



**University of
Sunderland**

Osigwelem, Kenneth Ugochukwu (2017) Exploring the Application of Profile Theory Based Strategy for Managing Talent Positioning in a Nigerian Higher Education Institution. Doctoral thesis, University of Sunderland.

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/8564/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Title Page

EXPLORING THE APPLICATION OF PROFILE THEORY BASED STRATEGY
FOR MANAGING TALENT POSITIONING IN A NIGERIAN HIGHER
EDUCATION INSTITUTION

KENNETH UGOCHUKWU OSIGWELEM

A thesis submitted in partial fulfilment of the
requirements of the University of Sunderland for the degree of Master of
Philosophy

March 2017

MPhil

2017

Abstract

Brain drain has been the main cause of academic staff attrition in Nigeria Higher Education Institutions which results in talent void. This circumstance has left HEIs to grapple with the challenge of managing the consequences of talent void among faculty in areas of course/module allocation, project supervision and recruitment of new talents to fill the vacuum occasioned by brain drain. This loss of experienced academics remains a challenge to institutions of higher learning in particular and often culminates in disruptive academic service delivery.

In a proactive approach to manage the fallouts of talent void in HEIs, this research proposes a talent management strategy based on application of Profile theory to manage talent positioning in a higher education institution in Nigeria in order to cope with evolving workforce. The research specifically had its focus on three scenarios; talent recruitment, project supervision, and course/module allocation.

The research used a mixed method of inquiry involving five departments in a single institution in which two sets of data were collected. The first set of data collection involved survey using questionnaire and interview. While simple descriptive statistics was used in analysing the questionnaire, Soft System Methodology was used in interpreting and analysing the qualitative data in order to gain rich contextual understanding of the problem situation. The second set of data collection involved anonymous artefact representing candidates' attributes used for modelling candidates profile for capability and compatibility. The profile theory based talent management strategy was developed and evaluated using Importance-Satisfaction analysis model. Specifically, profile theory modelled candidates' characteristics/attributes for talent identification and made distinctive talent identification where ties occurred based on capability and compatibility

This research contributes to body of knowledge in two ways. First, it demonstrates how Talent Management approach can mitigate the impact of brain drain and other forms of employee turnover in HEI. Second, it also explores and demonstrates how profile theory tool can be applied in filling talent void and allocation of duties as a strategy for talent positioning within academic roles in a HEI.

Dedication

This study is dedicated to the loving memory of my dear mother Mrs Florah Emerechionu Osigwelem (Nee Okpe) of blessed memory, who slept in the Lord on 19th January 2013. Her labours past was never in vain, and shall never be in vain.

Acknowledgement

My immeasurable gratitude goes my Director of Studies in the person of Prof. Alastair Irons for his personal support and encouragement at the most critical times of the study. I also remain indebted to Prof. Helen Edwards (Emeritus) who was absolutely committed to making this study a success. I appreciate all her time, resources, contribution, and criticisms that laid the foundation to the realisation of this study. I further acknowledge the efforts and support of Prof. Peter Smith (Emeritus) towards the completion of this research. They were my torch bearers when I was in that dark tunnel. I say a big thank you. My heart goes out to Diane Davis, Elizabeth Knox, Lynne Fenwick and Dr. Lynne Hull for their unflinching support and encouragement at those critical moments of this study.

My unalloyed and sincere gratitude goes the Dr. (Mrs) Blessing Ijioma, the Provost of Alvan Ikoku Federal College of Education, Owerri who in her magnanimity gave me the opportunity, financial and moral support to execute this study. I also remain grateful to staff and management of Tertiary Education Trust Fund (TETFund) for all the support for this study. This acknowledgement will be incomplete without Dr. Nwachukwu, C. U. who was always in touch with innumerable support. I remain grateful.

I also acknowledge my friends and colleagues who contributed in various dimensions to the success of this study particularly staff of Computer Science department, Alvan Ikoku Federal College of Education, Owerri. Ven. Okwunna Nwogu and family, Ikenna Egwu, Kennedy Amadasun and a host of others.

Finally, my sincere and unqualified gratitude goes to my lovely wife Maureen and my children (Hadassah, Damaris and Kamsi) who stood by me even when my entire world appeared to be crumbling. They were my strength when I could not walk; they were my reason for success.

Kenneth

Table of Contents

Title Page.....	i
Abstract.....	ii
Dedication.....	ii
Acknowledgement.....	iv
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
Chapter One.....	1
Introduction.....	1
1.1 Introduction.....	1
1.2 Research Aims.....	2
1.3 Research Questions.....	2
1.4 Background to the Study.....	2
1.5 The Study Context.....	4
1.6 Motivation for the Study.....	5
Chapter Two.....	6
Literature Review.....	6
2.0 Introduction.....	6
2.1.0 The Review.....	7
2.1.1 Nigerian Higher Education Institutions and Talent Loss.....	7
2.2 Identifying the Problems Operational/Society Level.....	8
2.3 Talent Management Challenges.....	9
2.4 Problem at HEI Level.....	10
2.5 Problem at Talent Management Level.....	11
2.6 Managing Employee Exit.....	11
2.7 Talent and Knowledge.....	13
2.8 Talent Management and Proficiency Development.....	14
2.9 Talent management framework review.....	17
2.10 Profile Theory.....	20
2.11 Summary.....	21
Chapter Three.....	23
Research Methodology.....	23
3.0 Introduction.....	23
3.1 Research Method.....	23

3.2	Justification of the Research Methods.....	23
3.3	Research Philosophy	24
3.4	Interpretive Philosophy.....	24
3.5	Research Design	25
3.6	Data Gathering Instruments	27
3.7	Phase 2: Using Profile Theory for Talent Management.....	32
3.8	Framework Evaluation	35
3.9	Validity of research Data.....	35
3.10	The Research Sequence/Procedure.....	35
Chapter Four		38
Contextual Understanding and Analysis of Empirical Data		38
4.1	Introduction	38
4.2	Data Analysis.....	39
4.3	Quantitative Results.....	40
4.4	Qualitative Analysis: Soft System Methodology	47
4.5	The Root definition	52
Chapter Five		53
Use of Profile Theory for Talent Identification		53
5.1	Introduction	53
5.2	Application and Link between TM and Profile Theory.....	54
5.3	Profile Collection for Talent Identification.....	56
5.3.1	Potential Ratings Using Profile.....	57
5.4	Scenario I – Talent Recruitment.....	59
5.5	Scenario II – Talent Positioning for Course Allocation	64
5.6	Scenario III – Talent Positioning for Project Supervision	69
5.7	Other Areas of Profile Theory based Application.....	72
Chapter Six		79
Evaluation of Profile Theory Based Strategy for Talent Management		79
6.1	Introduction	79
6.2	Importance-satisfaction analysis.....	80
6.3	Selecting the Evaluation Participants.....	81
6.4	Evaluation Instruments	82
6.5	Evaluation Procedure	83
6.6	Evaluation Criteria.....	83
6.7	Evaluation Result (Feedback)	85

6.8 Analysis of Evaluation.....	86
6.9 Interpretation.....	87
Chapter Seven.....	90
Conclusion and Recommendation	90
7.1 Conclusion	90
7.2 Research Findings.....	92
7.3 Recommendations	93
7.4 Limitations and Constraints	94
7.5 Personal Lessons Learned	94
References	98
Appendices.....	109

List of Tables

Table 5.1: Profile weight calculus for Staff Recruitment – Lecturer Economics Department	-----	51
Table 5.2: Profile weight calculus for Staff Recruitment – Lecturer Primary Edu Department	-----	52
Table 5.3: Profile weight calculus for Staff Recruitment – Lecturer Vocational Edu Department	-----	53
Table 5.4: Profile weight calculus for Staff Recruitment – Lecturer English/Literary Edu. Department	-----	53
Table 5.5: Profile weight calculus for Staff Recruitment – Lecturer Integrated Sc. Department	-----	54
Table 5.6: Profile weight calculus for Staff Recruitment – Lecturer Edu Tech. Department	-----	54
Table 5.7 : Course Allocation – Probability Theory	-----	56
Table 5.8 : Course Allocation – Database Management	-----	57
Table 5.9 : Course Allocation – Network Systems	-----	58
Table 5.10 : Course Allocation – Genetics and Genomics	-----	59
Table 5.11 : Course Allocation – Thermo Chemistry	-----	60
Table 5.12 : Project Supervision – E-Learning Design	-----	62
Table 5.13 : Project Supervision – Information System Development	-----	63

List of Figures

Fig. 3.1 Research Process Diagram	-----23
Figure 4.1: Context understanding structure	-----34
Figure 4.2: Response on Retention Practice	-----35
Figure 4.3: Response on Succession Management Practice	-----36
Figure 4.4: Response on Talent loss	-----38
Figure 4.5: Response on knowledge transfer among staff	----- 39
Figure 4.6: Response on Staff job experience and exit preference	----- 40
Figure 4.7: Rich picture for Problem context	----- 42– 43
Figure 5.1: Profile Theory Structure	----- 46
Figure 5.2: Link between TM and Profile Theory	----- 47
Figure 5.3: Implementation framework for Profile Theory based Talent Positioning	----- 65
Figure 6.1: Evaluation Questionnaire Collation	----- 74
Figure 6.2: Strategy Evaluation on Importance-Satisfaction Analysis graph	-75

Chapter One

Introduction

1.1 Introduction

Presently, talent management is one of the major tools used by management at workplace in managing human resource in various organisations. This study therefore examines Talent Management as a strategy for managing the incidence of brain drain which has resulted to talent void in the academic positions coupled with the consequences of loss of expertise and knowledge in the Nigerian Higher Education Institutions (HEIs). The study applies a profile theory based approach in evaluating individuals' competencies in terms of capability and compatibility in order to identifying individual talents for effective talent positioning. The study adopts case study methodology based on a single case institution in Nigeria. The data collected are used to develop talent profiles as meta-knowledge and for building talent intelligence that could be used as a decision support tool by both management and faculty administrators who are vested with the responsibility of human resource application such as recruitment, development, retention, scheduling and deployment. Against this backdrop, we argue that managing "knowledge about knowledge" (meta-knowledge) will help knowledge intensive organisation to know where to look for talent(s)/knowledge workers based on their knowledge capabilities and skillset, while a profile-based systematic analytics of talent ensures engagement of the right talent with the right skills at the right position.

Furthermore, the menace of academic staff attrition as a result of brain drain has left the Nigerian higher education institutions the following problems to grapple with:

- Disruption in academic activity of research/research supervision and teaching & learning as a result of talent void and knowledge loss.
- Difficulties in recruiting qualify individuals with required skillsets to fill the talent void by Human Resource (HR) unit of the institution.
- Their arises the challenge of talent positioning which involves getting the right individual with the right skillset in the right position/role in filling

vacant positions, particularly in area of module/course allocation and research project supervision.

1.2 Research Aims

The primary aim of this research is to develop a talent management strategy that is based on profile theory for talent positioning in order to manage incidence of talent void as a result of staff turnover in Nigerian Higher Education Institution.

1.3 Research Questions

In order to achieve the research aim, two research questions were featured in the research. The research questions are as follows:

- i) How can Talent Management mitigate knowledge/expertise loss in HEI?
- ii) How can Profile theory-based strategy improve talent positioning to mitigate knowledge loss?

1.4 Background to the Study

Talent management (TM) as a tool for human resource management has attracted growing attention from both academics and practitioners since McKinsey in 1997 coined “the War for Talent” concept (Iles et al., 2009; Collins and Mellahi, 2009). Organisations all over the world have come to realise that the knowledge, skills, and abilities of their employees who are regarded as talent represent a major source of the organisation’s competitive advantage (Gutheridge et al., 2008; Collings and Mellahi, 2009). Talent management is defined as the process of attracting, recruiting, and retaining talented employees (Creelman, 2004 in Staffan, 2014). Presently, talent management is one of the major tools used by management at workplace in managing human resource in various organisations. Individual Talent (employee) have particular profiles of skillset by which they can be described, this we refer to as their capability. In application of talent management approach, organisations are interested in certain category of staff with specific properties (eg as may be defined in person specification against job role), this is considered as

archetypes or ideal (required) profile. The congruence between capability profiles and archetype profile is defined as compatibility.

Over the years, incidence of **brain drain** (Odhiambo, 2013; Aluko and Aluko, 2011; Mugimu, 2011; Osunade et al 2007; Nunn 2005,) where experienced and skilled academic professionals migrate to other better paying jobs in developed countries, such as the Western world has been on the increase in the Nigeria Higher Education Institutions (HEIs). Brain drain among the academic members of staff is a real problem within academic and non-academic institutions and this adversely affects staff retention and culminates to disruptive academic service delivery. Brain drain has thrown HEIs into talent crisis with dearth of academic talent as a malaise that requires intervention (Odhiambo, 2013; Aluko and Aluko, 2011; Mugimu, 2011). Where talent management is being considered by many corporate organisations today as a key business process requiring input to generate output (Agrawal, 2010), in the context of higher education institution, we consider faculty as the inputs required to generate learning as outcome. In this regard, outcome has been adversely affected by exodus of input as a result of loss experienced lecturers to either developed countries or better remunerating jobs. A well-structured talent management strategy will have the potency to bridge the gap between available faculties an institution has currently and the competent faculties it will need to fill open positions in order to deliver on its mandate of quality teaching and learning in absence of an experienced faculty.

Talent management interventions have been reputed for their ability to proactively anticipate talent demand in an organisation (Bano et al, 2011) as well as developing approaches to meet organisations' talent demand. Given the fact that people (employees) are the greatest asset of any organisation (Bano et al, 2011), and these employees belong to different professional background, the ability to effectively manage the talents of its workforce to achieve business objective is therefore the responsibility of the organisations' HR and administrative heads hence the war for talent rages (Glen, 2006). The war for talent originally pioneered by McKinsey & Company in 1998 (Aljanabi and Mohanachandran, 2013) was prompted by the understanding and realization that that dearth of talent was increasingly constituting immense human resource

concern for organisations (Makela et al, 2010). Against this backdrop, organisations seek to adopt systematic approach for talent selection, development and retention in order to maximize organisations' effectiveness for improved service and productivity (Bano et al, 2011).

1.5 The Study Context

This research has its context in Higher Education Institutions in Nigeria named Alvan Ikoku Federal College of Education, Owerri in Imo State, Nigeria. The institution was founded in 1963 as Advanced Teachers Training College and charged with the responsibility of producing teachers of intermediate manpower grade in keeping with the Ashby Report (Federal Government of Nigeria, 1960). The Advanced Teachers Training College was established by the then Eastern Nigeria Government with Technical Assistance from UNESCO and has continued to grow in population. However, in 1973 following Edict no 11 of May 31, the institution's name changed to Alvan Ikoku College of Education in honour of a renowned scholar Mr Alvan Ikoku (founder of the first African owned secondary school in Nigeria, Aggrey Memorial Grammar School).

Alvan Ikoku College of Education today has academic staff strength of about 600 faculty staff and a growing student population of about 13,000 students which include regular undergraduates, sandwich course students, evening and weekend students and post-graduates studying the Professional Diploma in Education. By 1984, the College became affiliated with the University of Nigeria Nsuka for the production of graduate teachers, leading to the award of Bachelor's degree in their subject areas combined with education in addition to the National Certificate in Education (NCE) and the Professional Diploma in Education (PDE) It awards across different subject combinations.

In 2007, the institution was taken over by Federal government of Nigeria The college has six schools namely: School of Education, School of Arts, School of Natural Sciences, School of Agriculture and Vocational Studies, School of Social Sciences, and School of General Studies. Across the six schools are over 43 departments in total. While the institution is improving on its human resources for anticipated upgrade to a full-fledged University of Education, it is

also exploring ways of managing the impact of academic talent void/academic staff attrition resulting from brain drain.

The research explores the applicability of a profile theory based strategy to achieve talent positioning as a talent management intervention to overcome the challenges of academic staff attrition in the study institution. Specific areas of application of the intervention has its focus in **a)** recruitment process which is the statutory responsibility of the HR unit of the institution, **b)** module/course allocation process carried out by the Heads of Departments (HoDs), and **c)** project supervision allocation which is also the responsibility of the HoDs.

1.6 Motivation for the Study

Since faculty is considered as the key input in the process of generating learning as output (Agrawal, 2010), the continual attrition of faculty culminates in disruptive academic service delivery as the institution struggle to cope with impact of talent void. This undermines Nigerian position in the global education landscape (Achigbue and Ochonogor, 2013). However, the success of every educational institution is dependent on both the quality and quantity of its human and material resources, and Nakpodia (2011) contend that human resource is the most important of all resources because every other factor remains inept without human resources.

Above all, an empirical research by Tornack et al (2014) discovered that though previous researchers have examined knowledge loss and talent loss from individual perspective, it still remains unknown how institutions and business organisations can effectively manage employee turnover and control retention of professionals and their development. It is on this premise that this study proposes a talent management strategy for managing talent gap and the resultant knowledge loss by application of a profile theory based strategy in identification and selection of Talent for talent positioning and talent management to facilitate employee development and retention. Moreover, where talent loss occurs, organisations have found that they require employee(s) with specific qualities or skill set to fill a particular role (Assetskills,

2013), this, however, requires a systematic approach that is more selective for talent management intervention.

Chapter Two

Literature Review

2.0 Introduction

This chapter aims to review existing literature in order gain a balanced view from extant literature in relation to talent loss/void, talent management, talent management challenges/problems, and existing strategies/framework for talent management.

2.0.1 Chapter overview

This chapter provides a review of existing theories, models and scholarly literature underpinning talent management, talent management frameworks, and talent void in relation to talent positioning in both business organisations and educational institutions. By reviewing the literature, we aim to provide an overview of the existing theories and concepts in order to understand and detect trends in talent management implementation. Reviewing existing talent management frameworks helps us to identify what exists and what needs to exist for effective talent positioning.

2.0.2 Literature Search Strategy

According to Blaikie (2010), when conducting a research, two main sources of data: primary and secondary are usually available for the researcher. While primary data are the data collected by the researcher directly, secondary data are information generated by others such as academic journals, research reports, white papers and industry standard documents perhaps having a diverse purpose (Blaikie 2010). In this study, our secondary data sources were primarily Theses database (Electronic Theses Online Service (EThOS)), Education Resources Information Centre (ERIC), ScienceDirect, Elsevier, IEEE Explore and articles published within academic journals by experts in the field of talent management and in related concepts. By utilizing this type of data, the researcher could judge the reliability of the data source and the validity of the data with high certainty, as academic articles in general contain detailed and

verified information (Saunders, Lewis and Thornhill 2009b). The use of secondary sources was beneficial due to its quality and sophistication, but also its possibilities for unexpected new discoveries, something we initially were aiming for in this project.

2.0.3 Literature Search Procedure

Considering the research problem and research question, several search terms were chosen to find articles. Since the researcher was looking for articles that contain Talent Management Strategy, Talent Management frameworks, Talent positioning and Talent void, search terms literature always contain the word “Talent Management framework”, “Talent Management Strategy”, “Talent positioning “, “Talent void”, “Talent Pool“, “Talent Pipeline” and “Higher Education Institution”. However, since the research bordered on applicability of Profile theory, “Profile Theory” was also part of the search term in literature. To make sure that all the synonyms for the terms were found and used, the site Thesaurus was used. On this site, synonyms for specific words can be found. The rest of the search words include the following: TM Theoretical model, Talent Identification, talent positions, Strategic talent management, Development of talent pools, Brain drain, Talent, Talent pool, Talent retention, Succession Management, Talent management challenges, and Talent management problems in Higher Education Institutions in Nigeria.

2.1.0 The Review

2.1.1 Nigerian Higher Education Institutions and Talent Loss

Despite recent proclamation of Nigeria as one of the fastest growing economies in Africa (Jerven, 2014), her educational sector has failed to attract talents and well-qualified individuals, and has therefore been on the receiving end, suffering greatly from talent loss and knowledge loss as a result of brain drain (Odhiambo, 2013 and Mugimu, 2011). According to Devi (2012), although certain sectors in Nigeria are currently attracting talented and well-qualified individuals, higher education institutions appear to be an exception to this. It is reported by Devi (2012) that Nigeria’s educational system is partially to blame for this poor result, although further details are not provided. Having defined talent and talent management in earlier section of chapter one in this report, the following literature review will take a look at talent management in Nigeria and its

challenges, and will be followed by identifying problems related to the brain drain in Nigeria and then focus on the specific problems related to the high turnover of academic staff in Higher Education Institutions (HEI) in Nigeria, and finally review some available talent management frameworks.

2.2 Identifying the Problems Operational/Society Level

The first stage in developing a talent management strategy recommended by the CIPD (2014) is to identify challenges. Jaja (2013) reports that there are a large number of highly skilled professionals who leave Africa to work in Europe and America and this includes an exodus from Nigeria. It has been estimated that 30,000 skilled and well-educated Nigerians left public, industrial and private organisations (Mberu and Ponguou, 2010, cited in Elegbe, 2010, p.10). The African Association for Public Administration and Management (AAPAM, 2008, cited in Elegbe, 2010, p.10) claimed that despite unemployment being high in many African countries they have been unable to recruit and retain well-trained and skilled staff. The reasons given include poor compensation and uncompetitive working environments. According to Torrington, Hall, Taylor and Atkinson (2011) it is difficult to retain well-qualified and highly skilled staff if competitors are offering more favourable conditions, such as good financial packages and opportunities for promotion, which will attract talented employees to their organisation. There appear to be a number of problems in Nigeria which may prevent talented individuals being attracted and recruited to organisations. According to Elegbe (2010), in some cases the selection process is informal and involves pressure from senior officials regarding selection and recruitment and therefore successful employment is frequently based on whom the applicant knows rather than on their merit. This informal practice and unsystematic selection process with its attendant challenges that has characterised employee selection process and deployment could be addressed instituting a systematic selection and deployment approach that is devoid of bias. Even in the banking sector, Elegbe (2010, p.66) reports a study of Nigerian banks which showed that board members, as well as family and friends of executives, exerted undue pressure on the recruitment process, and board members themselves were appointed because of political, ethnic or other considerations regardless of their knowledge of the banking business. If such

practices occurs in HEI in Nigeria, this means that selection and recruitment is not based on identifying the most talented individual for the role.

2.3 Talent Management Challenges

In recent years, higher education has increasingly realised the need to manage potentials of talented employees internally and recruiting external potential individuals (Hartman, Feisel and Schober 2010). Ironically, higher educational institutions which created varieties of program designed to develop future leaders and innovative people faces the challenges of recruiting, developing and retaining talented people. Given this understanding, this section highlights the major challenges of Talent Management (TM) with respect to Knowledge Retention (KR) in higher educational institution.

2.3.1 Organisational Culture

According to Allen and Doladee (2011) the relationships culture existing between staff and leaders in an organisation play a success or failure role in talent management, expertise transfer (knowledge sharing) and knowledge retention within the organisation. Identifying talent and managing it to the benefit of an organisation is a complex process especially in higher education in developing world. As such, instituting sustainable talent rich culture in an organisation through investment on human capital development provides supportive, innovative, progressive and effective educational process.

Most organisations do not have supportive and development culture that encourage retaining of talented individuals from moving elsewhere. For example, when employee feels he is supported and his talent valued, they tend to promote and share their embedded talent with other member of the organisation thereby retaining their talent. However, when employee feels he is not valued the employee may move to other organisation and taking with them their valuable knowledge and intelligence. The implication of this is that when knowledge of talented employee is lost through culture of an organisation which is not favourable the impact is lack of knowledge retention for future internal use.

2.3.2 Leadership Commitment

Higher education are purposely instituted to be stable and innovative to follow the trend of development, as a result, it is one of the sure ways to significant

progress towards this direction is by developing and retaining progressive leaders with foresight from within and outside the academic circle.

