shows that 23.52% of respondents agree and 23% of respondents disagree but 17.64% of
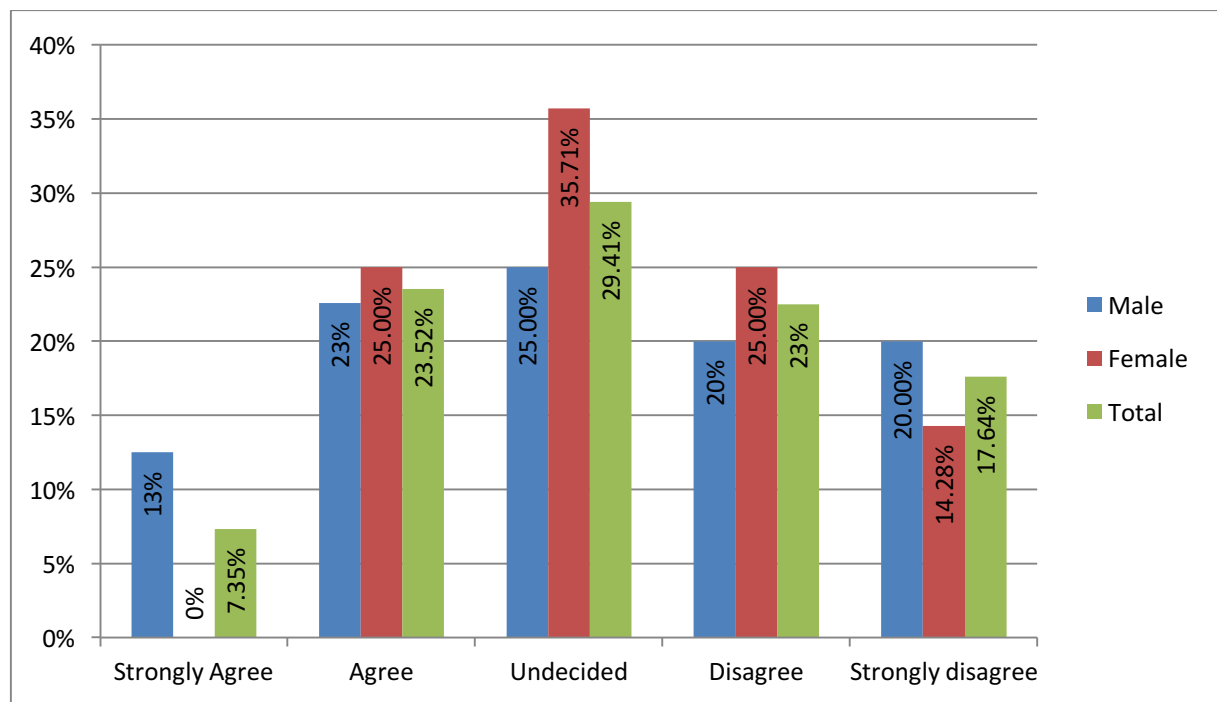
Fig. 4.23   **View of respondents on the statement that the talented employees are working in the right place in the CSO**

respondents strongly disagree with the statement that talented employees are working in the right place.

(M) HRM DEPARTMENT AND OVERALL TM PRACTICES

Respondents were asked about HRM department is functioning properly or not. The mean value of this answer is 3.16 which show that maximum number of respondent think that the HRM department is not functioning properly. According to figure 4.24, 22.05% of respondents agree and 24% of respondents disagree with the observation but the major portion (32.35%) neither agree nor disagree. As a result of the data obtained from the interview, the following comments were made, "*In M&S till servicing is very hard because there is no option of sitting whether the other brands like Tesco, Sainsbury, Wilko etc. have the sitting arrangement for the cashiers. So there should be chair for cashiers in the till*". Another respondent commented that "*there should be more communication between employees and management*". Another respondent comments that, "*After 2/3 months there should be a meeting where the employee and management can exchange their views*".
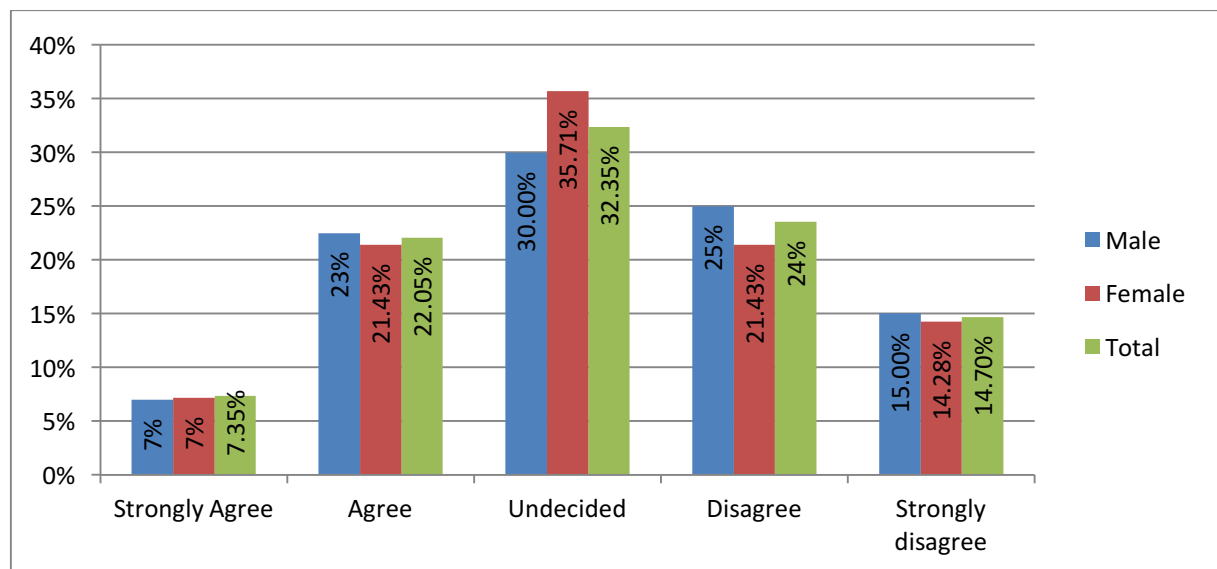
Fig. 4.24 **View of respondents on the statement that the HRM department is functioning properly**
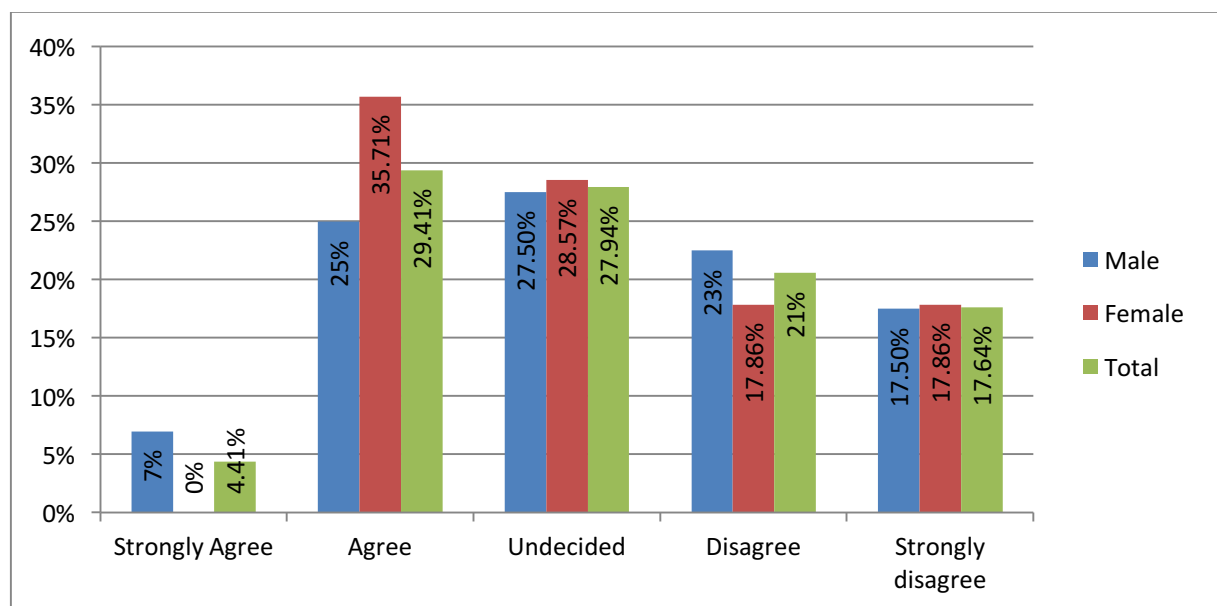
Fig. 4.25 **Opinion of respondents on the statement that the overall TM practice is satisfactory in the CSO**

respondents agree and 21% of respondents disagree with the statement and 27.94% of respondents neither agree nor disagree. As a result of the data obtained from the interview, the following comments were made, "*no arrangement is made out that demonstrates that M&S support and nourishes the talent. Only physical labour is appreciated in most cases. So scope should be created where talent and creativity can be encouraged*". Another

respondent commented that, "*I have never been asked about my talent within M&S, Waterloo*".