With lack of developing and sustaining talent in higher education, the indication has become clearer that there will be drift of talented people from higher education unless there is a buy-in organisation leader towards talent management. There is no doubt that higher education institutions have the capability and required resources necessary to overcome talent challenges they face if talent management intervention is developed as framework for talent management. However, from existing literature, one could opine that Talent Management (TM) provides the foundation for continuous improvement to efficiency, competitiveness and innovation in organisation. Despite this understanding, higher education institutions are faced with the challenges of committed and talented people to recruit, develop and retain.

2.4 Problem at HEI Level

Jaja (2013, p.22) lists a number of problems in Higher Education which included 'indiscipline in high places, examinations malpractice, corruption, laziness and immoral practices.' Furthermore, Jaja reports that the quality of Nigerian Higher Education is poor because although there has been a rapid expansion in the number of universities, there is a lack of funding and a lack of qualified university lecturers. According to Jaja (2013) the lack of funding means facilities are poor, buildings are run down and overcrowded, library books and journals are outdated, there are no funds for academic conferences and inadequate scientific materials. Thus staff are poorly motivated, there is inadequate staff training and industrial action is frequently undertaken by students and staff. This appears to indicate that Nigerian HEIs are not competitive from a global viewpoint, and employment conditions are probably not attractive to academic staff. However, this study is interested in managing the effect of brain drain by effective talent positioning, hence addressing the remote and immediate cause(s) brain drain is beyond the scope of this research.

As a result of brain drain and faculty attrition, HEIs face the problem of staff recruitment and deployment as well as faculty retention (Samuel and Chipunza, 2013). Howbeit, Bett (1999) cited in Samuel and Chipunza (2013) contend that the problem of recruitment in filling knowledge gap created by staff attrition does

not affect only developing nations, but also the developed nations too. A survey (Bett, 1999 in Samuel and Chipunza 2013) revealed that even United Kingdom pointed to a considerable increase in recruitment difficulties to fill role gaps, perhaps as a result of available candidates not having requisite quality. Inasmuch as this finding may have been in the past, but it remains a present day challenge for HEIs and their administrators in Nigeria today.

2.5 Problem at Talent Management Level

Most talent management problems start with wrong selection model for talent (Attri, 2009). This gives rise to the need to develop a practical, simple and systematic approach to talent selection for effective talent positioning in the organisation. However, it is argued according to Attri (2009) that the traditional talent selection method based on interview and credential consideration has failed to produce sufficient mapping of the employee or candidate with the job requirement due to lack of insight of the individual's capabilities and compatibility. Furthermore, the rudimentary selection analytics based on interview simply evaluate applicants suitability considering the skewed profile presented by the applicant in their resume for the purpose of emphasising the "catch factor" of the job or position (Attri, 2009). This however hides the rest of applicants attributes or characteristics such that individual's capabilities that are worth considering to determine talent-job fit (Brkich et al, 2002, Martin et al, 2009) are overlooked. This culminates in a spiral of talent migration or attrition as the individual uses the current position as a springboard to other position, hence a perpetual faculty turnover in HEIs.

2.6 Managing Employee Exit

While a raft of researchers have proffered knowledge management as panacea to managing knowledge loss and employee turnover (Nelson and McCann, 2010), we advocate talent management intervention rather than Knowledge Management because as Whelan and Carcary (2011) posit, effective knowledge management depends on effective management of the organizational talent who possess key knowledge, in terms of talent recruitment, training, performance management, succession planning, and knowledge

sharing. The integration of talent management and knowledge management is a step towards “smart talent management” of the organisation’s human resources (Vance and Vaiman, 2008). The talents embody an organization’s knowledge capital and capability in generating, acquiring, storing, transferring and applying knowledge towards supporting of company goals/objectives.

Doan et al (2011), demonstrated that identifying what knowledge is at risk of loss and determining what actions need to be taken to contend with the impact of the eventual loss of the knowledge are the cardinal considerations for any knowledge retention intervention. However, Whelan and Carcary (2011) argue that effective knowledge management is dependent on effective talent management since talent is the individual who possess key knowledge, in the organisation. and knowledge sharing One of the main ideas in this research is to use a profile theory-based approach to model knowledge capabilities in the individual knowledge workers within a HEI in Nigeria to enable the institution and its administrators identify where knowledge and skills exist in the institution for proper talent positioning. This will be useful in addressing some consequences of knowledge loss resulting from brain drain and other forms of staff attrition, also as a decision support tool that could identify knowledge at risk.

According to Groves,(2007); Guthridge and Komm, (2008); Ringo et al., (2010), Talent Management (TM) is specifically concerned and interested in developing strategy; identification of talent gaps; succession planning; and recruiting, selecting, educating, motivating and retaining talented employees through a variety of initiatives. Institutions and Organizations have increasing need to strategically manage talent flows within the establishment so that individual knowledge workers with the needed competencies are made available, when needed, in alignment to organisation’s objective (Iles et al., 2010; Tarique and Schuler, 2010). This is necessary and important in an attempt to forestall knowledge loss in an organisation. Whelan and Carcary (2011) contend that talent management initiative can be pursued through codification strategy or personalisation strategy. In the codification strategy, organizations place emphasize on individuals who possess knowledge of operation/process (tacit) and articulate them for capture in a knowledge database, and use the information to solve problems. On the other hand, those emphasizing a

personalization strategy places focus on identification of individuals with critical and analytical skills, who can share knowledge through available medium (Lengnick-Hall and Andrade, 2008).

In order to make the right talent decision for an organisation, the decision maker will have to know more about available talents and also be able to do analysis in order to gain proper knowledge and understanding of what is coming “down the talent pike” (Oracle 2013) i.e. down the talent road (talent pipe). However, due to lack of insight by decision makers resulting from inconsistent data that is often not well organised, and rudimentary selection analytics, flawed talent decisions are made which affect person-job fit (Brkich et al, 2002). A profile based analytics model is useful in analysing and identifying talents for better talent decision making. This gives one the opportunity to have a look at data from different dimensions, discover individual capabilities suitable for deployment. Talent intelligence enables talent-job fit (also called person-job fit (Brkich et al, 2002))

It is worth noting from the work of Samuel and Chipunza (2013) that a candidate for recruitment could have the requisite qualification but without requisite quality, hence the need for capability and compatibility measure for staff allocation and engagement. It is against this backdrop that there arises the need for tools, techniques, and strategies that could manage the effect of Talent loss, recruitment, and resource selection challenges particularly in academic institutions of higher education.

2.7 Talent and Knowledge

Knowledge has been classified variously into know-what, know-who, know-why, and know-how. According to Fu et al (2006), Know-what deals with knowledge of facts. Know-who involves information about who knows what and who knows how to do what. Know-why refers to knowledge about the principles and laws of nature, whereas Know-how refers to skills or the capability to accomplish a task or do something. Since we know that elements of knowledge reside with different individuals and held by them (Fu et al, 2006), this research study is more interested in Know-who, the talent (individual) who possess this knowledge (Meyers et al, 2013; Illes et al, 2010) in which we attempt to provide

identification of who knows what and who knows how to do what in academic institution. Making this information available to whoever may need it within an academic institution particularly to management is important for decision making and also for faculty knowledge sharing and collaboration. Though knowledge requirements are known to vary from one decision-making process to another i.e there are different requirement for different decision making processes, knowledge of who knows what is important for decision makers and therefore should be made available and accessible, and be in an appropriate form. In supporting decision-making, knowledge should be delivered to the right person at the right time in the decision making process.

2.8 Talent Management and Proficiency Development

In the opinion of Poorhosseinzadeh and Subramaniam (2012), talent management concentrates on proficiency development through managing the progression of talents within an organisation. The emphasis here is placed on talent flows than talent pool. That is to say that though talent management programs are created to provide talent pools for supplying certain job categories, it also places focus on development of specific individuals in the organisation who are qualified to create succession in the organization.

2.8.1 Talent pool

As the name implies, talent pool is a diverse collection of talents in reserve. The term talent pool has been used by Collings and Mellahi (2009) to refer to a vast collection or pool of high performing individuals or employees with very high potential that the organisation can tap from to fill crucial talent gaps or positions. Individual employees from the entire organisation could be identified and designated as “talent” and be captured for inclusion in the organisations’ corporate talent pool (Makela et al., 2010). In support of this notion, Collings and Mellahi (2009) pointed to the fact that key to strategic talent management is the development of corporate talent pool for filling critical talent positions. Thus the talent pool is considered an important talent management component. Talent pool therefore also becomes a key element that distinguishes talent management from traditional practice of people management. Even in vacancy-led recruitment which is a common practice by HR (Attri,2009) talent pool can proactively identify employees who possess the right skill set and capabilities to fill key positions that may become available anytime in the future.

The identification process of talents is a key step towards establishing a talent pool, this is followed by the need to develop the potential of the identified talents (Makela et al., 2009). In their understanding, Colling and Mellahi (2009) further recognized and pointed that the focus of talent pool extends managing the threats and associated costs linked to outcomes that are entirely unpredictable such as voluntary employee turnover which is difficult to predict. Possible identified risks associated with talent gap (vacancy) include potential mismatch between available employees capabilities (skillset) and required job-fit skillset, this results in loss in the business as too few employees struggle meet business demand (Colling and Mellahi, 2009). In Nigerian higher education institution, this results to overcrowded classrooms, excess workload on faculty, and disproportionate student-lecturer ratio (Jaja, 2013). These challenges are illustrated, and indeed exasperated, by the volatile nature of the educational sector in developing countries.

2.8.2 Talent Pipeline

Talent pipeline is a pool of qualified individuals or candidates who are available to assume open position in an organisation (Vance and Vaiman, 2008). This open position is often occasioned by employee turnover with brain drain as the major concern in HEIs in developing countries (Ciumasu, 2010; Odhiambo, 2013; Mugimu, 2011). In any case, the process of creating talent pipeline usually begins with the creating of competency profile which is based on skills and qualifications of the various individual employees for any given role in the organisation, and identifying individuals with appropriate skillset and requisite attributes required for a position. However, it remains the responsibility of HR department or heads of department in HEI to assess the gaps between capabilities of available (current) faculty and capabilities required to engage effective academic process of research and pedagogy.

Inability to develop sufficient talent pipeline by organisations to fill strategic positions in various organisations has been identified as key constraint on business growth (Mellahi and Collings, 2010). Talent pipeline positions organisation from reactive recruiting to proactive recruiting (Wellins et al, 2009). Talent pipeline have the advantage of identifying the right talent early, reduce the amount of time spent in filling a position, prevents high potential and super star talents from slipping away, minimizes business disruption as a result of

talent exiting the organisation (Linkedin, 2012). In consideration of the fact that brain drain and other forms attrition/turnover causes disruption in the smooth operation of organisations' business, talent pipeline promises to offer panacea in the eventual exit of a talent in organisation as opined by Linkedin (2012).

The idea of talent pipeline is to have a cache of capable employees ready in advance of the specific need for talent (Linkedin, 2012). This strategy can be referred to as push-based strategy (Draganidis, and Mentzas, 2006) in which batches of say a product (in this case employees- faculty) are created according to their various disciplines or departments, but not according to any specific need at the time of creation.

2.8.3 Succession Management

Succession management is a process that helps organisations in re-staffing to ensure continued effective performance of the organisation , unit or department, such that key positions in the organisation are filled with qualified individuals from within the organisation (Tornack et al, 2014). The process of succession management begins with defining the strategic direction and making available requirement information about positions and employee competences of potential successor. This is then followed by creating succession plan (Hurd and Buschbom,2010).

Ability to identify individuals who are key players to the success of an organisation and equally identifying ways to obtain, develop and retain such talents in the organisation is one of the core goals of talent management (Collings and Mellahi, 2009;Cappelli, 2008). Succession management has been advocated by several talent management experts and practitioners as a strategy to overcome talent void in an organisation (Rothwell, 2010). However, this involves more than a mere process of replacement planning (Day, 2007). Succession management involves plan to mitigate loss of talent and knowledge by developing replacements to critical positions in an organisation (The Hanover Research Council, 2010). This practice has been embraced quite slowly by Universities and Colleges even in the developed countries as reported by Long et al (2013). Where succession management is in place in most organisations, the focus is on top management according to a study by Stanford University (Schroeder-Saulnier, 2010). Though some organisations see

succession management as a tool for a fall back strategy to contend the eventual unexpected or expected exit of talent, it involves more than a mere replacement of a staff member from within available staff members in the organisation.

Bower (2007) points to the fact that succession planning also involves building talent pipeline to fill any eventual talent void, it is therefore a process that is managed over a period of some years in order to allow for development and transfer of skills, knowledge and expertise from one individual to another. However, this transfer of expertise has not been without barriers as some departing employees could be reluctant to share their knowledge or expertise (International Competition Network, 2013). This unwillingness to share experience opens a new agenda for organisations to develop approaches to collect information, knowledge or ideas from staff members be it new entrants, existing or a departing member of staff. A culture of supportive attitude between existing staff member and new staff will ensure willingness to share ideas and knowledge. Most organisations achieve this by a mixed project team comprising of senior staff members and junior/new staff members (International Competition Network, 2013) irrespective of where the knowledge resides (either in the mind of the junior/new staff or senior staff).

Succession management begins with a succession planning (Hurd and Buschbom,2010) which aims at identifying critical positions in the organisation. Although succession planning in most organisations is targeted at top management and leadership positions, this may not be case for HEIs because leadership positions in academic section is always short tenured and rotatory. However, it is the individual skills, knowledge and capabilities in the faculty staff that is most vital for sustainability of teaching and learning. Succession management unlocks potential business continuity and retention of high value talent in the organisation.

2.9 Talent management framework review

This section reviews available TM frameworks based on the following criteria; use of profiles and profiling in talent representation, analytics structure of framework (e.g. prescriptive or descriptive), approach to talent positioning,

systemic modelling for talent fit, and application scalability (i.e. ability to support emerging or varied scenario).

Schuler et al (2011) developed a talent management framework of four components for global talent management. The framework is based upon HR actions such as recruitment, training and development include the development of human resource policies and the design and implementation of HR practices that are specific as demonstrated by Jackson et al. (2009). This framework was motivated by the concern regarding gap between the available talent in global organisation and the desired pool of talent in global economy. Though the framework has talent positioning as its end result but it does not provide sufficient guidelines on how this framework could be used. Above all, it stops short of detailing the parameter or criteria for consideration towards talent positioning in the organisation. The framework however, has indication for shoring up shortage of competencies in the employees of an organisation but without a clearer guide on how to achieve this. This leaves the user yet with another challenge of understanding the working principles of the framework.

O'Leonard (2010) proposed a talent management framework for global talent management. This model gained popularity as thousands of individuals and many organisations have used this framework to arrive at understanding of how the different elements of talent management are amalgamated and aligned to achieve business objective (Potter et al, 2012). The framework incorporates capability and competency management as one of the elements under workforce planning as part of talent management strategy in line with other TM researchers (Seifert and Hadida, 2006), but it falls short of systematic approach to capability and compatibility matching of individual talent to identify requirement gap.

Attri (2009) proposed a talent management framework that incorporates profiling of talent for practical use by supervisors. This framework introduced a concept of profiling called talent inventory, capturing great details of the employees past professional attributes. However, the framework stopped short of developing clear and simple systematic analytics to measure talent profile characteristics against a specific required talent position. The framework

demonstrates rigour in talent selection but this does not seem to apply in other areas of application than in recruitment.

Swales and Downs (2012) proposed a talent management framework that was based on capability approach for organisational TM strategy. The capability approach of the framework addressed talent identification and talent programme evaluation. Though their definition for capability borrowed from Sen (1992: 40) closely aligns with our capability definition which is the sum total of individual's desired skills, knowledge, experience and expertise required to accomplish a task, the framework did not express the capabilities in quantifiable form suitable for systematic analytics.

Philips and Roper (2009) developed and proposed a talent management framework for real estate in United State to manage the effect of escalating employee turnover among other talent crisis facing real estate industry. This framework consists of five major components or elements which include attracting, selecting, engaging, developing and retaining employees. The Selecting and Engaging components of the framework relates closely in addressing talent positioning in the organisation.

The framework provided real estate practitioners with strategic systems and processes to attract and retain talent in an increasingly competitive market. Interestingly, this framework provided a competency model where definition of competency needs to be established as a basis for talent hunt. Here competency was thought of as a set of underlying characteristics of an individual. To fill a positional vacancy which is referred to as talent void, the behaviours or skillset associated with a particular position and performance level are defined as a competency. This competency definition however were not in quantitative form and therefore makes the responsibility to recruit best-fit talent to be based on subjective ability of the recruiter(s). This can be time wasting. An organization needs to be

creative when developing a recruitment strategy and should avoid the more traditional methods of recruiting when attempting to attract the right people with right skillset in the right position. Philips and Roper (2009) contend that traditional hiring practices such as examining resumes, checking references, and conducting interviews is becoming more obsolete not to mention the

subjective nature of evaluating resumes and answers to interview questions makes these practices less reliable.

Vijay (2013) proposed and developed a talent management strategy for organizational competitive excellence in changing work environment. The framework demonstrated competency model in which skills, experience, and personal traits (demonstrated through defined behaviours) drive talent identification. Though the framework emphasised talent identification as a fundamental process in talent management, but that only got a descriptive treatment. Inasmuch as the author acknowledge the fact that for discharging specific tasks talented and work ethic specialists are needed. The framework did not point to how this can be practically accomplished in workplace. The framework/strategy fall short of giving attention to talent deployment or talent positioning, which ensures that the right people are in the right position with the required skillset at the right time (Tarique and Schuler, 2010; Whelan & Carcary, 2011) . This framework appears to give descriptive approach to talent management as it did not sufficient evidence of prescriptive approach.

2.10 Profile Theory

Profile theory is an analytical approach of measuring the capability and compatibility of the elements of a system by use of profile (Plekhanova, 2000; Plekhanova,1999). A profile is a collection of factors or a set of factors that describe an object. Each of these factors is further composed of characteristics which define them more. Profile theory (Plekhanova 1999) introduces the notion of profile for representation of available knowledge resources (databases, documents, etc) and knowledge use/allocation for measure of compatibility of available resources with user need and also presents analytics to measure and analyse system capability and compatibility with the view for gap identification in order to bridge the gap between available resource situation and desired/required resource. Thus a knowledge profile is built from a set of factors, each factor consists of characteristics (Plekhanova 1999) which in turn are defined by time, property, and weight. The characteristics that define or makeup a factor may comprises both qualitative and quantitative information.

Using several characteristics to describe a factor, and using more factors to describe an object makes the definition and identification of the very object more explicit (Plekhanova, 2000).

Profile theory has been used to the model complex systems where capability and compatibility is a critical factor (Plekhanova 1999), examples include in the measurement of leadership capabilities (Hamdan et al, 2012) in order to understand the approaches being used for software cost estimation methods in the Gulf region. Others include Software cost estimation model (Hamdan et al, 2009), Software engineering and Knowledge engineering (Plekhanova, 2000), Partner Evaluation and Selection in virtual Enterprises (Tsakopoulos et al, 2003), and in capability and compatibility measurement in software process improvement (Plekhanova, 1999) among others. We will further the application boundary of profile theory in this research by applying it in talent management to improve the process of talent positioning in a HEI through a TM framework that incorporates attributes/component for measuring capability and compatibility of TM resources.

In this research, it is intended to test the applicability of Profile theory to talent management in order to provide capability and compatibility measures for enhanced talent positioning in effective module/course allocation, research supervision, and talent intelligence for recruiting new academic staff by the HR unit of a Higher Education Institution

2.11 Summary

Most available talent management frameworks have approached talent management from HR managers' perspective (Attri, 2009), as such, the approach fails to provide an easy to use toolset to supervisors and line managers who are the direct users of the talent. Moreover, the reviewed talent management frameworks available appears to demonstrate descriptive approach to talent management rather than prescriptive approach. A large drawback of this approach is that the descriptive model approach will not work for complex system problems, because the system is too complex to

descriptively model completely or accurately, hence the need for prescriptive model for talent management in higher education institution.

Findings of the study which looked at interventions of employee turnover and engagement. Emphasis is placed on talent identification for purpose of talent positioning, in which case, faculty is considered as talents. Through the establishing of talent pools and talent pipeline, identification of talent using profile technique is highlighted as a tool for talent positioning to manage the consequences of brain drain in higher education institution. While some research approached employee turnover (brain drain) from knowledge management perspective, others approached the problem from talent management perspective. This study have chosen the path of talent management because the knowledge resides in the individual, and it is easier to manage the individual than the codification of knowledge which is more difficult. Since talent management involves the creation of set of criteria (Swailles and Downs, 2012) as competency model that reflects or represents a required or desired talent attributes against which individual talents or applicants are evaluated for appropriate fit and selection, this we approach through the concept of profile and profiling individual talents against an archetype to achieve talent positioning.

Chapter Three

Research Methodology

3.0 Introduction

In this chapter, the researcher describes the choice of methods, design and philosophy used in the conduct of the research study and also proffers justification/rationale for choice of methods, design and philosophy used. The research structure is broken down into three phases as depicted on figure 3.1. These phases are discussed under the relevant different sections in this chapter. Furthermore, the chapter provides an in-depth sequential rundown of the research process in order to carry the reader along.

3.1 Research Method

Given the exploratory nature of the study, this research adopted the Mixed-Method approach for its data collection and analysis combining both quantitative and qualitative approaches, methods and techniques. The choice of mixed method for data collection and analysis was driven by the nature of the study which demanded in-depth understanding of the current talent management and talent positioning practice in place and the challenges of talent void as it affects course allocation and project supervision. The data collection involved the use of questionnaire, semi-structured interview approach for investigation and document analysis.

3.2 Justification of the Research Methods

The rationale for the mixed method approach is in two folds. First, by combining quantitative and qualitative techniques in this research is to enhance triangulation which in turn strengthens the validity of data and findings. However, Creswell and Clark (2011) argue that triangulation is one of the reasons why researchers opt for using the mixed methods in a research. Second, mixed method approach will help more in addressing the research questions and objective than would be achieved by a single method. Specifically, mixed method approach was chosen in order to enhance the interpretation of the findings of the research and to reinforcement the validity of the data and its findings (Onwuegbuzie and Leech, 2004). This approach was guided by the research philosophy.

3.3 Research Philosophy

According to Gelo (2012), research philosophy is a belief which guides the way data about a problem or phenomenon should be collected and analysed, and used following specific research approach. It is on the premise of this conceptual definition that this research adopts the interpretivist paradigm as a belief model or philosophical guide to the research. Researches are founded on philosophical assumptions in relation to a researcher's perception of what is reality. Generally, two main research philosophies have dominated research landscape. Easterby-Smith, Thorpe and Lowe, (2002) posit that positivist (also called scientific) and interpretivist (sometimes called antipositivist) are two most common philosophical perspectives/viewpoints upon which research assumptions are founded. However, it is this philosophical belief that guides the way in which data phenomenon is collected and analysed and used.

3.4 Interpretive Philosophy

Protagonists of interpretivism contend that it is only by subjective interpretation of a phenomenon and intervention in their natural environment that the reality of the phenomenon can be properly understood (Oppong, 2014; Mack, 2010; Creswell, 2009). This is the key to interpretive paradigm/philosophy hence the study used a single case study to understand the phenomenon of talent void (i.e. human resource vacuum created as a result of employee turnover/attrition) and talent positioning as intervention for managing talent void in HEI in Nigeria. According to Crotty, (1998) knowledge and meaningful reality are constructed in and out of interaction between humans and their world and are developed and transmitted in a social context. By implication, Cohen et al., (2007) assert that the social world can only be understood from the standpoint of individuals who are participating in it. It was in the light of this philosophical stand point that the researcher resorted to interview faculty members together with questionnaire to elicit information from participants perception. However, Mack (2010) points out that one of the limitation of interpretivist paradigm is that interpretivism results are hard to be generalised to other situations as it appears to abandon the scientific procedures of verification of reality. Since qualitative research is more concerned with meaning of a phenomenon than generalised hypothesis (Crouch and McKenzie 2006), the aim of this research is not necessarily to generalise findings but to test the applicability of profile

theory in specific instances such as course allocation in one institution and how it can extend to other instance involving managing duties in the department eg project supervision.

3.5 Research Design

The research design used in this study is the case study design involving four departments in a single institution. According to Tellis (1997) and Stake (1995), case study has been defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Yin (2009) contend that case study as a research design have selected examples of a social entity in their natural normal context and involves a detailed analysis of a group or single entity and the existing relationship to a phenomenon. The researcher’s intent is to provide a detailed descriptive account of the phenomenon under investigation (application of profile theory in managing talent void in HEI) which can be used in an intellectually rigorous way to arrive at a conclusion about one or more selected context such as employee recruitment selection, course/module allocation and project supervision in relation to the phenomenon of talent void and talent management. Case study was chosen because the research was focused on investigating contemporary influence of brain drain (talent void) phenomenon in only four departments of one higher education institution in Nigeria. This makes the study a strong candidate for case study as posited by Yin (2003).

This approach comprises of both qualitative and quantitative strategies of inquiry because the researcher anticipated to collect descriptive data about people and processes within the study context, as well as measurable responses in quantitative form (See Fig. 3.1).

In the opinion of Gable (1994), using case study method in Information Technology (IT) research allows researchers to study IT in a natural setting to gain in-depth understanding which enables the development of theories from practice. Knowledge gained from this research will contribute in guiding Talent management developers by providing algorithmic guidelines for talent selection decision for talent positioning considering individual capabilities. Moreover, given that case studies are more inclined to theory building/testing (Yin, 2003), most often, knowledge and understanding gained from case study research can

be readily applied to other cases requiring practical remedies (Yen et al, 2002) as a proof of concept and transferability of finding when used in other similar cases.

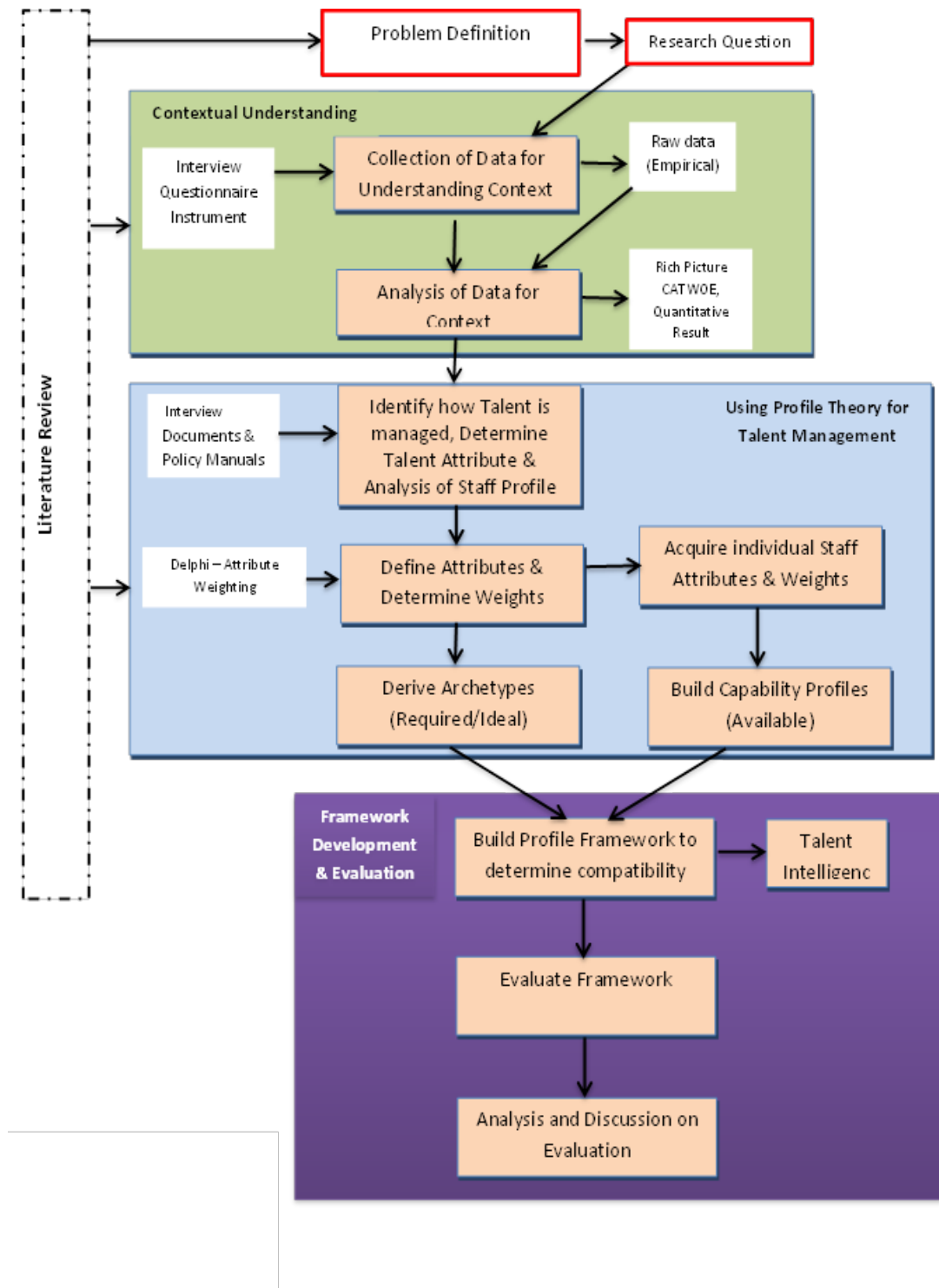


Fig. 3.1 Research Process Diagram

3.6 Data Gathering Instruments

The research is designed to use the following qualitative and quantitative instruments for data gathering and analysis: **Questionnaire**, **Interview**, and **literature survey**. The qualitative and quantitative methods of data collection were used in the research for three reasons, namely in-depth understanding, triangulation, and comparison of findings for convergence in order to establish validity. However, using a combination of quantitative and qualitative technique in research as complementary approach is quite helpful in triangulation (Rowley, 2002). Furthermore, using mixed method equally offers better understanding of the research findings and a robust means of triangulation by examining the convergence of evidence from both methods that study the same phenomenon (Ary et al, 2010 p561). In addition, using both qualitative and quantitative data in a study can produce a more comprehensive understanding required to inform decision making. However, qualitative method of research is more interested in particularity of findings rather than generalizability (Greene & Caracelli 1997 cited in Cresswell 2009:193). Testing research findings in other research settings will be a measure of robustness of the findings (Saunders et al, 2009), and proof of concept.

3.6.1 Contextual Interview –Phase 1

The purpose of the interview was to extract qualitative data from individuals who are directly involved in departmental academic duties in the study institution. The case study organisation has been described in chapter one. The qualitative data resulting from the interviews held with some selected participants in the case institution were used to arrive at understanding the current talent management situation in the institution.

3.6.2 The Interview Format

The format of the interview was semi-structured interview featuring 17 questions and lasted for about 45 minutes. The interview was set out to elicit information regarding impact of talent loss and knowledge loss resulting from employee turnover that gives rise to talent void, and existing methods and practices in the institution in managing incidence of employee exit.

The following diagram illustrates the nexus of methods and strategies used in the data collection analysis for both contextual understanding of problem and solution development.

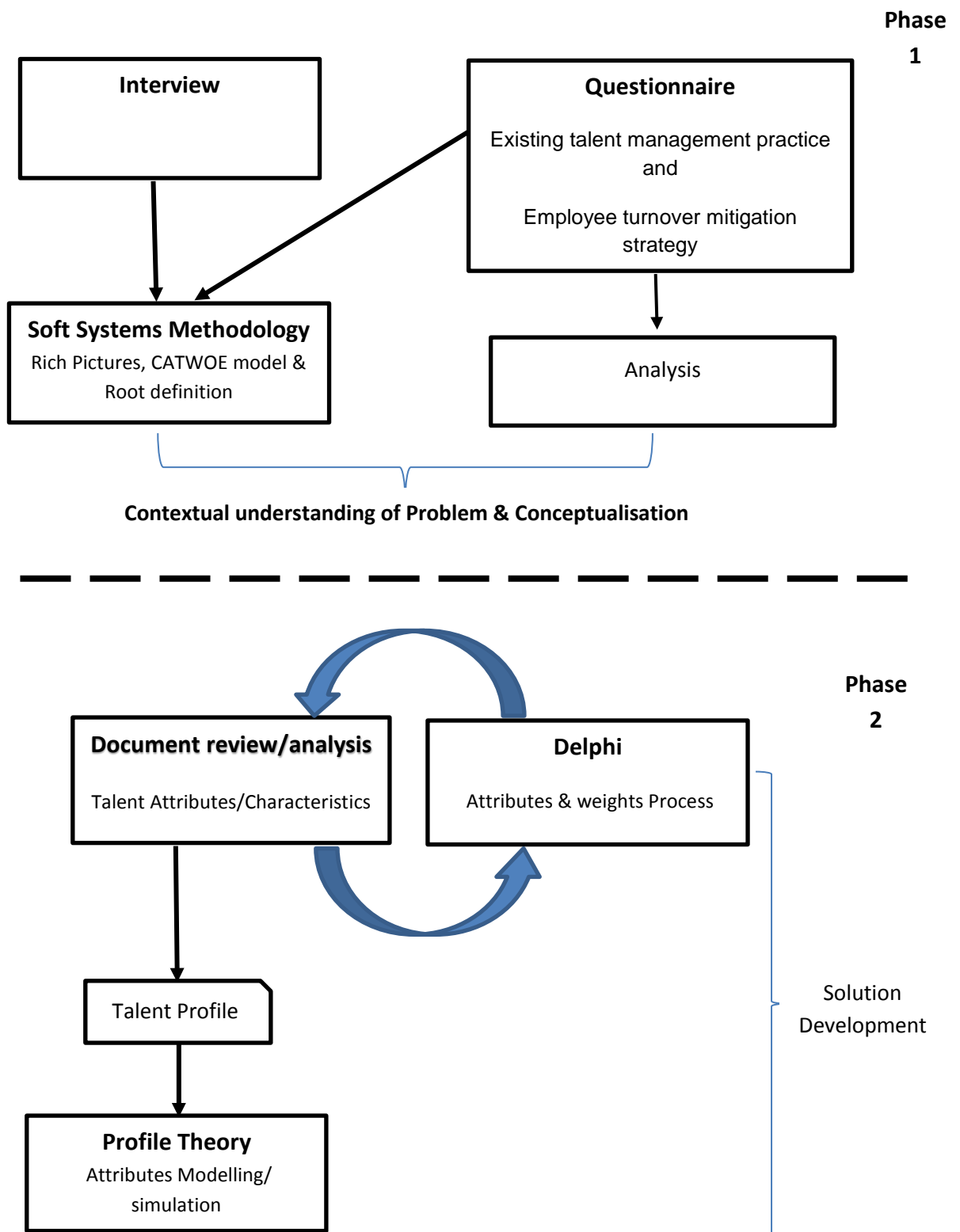


Fig 3.2: Diagrammatic illustration of combination of methods and Strategy used

3.6.3 Interview Sample Size

The interview sample size was five (5) participants with two (2) of the participants drawn at random from faculty members in the departments of Computer science, Mathematics, Biology and Chemistry, while three (3) of the other interviewees were purposefully drawn from among faculty staff who are directly involved in human resource allocation within their departments. The selection criteria was simply based on availability of the individual and willingness to participate on the basis of convenience since there was no remuneration attached. However, this was further based on first-come-first-served. The reason for choosing from this category of faculty was to make sense of the problem context from a management perspective in order to have a balanced view and understanding of the problem context.

3.6.4 Justification of Sample Size

The researcher acknowledges the fact that inasmuch as the interview sample size may appear insufficient, however, Mason (2010) posits that sample size for qualitative studies are much smaller generally than those of quantitative research. This fact is further justified by Richie et al (2003). However, Charmaz (2006) suggests that sample size in a qualitative research is driven by the aim of the project. It is based on the premise of this assertion that the researcher therefore chose a sample size of 5 participants for the interview since the aim of the research is to determine the applicability of profile theory in managing talent void in a HEI.

3.6.5 Analysis using SSM techniques

In order to achieve contextual understanding of the research problem, the researcher employed the use of Soft Systems Methodology (Checkland, 1999) in the analysis. Soft Systems Methodology (SSM) is a systems approach that is used for analysis and solving problem in complex and messy situations. SSM improves understanding of problem of problem situation in whole and in context (Checkland, 2000). Moreover, managing talent in an organisation as a means of mitigating talent void is complex and messy problem involving sociotechnical consideration (Petkov et al, 2007). Soft Systems Methodology was developed

as a strategy for addressing complex and messy problems using systems thinking (Checkland and Scholes, 1999). By this systems thinking approach, rich pictures, CATWOE model and root definition were developed.. This approach has been used also by Maqsood et al (2001) in analysing knowledge management issues in construction project using five case studies from a major Australian construction contractor company. Novani et al (2013) also applied SSM in a researches involving Batik cluster industries in Solo.

3.6.6 Questionnaire

Two sets of questionnaire instrument were developed and administered in this research, and were used in the contextual understanding phase of the study. The questionnaires were designated as Questionnaire I and Questionnaire II for ease of understanding and follow on. The questionnaire was used for dual purpose of triangulation as some interview questions were overlapped in the questionnaire, and to ascertain the form of talent management practice available as well as required to mitigate employee turnover. By this, the researcher was also able to obtain a balanced insight on the talent management status of the case institution to enable us determine the institutional requirement for managing duties and responsibility through effective talent positioning in the institution.

3.6.7 Questionnaire for Contextual Understanding

The questionnaire design was based on the works of Emadzade et al (2012) and Milla & Smith (2011) in which a multiple-item method was used to construct the questionnaires. Questions were structured in a Likert scale model (1 to 5) with ‘strongly disagree,’ “disagree,” “neutral,” “agree,” and “strongly agree” as the available choices for the respondents. The research adapted the questionnaire structure of Emadzade et al (2012) and Mills & Smith (2011) because both works were interested in knowledge management capabilities in an organization and were therefore considered relevant and similar to this study. While Emadzade et al (2012) research was about investigating knowledge management capabilities and organizational performance, Mills &

Smith (2011) in their research attempted to evaluate the impact specific knowledge management resources on organisational performance.

Questionnaire I was designed to capture participants' perception and view of the current state of managing staff turnover/attrition in the institution and their preferences for improved KM and TM practice for sustained academic activities in the departments. The questionnaire was structured into four main categories cutting across talent and knowledge management concept awareness, knowledge sharing and managing talent void, knowledge creation and retention, socio-organisational issues (including management policy and approach), and culture. This survey instrument was complemented by the interview mentioned in the previous section.

A total of sixty (60) participants was targeted, and we administered sixty eight (68) questionnaires as safeguard. Only fifty eight (58) were returned valid. Purposive sampling technique was used because the survey was for a specific category of participants (academic staff members with confirmed status i.e faculty members whose appointment with the institution has been confirmed following a two year probationary period). The sample was drawn from across schools in the institution.

Questionnaire II was administered on fifty (50) participants using purposive sampling technique. The choice of purposive sampling technique was borne out of the need to target faculty staff who have specific knowledge about knowledge loss and employee competence and proficiency. The questionnaire was designed to capture data relevant to participants' knowledge, skills, technology use, technology proficiency, and their perception of the impact staff turnover and how it effects academic activities. However, this questionnaire was not used in this study because the focus of the research changed from knowledge management to talent management. The questions therein were considered non relevant in the new focus of the study.

3.6.8 Triangulation Strategy

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Data triangulation and Theory triangulation were the two

strategies used in the research. In the data triangulation, the researcher used multiple data sources for data collection. The sources of data collection here were interview and questionnaire in which questions were overlapped between the interview questions and the questionnaire questions. The reason for this question overlapping was to check if there will be any case of inconsistent response from the respondents. However, there was no case of inconsistent response based on the overlapped questions, and this added validity to the data collected from both sources and also reliability of result. In the case of theory triangulation, the researcher used Soft Systems Methodology and simple descriptive statistics to interpret the data collected. This approach has the advantage of increasing the in-depth knowledge and understanding of the phenomenon under investigation through a combination of methods and theories (Rahman & Yeasmin, 2012).

3.7 Phase 2: Using Profile Theory for Talent Management

The techniques used in this phase of the study were document review/analysis, interview and Delphi. These techniques are discussed in the following sections as they were used to collect data about talent profile attributes/characteristics. However, document review/analysis was used for the Head of HR unit because there was available artefact to use whereas interview was used for Heads of academic departments (or their proxy) because there was no existing document/artefact where knowledge attribute of faculty is defined for managing duties like course allocation and project supervision. Delphi technique was used to determine the weights of attributes in the course allocation template and project supervision template resulting from the interview.

3.7.1 Specific Profile Theory Application Areas

The phase 2 of the study is centred on application of profile theory in talent management in the institution. Three areas of need/use were identified in the institution requiring talent management to support their operation. These areas are recruitment, course allocation, and project supervision. The Human Resource (HR) unit is vested with the responsibility of recruitment in the institution while heads of academic departments are vested with responsibility of managing course allocation and project supervision. The HR unit and HoDs

of academic departments or their proxy constituted the main participants of this phase of the study because they are the section of the institution that are mostly affected by talent void.

3.7.2 Talent Attributes Interview –Phase II

Interview was conducted in this phase with heads of academic departments/ staff responsible for course allocation and project supervision assignment within the department. Purpose of this interview is to understand how knowledge attributes of academic staff in the various departments are defined for managing course allocation and student project supervision. Therefore, the interview was more concerned about understanding what talent management practice exists at the departmental level from managing duties among faculty/talent in the case institution. The interview was also meant to understand organisational capabilities of the institution in managing talent void, and the peoples' competence and skills within faculty members. Four Heads of Department (HoDs) were contacted for data collection regarding knowledge attributes of academic staff in their department as defined for managing course allocation and research supervision. The departments were: Computer Science department, Mathematics, Biology, and Chemistry. The reason for choosing these departments was for research convenience and ease of access to participants.

3.7.3 Examining Documents for Talent Management Data

Where explicit document exists, documentation (Documentary review) was used to collect data relating to how knowledge/talent attributes are currently defined and held by the HR unit. The data was collected primarily from the head of HR unit through use of documentary review to elicit relevant information regarding how talent attributes are defined and kept/recorded/stored and used by HR unit for recruitment.

Artefacts available to the HR unit includes: Interview score sheet, Acceptance of Employment Offer, and Curriculum Vitae. However, only the interview score sheet was made available to me because it is the only document that defines talent attributes upon which employment decision is made. ***Qualifications, Years of experience, Interview Performance, Referee Reports, and General Appearance.*** See appendix B.

3.7.4 Use of the Delphi Technique to Identify Talent Attribute Weights.

The Delphi approach was used in the research to determine attributes weight. It was necessary to determine the weight of the attributes in order to quantify individual profile as used in capability and compatibility measure of individual talents. Adler and Ziglio, (1996) defined Delphi technique as a systematic and structured method of collecting information from a group experts independently and individually by means of a series of questionnaires combined with controlled opinion feedback for decision making. Delphi method has the advantage of bypassing the problems of group dynamics and conventional group/committee action that could bias individual opinion (Hsu and Sandford, 2007). Delphi technique has been applied in a variety of studies by different researchers (Skulmoski et al 2007). For example the Delphi method was used to assess the current situation, strengths, and weaknesses of horticultural cooperatives in Spain (Campos-Climent, Apetrei, & Chaves-Avila, 2012). Delphi method has also been used to develop a descriptive framework of knowledge manipulation activities (Holsapple & Joshi, 2002) among a host of others. We have therefore chosen to apply Delphi technique to establish attributes weight for talent profile since it has been successfully used in the afore mentioned instances to reach a consensus.

In a three step iterative Delphi approach the weights for attributes for course allocation and project supervision were arrived at. In the first step, the course allocation template was distributed the participants to indicate their preferred weight for the various attributes from a predefined attribute weight boundary given by the researcher. The predefined attribute weight boundary was given by the researcher to forestall stray weight and to achieve a quicker convergence or consensus. In step 2 (second step), responses were collected to identify points of divergence and convergence and feed was sent back to participants for reconsideration of weights where there were divergent views (attribute weight assigning). In the third and final step, the templet was collected from the participants for final collation and adoption. The feedback was sent to participants for assent.

3.8 Framework Evaluation

This study adopted the **Importance-Satisfaction Analysis** model in evaluating the proposed talent management framework. Importance-satisfaction analysis (Tonge and Moore, 2007; Ramli et al 2008) has been applied by various researchers in different fields of research. This tool has proven to be useful even in institutions of higher education (Silva and Fernandes 2012) for identifying strengths and weaknesses in products and services. With the help of this model, strategies can be developed or formulated to enhance the identified strengths and demote or eliminate the weakness by emphasising improvements on those aspect of the product (in this case TM framework) where the satisfaction level is low, and importance is high.

The form of evaluation was a soft evaluation involving HR staff, faculty administrators (HoDs), and subject knowledge experts. This evaluation process involved introduction of the TM framework and demonstration of the simulation scenario together with detailed disclosure and explanation of all aspects of the TM framework, and the relevant guidelines highlighting the importance of the various elements and activities of the framework. However, lessons learned were prepared by the participants and used to complete evaluation questionnaire by the end of the evaluation exercise.

3.9 Validity of research Data

This study adopted the methods of data triangulation (where questions were overlapped in the research instrument), theory triangulation (involving the use of different theoretical approaches in interpreting the data), methodology triangulation (mixed method), and descriptive validity to buttress the validity of the research. The researcher administered two questionnaire types. One of the questionnaires featured questions that are overlapped in the qualitative approaches (interview). For descriptive validity, transcript of the qualitative data (interview) was made available to the participants for validation before interpretation and analysis.

3.10 The Research Sequence/Procedure

The research proceeded in the following sequence:

1. Preliminary review and background study of brain drain, talent void and talent positioning in the Nigerian HEI. This involved analytical review of reports, policy documents, and relevant materials that could give an insight towards identifying critical issues in the Nigerian HEI in relation to employee turnover and talent void. The critical issues identified ranged from brain drain impact in the educational sector, lack of talent management strategy for talent positioning in the Nigerian HEIs, and lack of TM awareness among others.
2. **Problem Statement:** After the first stage of the research, sufficient facts were unravelled which ushered a preliminary understanding of the present state of affairs in the Nigeria HEI. This helped to establish problem statement which is the nucleus of the research. Establishing the problem statement is the springboard for the research.
3. **Research Question:** After the problem statement, research question formulation was the next step towards finding solution to the problem. In this research, answers to the two research questions were sought (please refer to chapter one). Proffering answers to the research questions will offer panacea to the identified problems within the bounds of constraints and assumptions of the study.
4. **Problem Context Understanding:** To understand the context of the study, interview and questionnaire instruments were developed and used for data collection after pilot test/validation.

Instrument Design

The questionnaire design was modified from the works of MOR Associates (nd) and scaled with reference to the works of Emadzade et al (2012) and Mills & Smith (2011) involving a multiple-item questionnaires. The question structure was based on 5 point Likert scale model (1 to 5) with ‘strongly disagree,’ “disagree,” “neutral,” “agree,” and “strongly agree” as the available choices for the respondents. Both works were interested in knowledge management capabilities in an organization and were therefore considered relevant to this study.