The above represents a summary of the data collected and which is relevant for the thesis.

CHAPTER FIVE

ANALYSIS OF FINDINGS

5.1 INTRODUCTION

The most complex and contested portion of a dissertation is data analysis; however this area has received limited theoretical attention (Casterle *et al.*, 2012). The aim of this chapter is to analyse the data and discussions of findings. The objectives set are to know about the current TM practice in the CSO, the perceptions of employees regarding TM practices, and the way to develop TM practice in CSO. This chapter provides in-depth analysis and discussion of the data gathered from the respondents. The analysed data and relevant interpretations will form the foundation for the conclusions and recommendations of the study for the CSO for future considerations.

5.2 DISSCUSSION

At first the collected data were assembled and then observed primarily. After a basic analysis of the data (both quantitative and qualitative), descriptive statistics was applied to analyze the data and information that are answering the questions raised earlier in the research. To that end, the results from this research will be discussed and critically analyzed in this section of the thesis. The representations of the findings have helped to clarify the research objectives by providing a critical discussion to the issue raised. The findings gathered are therefore analysed and discussed with reference to the research data obtained.

5.2.1 *The TM strategies being practiced by CSO*

The study revealed that, most of the practices regarding TM are being followed in the organization. These practices include recruitments and selection, training of staff, talent identification and talent creation, reward and recognition, promotion and motivation of employees, performance management system and performance appraisal, personal carrier planning and mentoring. For example, see evidence of this in the following diagrams (see figures at chapter 4) and comments made by respondents in the

interviews: "*it is a great place to work and employees are treated with respect and the seniors help in every step*". Moreover, Heinen and O'Neill, (2004) opines that a good talent management strategy incorporates "*recruitment, selection, on-boarding, mentoring, personal career development, performance management, leadership development, career planning, replacement planning, recognition and reward etc.*". These practices are being followed by the CSO and therefore, demonstrate evidence of a TM strategy.

Aravamudhan and Krishnaveni (2015) stated that "*A robust recruitment and selection process can help the company leapfrog the competition by seeking out, recruit, hire and retain top-notch talents*". In the face to face interview respondents mentioned that the organization follow a modern approach for recruitment and selection. Applicants should apply online with detail curriculum vitae and then the organization sends them a set of questions in their link. Applicants should give the answer to the questions within a fixed time. In this way the organization selects the employee who they think is fit for their organization. After recruitment and selection they arrange a whole day intensive training for the new employee before joining. When the new employee starts work, the supervisor trains him/her about his/her specific job.

The performance appraisal system of the CSO is effective as most of the respondent mentioned (See evidence of this in fig 4.19 at chapter 4). Lemieux-Charles *et al.,* (2003) argued that "*A crucial element of a performance management system is monitoring the area where change is required and which will in turn produce the desired behaviour that will produce improved performance*". This practice is seen as an integral part of any good TM strategy and practice. In the CSO, the manager/assistant managers intensively observe employees directly and through CCTV. The supervisors also inform their view about employees to the manager. With his own evaluation and considering supervisor's perception the manager evaluate the overall performance of the employee. The CSO practices in encouraging the development of talent are satisfactory.

The talent identification process and talent creation strategy of the CSO is not so impressive (see fig. 4.9 and 4.10 in chapter 4). They treat all the employees in a similar manner without considering their potentiality. The organization follows an inclusive approach (Schuler *et al.,* 2007) rather than exclusive approach (Schuler *et al.,* 2007). "*This type of organization consider reasonably the needs of all levels of employees in the organization* (Huselid *et al.,* 2009), *without dividing the employee into 'A players', 'B players' and 'C players'* (Chambers *et al.,* 1998). However, other practices in TM are permissible and according to Stahl *et el.,* (2012) as discussed in the review of literature, "*they believe that too much focus on the best employees could negatively affect the morale of other employees and damage opportunities to achieve broader organizational goals*". It therefore seems that the CSO is supporting a TM strategy in this particular area based on Stahl *et al.,* views.

5.2.2 *Perception of employees about TM practices by the CSO*

The findings of this study revealed that respondents have a mixed perception about the TM practices in the CSO. Most of the respondents think that the TM strategy of the organization is good (see respondents comment at chapter 4.4.K). However, in interviews not all respondents agreed with the above. In particular it was noted that some believed that the TM strategies were not being practiced e.g. a respondent commented that he did not "*find any visible effort that support and nourishes talented employees*" (see fig 4.10 in chapter 4).

Some of the respondents think that the recruitment and selection procedure of the CSO is well-organized and systematic. However, some employees have different perceptions that the recruitment and selection procedure is not so systematic as one employee commented that *"M&S encourages reference recruiting system"* which assist in the conformation of what is stated by the prospective employee. Admittedly, "*recruitment and selection had long been viewed as a critical component in an organization matching candidates and future jobs*" (Scolarios and Lockyer, 1999). Some respondents' thinks that the organization should provide more training although the training for the new staff is better than the other brands as one respondent commented that

"the company should more concentrate on their training processes" (see the comments in chapter 4.4.B).

According to the study's findings the organization is not so active in the attraction and retention of talented employees. Neither is the CSO's identification and creation of talents, proper placement of talented employee in the right position and satisfactory payment. Notwithstanding that, in some fields of TM they are doing well e.g. recruitment and selection, training, performance appraisal, mentoring, personal career planning etc. One respondent commented that, *"the training for new staffs is better than the other brands".* (see evidence of this in the following diagrams and comments made by respondents at chapter 4).

Most of the respondents are satisfied with the working environment. All the senior staff including managers and supervisors gives tips on how employees can work efficiently and they help in every possible way. Any employee can discuss his/her problem with their supervisor and most of the time they consider it positively (see respondents comment in chapter 4.4.K). The employees are happy to plan a career with the CSO. According to a recent study *"brand engagement can motivate the employees up to 94%"* (Whitter, 2015). People feel proud to work with the branded company. The CSO is a world famous branded company, so the employees feel proud to develop their career with this organization.

Respondents are not so impressed on the talent identification process, talent creation strategy and the monetary and non-monetary reward practised by the CSO. Randhawa (2008) opined that *"In order to motivate their employees and to achieve the strategic objectives non-monetary rewards can be provided by organizations".* In this regard, the CSO may be more competitive with its monetary rewards; and improve practice in the areas criticised by respondents. A change in relation to the non-monetary reward may also motivate the employees. The employees also think that the recognition practice of CSO is not satisfactory and it could be an effective way to motivate the talented employees. According to Schlanger (2012), *"Recognition is the best motivator, recognizing hard-working employees can*

help a company in innumerable ways". Unfortunately, the research showed that there is minimal provision of visible recognition in the CSO. Employees are also not so satisfied with the salary provided by the organization as one employee commented "*the hourly pay should be raised*" and the others shows the same opinion (see fig 4.12 in chapter 4). So, from the above discussion it can be concluded that, the employees have a mixed perception about the practice regarding talent management in the CSO.

5.2.3 *The way to develop TM practices in the CSO*

By analyzing the collected data and information it is clear that there are some areas where the CSO can develop their TM practices. In recruitment and selection, the CSO have more scope to be well-managed. "*Recruitment serves the important function of infusing the necessary talent into the organization. A well managed recruitment and selection process help create positive organizational image*" (Pilbeam and Corbridge, 2006), as well as "*can improve organizational performance*" (Robert, 2005). According to the respondents the organization can take direct examination or face to face interview and can discourage the reference recruiting system, as one respondent comments that "*the organization can choose the employees by assessment or one to one interview*" (see the comments at chapter 4.4.A). The CSO can also better attract and retain the talented employees by providing more competitive wages, international trainings, more monetary and non-monetary rewards, timely promotion, good management and favourable working environment (see respondents comment in chapter 4.4.C). These practices ought to motivate the talented employees to give their best for the company. Beside these practices the CSO can motivate the talented employees by raising hourly wages, providing house rent and transport allowances, festival bonuses, supplying dresses and shoes, providing foods and drinks at the break time (see the respondents comment at chapter 4.4.I). "*To achieve a competitive result through improved performance, motivation considered an effective tool*" (Heil, Stephens and Bennis, 2000, cited in Hewapathirana, 2012).

In performance appraisal there is some scope to develop. Jacobs *et al.,* (1980) mention that, "*Performance appraisal is the systematic evaluation of performance and potential for development of an individual*". For better improvement of each area, the managers should give a chance to employees to see their 12 weeks performance chart. There should be bottom-up appraisal system so that the supervisors and managers are also evaluated by the general employee. All types of discrimination at performance appraisal should be removed as a respondent mentioned that *"there should be no discrimination in performance appraisal".* (see the comments made by the respondents at chapter 4.4.l). According to   Chauhan *et el.,* (2016) *"Appraisal can be measured against factors like job skills, initiatives, quality of output, leadership abilities, supervision capacity, dependability, judgment, cooperation, health and versatility".* All these factors should be considered carefully.

There are some opportunities to develop overall TM practices in the CSO. More scope should be created where talent and creativity can be encouraged. There should be more communication between employees and management that can be ensured by at least one meeting after 3 months where they can exchange their views (see respondents comment at chapter 4.4.M). Everyone should follow the rules and regulations to ensure a favourable working environment. By ensuring theses practices the CSO can become more strategic in managing talented employees.