Instrument Validation / Pilot test

The questionnaire and interview questions were pre-tested and validated through a mock data collection exercise using only three participants. That is to say that before the actual data collection, a mock data collection was carried out and administered on only three “mock participants”. The rationale for the exercise was to identify flaws in the instrument, and ensure that the questions are appropriate and clearly presented in the desired direction. It also helps to guarantee that the instruments were capable of measuring what they were designed to measure sufficiently without ambiguity.

The raw data from empirical study was analysed by application of Soft Systems Methodology (SSM) for a better understanding of the problem context. The output of this analysis yielded Rich Pictures, CATWOE model, Root Definition, and also quantitative result using simple descriptive statistics (please refer to chapter four).

- 5. Using Profile Theory for Talent Management:** After understanding of the problem context, the next task was to attempt the use of profile theory for talent management. This required understanding how talent attributes are currently defined and held by the institution at both the HR unit and the academic departments. This was to help in identifying how talent is managed for the purpose of effective talent positioning at the HR unit of the institution, and also at the various academic departments for course allocation and project supervision. Instruments used at this phase of the study were interview and documentary review. However, interview was used where there is no existing explicit document/artefact.

Chapter Four

Contextual Understanding and Analysis of Empirical Data

4.0 Introduction

In this chapter, following the excerpt from the research methodology diagram as depicted below, the researcher analyses the empirical data collected using simple descriptive statistics and Soft Systems Methodology (SSM) technique in order to make sense of the research problem in its context. This is also followed by a critical discussion of the results in relation to other relevant research.

4.1 Rationale for Methodology Selection

The researcher chose to use simple descriptive statistics because the intention is to try to reach conclusions that exist within the immediate data derived from the study context since the research design was a case study design. Simple descriptive statistics has the advantage of providing summaries about the sample and the measures by providing graphics analysis which forms the basis for quantitative analysis of data. However, inferential statistics would have been more appropriate if the intention of the researcher was to reach conclusions that extend beyond the immediate data alone to reach a more general condition or to make judgements of probability (Trochim, 2006). The study is centred on applicability of profile theory for talent positioning, this demands understanding of the problem within the study context. It was on this premise that the researcher chose questionnaire instrument and interview as strategies to understand the respondents' perception of the study problem within the institution considering the descriptive nature of the study.

Soft System Methodology (SSM), is a "system thinking" approach to problem solving and analysis of complex situations that appear "messy" (Maqsood et al 2001). SSM has been widely acclaimed to be suited to complex management systems (Maqsood et al 2001) and is applicable to various domains including Human Resources Management (HRM), Information System Planning, Change Management, and in recent time has been extended to knowledge management and similar field of research. The SSM methodology has been applied successfully in similar studies for understanding the problem context clearly by the use of rich pictures, root definition and CATWOE models. A combination of

the two approaches for contextual understanding of the problem situation is illustrated in figure 4.1 below.

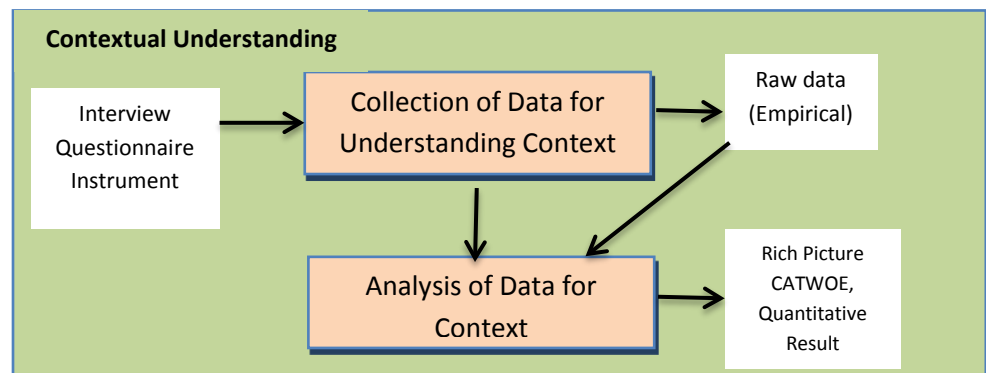


Figure 4.1: Context understanding structure

As pointed out in chapter three, questionnaire instrument and interview were used to elicit the perception of the respondents regarding (i) the current talent management situation in the institution, (ii) the form of talent management practice available, and the required strategy to mitigate and manage employee turnover/talent void.

4.2 Data Analysis

For the questionnaire data, the distribution of responses against the Likert scale were used to develop an overview of the staff's perception of talent management and knowledge loss as a result of staff attrition. These are reported in section 4.3 of this thesis.

However, to conceptualise the staff perception of the study problem, a questionnaire instrument was developed for empirical data collection. The questionnaire borrowed the structure of Emadzade et al (2012) and Mills & Smith (2011) because both works were had their focus in a similar problem domain in an organization. The questions contained in the questionnaire were articulated in consideration of the research objective and research question outlined in chapter one of this thesis in section 1.3. The featured questions in the questionnaire were carefully chosen to explore the immediate and remote

moderators of talent loss, its effect and management strategy in the institution. Questions asked followed a rational progression, starting from simple to complex question. The questions in the questionnaire were closed questions, respondents were allowed to scale their approval or disapproval of the questionnaire statements in a Likert scale response.

For purpose of simplicity of analysis as adopted from the study by Rudhumbu (2013), we further scaled down the 5 point scaled responses into 3 point scale whereby Strongly Disagree (SD) and Disagree (D) will simply culminate to disagree response while Agree (A) and Strongly Agree (SA) will simply culminate to agree response. However, Neutral (N) will be treated as undecided response with no polarity.

The interview data collected were analysed using techniques from soft systems methodology. To understand the problem situation clearer, rich pictures, CATWOE model, and root definition were used.

4.3 Quantitative Results

One of the objectives of the research is to develop talent management approach to manage talent loss and effective talent positioning, therefore one of the research questions seek answer to “How can Talent Management mitigate knowledge loss in HEI?”. There is indication that mentoring and succession planning are among best practice that enhances the retention of expertise within an organisation and can be useful in dealing with shortage of skilled individuals, and also for future labour plan.

From the data collected, the following facts were evident about knowledge retention practice existing in the institution.

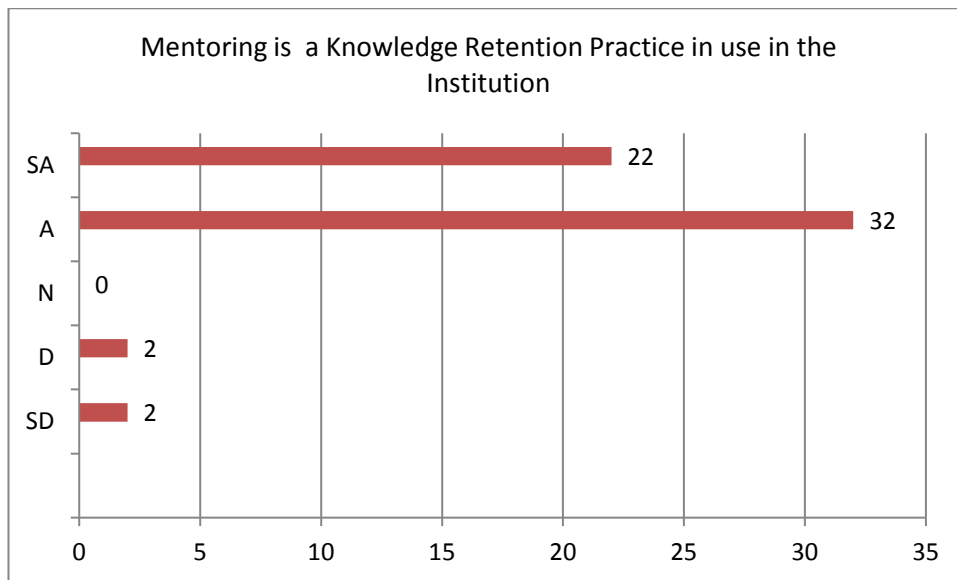


Figure 4.2: Response on Retention Practice

93.1% of the respondents perceive that mentoring is a retention practice used in the institution, only 6.8% disagree to this fact. This shows that retention practice exists in the institution between more experienced and skilled faculty and new or less experienced members. This practice enhances the retention of expertise within the institution and can be useful in dealing with shortage of skilled individuals, and also for future labour plan. Management and administrators of HEIs should as a matter of necessity promote policies that encourage retention practice among faculty through which successors can be groomed via mentoring by more experienced faculty as a replacement planning strategy (Rothwell, 2011).

4.3.1 Use of Succession Planning as Retention strategy

Some organisations use succession planning as a strategy to retain knowledge in their organisation. The researcher sought to understand the perception of the staff on use of succession planning in the institution. The following data revealed the perception of the staff.

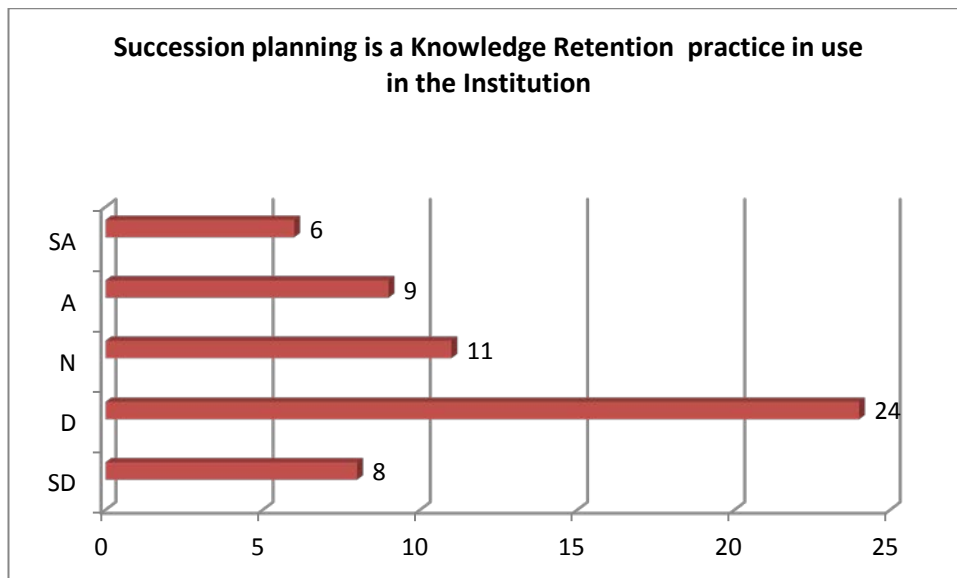


Figure 4.3: Response on Succession Management Practice

In this regard, 55.2% of respondents disagree with the notion that succession planning is existing in the institution as knowledge retention practice, 25.8% of the respondents agree that succession planning is a Knowledge Retention practice in use in the Institution, while 19.0% remained neutral. This, however, indicates that there does not exist policy or its enforcement for succession planning as tool for managing talents that may be leaving the service of the institution due to retirement. The result also shows indication of confusion or unclear practice for eventual departure of a faculty member. Furthermore, absence of succession planning connotes that there does not exist effective talent management practice involving corporate talent pool (Makela et al., 2010). Talent pool as an important component of talent management (Colling and Mellahi, 2009) has its focus on managing the risks of employee-job fit mismatch, therefore proactively identifies individuals with requisite required skill set to fill a position for smooth succession.

4.3.2 Sharing of knowledge among faculty and consequence(s) of Talent exit.



		SD	D	N	A	SA	
29	Experienced senior academic staff members always share their operational knowledge with other staff members	9 (15.5)	11 (19.0)	8 (13.8)	26 (44.8)	4 (6.9)	58 (100)
30	Exit or absence of such faculty affects operation of the College towards achieving its goal(s)	9 (15.5)	2 (3.4)	3 (5.2)	22 (37.9)	22 (37.9)	58 (100)

From the data collected, 51.7% agree that members of academic staff share their operational knowledge, while 34.5% of the respondents disagree to the fact that members of academic staff share their operational knowledge, whereas 13.8% remain undecided on the issue. This goes to buttress the fact that there is a confusion on the existence of formal policy on talent and knowledge management concept in institution.

4.3.3 How Exit of Talent/faculty affect Institutions Operations and goal(s)

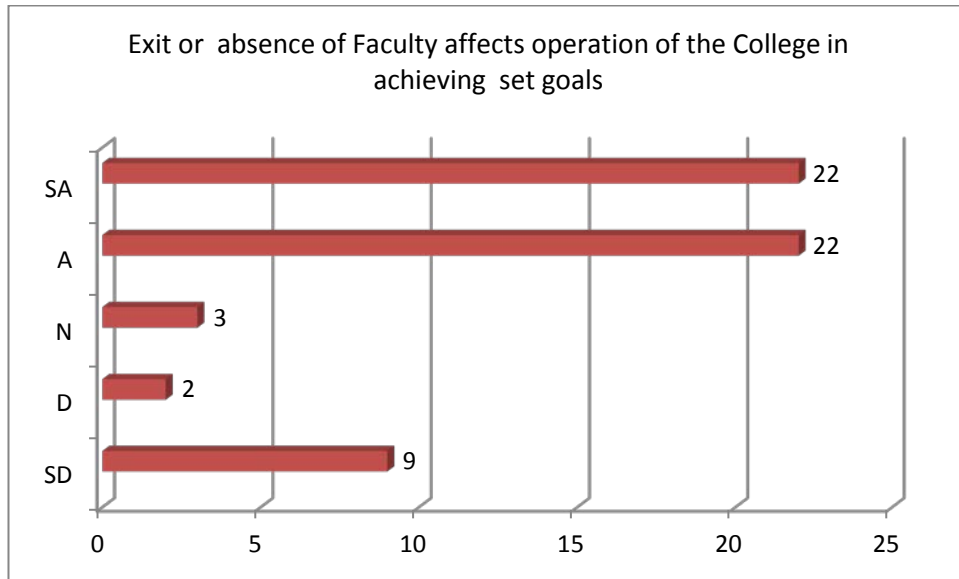


Figure 4.4: Response on Talent loss

On absence of experienced faculty, 75.8% of the respondents agree that absence of experienced faculty expert affects the operation of the institution. This is supported by evidence from literature as identified by Abdullahi Sule-Kano (cited in Elegbe, 2010, p.10).

4.3.4 Knowledge transfer between old and new staff

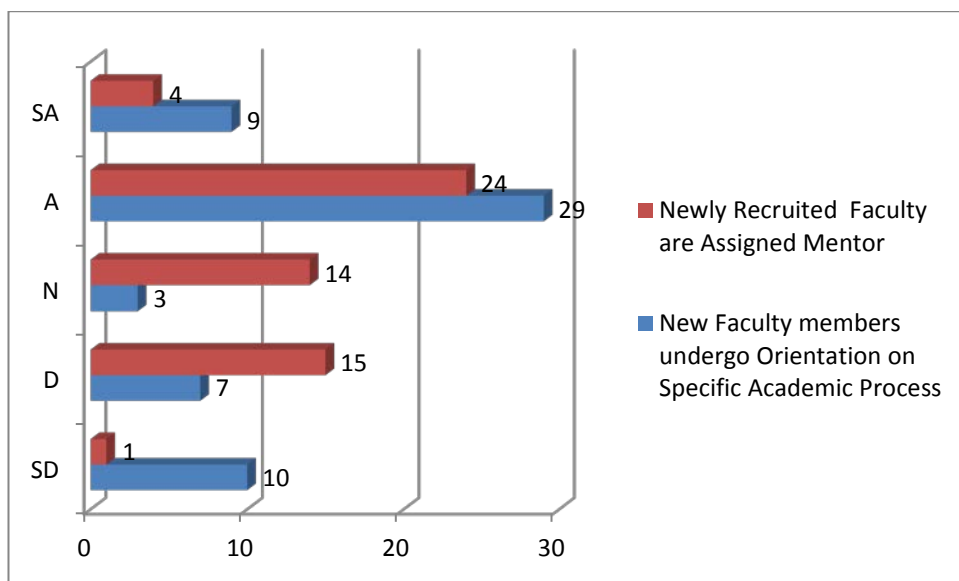


Figure 4.5: Response on knowledge transfer among staff

For knowledge transfer between old and new faculty members, 65.5% of the respondents agree that newly recruited faculty are subjected to orientation on specific academic process. 29.3% disagree on the fact that newly recruited faculty are subjected to orientation on specific academic process, while 5.2% remain neutral on this point. Furthermore, 48.3% of the respondents equally agree that newly recruited academic staff are assigned mentor/coach. 27.6% disagree that newly recruited academic staff are assigned mentor/coach, while 24.1% remain neutral. This also goes further to indicate the while some people understand a concept, others do not understand. This is largely due to management laxity on policies that promote or support awareness of new concepts like talent management and knowledge management in its formal context. However, since there exist sharing of experience and transfer of knowledge among faculty and between older academic staff and newly recruited staff, formal introduction of the principles of talent management to create succession management culture in the institution is most likely to gain acceptance and success in the institution because the practice is already in place but only in the informal capacity or magnitude.

4.3.5 Staff Preference on the Job Development and Moderators for Talent Void

The following chart depicts staff preference and willing to remain on the job or quit the job for the factors tested and mentioned in this survey. The result indicate strong willingness from the staff to learn while on the job and grow in experience while job security is a very strong moderator on staff turnover.

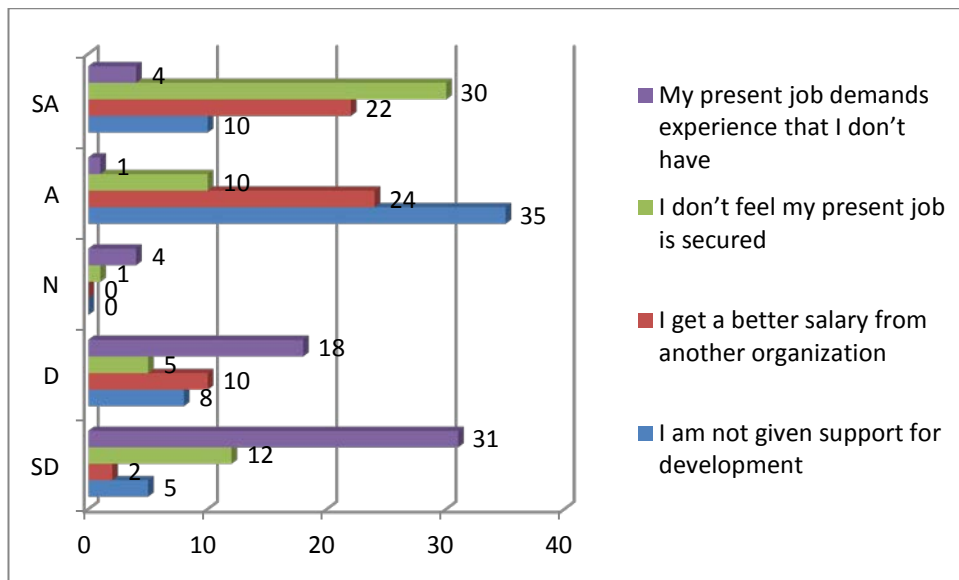


Figure 4.6: Response on Staff job experience and exit preference

On the issue of factors influencing talent turnover, 77.5% of the respondent agree that they are likely to leave their current job where there is no support for development while only 22.4% of the sample were not willing to leave their job even if there is no support for development. This accounts for high and frequent migration of talent in the sector as corroborated by a study conducted by Torrington et al (2011), and further confirms the assertion of CIPD (2014) that there must be a planned strategy to develop employee potential through training and learning in order to retain them for a long term period.

Considering other work conditions such as better salary and job security, 79.3% agree that better salary from competing organisations can cause them to leave their present job for a better one while 20.6% will not leave because of better salary from other organisation or sector. 68.9% indicated willingness to leave their present job on the grounds of insecurity of job while 29.3% of the respondents disagree to leave their job on the grounds of job insecurity, 1.7% remained neutral or undecided. These findings support the claims of AAPAM (2008) cited in Elegbe (2010) that poor compensation/remuneration and uncompetitive working conditions and environments account for frequent talent loss to competing organisations and sectors.

Furthermore, on the case of willingness to undergo training, learn, and develop on the job, 84.4% of the respondents disagree that they will leave their job if it

demands experience that they don't have. This is an indication that talent management intervention that emphasises on training and development of individuals in the institution will gain overwhelming acceptances in the institution. Whereas 8.6% of respondents agree to leave their present job should it demand experience the staff do not have, while only 6.9% remain undecided on the matter.

4.4 Qualitative Analysis: Soft System Methodology

The idea of transforming systems theory into a practical methodology referred to as Soft Systems Methodology (SSM) was conceived by Checkland (1999) on the premise that systems analyst can and also need to use their expertise towards solving complex problems that are fuzzy and not well defined. Soft System Methodology (SSM), is a "system thinking" approach to problem solving and analysis of complex situations that appear "messy" (Maqsood et al 2001). This approach requires the involvement of every stakeholder in the knowledge environment, and in most cases involve active rigorous research involving the people affected by the system. This helps to elicit various perceptions in the minds of the participants involved in the problem situation. SSM is acclaimed suited to complex management systems (Maqsood et al 2001) and is applicable to various domains including Human Resources Management (HRM), Information System Planning, Change Management, and in recent time has been extended to knowledge management and similar field of research. Soft systems methodology attempts to gain understanding from the existing perceptions in the minds of the different participants involved (Andrews 2000 cited in Maqsood et al 2001).

Soft system methodology has been recommended and applied by many researchers for clarifying the problem situation and analysis (Chukwunonso, Ibrahim, & Selamat, 2015; Biggam, 2002; Maqsood et al 2001; Novania et al 2013). The interview was subsequently analysed and expressed as rich pictures, and using CATWOE and root definition as shown below.

Problem Domain Level	Problem Expression in Rich Picture
Level 1: HEI	
Rich Picture Explained	<p>Faculty migrate to better-paying jobs abroad and local; this culminates in talent void in HEI with diminished staff strength(size); the exit of faculty (along with their knowledge, skills and expertise) triggers a goal attainment problem, management confusion in filling talent void, drop in enrolment, teaching and learning process at snail pace; gap exists between available talents and required skill set to fill the talent void.</p>
The Problem	<p>Brain drain, Talent loss, Delayed academic process, HEI objective hard to meet, Dwindling competitive advantage, General inefficiency and ineffective academic activities.</p>

<p>Level 2: TM</p>	
<p>Rich Picture Explained</p>	<p>At the TM level, the HR relies on talent intelligence from talent management to make recruitment decision in filling talent void; Heads of academic departments also rely on talent intelligence for module/course allocation, Research supervision/students' project allocation also rely on talent intelligence as output of talent management strategy. Talent intelligence is developed from talent profiles. Talent management tool of succession planning/management is applied for skillset/expertise transfer between mentor and mentee for knowledge retention.</p>
<p>The Problem</p>	<p>Identification of expert with critical knowledge, Access to knowledge expert, Talent retention challenge, Recruitment difficulty in filling knowledge gap. Succession planning and Succession management.</p>

<p>Level 3: Tool</p>	
<p>Rich Picture Explained</p>	<p>At the Tools level, Profile theory tool is applied to the talent pipeline for Person-Job-fit in order to identify individuals from available talent pool that matches pre-specified Archetype (required talent due to talent void). The profile theory based simulation model provides the HR, Management and Heads of Departments with decision support intelligence for academic resource planning and allocation of human resources based on capability and compatibility.</p>
<p>The Problem</p>	<p>Talent positioning, Talent identification, Retention strategy, Talent pipeline issue due to capability and compatibility evaluation.</p>

Figure 4.7: Rich picture for Problem context

The rich pictures were used in expressing the problem situation at three levels (HEI level, TM level and Tool level) from which a root definition was derived applying CATWOE model (Checkland, 1999).

C (Customers of the system)	The people or client who are affected either as beneficiary or victims of the transformation. Those who are on the receiving end of whatever it is that the system does. In our case, the students
A (Actors)	Those who will carry out the actual transformation activities of the system. In our case, the Academic staff members and the HR unit
T (Transformation process)	The activity carried out by the Actors of the system. In this case, Research, teaching and learning
W (World-view/ Weltanschauung)	The perspective from which the Root Definition is formulated which can also be derived from the rich picture. The assumption(s) to be made in order to make the transformation useful and worthwhile. In this case, If knowledge about subject expert is not made accessible, wrong subject allocation is made. Without analytical consideration of talent capabilities and compatibilities, effective talent positioning is difficult. Academic activities suffer as institutions fail to proactively manage brain drain.
O (Owners of the system)	Who are the people/person that has the power to put the system in operation, or the power to stop the system from existence if need be. Those who the Actors of the system are responsible to. In this case, the HEI (College) administrators
E (Environment)	The 'environmental constraints' upon which the system operates. Non-existent TM awareness, Policy, and culture. Low remuneration

Table 4.1: CATWOE Model

4.5 The Root definition

We can now give a Root Definition as follows: *Managing knowledge about talent in higher education institution and establishing profile of individual skill set and expertise through talent management enhances not only talent positioning, but also enhances recruitment decision, and mitigates the effect of talent void.*

4.6 Summary

In this chapter, two analysis techniques were adopted in analysis of the data for contextual understanding of the problem phenomenon in order to enable the development of conceptual solution to identified problems. From the quantitative data analysis, it was identified that the practice of mentoring as a strategy for knowledge transfer is in existence in the institution though at a less formal level. However, succession management strategy could be used as an approach for knowledge retention through formal interaction between mentor and mentee in the institution. Nonetheless, this practice is not formally enforced or structured and practiced. The concept of talent management is still at embryonic stage in this institution and requires management support by enacting policy that promotes intellectual transfer of expertise/knowledge among faculty members in order to mitigate the impact of talent void when a knowledge domain expert leaves the service of the institution, be it voluntary or involuntary staff turnover.

From the SSM approach, problems related to brain drain were conceptualised into three levels; HEI level, Talent management level and tools level with their various specific problems outlined in figure 4.7 spanning from pages 46 – 48. The CATWOE model established that if knowledge about subject expert is not made accessible, wrong subject allocation is made. Without analytical consideration of talent capabilities and compatibilities, effective talent positioning is difficult. Academic activities suffer as institutions fail to proactively manage brain drain. The model identified students as the Customers in the system, academic staff members and HR unit as Actors in the system, while recruitment process (by HR unit), teaching and learning (involving project/research supervision and course/module allocation) as the Transformation process.

Chapter Five

Use of Profile Theory for Talent Identification

5.1 Introduction

This chapter discusses the concept of profile theory and its applicability in talent management, particularly for selection of individuals suitable for appointment into academic roles in various disciplines/departments by the HR unit. It also further explores the applicability of profile theory in managing duties at the various departments such as course allocation and project supervision assigning/allocation at departmental levels considering individual profile for capability and compatibility.

Profile theory is an analytical approach of measuring the capability and compatibility of the elements of a system by use of profile (Plekhanova, 2000; Plekhanova, 1999). This theory introduces the notion of profile for representation of available resources (human and non-human) in an organisation and provides a measure of capability and compatibility of available resources for resource selection with respect to user need. Profile theory also presents analytics for gap identification in order to solve resource selection and allocation problem. Thus a knowledge profile is built from a set of factors, each factor consists of characteristics (Plekhanova 1999) which in turn are defined by time, property, and weight. Profile theory being a theory used in the modelling of complex systems where capability and compatibility is a critical factor (Plekhanova 1999) has several test beds in many facets involving human and non-human elements within a system.

The purpose of use of a profile based approach is to develop a strategy that can be incorporated in a talent management intervention, a concept to measure different objects, aspects or elements of TM using the notion of profile theory. The profiles are described by a number of factors. However, the factors in the profile can be substituted by individual organisations to suit and address their organisation's need. Through hand based simulation, we will determine which factors are critical in implementing a TM initiative. This will help the HR management team to reach decision on which elements of individual's profile to consider for effective talent positioning with respect to capability and

compatibility of the individuals available and requisite requirement as may be deemed required. Detailed discussion on how profile theory is an improvement on existing strategy for managing talent selection is presented in sections 5.3 through 5.5 and its subsections

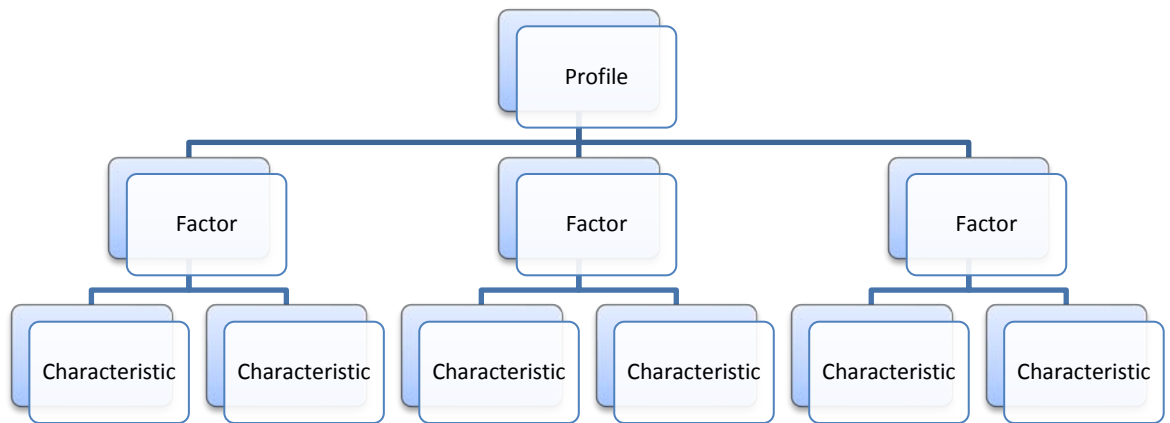


Figure 5.1: Profile Theory Structure

5.2 Application and Link between TM and Profile Theory

Profile theory provides the technique to evaluate human resource (knowledge worker/talent) capability and compatibility. This is particularly useful in identifying individual knowledge worker (talent) with specific attributes. Profile theory serves as a multi-criteria decision making tool for selecting an item from a set of available items with respect to required item. Profile theory ascribes attributes that describes the knowledge entity/expert taking into account the individual's knowledge and skills, and other related characteristics such as academic citizenship expertise, research domain, etc.

In this research, it is intended to test the applicability of Profile theory to talent management in order to provide capability and compatibility measures for enhanced talent positioning in areas of module/course allocation, project/research supervision, and also to develop talent intelligence and talent pipeline for recruiting new academic staff by the HR unit of a Higher Education Institution. However, since its inception in 1999, profile theory has shown

indication of versatility of its application as demonstrated by some researchers in various fields. This was further buttressed by the works of Boucher et al (2007) where profile theory was applied in the area of project management to model group of individuals, actors and their competencies.

The idea of profile theory capability evaluation is used for knowledge representation of various academic staff as knowledge workers in an institution, such that individual knowledge worker's capabilities and compatibility in terms of available competencies, knowledge and skills can be compared to a set of competencies, knowledge and skill need(s) and requirement(s) (Plekhanova 2000; Hamdan et al 2012). The set of required competencies, knowledge and skills we refer to as Archetype. This scenario can be depicted pictorially as shown below.

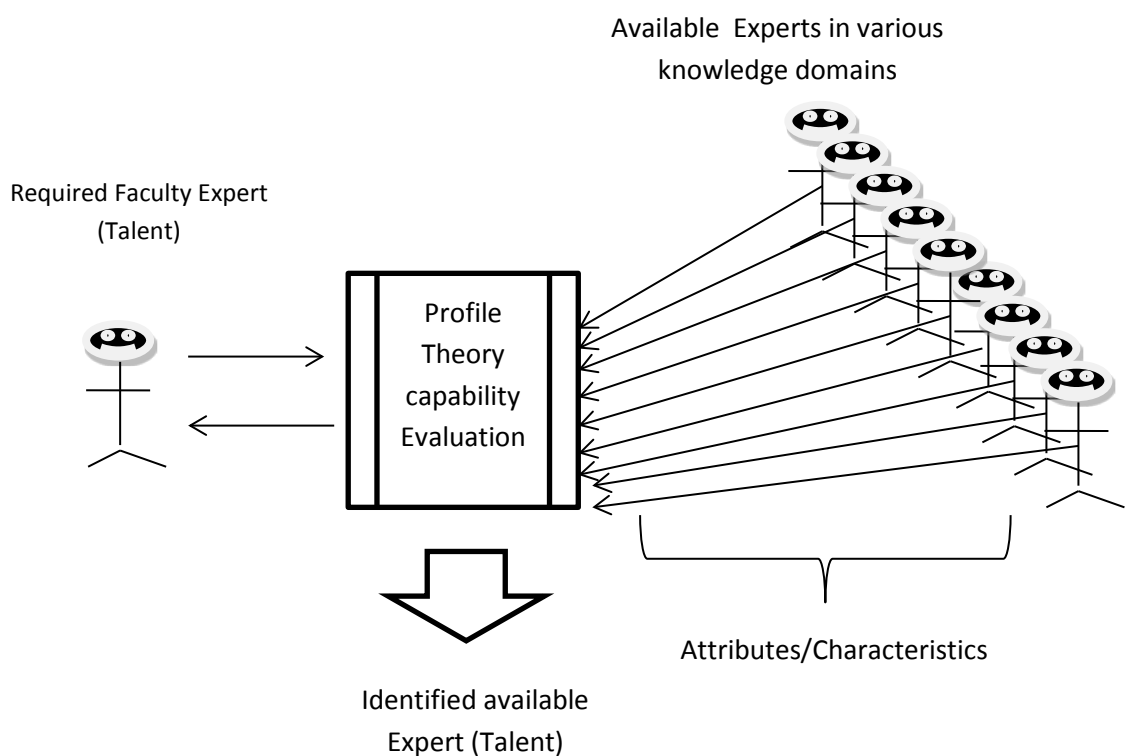


Figure 5.2: Link between TM and Profile Theory

In figure 2 above, the profile factors/attributes of the archetype (the required talent) is predefined according to need of the academic department. These profile factors are used as a match reference to all available applicants for the position in a hand based simulation to assist the decision maker to in making intelligent decision on candidate of choice based on their capability and compatibility evaluation.

In using profile theory for qualitative measure of capability, the completeness property of a profile is desirable and important in order to identify essential profile factors of an element such that they can be incorporated into the profile description. Studying the characteristics of an element or object of talent management through quantitative approaches is a more analytical way of understanding the elements and their relationship(s) within a system in which they exist in order to achieve talent positioning. Knowledge of individual candidate's capabilities and compatibilities will lead the HR department and departmental administrators to make intelligence based decision on best fit for specific duties in the department considering available resources (talent) profile against required (archetype) resources to achieve organisation's business goal. This contributes to the success of talent management initiative in managing talent void.

5.3 Profile Collection for Talent Identification

Talent identification is the process and activities that define and discover the attributes and sources of talent (Annakis, Dass & Isa 2014). The essence of talent identification is to attract and engage the right people with high capability to achieve organisation's mission. Through talent identification, talented academic members of staff that would be best fit for the operations of the institution or organisation are discovered based on their talent attributes or profile. This process was accomplished using documentary review and interview as mentioned earlier in chapter three. In the course of talent identification, this research used archive data to simulate the profiles of candidates for recruitment into academic positions in the institution.

The reason for using archive data was based on the fact that there was no recruitment exercise going on at the institution as of the time of this study. This,

therefore necessitated the need to use already existing document from the HR unit used in past recruitment process containing the interview details of the candidates in various departments of the institution. This archive document is called the interview score sheet. However, this document was anonymised by the HR unit to cover the identity of the candidates. Profile simulation for course allocation and project/research supervision was modelled from primary data.

5.3.1 Potential Ratings Using Profile

The potential rating of individuals deals with identification of employees who possess the requisite qualities required for a specific position in the department. Capabilities for the academic positions are usually specified in the interview score sheet with the attributes/characteristics assigned weights on a predefined scale. This specification of course varies from one department to the other depending on departmental peculiar needs. This need is specified by the Head of Department (HoD) and handed down to the HR department who are vested with the responsibility of recruitment.

Using profile theory notation, profile factors that represent talent identification profile can be described as follows:

$$f(TI)=\{ \langle \mathcal{E}_1, f_1, w_1 \rangle \langle \mathcal{E}_2, f_2, w_2 \rangle \langle \mathcal{E}_3, f_3, w_3 \rangle \dots \langle \mathcal{E}_n, f_n, w_n \rangle \}$$

Where $f_1=$ **Staff Recruitment**, $f_2=$ **Course Allocation**, $f_3=$ **Project Supervision**. However, $\langle \mathcal{E}_n, f_n, w_n \rangle$ are introduced for purpose of scalability and flexibility such that other factors f_n could also be accommodated in future and according to individual organisational needs and circumstance(s) peculiar to an organisation.

Staff recruitment aspect (SR) is defined by the profile superposition: $SR=\{ \langle \mathcal{E}_i, R, w_i \rangle \}$ $i=1, n, n=5$.

Such that : $R = \{ \langle \mathcal{E}_1, R_1, w_1 \rangle \langle \mathcal{E}_2, R_2, w_2 \rangle \langle \mathcal{E}_3, R_3, w_3 \rangle \langle \mathcal{E}_4, R_4, w_4 \rangle \dots \langle \mathcal{E}_n, R_n, w_n \rangle \}$

Where $R_1 = \text{Qualifications}$, $R_2 = \text{Years of experience}$, $R_3 = \text{Interview Performance}$, $R_4 = \text{Referee Reports}$, $R_5 = \text{General Appearance}$, where $n = \text{number of factors under study}$.

Course allocation aspect of profile theory is defined as: $CA = \{(\langle \varepsilon_i, CA, w_i \rangle)\}$
 $i=1, n, n=6$

$CA = \{(\langle \varepsilon_1, C_1, w_1 \rangle \langle \varepsilon_2, C_2, w_2 \rangle \langle \varepsilon_3, C_3, w_3 \rangle \langle \varepsilon_4, C_4, w_4 \rangle \langle \varepsilon_5, C_5, w_5 \rangle \langle \varepsilon_6, C_6, w_6 \rangle \dots \langle \varepsilon_n, C_n, w_n \rangle)\}$

Where $C_1 = \text{Qualifications}$, $C_2 = \text{Years of Service}$, $C_3 = \text{Area of Specialisation}$, $C_4 = \text{Publications (Local)}$, $C_5 = \text{Publications (Int'l)}$, $C_6 = \text{Cognate Experience}$.

Project supervision aspect is defined by the profile superposition expressed as:
 $PS = \{(\langle \varepsilon_i, P, w_i \rangle)\} \quad i=1, n, n=5$

$P = \{(\langle \varepsilon_1, P_1, w_1 \rangle \langle \varepsilon_2, P_2, w_2 \rangle \langle \varepsilon_3, P_3, w_3 \rangle \langle \varepsilon_4, P_4, w_4 \rangle \langle \varepsilon_5, P_5, w_5 \rangle \dots \langle \varepsilon_n, P_n, w_n \rangle)\}$

Where $P_1 = \text{Qualifications}$, $P_2 = \text{Area of Specialisation}$, $P_3 = \text{Previous Similarity Index}$, $P_4 = \text{Recency of Work/ Supervision}$, $P_5 = \text{Publications}$.

A total required weight is then calculated to measure Staff recruitment characteristics, Course allocation characteristics, and Project supervision characteristics. The collection TM factors profile is presented in profile superposition thus:

$f(TM) = \{(\langle \varepsilon_i, R, w_i \rangle \langle \varepsilon_i, C, w_i \rangle \langle \varepsilon_i, P, w_i \rangle)\}$

where ε_i denotes factor's existence, such that ε_i can take values of either 1 or 0 for $\varepsilon_1, \varepsilon_2, \varepsilon_3, \dots, \varepsilon_i$. That is $\varepsilon_i = 1$ implies that factor exist or factor is available, and $\varepsilon_i = 0$ simply implies that factor is not available or factor non-existence for each factor that constitutes the profile.

w_i is the preference or importance (weight) with w_i denoting the i th factor importance weight and can take any value as may be assigned arbitrarily with $w_1, w_2, w_3, \dots, w_i$ representing factor weights for the various TM characteristics Staff recruitment, Course allocation, and Project supervision process.

In the context of this research, by application of profile theory tool for talent management, the following notations apply; ε_i = factor status; where $\varepsilon_i = 1 \Rightarrow$ factor existence, and $\varepsilon_i = 0 \Rightarrow$ factor non-existence. ε_1 , ε_2 , and ε_3 denote factor existence for Staff recruitment, Course allocation, and Project supervision respectively.

ω_i = ith factor's weight property which defines the factors level of importance or priority to the profile and the value of this property lies between 1 and 0 i.e. $\omega_i \geq 0$, and $\omega_i \leq 1$: $[0 \leq \omega_i \leq 1]$. Where weights are approximated even, then $\omega(f_i) = 1/n$, and $0 \leq \omega(f_i) \leq 1/n$; hence $\omega(f_i)$ are maximum weights for every profile factor (i.e. $1/5 = 0.20$ for Staff Recruitment profile factors), otherwise weights are assigned values based on factor priority or importance as may be determined by organisational priority and need.

5.4 Scenario I – Talent Recruitment

The set of attributes Staff Recruitment profile were measured on a 5 attribute scale as contained in the interview score sheet. The attributes in the interview score sheet were preloaded with required score value/weight upon which each individual potential applicants/talents are evaluated. For example **Qualifications** is preloaded 15 points, **Years of experience** is preloaded 10 points, **Interview Performance** is preloaded 40 points, **Referee Reports** is preloaded 15 points, and **General Appearance** is preloaded 20 points.

For each factor/attribute, the weighting factor is given as the maximum weight divided by the number of attributes or factors (for example $k = \omega_i/n$; $0.20/5 = 0.04$), where 5 is number of factors/attributes for Staff Recruitment profile. The output value of a factor denoted as Fact-W (Factor weight) of the entire profile is a set of weights defined as follows:

(Fact-W) = $v \cdot k/s$; the weight for each attribute is based on an input value (v) multiplied by the weight of each factor and divided by the factor's maximum scale value. In this example we used a 5 attribute scale as mentioned earlier. For example, from table 1, Candidate A profile computation for compatibility is: $(8 \cdot 0.04/15) + (8 \cdot 0.04/10) + (25 \cdot 0.04/40) + (7 \cdot 0.04/15) + (14 \cdot 0.04/20) = \mathbf{0.125}$ whereas the archetype capability required for Staff Recruitment is given as:

$$(15 \times 0.04/15) + (10 \times 0.04/10) + (40 \times 0.04/40) + (15 \times 0.04/15) + (20 \times 0.04/20) = 0.20$$

S/No.	Name of Candidate	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V \cdot k/s)$ 0.200
		15	10	40	15	20	100	
1	A	8	8	25	7	14	62	0.125
2	B	7	6	26	8	14	61	0.118
3	C	7	7	24	8	13	59	0.118
4	D	11	8	27	9	15	70	0.1423
5	E	8	7	27	7	13	62	0.121
6	F	9	6	26	8	14	63	0.1233
7	G	7	7	24	8	13	59	0.118
8	H	12	8	30	10	14	74	0.1486
9	I	10	7	28	7	15	67	0.1313
10	J	9	7	27	9	14	66	0.131
11	K	11	8	27	9	15	70	0.1423
12	L	8	7	27	7	13	62	0.121
13	M	9	6	26	8	14	63	0.1233
14	N	7	7	24	8	13	59	0.118
15	O	11	8	31	10	16	76	0.151

Table 5.1: Profile weight calculus for Staff Recruitment – Lecturer Economics Department

From table 5.1 above, one interesting observation about the use of profile theory based technique for talent selection is that individual talents with equal total score but with different factor scores in different attributes have different capability/compatibility score. This enhances decision making consideration for applicants with overall total score, thus serving as a tie breaking criteria/technique. Whereas, talents with identical factor scores and total scores have the same capability/compatibility score. This fact is manifest in rows 1, 5, and 12 of table 1, as well as in rows 4 and 11.

S/No.	Name	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V*k/s)$
		15	10	40	15	20		
1		12	8	30	10	14	74	0.148667
2		10	7	28	7	15	67	0.131333
3		9	7	27	8	16	67	0.132333
4		11	8	29	8	14	70	0.139667
5		8	6	28	10	13	65	0.126
6		7	7	26	9	15	64	0.126667
7		8	8	30	11	14	71	0.140667
8		10	7	28	7	15	67	0.131333
9		7	7	24	8	13	59	0.118
10		11	8	27	9	15	70	0.142333
11		8	6	28	10	13	65	0.126
12		7	7	26	9	15	64	0.126667
13		9	6	34	8	14	71	0.131333

Table 5.2: Profile weight calculus for Staff Recruitment – Lecturer Primary Edu Department

Applying the same profile theory based technique across departments leads to identification of top performers who are regarded as best fit for the academic position that needs to be filled. However, it can be argued that identification of talent(s) in the organisation will also facilitate talent positioning (Whelan and Carcary 2011) which is all about having the right talent at the right place at the right time with the needed competencies and motivation at all levels and locations within an organisation (Tarique and Schuler, 2010). Oracle (2012) contend that hiring the right people with the right competencies is a recipe for retaining talents in organisation. This can stem down the wave of employee turnover thereby ushering in stability for sustained academic process.

S/No.	Name	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V*k/s)$
		15	10	40	15	20		
1		9	7	27	8	16	67	0.132333
2		11	8	29	8	14	70	0.139667
3		8	6	28	10	13	65	0.126
4		10	8	25	7	15	65	0.132333
5		7	6	26	8	14	61	0.118

6	9	6	26	8	14	63	0.123333
7	7	7	24	8	13	59	0.118
8							

Table 5.3: Profile weight calculus for Staff Recruitment – Lecturer Vocational Edu Department

From table 3, it is evident that candidate on row 2 has the best fit for the position. Coincidentally candidate row 2 has the overall best performance, this further strengthens the reliability of the simulation result. However, it can also be observed that candidates on row 1 and row 3 have different total scores but have the same capability/compatibility results, an indication that both candidates have close fit potential and can be used to build up talent pipeline such that when the need another employee arises, any of the two candidates will be made available timely. It is also worth noting that though candidates on row 3 and row 4 have the same total score but their capability and compatibility ratings vary, an indication that candidate row 4 has better job-fit than candidate row 3.