CHAPTER SIX

CONCLUSION

The purpose of the research was to critically evaluate the existing TM strategies practiced in the CSO, the perception of employees about the TM strategy, and how these practices can be better developed. Through a survey questionnaire and semi structured interviews both quantitative and qualitative data were collected. After collecting the data it was presented through tables and graphs. The data was then critically analysed and discussed, the aim is to fulfil the research objectives.

TM is not a new concept to organisations or their employees. From the analysis, it is clear that the employees are aware of the TM practices. They silently observe how they are treated by the management of the CSO. In this regard, the CSO need to focus their HRM systems on the selection, development, and deployment of talented employees in a proper way (Lombardo and Eichinger, 2000). In meeting the first objective of the study, which is to critically evaluate the existing TM strategies, it was discovered that the CSO is following most of the TM practices for their employees.

The perceptions of employees about existing TM practices were critically analysed. However, it is interesting to note that, with some TM practices followed by the organization, some employees are satisfied while some employees are not satisfied. It means that individuals are motivated and become satisfied in different ways, the CSO ought to take cognisant of such matters.

For example, the organization follows an online recruitment and selection system, and prefers a reference system; this strategy is criticised by some employees. Although the CSO provides training for employees, some employees needed more training. It was also recognised by employees that the training for new staff is better than their competitors.

The retention policy of the organization is not so fruitful. Only 10.29% employee works more than five years in the organization. The salary for both

new and old employees is not so attractive although it ensures the timely payment of salary. It does not provide extra monetary and non-monetary rewards like festival bonus, high profit bonus, foreign tours, recognition letters, best employee of the month/year etc. Organizations need to make sure that not only potentials of employee is high, but also their commitment. In order to ensure high commitment; in such matters organizations need to establish a cordial employment relationship with employee's high potentials through mutual agreement (Dries *et el.,* 2012).

In relation to the brand value there is nothing to mention which significantly motivates employees. The CSO can motivate employees by reward and recognition, a more competitive salary, uniform, and other tangible fringe benefits to employees. The CSO may also attempt to ensure the retention of talented employees. In the design of their TM systems, the organization needs to keep these motivators in mind; if the achievements of high potential employees are to give sustainable competitive advantage to the CSO. Such practices may encourage these employees to stay with the CSO (Paauwe and Boselie, 2005). In some cases employees are not properly recognized for their talents. The CSO should find a better way to recognize and award the most talented/best employees through a recognition strategy.

The organization has a cordial atmosphere and favourable environment for both male and female employees. It is a good workplace for especially new employees. The CSO has adopted an inclusive approach ((Schuler *et al.,* 2007)) where all employees are treated fairly, without giving priority to the talented employees.

The talent identification and talent creation strategy can be improved upon, the comments of some respondents show this, and therefore the CSO ought to take on board these suggestions. The performance appraisal system is good. The managers and supervisors observe all the employees directly and through other performance based arrangements such as meetings etc.

At the time of the research, managers were seen to be considering employees total performance. Although in relation to physical labourer's

emphasis was not provided. In this regards, the talent is not so importantly evaluated amongst this group of employees.

The CSO mentoring of employees is good. The manager/assistant managers give tips to the employees and teach them how to do their jobs well. Employees can ask anything related to their job to the managers. They are treated with respect and all employees help each other. The employees are interested to make a career with the CSO as it is a top branded company in UK, as well as in the world. But the CSO needs a clear career planning strategy for its employee so that the employees can serve the organization without any tension and or frustrations.

CHAPTER SEVEN

RECOMMENDATIONS

On the basis of the findings and analysis of the research, it is necessary that managers as well as the CSO take into consideration the following recommendations for better improvement of TM practices in the CSO.

- Management should follow an effective recruitment and selection procedure that will ensure that the talented people are selected among the job applicants. For example, then proper training should be provided regarding to their specific jobs. Based on the output of work, foreign training may also be arranged for talented employees.

- Besides more competitive wages, more monetary and non-monetary rewards should be provided. The CSO can provide better fringed benefits to employees.

- The CSO should ensure an effective career planning with timely promotion for the talented employees. For example, the talented employees should be recognized properly for their extra efforts. The manager may give a letter of appreciation with copies to employee's file for top performance. Such practices will motivate employees significantly and they may be more willing to stay in the CSO especially when they feel a sense of pride in their jobs.

- The performance management system can be more developed. For example, when an employee is evaluated once in a year, he/she have no opportunity to develop himself/herself within that year, if it is below the standards. If employees are informed about his/her performance standard after three or four months, he/she can improve the performance as is necessity. So the management can inform employees quarterly about their performance level.

- There should be bottom-up appraisal system so that supervisors and managers are also evaluated by the employee. In this way, the supervisors and managers will be more conscious about their duties and responsibilities. There should be at least a meeting within 3-6 months, so that employees and managements can exchange their views and it will also improve the communication among the total workforces.

- Further research should be carried out on other branches of the CSO. It may provide a complete picture of TM practices in the CSO and may help to design a comprehensive TM strategy. It may also make a contribution to literatures in HRM, especially in TM.

BIBLIOGRAPHY

Abrahamson, E. (1996) 'Management fashion', *Academy of Management Review,* 21(1), pp. 254–285. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=e42673 18-239f-450b-a37a-84e856882b4a%40sessionmgr111&hid=128 (Accessed: 03 February 2016).

Adamsky, H. (2003) Talent management: Something productive this way comes, *Ere media,* Available at: http://www.eremedia.com/ere/talent-management-something-productive-this-way-comes/ (Accessed: 24 March 2016).

Al Ariss, A., Cascio, W. F. and Paauwe, P. (2014) 'Talent management: current theories and future research directions', *Journal of World Business*, 49(2), pp. 173-179. Available at: http://ac.els-cdn.com/S1090951613000771/1-s2.0-S1090951613000771-main.pdf?_tid=f33c9f0a-c146-11e5-8a5b-00000aab0f01&acdnat=1453494797_5b071d1fa3764420a97a8bcef503f41c (Accessed: 22 January 2016).

Aravamudhan, N. R. and Krishnaveni, R. (2015) 'Recruitment and Selection Building Scale: Content Validity Evidence', *SCMS Journal of Indian Management,* 12(3), pp.58-73, 16p. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=bc7355c 1-9da4-447a-80a7-92060e6622d2%40sessionmgr4005&hid=4106 (Accessed: 7 April 2016).

Ashton, C. Morton, L. (2005) 'Managing talent for competitive advantage', *Strategic HR Review,* 4(5), pp. 28–31. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/14754390580000819 (Accessed: 20 February 2016).

Axelrod, B., Handfield-Jones, H. and Michaels, E. (2002) 'A new game plan for C players', *Harvard Business Review*, 80(1), pp. 80–88. Available at:

http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=702c5348-45b8-42c5-819a-31ff5232dd7a%40sessionmgr4004&hid=4109 (Accessed: 23 February 2016).

Beechler, S., and Woodward, I. C. (2009), 'The Global "War for Talent",' *Journal of International Management,* 15(3), pp. 273–285. Available at: http://ac.els-cdn.com/S1075425309000453/1-s2.0-S1075425309000453-main.pdf?_tid=c0bd61ce-db52-11e5-b289-00000aab0f27&acdnat=1456358597_82d87ee6d951e293ac27836c6146f1dc (Accessed: 24 February 2016).

Bjorkman, I., Ehrnrooth, M., Makela, K., Smale, A. and Sumelius, J. (2013) 'Talent or not? Employee reactions to talent identification', *Human Resource Management*, 52(2), pp. 195-214. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=d54dcf59-d8bc-48b6-973c-06416f9d6c74%40sessionmgr4005&hid=4206 (Accessed: 21 January 2016).

Boudreau, J. W. and Ramstad, P. M. (2005) 'Talentship, talent segmentation, and sustainability: a new hr decision science paradigm for a new strategy definition', *Human Resource Management*, 44(2), pp. 129-136. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=94ce9826-aa0a-43f0-96ff-d48fe1cb06bd%40sessionmgr4003&hid=4209 (Accessed: 10 March 2016).

Brewster, C., Sparrow, P. and Harris, H. (2005) 'Towards a new model of globalizing HRM', *International Journal of Human Resource Management*, 16(6), pp. 949-70. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=28089a0a-e7dd-44ce-acf9-7309d82a70be%40sessionmgr115&hid=102 (Accessed: 21 January 2016).

Bryman, A. (2012) *Social research methods*, UK: Oxford University Press.

Bryman, A. and Bell, E. (2011) *Business Research Methods,* 3rd edn. UK: Oxford University Press.

Bryman, A. and Bell, E. (2007) *Business Research Methods,* 2rd edn. UK: Oxford University Press.

Buckingham, M. and Vosburgh, R. M. (2001) 'The 21st century human resources function: It's the talent, stupid!', *Human Resource Planning*, 24(4), pp. 17–23. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=96cfcfb 8-3c9f-4745-a22f-a686a4e9656e%40sessionmgr115&hid=110 (Accessed: 23 February 2016).

Burns, R. (2008) *Business Research Methods and Statistics.* London: Sage Publications.

Cappelli, P. (2008), 'Talent Management for the Twenty-First Century,' *Harvard Business Review,* 86(3), pp. 74–81. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=c887363 c-25ec-46dc-8537-06f43f14b452%40sessionmgr4002&hid=4106 (Accessed: 26 February 2016).

Casterle, B. D., Gastmans, C., Bryon, E. and Denier, Y. (2012) 'QUAGOL: A guide for qualitative data analysis', *International journal of Nursing Studies*, 49(3), pp. 360-371. Available at: http://ac.els-cdn.com/S0020748911003671/1-s2.0-S0020748911003671-main.pdf?_tid=08d327ac-0a68-11e6-8185-00000aab0f6b&acdnat=1461535442_dbf675f556d855bf8a67bd050331cbb 1 (Accessed: 24 April 2016).

Chambers, E. G., Foulon, M., Handfield-Jones, H., Hankin, S. M. and Michaels, E. G. (1998) 'The War for Talent', *McKinsey Quarterly*, Issue 3, pp. 44-57. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=7cf5b62 2-f72b-4dad-87e9-89092a51fdf2%40sessionmgr198&hid=101 (Accessed: 17 February 2016).

Cheloha, R. and Swain, J. (2005) 'Talent management system key to effective succession planning', *Canadian HR Reporter,* 18(17), pp. 5–7. Available at: http://search.proquest.com/doiucview/220823728/fulltextPDF/29ECFDE389EF42F4PQ/7?accountid=17234 (Accessed: 19 February 2016).

Chen, F. S., Hsu, S. W., Hung, M. C. and Wu, Y., (2016) 'Application of The Talent Quality-Management System to Assess Training Effectiveness of Enterprises', International *Journal of Organizational Innovation,* 8(3), pp. 84-99. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=54549eeb-2d39-465a-bd40-ec93116e1491%40sessionmgr4004&hid=4204 (Accessed: 21 January, 2016).

Chouhan, V., Chandra, B., Goswami, S. and Verma, P. (2016) Analyzing the 'Performance Appraisal System of a Public Sector Organization in India: The Case of Rajasthan State Mines and Minerals Limited', *IUP Journal of Management Research.* 15(1) p. 48-74. 27p. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=2c063048-9ee9-4923-baaa-1b83ecf97699%40sessionmgr103&hid=105 (Accessed: 9 April 2016).

Chuai, X., Preece, D. and Iles, P. (2008) 'Is talent management just ''old wine in new bottles''? The case of multinational companies in Beijing'. *Management Research News,* 31(12), pp. 901–911. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/01409170810920611 (Accessed: 26 January, 2016).

Church, A.H. and Rotolo, C.T. (2013) 'How are top companies assessing their high-potentials and senior executives? A talent management benchmark study', *Consulting Psychology Journal: Practice and Research*, 65(3), pp. 199–223. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=3ad5f62e-f179-49ed-91c5-c14d3d73ada0%40sessionmgr115&hid=125 (Accessed: 26 January, 2016).

CIPD (2015) 'Talent Management: An Overview', CIPD, London. Available at: http://www.cipd.co.uk/hr-resources/factsheets/talent-management-overview.aspx (Accessed: 24 January, 2016).

Cohn, J. M., Khurana, R. and Reeves, L. (2005) 'Growing talent as if your business depended on it', *Harvard Business Review,* 83(10), pp. 63–70. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=7&sid=7cdb6f4 4-bb2a-41e2-9bd5-3f56f11247b1%40sessionmgr4002&hid=4112 (Accessed: 24 January, 2016).

Collings, D.G. and Mellahi, K. (2009) 'Strategic talent management: a review and research agenda', *Human Resource Management Review,* 19(4), pp. 304-313. Available at: http://ac.els-cdn.com/S1053482209000461/1-s2.0-S1053482209000461-main.pdf?_tid=f224a926-c387-11e5-a4d5-00000aab0f26&acdnat=1453742615_e2927b062c6184b363f6a39a15aa509 b (Accessed: 25 January 2016).

Conger, J. A. Fulmer, R. M. (2003) 'Developing your leadership pipeline', *Harvard Business Review,* 81(12), pp. 76–84. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=7cdb6f4 4-bb2a-41e2-9bd5-3f56f11247b1%40sessionmgr4002&hid=4112 (Accessed: 21 February 2016).

Cooper, D. and Schindler, P. (2008) *Business Methods.*10th edn. New York: India McGraw-Hill Irwin.

Coyle-Shapiro, J., Hoque, K., Kessler, I., Pepper, A., Richardson, R. and Walker, L. (2013) Human resource management, The London School of Economics and Political Science, University of London International Programmes, University of London, London WC1B 5DN, UK. Available at: http://www.londoninternational.ac.uk/sites/default/files/programme_resour

ces/lse/lse_pdf/subject_guides/mn3075_ch1-4.pdf# (Accessed: 4 October 2015).

Creelman, D. (2015) 'HR in the Middle (Hot) Seat: Implementing the Right Talent Management System', *Workforce Solutions Review*, 6(5), pp.15-18. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=54549eeb-2d39-465a-bd40-ec93116e1491%40sessionmgr4004&hid=4204 (Accessed: 21 January 2016).

Davies, B. and Davies, B. J. (2010), 'Talent Management in Academies,' *International Journal of Educational Management,* 24(5), pp 418–426. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/09513541011055983 (Accessed: 24 February 2016).

De Vaus, D. (2002) *Surveys in Social Research.* 5th edn. London: Routledge.

De Vos, A. and Dries, N. (2013) 'Applying a talent management lens to career management: The role of human capital composition and continuity', *International Journal of Human Resource Management,* 24(9), pp. 1816–1831. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=0549092b-02fd-4a1e-876c-39dbd201dbe4%40sessionmgr115&hid=110 (Accessed: 25 February 2016).

Dobrian, J. (2015) 'Talent Management', *Journal of Property Management,* 80(3), pp. 48-53. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=9&sid=54549eeb-2d39-465a-bd40-ec93116e1491%40sessionmgr4004&hid=4204 (Accessed: 21 January 2016).

Dries, N., Vantilborgh, T. and Pepermans, R. (2012) 'The role of learning agility and career variety in the identification and development of high potential employees', *Personnel Review*, 41(3), pp. 340–358. Available at:

http://www.emeraldinsight.com/doi/pdfplus/10.1108/00483481211212977 (Accessed: 26 February 2016).

Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012) *Management Research, 4th* edn. London: Sage.

Eldabi, L, Ray, J. and Peter, E. (2002) 'Quantitative and qualitative decision making methods in simulation and modelling', *Management Decisions*, 40(1), pp.64-73. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/00251740210413370 (Accessed: 10 February 2016).

Ewerlin, D. (2013) 'The influence of global talent management on employer attractiveness: an experimental study', *Zeitschrift für Personalforschung*, 27(3), pp. 279-304. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=e3b839 16-c2ce-4246-9464-221626641096%40sessionmgr113&hid=116 (Accessed: 24 February 2016).

Eyring, J. (2014) 'Talent Management Strategies for Multi-Speed Growth: Getting Your Practices in the Right Gear', *People and Strategy*, 37(3), pp. 30-34 Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=7&sid=d5deb3b 6-db0d-4fe8-8530-e372ca727660%40sessionmgr4001&hid=4101 (Accessed: 25 January 2016).

Gallardo-Gallardo, E. And Thunnissen, M. (2016) 'Standing on the shoulders of giants? A critical review of empirical talent management research', *Employee Relations,* 38(1), pp. 31-56. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/ER-10-2015-0194 (Accessed: 22 January 2016).

Gallardo-Gallardo, E., Nijs, S., Dries, N. and Gallo, P. (2015) 'Towards an understanding of talent management as a phenomenon-driven field using bibliometric and content analysis', *Human Resource Management Review*, 25(3), pp. 264-279. Available at: http://ac.els-cdn.com/S1053482215000212/1-s2.0-S1053482215000212-

main.pdf?_tid=09067fac-c153-11e5-a5b4-00000aacb362&acdnat=1453499988_e7a52edcb7694df189a7481180a1fb18 (Accessed: 22 January 2016).

Gill, P., Stewart, K., Treasure, E. and Chadwick, B. (2008) 'Methods of data collection in qualitative research: interviews and focus groups', *British Dental Journal*, 204(6), pp. 291-295. Available at: http://www.nature.com/bdj/journal/v204/n6/pdf/bdj.2008.192.pdf, (Accessed: 10 February 2016).

Grundy, T. (2003) 'Marks **&** Spencer and the business strategy gurus', *Gurus on Business Strategy,* pp. 174-192. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=90f7ff10-b8c8-48a2-afc4-943aadd281f2%40sessionmgr4003&vid=45&hid=4214 (Accessed: 11 November 2015).

Hafiza, S. N., Shah, S. S. and Jamsheed, H. (2011) 'Relationship between Reward and Employee's Motivation in the non-profit organizations of Pakistan', *Business Intelligence Journal,* 4(2), pp. 327-334. Available at: http://www.saycocorporativo.com/saycoUK/BIJ/journal/Vol4No2/Article_11.pdf (Accessed: 11 November 2015).