S/No.	Name	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V*k/s)$
		15	10	40	15	20		
1		10	8	25	9	15	67	0.137667
2		11	8	31	10	16	76	0.151
3		13	8	31	10	16	78	0.156333
4		12	8	30	10	14	74	0.148667
5		12	8	32	10	14	76	0.150667
6		11	8	27	9	15	70	0.142333
7		8	7	27	7	16	65	0.127
8		9	6	26	8	14	63	0.123333
9		12	9	30	11	16	78	0.159333
10		11	9	28	11	16	75	0.154667

Table 5.4: Profile weight calculus for Staff Recruitment – Lecturer English/Literary Edu. Department

S/No.	Name	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V*k/s)$
		15	10	40	15	20		
1		10	7	28	7	15	67	0.131333
2		8	6	28	10	13	65	0.126
3		14	8	30	12	14	78	0.159333

4	10	8	25	7	15	65	0.132333
5	7	6	26	8	14	61	0.118
6	12	9	30	11	16	78	0.159333
7	11	9	32	11	16	79	0.158667

Table 5.5: Profile weight calculus for Staff Recruitment – Lecturer Integrated Sc. Department

S/No.	Name	Qualifications	Years of Experience	Interview Performance	Referee Reports	General Appearance	Total	$\Sigma(V*k/s)$
		15	10	40	15	20		
1		8	6	28	10	17	69	0.134
2		14	8	32	12	14	80	0.161333
3		10	7	25	7	15	64	0.128333
4		10	8	25	9	15	67	0.137667
5		11	8	31	10	16	76	0.151
6		13	9	31	12	16	81	0.165667
7		12	8	30	10	14	74	0.148667
8		9	7	27	9	14	66	0.131
9		11	8	27	9	15	70	0.142333
10		11	8	27	9	15	70	0.142333
11		8	7	30	7	13	65	0.124

Table 5.6: Profile weight calculus for Staff Recruitment – Lecturer Edu Tech. Department

Retaining talents in any organisation starts with hiring the right talent during recruitment (Oracle, 2012), therefore during talent acquisition, the institution can identify high/top performers for the organisation by analysing the skill needs, experience, competence and fit of individual candidate, and matching these profiles to the attributes of the Archetype.

5.4.1 Talent Pipeline and Talent Capability & Compatibility

Talent pipeline can be established in the institution from the performance of candidates as contained in the interview score sheet. Application of profile based assessment of individual talents (candidates) in the selection process ensures that right talent with the required attributes is selected following. Developing talent pool of suitable potential talents provides a proactive hiring approach that can provide talent on demand at reduced time and cost.

5.5 Scenario II – Talent Positioning for Course Allocation

In the study, the researcher also considered extending the application scenario of profile theory based modelling to talent positioning where it can be used as basis for course allocation within academic departments in HEI. Talent positioning is all about getting the right talent (people) with the right skills in the right place (Ernst & Young, 2009; Whelam & Carcary, 2011). As curriculum evolves in HEI to reflect present day economic and society realities, as well as labour market needs, so too is the skills and capabilities required to mount/lead different modules in different departments. It has never been an easy task to get the right people with the right skill in order to cope with challenges of emerging curriculum or even filling a talent void when experienced academic staff leaves the institution be it voluntarily or involuntarily. In this scenario the researcher modelled course allocation profile using the following factor characteristics; **Qualifications, Years of Service, Area of Specialisation, Publication (Local), Publication (Int'l), Cognate Experience (Cognate experience is relative to a particular subject cluster as indicated in the Comment field).** The **Comment** field is used as pointer to the subject/course/module being allocated. All these attributes or profile factors were pre-assigned weights for the archetype and the individual talents were score weight according to the following conventions:

- i) **Qualifications:** **0.1** = Proficiency qualification, **0.2** = Professional body qualification, **0.5** = Teaching qualification, **1** = 1st Degree, **2** = Masters, **3** = PhD
- ii) **Years of Service:** **0.1** = every single year of service (Max = 20 yrs)
- iii) **Area of Specialisation:** **5** = exact match, **1** = extreme variation
- iv) **Publication (Local):** **0.5** = 1st Author, **0.2** = Co-author, **0.1**= Conference..
- v) **Publication (Int'l):** **0.5** = 1st Author, **0.2** = Co-author, **0.1**= Conference..

The staff profile factors/attributes were computed to measure their capability and compatibility against a specific module offered in the department in order to determine individual's suitability to lead a subject/course (module).

S./No.	ID/Initial	Qualifications	Years of Service	Area of Specialisation	Publications (Local)	Publications (Int'l)	Cognate Experience	Total	$\Sigma(V*k/s)$	Comments
		3	2	5	3	5	4			
1	MTH-IE	2	1.7	3.4	1.7	2.5	2.8	14.1	0.11018067	<i>Probability Theory</i>
2	MTH-BN	1.8	1.2	3.8	2	2.3	3	14.1	0.10665933	"
3	MTH-DIO	2.8	1.8	3	2.2	3.4	3.5	16.7	0.13126233	"
4	MTH-PA	2	1.8	2.5	1.7	3.5	3	14.5	0.11351667	"
5	MTH-OP	1.6	1.3	2.6	1.8	2.4	2.9	12.6	0.09753167	"
6	MTH-FEN	2.4	1.9	3	2.2	4	3.5	17	0.13228167	"
7	MTH-KI	2.1	1.9	3.2	2.2	3.2	3.1	15.7	0.12338567	"

Table 5.7 : Course Allocation – Probability Theory

In allocating the course/module probability theory (table 7) candidate MTH-FEN is the best-fit with and overall best capability/compatibility rating though candidate MTH-BN has the highest specialisation score in the module. For succession management, candidate MTH-BN will be a better succession candidate for the module when candidate MTH-FEN retires or leaves the institution. The ultimate aim of succession planning is to ensure that a qualified person(s) is(are) available to take up a vacant position once there is a void (Mondy & Noe, 2005:506). Proactive management of turnover through succession planning and management ensures continuity in business process as skills and knowledge are retained (Government of Alberta, 2012;)

S./No.	ID/Initial	Qualifications	Years of Service	Area of Specialisation	Publications (Local)	Publications (Int'l)	Cognate Experience	Total	$\Sigma(V*k/s)$	Comments
		3	2	5	3	5	4			
1	CS-JPO	1.8	1.7	3.4	2.4	2.1	2.6	14	0.1112	Database Mgt. System
2	CS-AAC	2.5	1.2	4.3	2	2.3	3	15.3	0.115926	"
3	CS-ECD	2.5	1.8	2.7	2	3.4	3.5	15.9	0.124961	"
4	CS-EOO	3	1.8	2.5	1.5	3.5	3	15.3	0.12093	"
5	CS-MS	1.6	1.4	2.6	1.8	2.4	2.9	12.7	0.09892167	"
6	CS-UC	2.4	1.6	3	2.2	4	3.5	16.7	0.12811167	"
7	CS-NC	2.1	1.9	3.2	2.2	3.2	3.1	15.7	0.12338567	"
8	CS-AD	2	0.5	2.7	2	1	2	10.2	0.07848867	"
9	CS-EA	2.2	0.5	2.5	1.8	1	2.1	10.1	0.07807167	"
10	CS-OK	1.9	0.5	3.1	1.8	1	2.1	10.4	0.07862767	"
11	CS-EJ	1.5	1.2	3	2.2	2.1	2.5	12.5	0.09669767	"
12	CS-CIA	2.1	1.3	3	2	2.3	2.8	13.5	0.10499133	"
13	CS-AAO	1.8	1.5	3.5	2.1	3.4	3	15.3	0.116204	"
14	CS-DE	3	2	2.5	1.5	4.5	3.5	17	0.132745	"

Table 5.8 : Course Allocation – Database Management

From table 8 it is evident that candidate CS-DE is most likely to get allocated to lead the Database Management System module though the candidate has the greatest score in qualification factor and local publication on the subject, also ranking top international publication factor. Elaborate succession planning and management is required in this module because the best fit candidates in the module have put in about 18 years in service and have huge experience in the course. That makes them good candidate of staff turnover as posited by (Ghahfarokhi and Zakaria,2009). Therefore, to build a talent “firewall” is by implementing elaborate succession planning.

S./No.	ID/Initial	Qualifications	Years of Service	Area of Specialisation	Publications (Local)	Publications (Int'l)	Cognate Experience	Total	$\Sigma(V*k/s)$	Comments
		3	2	5	3	5	4			
1	CS-JPO	1.8	1.7	5	3	3.1	3.6	18.2	0.138166	Network Systems Security
2	CS-AAC	2.5	1.2	2.3	1.8	2	2.5	12.3	0.09780967	"
3	CS-ECD	2.5	1.8	5	2.5	3	3.5	18.3	0.14015833	"
4	CS-EOO	3	1.8	5	1.5	3.5	3	17.8	0.13483	"
5	CS-MS	1.6	1.4	2	1.8	2.4	2	11.2	0.08933067	"
6	CS-UC	2.4	1.6	2.8	1.8	1.8	2.6	13	0.104806	"
7	CS-NC	2.1	1.9	2.3	2.2	3.2	2.3	14	0.11282167	"
8	CS-AD	2	0.5	2	2	1	1.7	9.2	0.07251167	"
9	CS-EA	2.2	0.5	2.2	1.8	1	1.7	9.4	0.07362367	"
10	CS-OK	1.9	0.5	2.8	1.8	1	1.8	9.8	0.07487467	"
11	CS-EJ	1.5	1.2	3.5	2.2	2.1	2.5	13	0.09947767	"
12	CS-CIA	2.1	1.3	2.2	2	2.3	2.8	12.7	0.10054333	"
13	CS-AAO	1.8	1.5	2.5	1.2	1.4	2.5	10.9	0.087709	"
14	CS-DE	3	2	2.9	1	2.8	2.5	14.2	0.11393367	"

Table 5.9 : Course Allocation – Network Systems

S./No.	ID/Initial	Qualifications	Years of Service	Area of Specialisation	Publications (Local)	Publications (Int'l)	Cognate Experience	Total	$\Sigma(V*k/s)$	Comments
		3	2	5	3	5	4			
1	BIO-NCU	2	1.7	3.4	1.7	2.5	2.8	14.1	0.11018067	Genetics and Genomics
2	BIO-IR	1.8	1.2	3.8	2	2.3	3	14.1	0.10665933	"
3	BIO-NJ	2.8	1.8	3	2.2	3.4	3.5	16.7	0.13126233	"
4	BIO-OS	2	1.8	2.5	1.7	3.5	3	14.5	0.11351667	"
5	BIO-UC	1.6	1.3	2.6	1.8	2.4	2.9	12.6	0.09753167	"
6	BIO-NO	2.4	1.9	3	2.2	4	3.5	17	0.13228167	"
7	BIO-OB	2.1	1.9	3.2	2.2	3.2	3.1	15.7	0.12338567	"
8	BIO-OD	2	1.2	23	1.5	1	1.9	30.6	0.19575833	"
9	BIO-IB	2.5	1.6	3.2	2	2.5	3	14.8	0.116482	"
10										

Table 5.10 : Course Allocation – Genetics and Genomics

The output from the model creates intelligence that can be used as a decision support instrument for identification of talents and their perceived competencies and skill set for allocation of duties. However, knowledge, skills and competencies of employees need to be identified and recognized as a distinctive source of competitive advantage to an organisation (Collings and Mellahi, 2009; Lewis and Heckman, 2006), hence the need to manage the individual's knowledge, skills and competencies. In addition, Whelan and Carcary (2011) contend that employee capabilities add varying degrees of value to the organization.

S./No.	ID/Initial	Qualifications	Years of Service	Area of Specialisation	Publications (Local)	Publications (Int'l)	Cognate Experience	Total	$\Sigma(V*k/s)$	Comments
		3	2	5	3	5	4			
1	CHEM-NLO	2.5	1.5	3	2	2.5	2.9	14.4	0.113285	Thermoc hemistry
2	CHEM-MM	1.5	1.2	2	2	2.3	3	12	0.09387133	"
3	CHEM-EJ	2	1.8	3.5	2.5	3	2.5	15.3	0.120235	"
4	CHEM-BJU	2.8	1.8	4.5	2	3.5	3.5	18.1	0.138305	"
5	CHEM-OHI	1.5	1	2	1.8	1.4	1.5	9.2	0.073809	"
6	CHEM-MD	2.4	1.7	3	2	3	2.5	14.6	0.11513833	"
7	CHEM-EP	2.5	1.9	4.2	1.2	3.5	3.2	16.5	0.12574867	"
8	CHEM-MK	2.1	1.5	2.3	1.9	2.1	1.8	11.7	0.09489067	"
9	CHEM-UOF	1.8	1.3	2	1.5	1.5	2	10.1	0.08201	"
10	CHEM-OOK	2.5	2	4	1	3.5	3.5	16.5	0.12625833	

Table 5.11 : Course Allocation – Thermo Chemistry

The intelligence/knowledge model as derived from the tables help the Heads of departments to structure different knowledge skill types based on individual lecturer's capability and compatibility in making decision for course allocation. However, this requires the individual responsible for course/module allocation understand the different factor attributes of all faculty staff and the interpretation of the simulation result based on individual characteristics of each knowledge requirement as argued by Chukwunonso et al (2013).

5.6 Scenario III – Talent Positioning for Project Supervision

Scenario III simulated profile factors/attributes for project supervision in computer science department of the institution. The archetype factors/attributes were pre-assigned weights against which individual talents will be scored. Please note that in this scenario only four factors/attributes (**Qualifications, Area of Specialisation, Recency of Work/Supervision, and Publication**) were used in the simulation. The attribute **Previous Similarity Index** is a binary attribute that whose value is either 1 or 0. This attribute was not used in the

computation because it only served as flag to indicate the presence or absence of similar project supervised by the individual lecturer. The profile factors/attributes were scored based on the conventions outlined below.

- i) **Qualifications:** 1 = 1st Degree, 2 = Masters, 3 = PhD
- ii) **Area of Specialisation:** 5 = exact match, 1 = extreme variation
- iii) **Previous Similarity Index:** 0 = No, 1 = Yes (This attribute test/measure whether the individual has had previous supervision within the research topic/domain.
- iv) **Recency of Work/Supervision:** This attribute measures both previous supervision in the research area and current/past individual research in the topic domain (hence an individual may score 0 under **Previous Similarity Index** but non-zero under **Recency of Work/Supervision:**
- v) **Publication :** 0.5 = 1st Author, 0.2 = Co-author, 0.1= Conference.

S./No.	ID/Initial	Qualifications	Area of Specialisation	Previous Similarity Index	Recency of Work/ Supervision	Publications	Total	$\Sigma(V*k/s)$	Research Topic/Area
		3	5	1 (0/1)	5	3			
1	CS-JPO	3	3.4	1	3.5	2	11.9	0.18957667	E-Learning Design
2	CS-AAC	3	3.8	1	4	2.5	13.3	0.21120333	"
3	CS-ECD	2	3	0	3	1.5	9.5	0.14728333	"
4	CS-EOO	1	2.5	0	2.5	2	8	0.12458333	"
5	CS-MS	2	2.6	1	2.5	2.5	9.6	0.15690667	"
6	CS-UC	2	3	1	3	3	11	0.17853333	"
7	CS-NC	2	3.2	0	3	1	9.2	0.13934667	"
8	CS-AD	1	23	0	2.5	1	27.5	0.35795	"
9	CS-EA	2	3.2	1	3	2.5	10.7	0.17059667	"
10	CS-OK	2	2.6	0	2	1.5	8.1	0.12982333	"
11	CS-EJ	2	3	0	3	2	10	0.1577	"
12	CS-CIA	3	3.2	1	3.5	2	11.7	0.18709667	"
13	CS-AAO	1	23	0	2.5	1.5	28	0.36836667	"
14	CS-DE	2	3.2	0	2	2	9.2	0.14768	"

Table 5.12 : Project Supervision – E-Learning Design

S./No.	ID/Initial	Qualifications	Area of Specialisation	Previous Similarity Index	Recency of Work/ Supervision	Publications	Total		Research Topic/Area
		3	5	1 (0/1)	5	3			
1	CS-JPO	3	3.4	1	3.5	2	11.9	0.18957667	Information System Development
2	CS-AAC	3	3.8	1	4	2.5	13.3	0.21120333	"
3	CS-ECD	2	3	1	3	2.5	10.5	0.16811667	"
4	CS-EOO	1	2.5	1	2.5	2	8	0.12458333	"
5	CS-MS	2	2.6	1	2.5	1.5	8.6	0.13607333	"
6	CS-UC	2	3	1	3	2	10	0.1577	"
7	CS-NC	2	3.2	1	3	1.5	9.7	0.14976333	"
8	CS-AD	1	2.3	0	2.5	2	7.8	0.12210333	"
9	CS-EA	2	3.2	1	3	1.5	9.7	0.14976333	"
10	CS-OK	2	2.6	1	2	1	7.6	0.11940667	"
11	CS-EJ	2	3	1	3	2	10	0.1577	"
12	CS-CIA	3	3.2	1	3.5	2	11.7	0.18709667	"
13	CS-AAO	1	2.3	0	2.5	1.5	7.3	0.11168667	"
14	CS-DE	2	3.2	0	2	1.5	8.7	0.13726333	"

Table 5.13 : Project Supervision – Information System Development

5.7 Profile Theory based Applications for Improved System Process

Profile theory tool has been applied in various systems for improvement of existing system process. Incorporation of profile theory into existing systems processes have shown indication of performance improvement on complex systems where capability and compatibility is a major consideration in resource selection (Plekhanova, 1999). Considering the successful application of profile theory by other researchers in their various fields as evidenced in literature, the

researcher chose to apply profile theory based approach to manage talent void and to improve talent positioning challenges faced by HR and heads of academic departments in HEI.

Hamdan et al (2012) applied profile theory tool in the process of selecting project managers in software development context in United Arab Emirates (UAE). The research modelled the different characteristics of project manager as desired/required by software development organisation. The data collected and used in that study for modelling leadership characteristics was classified under seven parameters namely: Organisation Type, Line of Business, Application Type, Project Leadership, Organisation Culture, Project Environment and Project completion year. The researcher was of the notion that Leadership characteristics is a major consideration when selecting project managers for software development project, and also that capability and compatibility measure of a project leader's factors/characteristics has direct effect on software cost estimation. Above all, the researcher contend that projects are known to have failed as a result of in appropriate selection of project leader taking cognisance of capability and compatibility of the individual. However, leadership and culture were the two major profile considerations whose characteristics were modelled by the researcher, the resultant capabilities and compatibilities were used to determine the suitability of the available candidates.

Tsakopoulos et al (2004) applied profile theory based capability and compatibility factors evaluation as a criteria for partner selection in virtual enterprises. The study on virtual enterprise was focused developing a systematic approach for evaluating the potential for a viable virtual enterprise by providing a selection criteria based on capability and compatibility of the individuals involved in the virtual enterprise. The researcher assessed the expertise and resources required in virtue enterprise and this was mapped against available expertise and resources in order to identify any desired missing skills and resources.

Application of profile theory based approach in this scenario was useful in selecting suitable partners in virtual organisation since it offered the capability in identifying required expertise from within participating

organisations in the virtual enterprise. This however, reduced the risk of business failure as a result of incompetent composition in terms of human resource in particular among other non-human resources.

However, the composition of virtual enterprise requires the assessment or evaluation of the resources to determine resources that must be made available in order to deliver successful business project/initiatives. Profile theory based approach was applied to evaluate the overall capability and compatibility of the available resources against required resources for a successful partnership in virtual organisation since evaluation methods that takes knowledge and skills of proposed resources was lacking.

5.8 Block Diagram of Proposed Strategy/Framework

Implementation Framework

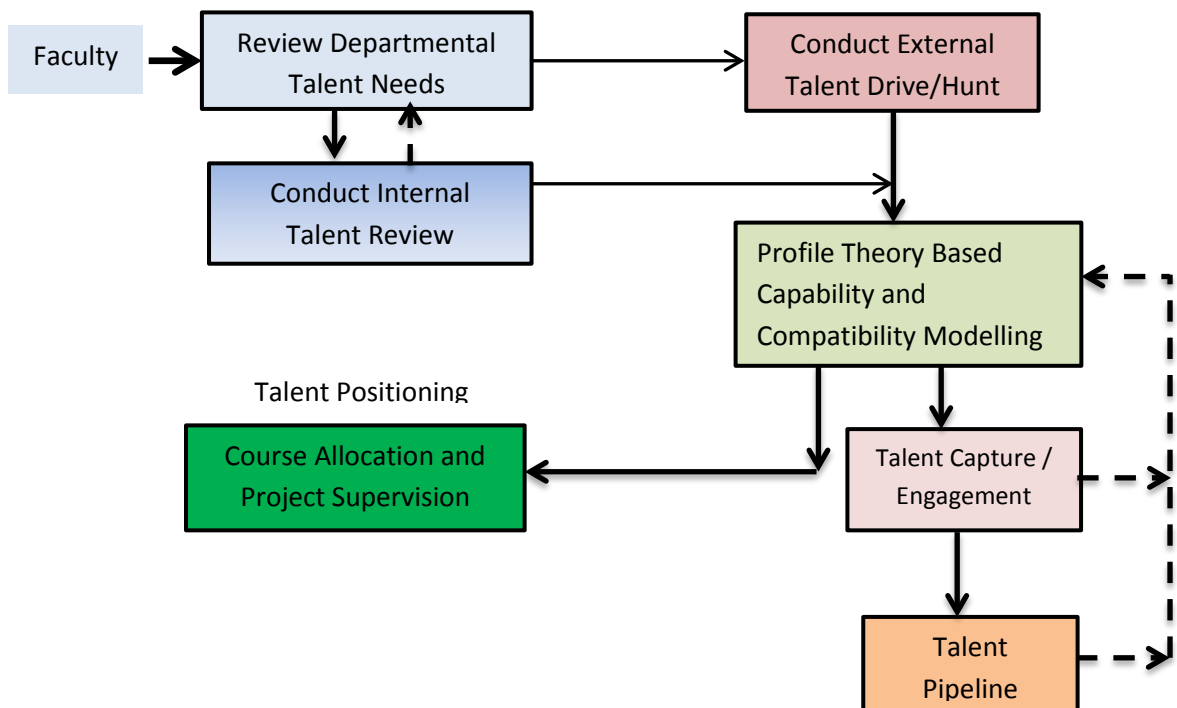


Figure 5.3: Implementation framework for Profile Theory based Talent Positioning

5.8.1 Framework Explained

The above diagram is explained in detail as stated below for easy of understanding and adaptation. Need for Faculty prompts:

i. Review Departmental Talent Needs

Given that brain drain, retirement and other forms of voluntary and involuntary staff turnover gives rise to talent void in every organisation with HEI receiving the greater impact. Periodic review of talent needs in all departments is made a routine/tradition. Periodic review of departmental talent needs helps the HR unit and HODs in academic workforce planning.

Through review of departmental talent needs, HoDs are able to identify specific needs for talent and requirements for the desired skills and attribute/characteristic. Review of departmental talent needs give rise to talent identification and thinking about succession management. Talent identification can simply be defined as a process and activities that defines and discovers the source of talent (Annakis et al 2014).

ii. Conduct Internal Talent Review

Once the departmental talent needs has been established, the next line of action is to conduct internal talent review (Gay & Sims 2006; Barkhuizen et al 2004). Talent review meetings should be seen as routine that takes place periodically in the institution, say every six months to nine months to discuss opportunities for staff support and succession management in view of the fact that experienced academic who have attained retirement age will leave the institution in no distant time. Talent review addresses issues of talent retention, succession management and approaches/strategy.

Succession management begins with a definition of the role or position that needs to be succeeded (Tornack et al 2014), after that information about the requirements of the position and key competencies of the required employee are used to evaluate available potential successor. Where there is no internal employee to fill this void, external talent advertisement is placed by HR unit for talent hunt.

iii. Conduct External Talent Drive/Hunt:

This process involves establishing policies that are aimed at attracting talent to the institution. This includes a reward system that encourages the employee to remain in the employment of the institution. According to Oracle (2012) promotion and lateral transfer/redeployment are good recipe for talent retention. However, going by the opinion of the participants in the study, an overwhelming majority showed willingness to take up on-the-job-training (personal development) in order to acquire knowledge needed to advance their career in the institution. Therefore, policies that encourage capacity building through in-service training, workshop should be put in place to attract and retain talent in the institution.

Lateral transfer /redeployment is a redeployment requested by employee to a vacant position in an organisation with no additional pay rise.

iv. Profile theory Based Capability and Compatibility Modelling

Having conducted review of departmental talent need(s) and set the competencies and skills requirement for both internal talent review and external talent hunt, profile factors are set out and assigned weight for the archetype. With the archetype developed, capability and compatibility model is developed using hand based simulation or using Microsoft Excel to determine best fit.

Profile theory exists as an approach to dealing with the effective distribution of resources based on capability and compatibility measurement. The capability and compatibility criteria are defined via specific attributes.

- a. This means that the capability and compatibility measurements and (attributes) need to be defined for this context.
- b. Need defined archetypes for roles.
- c. Need to populate the profiles for individuals
- d. Run the simulation to identify gaps/areas of sufficiency

v. Talent Positioning

According to Tarique & Schuler (2010), talent positioning is all about having the right talent at the right place at the right time with the needed

competencies and motivation at all levels and locations within an organisation. Adopting Profile theory within a talent management context will provide a decision support mechanism for managers (e.g. heads of academic departments) in dealing with course/module allocation and project supervision. Courses are allocated to individuals with the closest fit to the archetype for course allocation. Project supervision is assigned to suitable staff with the best fit for capability and compatibility profile of the project supervision archetype.

vi. Talent Capture/Engagement

A profile based analytic modelling is useful in analysing and identifying talents for better talent decision making. It helps the HR unit to develop talent intelligence with the opportunity to have a look at talent profile from different dimensions by consideration of various profile factors, discover individual capabilities suitable for deployment. Talent intelligence allows you to find a talent-job fit (also called person-job fit (Brkich et al, 2002))

vii. Talent Pipeline

Talent pipeline is a pool of qualified individuals or candidates who are available to assume open position in an organisation (Vance and Vaiman, 2008). The process of creating talent pipeline usually begins with the creating of competency profile which is based on skills and qualifications of people. The idea of talent pipeline is to have a cache of capable employees ready in advance of the specific need for talent (LinkedIn, 2012). This strategy can be referred to as push-based strategy (Draganidis, and Mentzas, 2006) in which batches of say a product (in this case employees- faculty) are created according to their various disciplines or departments, but not according to any specific need at the time of creation. At the time or point of need, the individuals are fed back into the profile theory simulation model. From there they are routed to talent positioning for course/module allocation and project supervision.

5.9 Deliverable to Users for Talent Management

The deliverable of the study to the users is a profile theory based talent management strategy for talent positioning, this includes for academic staff recruitment by the HR unit, course allocation and project /research supervision by heads of academic departments. The deliverable is made up of software template in MS-Excel for modelling talents based on profile theory approach for capability and compatibility evaluation needed to make talent positioning decision. The tool incorporates easy to use feature that encapsulates the complex mathematical computations of profile theory in a simple mathematical model built on Microsoft Excel worksheet. The user will only need to fill out (complete) the table with either applicants' data or academic staff data as may be required by the user. The reason for supplying the user with a template model is to obviate the complex mathematical computations involved the capability and compatibility simulation and computation errors that may be introduced by the user either as omission, transposition, or transcription errors.

5.10 The Role and Rationale of the Talent Management Strategy

The profile theory based strategy for talent management offers a new approach for human resource (talent) management considering talent capabilities and compatibility, and makes selection of individual talent and allocation of duties on the basis of their profile following from a simulation model output. As explained earlier in this chapter, the profile theory based strategy/framework for talent positioning has shown evidence of uniqueness in human resource selection during recruitment. From table 5.1, an interesting observation was established on the use of profile theory based technique for talent selection where individual talents with equal total score but with different factor scores in different attributes have different capability/compatibility score. This enhances decision making consideration for applicants with overall total score, thus serving as a tie breaking criteria/technique. This feature of the framework could also be applicable in other application scenarios for decision support. Existing talent management frameworks/strategy lack this mathematical component for talent selection, allocation and management.

Chapter Six

Evaluation of Profile Theory Based Strategy for Talent Management

6.1 Introduction

This chapter discusses the evaluation process and procedure for operationalizing the new strategy of talent management involving the application of profile theory for talent positioning in order to manage the impact of talent void created as a result of brain drain and other forms of employee turnover that affects the smooth running of academic process of teaching and learning in general.

Adopting a profile theory based approach in talent management is a practical step towards rethinking and redesigning talent management process through using approaches that involves systemic algorithm in selecting individuals and assigning roles/tasks in order to play down the impact of talent void where staff turnover impedes on the smooth operation of academic process in HEIs. To evaluate this TM strategy, we adopted the **Importance-Satisfaction** analysis model in analysing the feedback from the evaluators. This evaluation style is referred to as a consumer-oriented approach (Fitzpatrick, Sanders and Worthen, 2004) which has been used by researchers to obtain summative evaluation of products and service from consumers' perspective. To serve as proof of concept, the researcher adopted this style to ascertain the applicability of the profile theory based strategy in improving talent positioning in order to mitigate the impact of knowledge loss in the institution.

6.2 Purpose and Intentions Profile Theory Based Strategy

The aim of this study is develop a talent management strategy that demonstrates the applicability of profile theory for talent positioning. The proposed model is to guide the HR unit and Heads of academic departs towards personnel recruitment to fill talent void, while guiding heads of academic department in course allocation and research supervision. This serves a new approach in talent management practice in the Nigerian higher education institution.

The overall goal of this strategy is test how profile theory applies in selecting right people with the right skill set to fill a required position considering their skill set in respect of an archetype. This model is expected to demonstrate feasibility in selecting human resources and assigning duties based on profile theory modelling.

6.3 Importance-satisfaction analysis

Importance-Satisfaction analysis also called importance-performance analysis was first introduced by Martilla and James in 1977 as a management tool for identifying service or product attributes a provider or producer should place emphasis or focus on to achieve customer satisfaction. However, this Importance-Satisfaction analysis model has had varied applications by various researchers in different fields of research (Tonge and Moore, 2007; Ramli et al 2008). Importance-satisfaction analysis model has gained increasing popularity and has been applied even in healthcare service (Goncalves et al, 2014).

The researcher chose the important-satisfaction analysis model because the model considers that satisfaction is deemed to be the main measure of product/service quality (Tonge & Moore, 2007; Aktas, Aksu & Cizel 2007, Matzler, Sauerwein & Heischmidt, 2003). Furthermore, the authors contend that satisfaction provides useful information necessary to analyse the performance of an institution, product or service. When importance is compared to satisfaction over some attributes of a product or service, it identifies the aspect(s) or area(s) that requires further attention or intervention for improvement.

The concept of Importance-Satisfaction rating has been based on the notion that service providers or producers will achieve customer satisfaction by continuous improvement of product or services by emphasising those areas of a product or service where customer satisfaction level is considered relatively low with perceived importance of product or service is high. This is accomplished by plotting customer feedback from survey in a quadrant graph/matrix with Importance represented on the X-axis (horizontal), and Satisfaction represented on the Y-axis (vertical). However, each quadrant has a known interpretation/implications as briefly explained in section 6.9 . This model has

not been without criticism particularly of the position of the axis determining the quadrants and its interpretation (Rial et al, 2008), this criticism is addressed by Martilla and James (1977) middle point of both response theory.

This tool has proven to be useful even in institutions of higher education (Silva and Fernandes 2012) for identifying strengths and weaknesses in products and services. With the help of this model, strategies can be developed or formulated to enhance the identified strengths and demote or eliminate the weakness by emphasising improvements on those aspect of the product (in this case TM framework) where the satisfaction level is low, and importance is high.

The form of evaluation was soft evaluation involving HR staff, faculty administrators (HoDs), and subject knowledge experts. This evaluation process will involve introduction of the TM framework and demonstration of the simulation scenario together with detailed disclosure and explanation of all aspects of the TM framework, and the relevant guidelines highlighting the importance of the various elements and activities of the framework. However, lessons learned will be prepared by the participants by the end of the evaluation.

6.4 Selecting the Evaluation Participants

In order to test the applicability of profile theory based strategy for talent positioning in the study institution, three application scenarios were chosen. These scenarios were a) Recruitment scenario, b) Course/Module allocation scenario and Project supervision scenario. Based on these afore mentioned evaluation scenarios, the evaluation participants involved one HR staff and four departmental administrators (HoDs) or their proxy who are subject knowledge experts.

In as much as this samples may appear small, Hackshaw (2008) argues that a study's size and structure should be dependent on the research context and the researcher's objectives. To this end, we recall that this study has been based on case study design that combines qualitative and quantitative methods. The case study is more concerned with describing real world phenomena and exploring new way of doing things than developing normative decision model.

However, it is often better to test a new research hypothesis in a small number of subjects first as argued by some researchers. Hackshaw (2008) extends justification for small sample size in a research by arguing that it is often better to test a new research hypothesis in a small number of subjects first. This prevents spending too many resources, such as time and financial costs. However, since this research tries to explore the application of profile theory in talent management, evaluation of this profile theory based framework only serves as proof of concept in managing talent void in the case institution. This concept can further be tried out in other settings and scenario for generalisation, as another research agenda.

The researcher acknowledges that despite the criticism that qualitative methods are subjective in nature, and therefore raises question on its acceptability as a scientific evidence and generalisability of its findings, there are justifiable grounds to accept qualitative methods in research. Qualitative research permits one to investigate research themes in greater depth and detail than quantitative research. Additionally, qualitative study is considered less expensive than quantitative study because the researcher does not need to recruit as many participants as in quantitative research. Another advantage of qualitative research is that it offers flexibility as far as locations and timing because you don't need to interview a large number of people at once.

6.5 Evaluation Instruments

Instruments used in the evaluation were;

- i) Evaluation questionnaire
- ii) Framework/Strategy implementation guide with elaborate explanation of procedures and framework/strategy details
- iii) Microsoft Excel template of the profile theory based model for simulation.

6.6 Evaluation Procedure

The above listed evaluation instruments were delivered to the evaluation participants to assess the workability of the model/strategy. The idea was primarily to evaluate how the profile theory based model/strategy could be used for talent positioning in the institution for managing the impact of talent void in academic positions in HEI. To this effect, three test scenarios (Recruitment, Module/Course allocation, and Project supervision) were chosen involving the HR unit and four academic departments (Computer Science department, Mathematics, Biology and Chemistry). The HR unit evaluated the model/strategy for recruitment of candidates into academic positions, while the academic departmental administrators (HoDs) evaluated the strategy for course allocation and project supervision.

Each of the evaluation participants was instructed to populate the simulation model template in Microsoft Excel using existing data/artefact available to them from previous recruitment exercise and course/module allocation as well as project supervision. However, the reason for allowing the participants to use a pre-formatted model template was to minimise the tendency of error in computation and also to save time. After populating the template with existing data, selection decisions were made by the evaluation participants based on the generated simulation result. These model-based decision results were compared to the traditional (non-model-based) decision to ascertain reliability of result.

After the test run of the proposed strategy for talent positioning in by the HR unit and the four academic departments, the evaluation participants completed the evaluation questionnaire (see appendix C).

6.7 Evaluation Criteria

The evaluation of the profile theory based strategy for managing talent void (accomplishing talent positioning) was based on the following seven criteria:

1. Appropriateness to problem domain
2. Ease of Use of tool
3. Effectiveness in Profiling
4. Adaptability to Scenarios
5. Reliability of Ranking

6. Usefulness of tool
7. Clarity and Conciseness

6.7.1 Evaluation Criteria Explained

- 1) **Appropriateness to problem domain:** It is a measure of how accurately the elements of a TM framework is describes and represents factors/attributes of the problem in question. That is the extent the profile factors/characteristics (also called attributes) reflect the talent management problem.
- 2) **Ease of Use:** the ease of use criterion measures how simple and easy it is to use the proposed strategy in candidate selection and assignment of duties with minimal difficulty.
- 3) **Effectiveness of Profile:** this criterion measures the extent to which the results of the model is able to simulate and synthesise profiles for individuals based on set out profile factors/attributes desired or required in the individual for purpose of identification.
- 4) **Adaptability to Scenarios:** this criterion measures the flexibility of the simulation model to other problem scenarios, that when applied to other problem situations involving human resource selection and assignment of duties.
- 5) **Reliability:** this criterion measures the extent to which the results of the simulation can be relied upon when compared to already known results.
- 6) **Usefulness:** this criterion evaluates how the framework deployment/implementation guidelines have been applied in selection problem to assign responsibilities without ambiguity.
- 7) **Clarity and conciseness:** this measures how the clearly the specification of the elements have been defined, as well as its relationships.

In addition to the afore mentioned evaluation criteria the participants equally provided commentary feedback to express general personal impression about the application of the strategy in mitigating the impact of knowledge loss and for talent positioning. This will help to reinforcement and justify answers the

research questions 1 and 2 in the study. Furthermore, the feedback comments and notes will be useful in the overall evaluation of the strategy and also highlight aspects that need further attention for improvement.

6.8 Evaluation Result (Feedback)

The evaluation questionnaire completed and returned was collated as shown in the figure below.

Consideration Criteria	Importance					Satisfaction				
	1	2	3	4	5	1	2	3	4	5
Appropriateness to problem domain	5	5	5	4	4	3	4	3	3	3
Ease of Use of tool	4	4	4	4	4	2	3	4	3	4
Effectiveness in Profiling	5	4	4	4	5	5	4	4	4	5
Adaptability to Scenarios	3	4	2	4	3	1	3	3	2	2
Reliability of Ranking	5	5	5	5	5	4	4	4	3	3
Usefulness of tool	3	2	2	3	2	3	3	2	3	2
Clarity and Conciseness	5	4	3	3	4	2	3	3	2	3

Figure 6.1: Evaluation Questionnaire Collation

6.9 Analysis of Evaluation

The feedback from the evaluation participants was collated as shown in figure 6.1 above and plotted on importance-satisfaction analysis chart. The points on the graph are denoted as follows:

APP = Appropriateness to problem domain , EAS = Ease of Use of tool,
EFF = Effectiveness in Profiling, ADA = Adaptability to Scenarios, REL =
Reliability of Ranking,

USE = Usefulness of tool, CLA = Clarity and Conciseness.

The collated feedback score was then plotted into Important-Satisfaction Analysis graph using Microsoft Excel as shown in the figure 6.2 below.

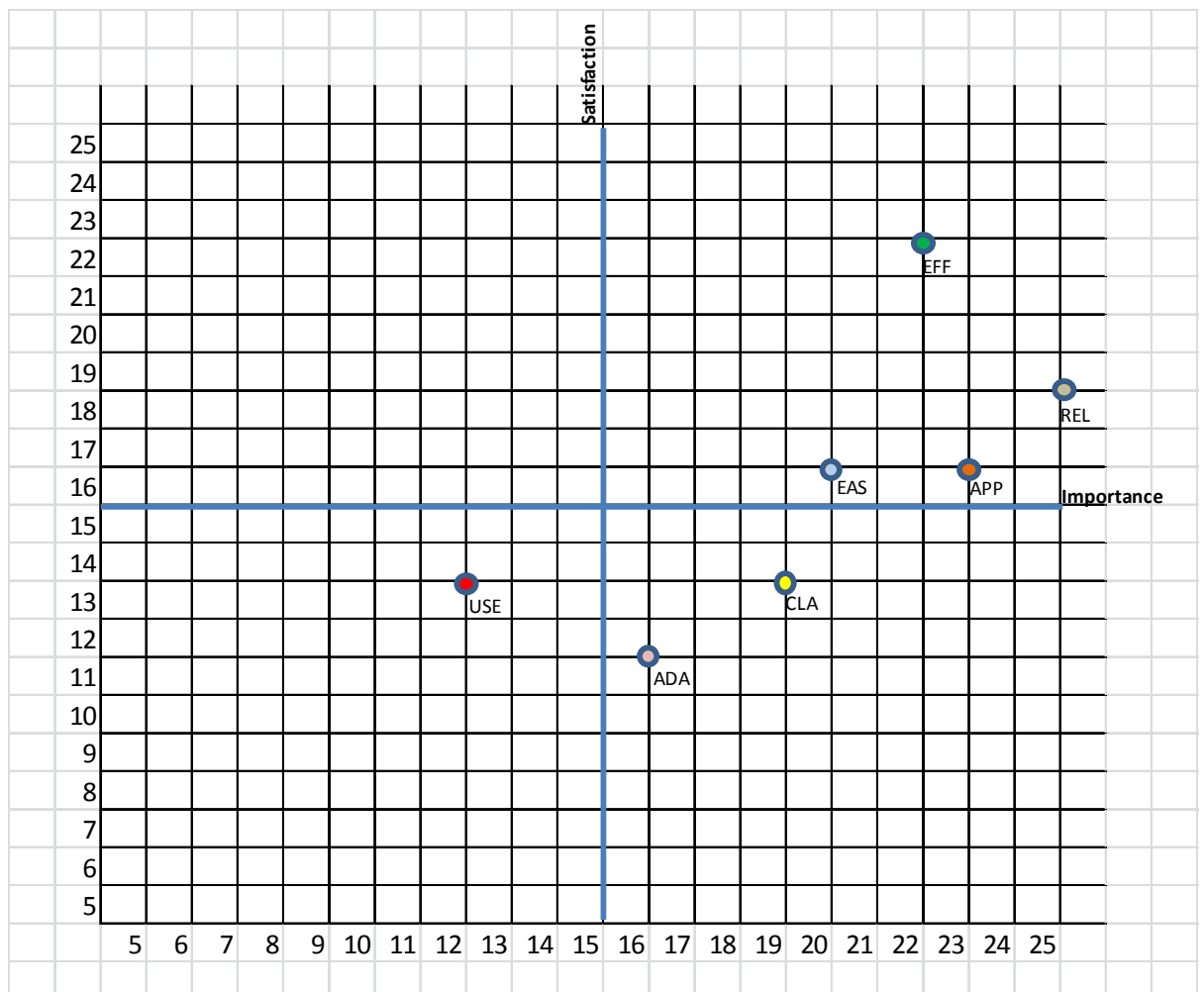


Figure 6.2: Strategy Evaluation on Importance-Satisfaction Analysis graph

6.10 Interpretation

Generally, interpretation of the result Importance-Satisfaction (I-S) analysis falls into four categories as represented by four quadrants upon which the values are plotted. That is to say that when attributes of a product or service are plotted in I-S graph, the coordinate of importance-satisfaction falls into one of the four quadrants of the graph and interpreted thus:

High importance/High satisfaction: this is represented in top-right quadrant and represents areas where the product or service is doing well and therefore requires continued emphasis

High importance/Low satisfaction: this is represented in the bottom-right quadrant and depicts aspect(s) that require(s) attention to improve satisfaction.

Low importance/High satisfaction: this is represented in the top-left quadrant and depicts attributes of a service or product that are not important and should be de-emphasised on. Possible overkill (time waste)

Low importance/Low satisfaction: this is represented in the bottom-left quadrant and depicts attributes that are of low priority.

From the foregoing, the evaluation of a profile theory based strategy for talent positioning in HEI shows that the strategy/framework is effective for profiling, with ability of easy-to-use, and reliability of simulation results. Appropriateness of the strategy to problem domain is another aspect of the strategy that scored high-importance/high-satisfaction which is an indication for continued emphasis. This makes the strategy acceptable for profiling of lecturers which can be used for assigning duties such as course/module allocation and project supervision.

The effectiveness criteria is the overarching criteria for evaluating the applicability and acceptability of the strategy for mitigating the impact of knowledge loss because the ability to identify talents is the first step towards talent management intervention (Dries, 2013;Collings and Mellahi,2009;Jerusalim and Hausdorf, 2007). Ability to identify each individual by their competency attribute is a major consideration in developing talent pool (Makela et al 2012) from which replacements talent can be made available according need in a talent pipeline to fill vacant positions ((Vance and Vaiman, 2008).

Notwithstanding, there are other aspects of the strategy that has shown indication of requiring improvement. These aspects are clarity and conciseness, and adaptability to scenario. The strategy appears to show indication that these two aspects of the strategy need strengthening. From the graph, clarity and conciseness of the strategy are important but have fallen short of high satisfaction. These features of the strategy require improvement in order to gain user's satisfaction.

From the importance-satisfaction analysis graph, usefulness criterion that evaluates how the framework deployment/implementation guidelines have been applied in assigning responsibilities without ambiguity score low in importance and satisfaction. This implies that this attribute of the strategy is really low in priority. It is not necessary to invest additional resources or effort here.

Going by the results obtained from the importance satisfaction analysis, we conclude that the strategy developed could be considered as a useful tool for which helps in decision making for selecting individuals and assigning them duties based on their capability and compatibility. More particularly in area of course allocation and student project supervision assigning based on the staff competence and skill set generally referred to as profile. On the other, the strategy was useful to the HR unit for selecting candidates for appointment into teaching positions in the institution. Irrespective of the fact that some aspects of the strategy require attention to improve on user satisfaction, the strategy has equally done well in some aspect such effectiveness of profile, reliability of result from simulation, appropriateness to problem domain, and ease of use. This criterion justifies the use of the strategy for talent identification since the ability to identify individuals who are key players to the success of an organisation and equally identifying ways to obtain, develop and retain such talents in the organisation is one of the core goals of talent management (Collings and Mellahi, 2009; Cappelli, 2008).

The evaluation participants further expressed satisfaction in the use of profile theory based strategy to profile candidates based on their profile factor capability and compatibility, more especially for recruitment purpose by the HR unit, where the strategy proves strikingly interesting selected candidates with equal total scores. The tool was adjudged successful and relevant, particularly

where it provides an interesting tie breaking technique that is useful in recruitment decision among other application scenarios. The identification capability of the developed strategy based on profile makes the tool relevant for building talent pool and talent pipeline which inclines it for use in succession planning and management in filling talent void.

6.11 Summary

The profile theory based framework for talent management in HEI is a new approach in managing incidences of talent void in academic positions in higher education institution, which occurs as a direct result of brain drain in the Nigerian HEI. Talent void in academic positions pose a great challenge in for institutions and results in delayed academic process such as protracted project supervision as a consequence flawed system of allocating supervisors to students' projects. Other areas affected by talent void in academic departments is course (module) allocation. The proposed framework aimed at eliminating ineffective system of human resource allocation to project supervision and course allocation in academic departments as well as providing an effective strategy for academic staff recruitment by the HR unit. The proposed framework was evaluated in the selected departments and for the specified scenarios as mentioned in earlier sections.

Using Importance-Satisfaction (I-S) analysis model in evaluating a product offers the opportunity assessing consumers' satisfaction of a product based on the importance of pre-defined criteria. The profile theory based strategy for talent management was evaluated based on seven pre-defined criteria; *Appropriateness to problem domain, Ease of Use of tool, Effectiveness in Profiling, Adaptability to Scenarios, Reliability of Ranking, Usefulness of tool, and Clarity and Conciseness.*

The evaluation of framework/strategy for talent positioning in HEI shows indication that the strategy/framework is effective for profiling, with ability of easy-to-use, and reliability of simulation results. However, appropriateness of the strategy to problem domain scored high-importance/high-satisfaction which is an indication for continued emphasis in (I-S) analysis model. This makes the strategy acceptable for profiling of lecturers which can be used for assigning duties such as course/module allocation and project supervision.

Chapter Seven

Conclusion and Recommendation

7.0 Summary of Critical Discussion

The application of profile theory-based strategy for talent positioning proffers a new approach in talent management, for recruitment and distribution of academic responsibilities. The researcher had the focus and interest in identifying certain category of staff (ie. academic staff/faculty) with specific properties as may be defined in person specification against job role. This person specification against job role is considered as archetypes or ideal (required) profile, and is usually determined by the head of the very department. The essence of this systematic approach in identification of individuals based on their profile is to ensure that the right people with the right skillset are at the right place/position at the right time, to enable HEIs contend with and manage the impact of talent void created by brain drain and other forms of staff turnover. Through talent identification, talented academic members of staff that would be best fit for the operations of the institution or organisation are discovered based on their talent attributes or profile.