Harwell, M.R. (1999) *Research Design in Qualitative/ Quantitative/Mixed Methods.* Chapter 10, Available at: http://www.sagepub.com/sites/default/files/upm-binaries/41165_10.pdf (Accessed: 12 October 2015).

Heinen, S. J. and O'Neill, C. (2004), 'Managing talent to maximize performance', *Employment Relations Today,* 31(2), pp. 67-82. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=f8be6b85-749e-4c17-86fb-42eed3756cb5%40sessionmgr115&hid=102 (Accessed: 21 January 2016).

Hewapathirana, G. I. (2012) 'Organizational leaders social identity: a basis for employer–employee motivation in small organizations in Sri Lanka', *Human Resource Development International*, 15(4), pp.489–499. Available at:

http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=20&sid=a3a723fa-ac43-47b8-87e9-8805af4609be%40sessionmgr198&hid=107 (Accessed: 23 October 2015).

HR Focus (2003) 'The changing face of talent management', *HR Focus,* 80(5), pp. 1-4. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=6b1c7ed9-7b57-49b3-85a3-183ee903bc37%40sessionmgr113&hid=110 (Accessed: 23 February 2016).

HR Focus (2004) 'How a talent management plan can anchor your company's talent', *HR Focus*, 81(10), pp. 7-9. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=0c5fbb33-2821-4520-86dc-a4d491222b25%40sessionmgr4002&hid=4112 (Accessed: 21 February 2016).

Huselid, M. A. (1995) 'The Impact of Human Resource Management Practices on Turnover, Productivity, and Corporate Financial Performance', *Academy of Management Journal,* 38(3), pp. 635-672. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=42f27df9-1c7d-4740-ad9a-58edd77b684d%40sessionmgr4002&hid=4107 (Accessed: 14 October 2015).

Huselid, M. A., Beatty, R. W. and Becker, B. (2009) *The Differentiated Workforce*, Boston: Harvard Business Press.

Jackson, S. E. and Schuler, R. S. (1990) 'Human resource planning: Challenges for industrial/organizational psychologists', *American Psychologist*, 45(2), pp. 223-239. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=6585ab57-fb4b-44e2-a506-e4783b9a883e%40sessionmgr4001&hid=4206 (Accessed: 19 February 2016).

Jacobs, R. Kafry, D. and Zedeck, S. (1980) 'Expectations of Behaviourally Anchored Rating Scales', *Personnel Psychology*, 33(3), pp.595-640. Available at:

http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=edbca39 2-8e6e-4b94-aa5b-5f26d60dc587%40sessionmgr4005&hid=4101 (Accessed: 08 April 2016).

Kesler, G. C. (2002) 'Why the leadership bench never gets deeper: Ten insights about executive talent development', *Human Resource Planning*, 25(1), pp. 32–44. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=e50bf7e 1-5de0-4ca0-b246-d45b8e779656%40sessionmgr120&hid=110   (Accessed: 23 February 2016).

 Kim, Y., Williams, R., Rothwell, W. and Penaloza, P. (2014) 'A strategic model for technical talent management: a model based on a qualitative case study', *Performance Improvement Quarterly*, 26(4), pp. 93-121. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=563c78e c-f0f4-470e-8172-e913d9512791%40sessionmgr111&hid=110 (Accessed: 22 January 2016).

Kothari, C.R. (2004) *Research Methodology: Methods and Techniques,* 2nd revised edition, New Age International, Available at: http://www2.hcmuaf.edu.vn/data/quoctuan/Research%20Methodology%20- %20Methods%20and%20Techniques%202004.pdf   (Accessed: 28 January 2016).

Kumar, R. (2014) *Research Methodology a step-by–step guide for beginners*, 4th edn, London, SAGE.

Lemieux-Charles, L. McGuire, W. Champagne F. (2003) "The Use of Multilevel Performance Indicators in Managing Performance in Health Care Organizations", *Management Decision,* 41(8), pp. 760-770. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/00251740310496279 (Accessed: 08 April 2016).

Lepak, D. P. and Snell, S. A. (1999) 'The human resource architecture: Toward a theory of human capital allocation and development', *Academy of*

Management Review, 24(1), pp. 31–48. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=6c8990 84-e304-424a-82b0-7b7a7adecac1%40sessionmgr115&hid=110 (Accessed: 25 February 2016).

Lewis, R. E. and Heckman, R. J. (2006) 'Talent Management: A Critical Review', *Human Resource Management Review*, 16(2), pp.139-154. Available at: http://ac.els-cdn.com/S1053482206000271/1-s2.0-S1053482206000271-main.pdf?_tid=8c5a8298-d5c3-11e5-9475-00000aab0f6b&acdnat=1455747335_5ca4d59ff97f57e66a89d29e565f1b31 (Accessed: 17 February 2016).

Lewis, P. and Saunders, M. (2012) Doing Research in Business and management: An Essential Guide to Planning tour Project. Financial Times/ Prentice hall.

Levin, D. M. (1988) The opening of vision: Nihilism and the postmodern situation. London: Routledge.

Lombardo, M. M. and Eichinger, R. W. (2000) 'High potentials as high learners', *Human Resource Management*, 39(4), pp. 321-30. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=4d7b27a 9-07d4-4d25-ae77-f25617f667c4%40sessionmgr4002&hid=4207 (Accessed: 17 April 2016).

Makela, K., Bjorkman, I. and Ehrnrooth, M. (2010) 'How do MNCs establish their talent pools? Influences on individuals' likelihood of being labelled as talent', *Journal of World Business,* 45(2), pp. 134–142. Available at: http://ac.els-cdn.com/S1090951609000819/1-s2.0-S1090951609000819-main.pdf?_tid=d56c8126-dcc5-11e5-a35b-00000aab0f02&acdnat=1456517975_1243e705473871d12883277cfc571245 (Accessed: 26 February 2016).

MarketLine (2015) Marks and Spencer Group plc SWOT Analysis, Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=90f7ff10-b8c8-

48a2-afc4-943aadd281f2%40sessionmgr4003&vid=16&hid=4214 (Accessed: 11 November 2015).

Marks and Spencer (2015) M&S key facts, Available at: http://corporate.marksandspencer.com/aboutus/key-facts (Accessed: 11 November 2015).

McCourt, W. and Brunt, C. (2013) 'Inherent constraints and creative possibilities: employee Participation in Kenya', *International Journal of Human Resource Management,* 24(10), PP. 1997–2018. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=46a66788-4e6c-4a97-8142-a728c70efff5%40sessionmgr4005&hid=4109 (Accessed: 16 February 2016).

Meho, L. I. (2006) 'E-Mail Interviewing in Qualitative Research: A Methodological Discussion', *Journal of the American Society for Information Science and Technology,* 57(10), pp. 1284-1295, Available at: http://staff.aub.edu.lb/~lmeho/meho-email-interviewing.pdf (Accessed: 10 February 2016).

Muntean, S. N. (2014) 'Talent Management And Its Contributions To The Performance Of The Multinational Organizations', *Revista Academiei Fortelor Terestre,* 19(3), pp. 300-360. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=ff92fddb-a594-4145-a27f-3fc44ddc87da%40sessionmgr120&vid=15&hid=123 (Accessed: 17 October 2015.

Myers, M. D. (2013) *Qualitative Research in Business & Management.* 2nd ed. London: SAGE Publications.

Nijs, S., Gallardo-Gallardo, E., Dries, N. and Sels, L. (2014) 'A multidisciplinary review into the definition, operationalization, and measurement of talent', *Journal of World Business*, 49(2), pp. 180–191. Available at: http://ac.els-cdn.com/S1090951613000783/1-s2.0-S1090951613000783-main.pdf?_tid=58f536ae-dcbd-11e5-9875-

00000aacb35f&acdnat=1456514330_149acf3389d3981029165db99b99969f (Accessed: 26 February 2016).

Northedge, R. (2011) 'M&S's U-turns: Will the latest plans last?', *The Independent (London)*. Available at: http://www.independent.co.uk/news/business/analysis-and-features/mampss-u-turns-will-the-latest-plans-last-2133453.html (Accessed: 11 November 2015).

O'Leary, Z. (2004) *The essential guide to doing research*. London: Sage.

Olsen, R. (2000) 'Harnessing the internet with human capital management', *Workspan*, 43(11), pp. 24–27. Available at: http://search.proquest.com/docview/194701156/fulltextPDF/3B3489F7C3FB4569PQ/15?accountid=17234 (Accessed: 21 February 2016).

Paauwe, J. and Boselie, J.P.P.E.F. (2005) 'HRM and performance: what's next?', *Human Resource Management Journal*, 15(4), pp. 68-83. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=c4858da5-9c63-49ae-9dc6-caa03b42fe98%40sessionmgr106&hid=116 (Accessed: 17 April 2016).

Pilbeam, S. and Corbridge, M. (2006) *People Resourcing. Contemporary HRM in Practice*, London:Prentice Hall.

Pousa, C. and Mathieu, A. (2010) 'Sales Managers Motivation to Coach Salespeople: An Exploration Using Expectancy Theory'. *International Journal of Evidence Based Coaching & Mentoring*, 8(1), pp. 34–50. Available at: http://ijebcm.brookes.ac.uk/documents/vol08issue1-paper-02.pdf (Accessed: 10 Oct 2015).

Powell, J., Duberley, J., Exworthy, M., MacFarlane, F. and Moss, P. (2013) 'Has the British National Health Service (NHS) got talent? A process evaluation of the NHS talent management strategy', *Policy Studies,* 34(3), pp. 291-309. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=9c09ccc

0-5a21-4d5d-80c2-19e37b1b7fcd%40sessionmgr4005&hid=4206 (Accessed: 22 January, 2016).

Rajasekar, S., Philominathan, P. and Chinnaathambi, V. (2013) *Research Methodology,* Cornel University library, volume 3 Available at: http://arxiv.org/pdf/physics/0601009v3.pdf (Accessed: 28 January 2016).

Randhawa, G. (2008) *Education and Human Resources Management.* New Delhi: A.P.A. Publishing Corporation.

Rangul, V., Holmen, T. L., Kurtze, N., Cuypers, K. and Midthjell, K. (2008) 'Reliability and Validity of Two Frequently Used Self-Administered Physical Activity Questionnaires in Adolescents', *BMC Medical Research Methodology*, 8(1), pp. 47. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=5df5bc3 d-ea21-4fd1-8899-4805e801d44f%40sessionmgr4004&hid=4109 (Accessed: 16 February 2016).

Redford, K. (2005) 'Shedding light on talent tactics', *Personnel Today*, (27.9.2005), pp. 20–21. Available at: http://web.a.ebscohost.com/ehost/detail/detail?vid=4&sid=455b495c-466b-4c02-b3bd-d3e8b5a4dcfc%40sessionmgr4001&hid=4206&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=18550055&db=bth (Accessed: 20 February, 2016).

Roberts, G. (2005), Recruitment and Selection, second edition, London: Chartered Institute of Personnel and Development.

Romans, J. and Lardner, L. (2005) 'Integrated talent management at BD Japan', *Strategic HR Review*, 4(5), pp. 16–19. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/14754390580000816 (Accessed: 20 February, 2016).

Rothwell, W. J. (1994) *Effective succession planning: Ensuring leadership continuity and building talent from within.* New York: Amacom.

Ruppe, L. (2006) 'Tools and dialogue set the stage for talent management at Johns Manville', *Journal of Organizational Excellence,* 25(3), pp. 37-48. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=6d738c09-df10-4abb-89f3-fbe94306e347%40sessionmgr4004&hid=4204 (Accessed: 21 January, 2016).

Salkind, N. J. (1997) *Exploring Research.* 3rd edn. New Jersey: Prentice Hall Incorpotated.

Saunders, M., Philip, L. and Adrian, T. (2003) *Research Methods for business students,* 3rd edn. England: Pearson Education Limited.

Saunders, M., Philip, L. and Adrian, T. (2009) *Research Methods for business student,* 5th edn. England:Pearson Education Limited.

Schlanger, D. (2012) 'Recognition is the best motivator', *Business Inside.* Available at: http://www.businessinsider.com/recognition-is-the-best-motivator-in-business-2012-7?IR=T (Accessed: 02 April 2016).

Schmidt, C., Mansson, S. and Dolles, H. (2013) 'Managing talents for global leadership positions in MNCs: responding to the challenges in China', *Asian Business & Management,* 12(4), pp. 477-496. Available at: http://search.proquest.com/docview/1426165385/fulltextPDF/EE945D64C9654F95PQ/6?accountid=17234 (Accessed: 23 January, 2016).

Scholarios, D. and C. Lockyer (1999). "Recruiting and selecting professionals: Context qualities and methods." International Journal of Selection and Assessment, 7(3), pp. 142- 156, Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=7a61fe5d-2d95-4f68-86f1-8aef21ab1b09%40sessionmgr4001&hid=4106 (Accessed: 07 April 2016).

Schuler, R.S., Jackson, S.E. and Tarique, I. (2007) 'International HRM: A North America Perspective, a Thematic Update and Suggestions for Future

Research', *International Journal of Human Resource Management,* 18(5), pp. 717–744. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=cf688d5c-549c-4139-b32a-b11bd744cbc5%40sessionmgr114&hid=107 (Accessed: 23 February 2016).

Scullion, H., Collings, D. G. and Caligiuri, P. (2010) 'Global talent management', *Journal of World Business*, 45(2), pp. 105-108. Available at: http://ac.els-cdn.com/S1090951609000728/1-s2.0-S1090951609000728-main.pdf?_tid=aa0acafc-c383-11e5-8b0d-00000aacb35e&acdnat=1453740776_00be0a41a09a6d66c76f82060430b095 (Accessed: 23 January 2016).

Sidani, Y. and Al Ariss, A. (2014) 'Institutional and corporate drivers of global talent management: Evidence from the Arab Gulf region', *Journal of World Business,* 49(2), pp. 215-224. Available at: http://ac.els-cdn.com/S1090951613000813/1-s2.0-S1090951613000813-main.pdf?_tid=e582a63a-dcde-11e5-8198-00000aacb35e&acdnat=1456528739_70e787e298c453e7df9ea9ce7cfc81d8 (Accessed: 26 February 2016).

Skuza, A., Scullion, H. and McDonnell, A. (2013) 'An analysis of the talent management challenges in a post-communist country: the case of Poland', *International Journal of Human Resource Management,* 24(3), pp. 453-470. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=22ac77f2-c712-45d9-805c-97922376f078%40sessionmgr4003&hid=4206 (Accessed: 22 January 2016).

Stahl, G. K., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., Trevor, J. and Wright, P. M. (2012) 'Six principles of effective global talent management', *MIT Sloan Management Review,* 53(2), pp. 24-32. Available at: http://search.proquest.com/docview/914408228?accountid=17234 (Accessed: 24 January 2016).

Szolnokin, G. and Hoffmann, D. (2013) 'Online, face-to-face and telephonic surveys- Comparing different sampling methods in wine consumer research', *Wine Economics and Policy*, 2(2003), pp. 57-66. Available at: http://ac.els-cdn.com/S2212977413000331/1-s2.0-S2212977413000331-main.pdf?_tid=97a5a5c6-b0d7-11e5-9a3c-00000aacb361&acdnat=1451687751_d5c98bb9b570f046a8b520d343dc071a (Accessed: 10 February 2016).

Tansley, C. (2011) 'What do we mean by the term "talent" in talent management?', *Industrial and Commercial Training,* 43(5), pp. 266–274. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/00197851111145853 (Accessed: 18 February 2016).

Tarique, I. and Schuler, R. S. (2010) 'Global talent management: Literature review, integrative framework, and suggestions for further research', *Journal of World Business*, 45(2), pp. 122–133. Available at: http://ac.els-cdn.com/S1090951609000807/1-s2.0-S1090951609000807-main.pdf?_tid=fe38b2dc-dc2a-11e5-934d-00000aacb362&acdnat=1456451471_d2f5352b79a5ce1acc060bf4ef9296a2 (Accessed: 26 February 2016).

Teddie, C. and Tashakkori, A. (2008) *Foundations of mixed methods research*. California: Sage Publications.

The Economist (2006) 'The CEO's role in talent management: how top executives from ten countries are nurturing the leaders of tomorrow', *The Economist,* 7th October, p.4. Available at: http://www.economist.com/node/7961894 (Accessed: 18 February 2016).

Thunnissen, M. (2016) 'Talent management for what, how and how well? An empirical exploration of talent management in practice', *Employee Relations,* 38(1), pp. 57-72. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/ER-08-2015-0159 (Accessed: 25 January 2016).

Thunnissen, M., Boselie, P. and Fruytier, B. (2013) 'A review of talent management: 'infancy or adolescence'?', *The International Journal of Human Resource Management,* 24(9), pp. 1744-1761. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=d5ea864e-e163-44b7-b8ea-8ca1bf8e72ce%40sessionmgr4002&hid=4206 (Accessed: 22 January 2016).

Tucker, E., Kao, T. and Verma, N. (2005) 'Next-generation talent management: Insights on how workforce trends are changing the face of talent management', *Business Credit*, 106(7), pp. 20–27. Available at: http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=5f29da59-4ec2-4405-b8e0-41b82d1ac5c4%40sessionmgr4001&hid=4109 (Accessed: 24 February 2016).

Walker, J. W. and Larocco, J. M. (2002) 'Talent pools: The best and the rest', *Human Resource Planning*, 25(3), pp. 12–14. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=96cfcfb8-3c9f-4745-a22f-a686a4e9656e%40sessionmgr115&hid=110 (Accessed: 25 February 2016).

Walliman, N. (2005) *'Research Methods', Your Research Project.* 2nd edn. London: SAGE Publications.

Whitter, B. (2015) 'Brand engagement can motivate the employees up to 94%', *HR Grapevine*, Available at: http://www.hrgrapevine.com/markets/hr/article/2015-10-01-brand-engagement-can-improve-staff-motivation-by-94 (Accessed: 02 April 2016).

Yeung, A. (2006) 'Setting people up for success: how the Portman Ritz-Carlton hotel gets the best from its people', *Human Resource Management,* 45(2), pp. 267-75. Available at: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=8b4c038d-a740-40c1-b6d6-889a60c97675%40sessionmgr115&hid=102 (Accessed: 21 January, 201

APPENDIX 1

APPROVAL LETTER OF UREC

Date: 21.03.2016

Dear Md. Mamunur,

Student Name:	Md. Mamunur Rashid
Student ID Number	U1404917
Project Title:	Perception of Employees about the Human Resource Management Practices (Talent Management) in Marks and Spencer, Waterloo, London
Project/Dissertation Module Code:	MK7227
Supervisor Name:	Dr Gil Robinson

I am writing to confirm the outcome of your application to the University Research Ethics Committee (UREC), which was considered at the meeting on **10.03.2016**

The decision made by members of the Committee is **Approve**. The application was accepted subject to amendments, which have now been satisfactorily completed. The Committee's response is based on the protocol described in the application form and supporting documentation. Your study has received ethical approval from the date of this letter.

Approved Research Site

I am pleased to confirm that the approval of the proposed research applies to the following research site.

Research Site	Student Name/Local Collaborator
Marks and Spencer, Waterloo, London	Md. Mamunur Rashid

1404917

Approved Documents

The final list of documents reviewed and approved by the Committee is as follows:

Document	Tick where included
SREC Application Form	✓
Participant Information Sheet	✓
Consent Form	✓
Questionnaire/Interview guide	✓
Letter of Consent (Organisation or Company)	✓

Approval is given on the understanding that the UEL Code of Good Practice in Research is adhered to.

Please ensure you retain this letter for your records.

With the Committee's best wishes for the success of this project.

Yours sincerely,

Dr Aidan Kelly
Senior Lecturer in Marketing
School of Business and Law
University of East London
Stratford Campus
Water Lane
London
E15 4LZ
Tel: 020 8223 2965

Email: a.j.kelly@uel.ac.uk

Dr Aaron Winter
Senior Lecturer in Criminology
School of Business and Law
University of East London
University Square Stratford
1 Salway Road
London
E15 1NF
Tel: 020 8223 3129

Email: a.winter@uel.ac.uk

APPENDIX 2

RESEARCH ETHICS APPLICATION

Application for School Research Ethics Approval

Before completing this form, applicants should read the School Research Ethics Committee Guidance Notes. Sections A to F of this form should not exceed 3 pages using 11pt font size.

1. Applicant Details

Student Name: Md. Mamunur Rashid

Student ID No: U1404917

Title of Course: International Human Resource Management

Dissertation/Project Module Code: MK7227

Supervisor: Dr Gil Robinson

UEL Email address: u1404917@uel.ac.uk

2. Project Details

Dissertation/Project Title: Perception of Employee's about the Human Resource Management

Practices (Talent Management) in Marks and Spencer in Waterloo, London

Duration of Dissertation/Project:

From: **January 2016** **to: May 2016**

Project Rationale: (Please provide a brief description of the project, including aims and objectives, rationale, and potential contribution to knowledge) **(Max. 200 words)**

Marks and Spencer Group is a leading retailer of food and general merchandise in the UK. The company also operates in Europe and Asia. The company had 85,813 employees as on March 29, 2014 and its net profit was £524.8 million (approximately $833.6 million) in FY2014 (MarketLine, 2015). The employees are played very crucial role in this huge success. So it is very important to know their perception about the management practice concerned to them. It will give a clear idea about the employee's feelings and will help to develop more effective talent management practice to the top management. This study aims to add some more information to current knowledge related to this field and will use as reference for further research. It will also provide some practical information to support HR managers to come up with realistic and more effective policies for motivating their total workforce. It will further concede the top authority how they can develop the strategic ways of escalating the human resource potentials to achieve high performance in their organization

Methodology: (Please provide a brief outline of the methodology and research methods to be used, attaching any interview schedules or questionnaires that are to be used. This must include a description of the expected sample/main participants and how this sample will be identified/participants will be selected. Also, you should include information about the precise location where the work will be carried out.) **(Max 150 words)**

The study will make use of mainly primary data. The data will be collected by using questionnaire and interviews. Among the employees working at M&S store, Waterloo station all employees will be selected as a sample size for this research. All categories of employees will be included from each department such as administration, cashiers, customer service etc. Employees will be simple randomly sampled. I will give the questionnaires to the employees to complete and at a later date the completed questionnaire will be collected from the respondents. As I also work in the store, I hope they will co-operate with me. For interview I will invite at least 6 employees based on the level of quality information on talent management provided in the interview issues guide to be interviewed. The interviews will be conducted during working hours at the Waterloo store.

3. *Ethical Considerations:*

3.1 Informed Consent and Anonymity (Please provide details of how informed consent is to be obtained and anonymity of participants is to be protected).

- In the questionnaire there is no room for writing the name of respondents. No time will any participants in the interviews or survey will be identified by name or their position in the organisation. After collecting I will put together all the completed questionnaires. Then it will impossible for me also to identify which questionnaire come from whom. In this way they will always be anonymous to whoever reads the thesis. Furthermore, as soon as the information is no longer needed, it will be destroyed. In the interim, the information obtained from respondents in the survey and interview will be stored in a safe place on my memory stick and will not be available to anyone else. To access the data will need a password which will only be available to.

3.2 Participant Confidentiality(In order to comply with the Data Protection Act 1998, please provide details of how you will ensure the confidentiality of participants' data, particularly where audio and/or visual data is to be collected)

The data will preserved by me in my personal computer with strong password. No chance to see by others. I will ensure the confidentiality.

3.3 Will the project/dissertation involve minors (participants under 18 years old) or other ethically sensitive methods/issues?   **NO**

3.4 Participant Withdrawal/De-Briefing protocol. Please describe briefly the protocol for participant withdrawal from the research and de-briefing of participants once the research is completed.(will participants/participant organisations be given an opportunity to ask questions at the end of the interview and/or request a copy of the final report?)**Yes**

 3.5 Researcher/Participant Welfare. Will either the researcher or participants themselves be exposed to any risks or distress as a consequence of this research?   **NO**

3.6 Will any inducement (eg. monetary or 'in kind') be offered to participants?   **NO**

3.7 Will the research involve access to 'commercially-sensitive' or 'restricted' databases?   **NO**

(You must ensure that you have the consent of any business/organisation, to access and publish excerpts from any records or information that is not normally available to the public)

3.8 Will the research involve travel away from UEL/overseas travel   **NO**

√ √

4. Data security and disposal

In order that the research is conducted in an ethical manner and that all information remains confidential in lie with the 1998 Data Protection Act, It is vital that participant confidentiality is respected and ensured. Assurances must be given to participants that personal details will securely stored and remain anonymous.

Please confirm by ticking the relevant boxes:-

☐ Research data, codes and all identifying information to be kept in separate locked filing cabinets.

☐ Access to computer files to be restricted to the research team (normally researcher and supervisor) and accessible by password only.

☐ There will be no transfer of data to or via a third party.

☐ All electronic data will undergo secure disposal.

☐ All hardcopy data will undergo secure disposal.

☐ In line with the Data Protection Act (1998), **personal data** shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected. In the case of UG and PG dissertations this is usually **1-2 years**, unless otherwise specified.

Please state how long **personal data** will be retained for: 2 years

---

5. Other Documentation check-list:

Please include the following documents with your application – please tick ☐.

Participant invitation/information letter   ☐

Relevant Consent form(s)   ☐

Assent Forms   ☐

Where applicable:

Permission letter from host business/organisation   ☐

Overseas Travel/Fieldwork Risk Assessment   ☐

Interview schedule/Copy of questionnaire(s)   ☐

Is ethical clearance required from any other ethics committee?   **NO**

Declaration:

- I have read the School guidance notes about application for ethical approval. I am aware of my responsibilities and agree to abide by them.
- I agree to inform my project supervisor and the School Research Ethics Committee of any changes to the proposed programme.
- I undertake to abide by accepted ethical principles and appropriate code(s) of practice in carrying out this research.

Student Name and ID No: Md. Mamunur Rashid   ID no- u1404917

Student Signature: M. Rashid   Date: 17/03/2016

Supervisor Name:Dr Gil Robinson

Signature: Dr Gil Robinson

Date: 10 Feb 2016

Participant Information Letter

Programme of Study: International Human Resource Management

Dissertation Title:Perception of Employee's about the Human Resource Management

Practices (Talent Management) in Marks and Spencer in London

Dear Participant,

You are being invited to take part in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

What is the purpose of the study

- To know the perception of employees about the HRM practices in Marks & Spencer
- They are being asked to take part to know their views regarding HRM practices.

What will I have to do if I take part?

- You will be asked 20 questions at your workplace at break time. It will need maximum 10 minutes.

What are the possible disadvantages or risks of taking part?

- There is no disadvantage/risk.

Do I have to take part?

You are under no obligation to participate in this study. If you do decide to take part, you are free to withdraw at any time without giving a reason. If you do not take part or withdraw from the study at a later date, it will not disadvantage you. Except in the case of partially completed, anonymous on-line questionnaires, all data related to your responses will also be safely destroyed unless you state otherwise. Submission of a partially completed or fully completed questionnaire implies consent to participate in the study and you will be unable to withdraw your data.

What will happen to the information?

Your participation in this study and all information collected will be kept strictly confidential in accordance with the Data Protection Act (1998). Unless otherwise indicated, all personal information and data collected will be coded and anonymised so that you cannot be recognised from it. The collected data will be securely stored on a password protected computer and safely disposed of once the project/dissertation has been completed.

The results of this study will be reported as part of my degree programme and may be further disseminated for scientific benefit. The results will be available to you on request.

Who should I contact for further information or if I have any problems/concerns?

Md. Mamunur RashidEmail- mamunac2005@yahoo.com

Please tick to agree

CONSENT FORM

(To be used if participants are 18 or over)

. I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be treated in accordance with the terms of the Data Protection Act 1998'. *(Please tick in the case of questionnaires/interviews involving the collection of data falling under the Data Protection Act 1998 definition of 'sensitive personal data')*   √

Programme of Study: International Human Resource Management

Dissertation Title: Perception of Employee's about the Human Resource Management

Practices (Talent Management) in Marks and Spencer in Waterloo London   √

. *(Please tick where anonymous questionnaires are used)* By taking part in this study I fully understand that 'Submission of a partially completed or fully completed questionnaire implies consent to participate in the study and that I will be unable to withdraw my data'.

Supervisor: Dr Gil Robinson

Participant's name: Abdur Rouf   √

. I confirm that I have read the participant information sheet for the above study and I have been given a copy to keep.   √

. I understand what the study is about and I have had the opportunity to discuss with the researcher and ask questions about the study.   √

. The procedures involved have been explained to me. I know what my part will be in the study and how the study may affect me.   √

. I understand that my involvement in this study and particular data from this research will remain strictly confidential. Only researchers involved in the study will have access to the data.   √

. It has been explained to me what will happen to the data once the study has been completed.   √

. I understand that I have the right to stop taking part in the study at any time without reason or prejudice to myself.

Participant's signature: A. Rouf

Date: 05. 02. 2016

Researcher's Name: Md. Mamunur Rashid .

Researcher's Signature:M Rashid

Date: 05/02/2016

SSP UK

The Food Travel Experts

M&S Waterloo Station
Platform 6 & 7
London
SE1 8 SE

04/02/2016

PERMISSION LETTER

This is to certify that Md. Mamunur Rashid (U1404917), Team Member, Marks & Spencer, Waterloo, London is doing a research on Talent Management Practices on this store as a part of his post-graduation in University of East London. By this letter I am giving permission for doing the research on behalf of this store. He will get necessary support from this store.

I wish him success in life.

Regards,

Beata Bhavsar
Operations Support Administrator
M&S Waterloo Main
Platform 6&7
Waterloo Station
London
SE1 8SE
Tel 02078039186
E-mail beata.bhavsar@ssp.uk.com

SSP delivers the best food & beverage
experiences in travel through insight,
expertise and operational excellence

Select Service Partner Limited Part of SSP Group
Registered Office 169 Euston Rd, London, NW1 2AE, UK

APPENDIX 3

RESEARCH QUESTIONNAIRE

International Human Resource Management
School of Business
University of East London
UK

Dissertation/Project Title: Perception of Employee's about the Human Resource Management   Practices (Talent Management) in Marks and Spencer, Waterloo London

The present study attempts to evaluate the perception and proposition of employees about talent management practices, working in Marks & Spencer, Waterloo, London. The study is undertaken for the fulfilment of the requirement of M A International Human Resource Management at the University of East London. The collected data through this questionnaire will be used for research purpose only. The personal identity will never be disclosed as the respondent doesn't need to write his/her name and signature in it. There are 2 (two) sections in this questionnaire. I humbly request your kind cooperation to carry out the research by sharing your valuable opinion and work experience.

Thanking you in advance,
Md. Mamunur Rashid (Researcher)
University of East London,
E-mail: mamunac2005@yahoo.com

Section A.

1. Personal Information [pls. put a tick mark where applicable]

    i. Age: a. 18-25 [ ] b. 26-35 [ ] c. 36-45 [ ] d. >45 [ ]

    ii. Sex

Male		Female	

    iii. Designation:

Manager	
Team Leader/ Supervisor	
Team Member	
Others	

iv. Duration of service

a. less than 1year ( )   b. 1-2years ( )   c. 3-4 years ( )
d. 5 years and over ( )

Section B: Semi-structured survey questionnaire:

This questionnaire mainly deals with the respondents' perception on Talent Management practices in Marks & Spencer in Waterloo, London.

Here, the respondents were asked for their perceptions to the following statements. [Please put a tick (✓) mark in selected box]

serial no.	Statement	strongly agree	agree	neither agree nor disagree	dis-agree	strongly disagree
1	I think that M&S follows a well-organized and systematic procedure for recruitment and selection					
2	I believe that M&S gives proper training to their employees					
3	I am convinced with the retention policy of M&S					
4	I feel that the talent identification process in M&S is excellent					
5	I think that the creation of a talent strategy in M&S is impressive					
6	I believe that employee succession planning strategy in M&S is applied effectively					
7	I think M&S gives good Salary to their talented employees					
8	I am happy with the quantity of the monetary rewards offered to me by M&S					
9	I am satisfied with the quality of the non- monetary rewards offered to me					
10	I expect monetary rather than non-monetary rewards					
11	I believe that M&S gives timely promotion to their talented employees					

12	I think that the HRM practices of M&S motivates the talented employees effectively					
13	I believe that the current approach of the Performance management system engage the talented employees to higher performance					
14	I believe that the existing performance appraisal is a fruitful techniques to identify talented employees at M&S					
15	I am satisfied with the opportunity of personal career planning provided by M&S					
16	I am convinced with the cordial mentoring programme provided by the senior managers at M&S					
17	I think that M&S gives proper recognition to their talented employees					
18	I feel that the talented employees are working in the right place/position in M&S					
19	I believe the HRM department is functioning properly in relation to how talented employees are treated					
20.	I think that the overall talent management practices are satisfactory.					

Please provide any other comments you wish to make here

APPENDIX 4

INTERVIEW ISSUES GUIDE

1. In what ways, if there are any, can M&S improve it present recruitment and selection procedures?

2. In your view, in what ways can M&S better attract and retain talented employees?

3. Please comment on how M&S motivate their talented employees?

4. How can this strategy be improved so that both the employer and employees benefit?

5. In your view, how can M&S can improve their performance appraisal system to enable the organisation to better identify the talented employees?

6. Please comment on the ways you feel M&S can improve their present talent management strategy**?**

7. Thank you for participating in this interview, are there any other comments that you wish to make?

APPENDIX 5

MEAN VALUE OF THE DATA

$$Mean = \frac{n1{\times}1 + n2{\times}2 + n3{\times}3 + n4{\times}4 + n5{\times}5}{n1 + n2 + n3 + n4 + n5}$$

1. $Mean = \dfrac{12{\times}1 + 30{\times}2 + 14{\times}3 + 12{\times}4 + 0{\times}5}{12 + 30 + 14 + 12 + 0} = 2.38$

serial no.	Statement	strongly agree	Agree	neither agree nor disagree	dis-agree	strongly disagree	
1	I think that M&S follows a well organized and systematic procedure for recruitment and selection	12	30	14	12	00	2.38
2	I believe that M&S gives proper training to their employees	12	23	14	16	03	2.63
3	I am convinced with the retention policy of M&S	07	12	20	19	10	3.19
4	I feel that the talent identification process in M&S is excellent	07	20	13	19	09	3.04
5	I think that the creation of talent strategy in M&S is impressive	04	18	16	20	10	3.20
6	I believe that employee succession planning strategy in M&S is applied effectively	04	13	26	17	08	3.17
7	I think M&S gives good Salary to their talented employees	01	08	13	25	21	3.83
8	I am happy with the quantity of the monetary rewards offered to me by M&S	02	09	13	26	18	3.42
9	I am satisfied with the quality of the non- monetary rewards offered to me	03	08	15	28	14	3.61

10	I expect monetary rather than non-monetary rewards	13	21	25	06	03	2.48
11	I believe that M&S gives timely promotion to their talented employees	03	19	15	19	12	3.26
12	I think that the HRM practices of M&S motivates the talented employees effectively	03	17	15	19	14	3.20
13	I believe that the current approach of the Performance management system engage the talented employees to higher performance	03	17	20	15	13	3.35
14	I believe that the existing performance appraisal is a fruitful techniques to identify talented employees at M&S	08	18	21	14	07	2.61
15	I am satisfied with the opportunity of personal career planning provided by M&S	07	18	18	17	08	3.01
16	I am convinced with the cordial mentoring programme provided by the senior managers at M&S	11	15	17	18	07	2.92
17	I think that M&S gives proper recognition to their talented employees	03	13	19	18	15	3.43
18	I feel that the talented employees are working in the right place/position in M&S	05	16	20	15	12	3.30
19	I believe the HRM department is functioning properly in relation to how talented employees are treated	05	15	22	16	10	3.16
20.	I think that the overall talent management practices are satisfactory.	03	20	19	14	12	3.17