The threat of academic staff attrition as a result of brain drain has left the Nigerian higher education institutions with myriad of problems including disruption in academic activity such as project supervision and teaching & learning, difficulties in recruiting qualify individuals with required skillsets to fill the talent void, to mention but a few. It has never been an easy task to get the right people with the right skill in order to cope with challenges of emerging curriculum or even filling a talent void when experienced academic staff leaves the institution be it voluntarily or involuntarily. However, the profile theory based framework demonstrated talent positioning in which profile characteristics of potential candidates were modelled to determine the most appropriate candidate(s) to fill vacant positions, and also for deployment of academic staff for specific duties such as project supervision and course/module leadership in a higher education institution.

7.1 Conclusion

Brain drain as endemic as it is in the Nigeria HEIs together with other forms of employee attrition create talent void in the academic circle thereby hindering institutions to deliver on their statutory responsibility of teaching and learning. Oftentimes, HR unit and departmental administrators in attempt to grapple with incidence of talent void simply fills the void with available human resource based on traditional hierarchical competency derived only from interview session (in the case of HR) and arbitrary or unsystematic allocation of duties by the head of department. This approach of selection falls short of effective talent positioning in the institution.

In the light of this, the overall objective of this study is to inculcate profile theory technique in developing a strategy for managing academic staff attrition as a result of brain drain in a Nigerian Higher Education Institution. Since staff attrition creates void that needs to be managed and filled in order to meet organisations' objective and ensure minimal disruption of academic processes, a system of strategy for selection of individuals into roles and duties based on their skill/competence is required for talent positioning which makes it possible to have the right candidate with the right skills in the right roles and duties at the right time.

This study considers for proposal a methodology that analyses and ranks profile factors of individual talents for possible engagement and deployment in HEI in Nigeria in order to manage the impact of talent void created by brain drain in the HEIs. Talent positioning, a talent management approach that emphasises getting the right people with the right skills at the right place at the right time is rethought in this research by introducing a system of selecting individual talents into available positions. Pursuant to this intention, profile characteristics of potential candidates were modelled to determine the most appropriate candidate(s) to fill vacant positions, and also for deployment of academic staff for specific duties such as project supervision and course/module leadership in a higher education institution. This strategy moves recruitment model of just filling vacant positions on the basis of hierarchical competency to matching talent with skill-based competency. This strategy establishes a system of selection criteria based on individuals skill set, together with academic qualification.

7.2 Research Findings

Based on review of related literature and empirical study, this study proffered answers to:

7.2.1 How can Profile theory-based strategy improve talent positioning to mitigate knowledge loss?

On the applicability of profile theory based strategy for managing talent positioning in Nigerian higher education institution, the strategy proves applicable as evaluated by the HR unit and heads of four academic departments. Of particular interest was the identification instances where the strategy reliably profiled candidates based on their capability and compatibility. The strategy further achieved remarkable breakthrough in tiebreaking where two or more candidates/individuals scored identical total score but with different component scores. This strategy was quite useful for the HR unit for candidate selection for recruitment into academic position. Moreover, heads of departments also found the tool useful for course allocation and project supervision.

Oftentimes, without formal talent management strategy in place, organisations have had to struggle with employee deployment/distribution in the event of knowledge loss due to brain drain and other forms of employee attrition. Worse still, where there is no knowledge about available talents and their capabilities, talent positioning remains a great challenge for management and administrators. This often culminate to ineffective human resource allocation/distribution when gap exists.

7.2.2 How can talent management address loss of expertise/expert?

As it has been established that loss of experienced academic staff member, be it by voluntary or involuntary staff turnover, poses a dire human resource management challenge in carrying on with organisation's set goals. Talent management principle of succession planning and management when aligned with organisation goal(s) and supported by organisation's policy will proactively address the impact of talent void. This assertion is supported by evidence from empirical study where academic staff members admit to the fact there is on-going policy of mentoring in the institution by which less experienced staff

members are mentored by experienced colleagues. When this principle is formalised and embedded into the organisation's culture, it guarantees a smooth succession transition when the mentor leaves the service of the institution. Above all, talent pipelining also as a strategy/principle of talent management proves to be useful for human resource management by maintaining a pool of potential candidates from which talents can be drawn according to specific need. This saves cost and time to hunt for talent.

Succession management as an integral process of talent management is beneficial to organisations in re-staffing in order to ensure continued effective performance of the organisation, unit or department, such that key positions in the organisation are filled with qualified individuals from within the organisation (Tornack et al, 2014). Moreover, succession management unlocks potential business continuity and retention of high value talent in the organisation. Institutions and Organizations have increasing need to strategically manage talent flows within the establish so that individual knowledge workers with the needed competencies are made available, when needed, in alignment to organisation's objective (Iles et al., 2010; Tarique and Schuler, 2010)

7.2.3 To what extent does employee job experience affect attrition?

On the question of how employee experience affect staff attrition, the researcher found out that members of academic staff will not give in to leaving their job if it requires experience that they don't have. They rather showed preference for on-the-job- training to acquire new knowledge and attain the expertise requirement of emerging role. This idea was promoted by institution policy of mentoring as a means for staff development and expertise transfer within the institution.

7.3 Recommendations

In the light of problems identified in literature, considering the limitations and constraints of this study, I will recommend that further studies to expend the application of profile theory based strategy to other scenarios such as non-human resource management and allocation in higher education institution, and also to develop the strategy to a more wider setting (context) for possible generalisation of the strategy. Further studies in area of managing employee turnover should place emphasis on proposing an integrated framework for talent

management and knowledge management as unified approach to manage talent void and loss of experienced staff (talent). I also recommend further studies on techniques and strategies that manage knowledge about knowledge (meta-knowledge) in knowledge intensive organisations as a means of intervention in mitigating the impact of employee attrition and incidental knowledge loss in higher education institutions in developing countries.

7.4 Limitations and Lessons Learned

This section discusses the constraints and limitations of the study, and the lessons learned by the researcher in the course of the entire study.

7.4.1 Limitations

This study has a generalisation limitation as a result of the methodology employed. A general constraint to all qualitative research has been its subjective nature. Given that case study is not representative of sample (Saunders et al 2009: 158) this makes generalising the findings of qualitative research difficult and this research is not an exception to this difficulty. However, this difficulty is allayed in the fact that qualitative research is more interested in particularity of findings rather than generalisability (Greene & Caracelli 1997 cited in Cresswell 2009:193). Furthermore, there exist the possibility of biases from the participants, and also geographically constrained data to be collected from the case study setting. Attributes in terms of culture, people and policy of the case study may likely be different from other institutions or countries (more so when compared to developed countries).

Another constraint that the study faced was the paucity of literature on profile theory application as the concept seems to be relatively lacking in global awareness of its applicability.

7.4.2 Lessons Learned about the Problem

Profile theory as the name implies has capability to help decision makers in making selection of human resources based on their factor characteristics and demonstrated by the simulation result. Brain drain, knowledge loss and staff

attrition problems can be addressed through talent management intervention because it is easier to manage the individual than the knowledge itself.

I have also learnt that existing frameworks were built for specific purposes and there is no strategy or framework for talent management that is “one size fits all”. In addition, the impact of talent void can be managed proactively but turnover phenomenon in itself remains unpredictable.

7.4.3 Lessons Learned about the Research Process

The methodological approach taken in the research exposed a lot of hidden challenges that a researcher really need to consider before choosing a research design and method to adopt in a research. Among these challenges are the problem of generalisation and saturation. This research was based on a single case study, this made it difficult to draw generalisation of perceptions from a single case study. This is common with case study research. However, a researcher may have better grounds for generalisation of findings and perceptions when the research is designed and conducted across a number of cases that cuts across geographic boundaries and social strata.

Saturation has remained controversial in qualitative study, and it is the guiding principle for determining a study’s sample size, however, several authors had arguments that suggest a pre-meditated approach that is not wholly congruent with the principles of qualitative research. Charmaz (2006) suggests that the aims of the study are the ultimate driver of the project design, and therefore the sample size in any study. This has also raised a note of caution for me when conducting a qualitative study.

On the other hand, using Importance-Satisfaction (I-S) analysis model in evaluation require additional measure in estimating or determining the centre of coordinate of the graph in order not to skew the quadrants, as this will affect the interpretation of the result.

Given that SSM methodology was originally designed for system engineering involving action research, this paradigm can also be applied to other areas of research where the problem situation is unclear. Application of SSM for problem analysis and developing rich pictures from the problem situation makes it easier and understand the problem situation clearer.

7.4.4 Reflexion on Personal Learning Journey

In the course of this research, my analytical ability has been greatly enhanced through directed readings, the university organised training programmes for personal development and interaction with other researchers and contemporaries. Through this research, I have built the capacity and capability to analyse available data from different sources in a manner that establishes relationship between research problem, research question, and research objectives. The analytical strategies and processes adopted at various stages in the research has bequeathed me additional impetus in both problem analysis and data analysis. These strategies and processes include the use of Soft System Methodology (SSM) for contextual understanding of problem, Delphi approach in arriving at a convergence of opinion, use of Importance-Satisfaction analysis model in evaluating a product. Furthermore, the analysis of data collected has offered me a range of substantial benefits in terms of skills needed to inform critical judgement of fact in the future. I have also learned a structured way of managing research based on timeline. My skills for scholarly writing, critical evaluation of opinions and facts from publications, paper presentation and paper reviewing have been improved upon tremendously.

7.5 Final conclusion

This study has identified brain drain as a major cause of talent void in HEIs in developing countries with huge cost to higher education institutions and its impact has rather been quite strident to academic service delivery. AS a result, this study proposed a talent management strategy based on the application of Profile theory to manage talent positioning in a higher education institution in Nigeria as a proactive approach to manage the fallouts of talent void in HEIs. Specifically, profile theory modelled candidates' characteristics/attributes for talent identification and made distinctive talent identification where ties occurred based on capability and compatibility.

This research contributes to body of knowledge in two ways. First, it demonstrates how Talent Management approach can mitigate the impact of brain drain and other forms of employee turnover in HEI. Second, it also explores and demonstrates how profile theory tool can be applied in filling talent

void and allocation of duties as a strategy for talent positioning within academic roles in a HEI.

References

- Achigbue, E. I. and Ochonogor, W. C. (2013). 'Education and Human Capital Development through Appropriate Utilisation of Information Services', *African Research Review Journal*, Vol. 7 (3) Pp.75-85
- Adler, M., & Ziglio, E. (1996). *Gazing into the oracle*. Bristol, PA : Jessica Kingsley Publishers.
- Agrawal, S. (2010). 'Talent Management Model for Business Schools: Factor Analysis.' *Indian Journal of Industrial Relation*, Vol. 45 (3), pp 481-491
- Aktas, A., Aksu, A. and Çizel, B. (2007), 'Destination choice: An Important-Satisfaction Analysis', *Quality & Quality*, 41(2), 265-273.
- Aljanabi, A. R. and Mohanachandran, D. K. (2013) 'Talent Management Strategy and Absorptive Capacity as Antecedences of Innovation Capability: A Conceptual Framework', *Research Journal Social Science and Management*, Vol. 2(9) pp.115-123
- Allen, E. and Doladee, B. (2011), 'Culture: If You Build it (Right), The Talent Will Come (and Stay).' Whitepaper, of The Vaya Group.
- Aluko, Y.O. & Aluko, O. (2011). 'Human Capital Development: Nigeria's great challenge'. *Journal of sustainable development in Africa*, 13(7) 105-112
- Annakis, J., Dass, M. and Isa, A. (2014). 'Exploring Factors that Influence Talent Management Competency of Academics in Malaysian GLC's and Non-Government Universities', *Journal of International Business and Economics*. Vol. 2(4) pp 163-185
- Ary, D., Jacobs, L.C. and Sorensen, C. (2010). *Introduction to Research in Education*. 8th Edition. New York: Wadsworth, Cengage Learning
- Assetskills (2013) 'Talent Management and Diversity' *Insight paper*, January 2013. Available at: <http://www.thebuildingfuturesgroup.com/wp-content/uploads/2014/03/TMandDiversityInsightPaperFinal03131.pdf> [Accessed: 10/10/2014]
- Attri, R. K. (2009). 'A systems model to Talent Management, Staff Retention and Bench Strength' (unpublished) R. Attri Training and Learning Management Series, Paper No. 6, July 2009. Available at: <http://works.bepress.com/rkattri/31> [Accessed: 12/04/2015]
- Bano, S., Khan, M. A., Rehman, Q. H. & Humayoun, A. A. (2011). 'Schematizing Talent Management, A Core Business Issue'. *Far East Journal of Psychology and Business*, Vol. 2(1) pp.4-16.

Barkhuizen, N., Mogwere, P., Schutte, N. (2014). 'Talent Management, Work Engagement and Service Quality Orientation of Support Staff in a Higher Education Institution', *Mediterranean Journal of Social Sciences*. Vol 5(4), pp69-77

Biggam, J. (2002, January). 'Exploiting Soft Systems Methodology (SSM) and knowledge types to facilitate knowledge capture issues in a web site environment'. In *Proceedings of the 35th Annual Hawaii International Conference on System Sciences*, 2002. HICSS. pp. 2602-2608). IEEE.

Blaikie, N. (2010) *Designing social research*, Polity Press 2nd edition.

Boucher, X., Bonjour, E. and Grabot, B. (2007). "Formalisation and use of competencies for industrial performance optimisation: A survey", *Computers in Industry* Vol.58(2007) pp.98-117

Bower, J. L. (2007) *The CEO Within: Why Inside Outsiders Are the Key to Succession Planning*. Boston: Harvard Business School Press.

Brkich, M., Jeffs, D., and Carless, S. A. (2002). 'A global self-report measure of person-job fit', *European journal of Psychological Assessment*, Vol. 18(1), pp43-51

Campos-Climent, V., Apetrei, A., & Chaves-Avila, R. (2012). 'Delphi method applied to horticultural cooperatives'. *Management Decision*, Vol. 50(7), pp1266-1284

Cappelli, P. (2008). *Talent on demand: Managing talent in an age of uncertainty*. Boston: Harvard Business Press.

Charmaz, Kathy (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Checkland, P. (2000). 'Soft Systems Methodology: A thirty Year Retrospective' *Systems Research and Behavioral Science*, Vol. 17 pp11-58

Checkland, P.B. and Scholes, J. (1999) *Soft Systems Methodology in Action, Includes a 30-year retrospective*, Chichester: Wiley

Chukwunonso, F., Ibrahim, R. & Selamat, A. (2015). 'The Viability of SSM as a Novel Technique for Knowledge Elicitation and Structuring in a Complex and Unstructured Virtual Learning Environment', *Journal of Information System Research & Innovation*, Vol. 9 (1), pp 1-8

Chukwunonso, F., Ibrahim, R. B., Selamat, A. B. (2013). 'A User-Specific Integrated Approach for Designing Knowledge-Based E-Learning', *IEEE Conference on e-Learning, e-Management and e-Services*, Sarawak, Malaysia, December 2 - 4, pp.40-45.

CIPD - Chartered Institute of Personnel and Development, (2014). *Talent Management: An Overview*. London: CIPD.

Ciomasu, I. M. (2010). 'Turning brain drain into brain networking', *Science and Public Policy*, Vol.37(2), March 2010, pp 135–146 Available at: <http://www.ingentaconnect.com/content/beechnet/spp> [Accessed: 10/11/2014]

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th Edition). London: Routledge.

Collings DG and Mellahi K. (2009). 'Strategic talent management: A review and research agenda.' *Human Resource Management Review*, Vol. 19, pp 304–313.

Creswell, J. (2009). *Research Design*, London: SAGE

Creswell, J. W. (2009). *Research design: Qualitative and mixed methods approaches*. London: SAGE.

Creswell, J. W. and Clark, V.L.P. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). London: Sage

Crotty, M. (1989). *The foundations of social research*. London: Sage.

Crouch, M. and McKenzie, H. (2006). 'The logic of small samples in interview based qualitative research'. *Social Science Information*, Vol.45(4), pp483-499

Day, D.V. (2007) 'Developing Leadership Talent', Society for Human Resource Management (SHRM) Foundation report.

Devi, S. (2012). Working in Nigeria: Talent needed to match rapid growth. *Financial Times* online. Available at: : <http://www.ft.com/cms/s/0/07ef00d6-2f38-11e2-b88b-00144feabdc0.html#axzz3LOFbAcDQ> [Accessed: 8/12/2014]

Doan Q.M., Rosenthal-Sabroux C., Grundstein M. (2011), 'A Reference Model for Knowledge Retention within Small and Medium-sized Enterprises' .*KMIS*, Vol.2011, pp 306-311.

Draganidis, F. and Mentzas, G (2006). 'Competency based management: a review of systems and approaches', *Information Management & Computer Security*, Vol. 14(1), pp51-64

Dries, N. (2013). 'The psychology of talent management: A review and research agenda', *Human Resource Management Review* Vol. 23 (2013), pp 272–285

Easterby-Smith, M., Thorpe, R., and Lowe, A. (2002). *Management Research: an introduction*. London: Sage.

Elegbe, J.A. (2010). *Talent Management in the Developing World: Adopting a Global Perspective*. Farnham, Surrey: Gower Publishing Ltd.

Emadzade, M. K., Mashayekhi, B. and Abdar, E. (2012). 'Knowledge management capabilities and organizational performance' *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 3(11) pp 781 – 790

Federal Government of Nigeria (1960). *Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education*, Lagos: Federal Ministry of Education.

Fitzpatrick, J.L., Sanders, J.R., and Worthen, B.R. (2004) *Program evaluation: alternative approaches and practical guide*, US: Pearson

Fu, Q.Y., Chui, Y. P., and Helander, M.G. (2006). 'Knowledge identification and management in product design', *Journal of Knowledge Management*, Vol. 10 (6), pp.50 – 63

Gable, G. G. (1994). 'Integrating case study and survey research methods: an example in Information Systems'. *European journal of Information Systems*, Vol. 3(2) pp 112-126

Gelo, O. (2012). 'On research methods and their philosophical assumptions: Raising the consciousness of researchers' again. *Psychotherapie und Sozialwissenschaft*, Vol.14(2), pp 111–130

Ghahfarokhi, A. D. and Zakaria, M. S. (2009). 'Knowledge Retention in Knowledge Management System: Review' *2009 International Conference on Electrical Engineering and Informatics*. 5-7 August 2009, Selangor, Malaysia

Glen, C. (2006). 'Key skills retention and motivation: the war for talent still rages and retention is the high ground', *Industrial and Commercial Training*, Vol. 38(1), pp 37-45.

Gonçalves, J. R., Pinto, A., Batista, M. J., Pereira, A. C., & BoviAmbrosano, G. M. (2014). 'Importance-performance analysis: Revisiting a tool for the evaluation of clinical services' *Scientific Research*. Vol.6 (5) Available at: http://file.scirp.org/Html/1-8202740_43097.htm [Accessed: 10/12/2015]

Government of Alberta (2012) *Succession Planning: Retaining skills and knowledge in your workforce*. Alberta: Alberta Human Services publication.

Groves, K.S. (2007), 'Integrating leadership development and succession planning best practices', *Journal of Management Development*, Vol. 26 No. 3, pp. 239-60.

Guthridge, M. and Komm, A.B. (2008), 'Why multinationals struggle to manage talent', *The McKinsey Quarterly*, May, pp. 1-5.

Guthridge, M., Komm, A.B. and Lawson, E. (2008), 'Making talent a strategic priority', *The McKinsey Quarterly*, Vol. 1, p. 50.

Hackshaw, A. (2008). 'Small studies: strengths and limitations', *European Respiratory Journal* Vol. 2008 (32) pp1141-1143

Hamdan, K., Smith, P. & Plekhanova, V. (2012). 'Leadership and Cultural Issues: Evaluation and Measurement in the Context of Software Development Projects' *International Journal of Information and Education Technology*, Vol. 2 (1), pp 68-76

Holsapple, C. W. and Joshi, K. D. (2002). 'Knowledge manipulation activities: Results of a Delphi study.' *Information & Management*, Vol. 39(6), pp477-492.

Hsu, C. and Sandford, B.A.(2007). 'The Delphi Technique: Making Sense of Consensus'. *Practical Assessment, Research & Evaluation*, Vol. 12(1).

Hurd, A. R., and Buschbom, T. (2010). 'Competency development for chief executive officers in YMCAs,' *Managing Leisure*, Vol.15, pp. 96–110.

Iles P, Chuai X and Preece D. (2010). Talent Management and HRM in Multinational companies in Beijing: Definitions, differences and drivers. *Journal of World Business*, 46(2): 147-158.

International Competition Network, (2013) AGENCY EFFECTIVENESS HANDBOOK, available online at: <http://www.internationalcompetitionnetwork.org/uploads/library/doc894.pdf> [Accessed:31/01/2015]

Jackson, S. E., Schuler, R. S., and Werner, S. (2009). *Managing Human Resources 10e*. Mason, OH: Cengage Publishing Company.

Jaja, J.M. (2013). 'Higher Education in Nigeria: Its Gain, its Burden', *Global Journal of Human Social Sciences: Linguistics and Education*, Vol.13(14), 21-29.

Jerusalim, R. S., & Hausdorf, P. A. (2007). 'Managers' justice perceptions of high potential identification practices'. *The Journal of Management Development*, Vol. 26(10),pp 933–950

Jerven, M. (2014). What does Nigeria's new GDP number actually mean? Available at: <http://africanarguments.org/2014/04/08/what-does-nigerias-new-gdp-number-actually-mean-by-morten-jerven/> [Accessed: 08/12/2014]

Lengnick-Hall, M. L. and Andrede, L. (2008). Talent staffing systems for effective knowledge management. In Vlaiman, V. and Vance, C. (Eds) *Smart Talent Management: Building knowledge capital for competitive advantage*, Edward Elgar Publishing.

Linkedin (2012). Best Practices for Developing a Strong Talent Pipeline, White paper Available at: http://talent.linkedin.com/downloads/assets/talent_pipeline_whitepaper_0712.pdf, [Accessed: 10/11/2014]

Long, J., Johnson, C., Faught, S., & Street, J. (2013). 'The Need to Practice What We Teach: Succession Management in Higher Education', *American Journal of Management*, Vol. 13(2), pp 73-78

Mack, L. (2010). 'The Philosophical Underpinnings of Educational Research.', *Polyglossia* Vol.19, pp 5-11

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*, Vol. 45: pp134-142.

Maqsood, T., Finegan, A. D., and Walker, D.H. (2001) ' Five case studies applying Soft Systems Methodology to Knowledge Management' Available at: http://www.construction-innovation.info/images/pdfs/Research_library/ResearchLibraryA/Refereed_Conference_papers/Five_Case_Studies.pdf [Accessed: 26/03/2014]

Martilla, J.A. and James, J.C. (1977) 'Importance-performance analysis', *Journal of Marketing*, 41(1), pp.77-79

Martin, K., Saba, J. and Madden, K. (2009) Assessment in Talent Management, Strategies to Improve Pre and Post Hire Performance, Aberdeen Group. Available at: [http://www.mentis.international/assets/assessments_in_tm-\(aberdeen\).pdf](http://www.mentis.international/assets/assessments_in_tm-(aberdeen).pdf) [Accessed: 02/12/2014]

Mason, M. (2010). 'Sample Size and Saturation in PhD Studies Using Qualitative Interviews', *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, Vol.11(3), Available at: <http://nbn-resolving.de/urn:nbn:de:0114-fqs100387>. [Accessed:27/0/2015]

Matzler, K., Sauerwein, E. and Heischmidt, K. (2003), 'Importance-performance analysis Revisited: the role of the factor structure of customer satisfaction', *The Service Industries Journal*, 23(2), 112-129.

Meyers, C. M., Woerkom, M. and Dries, N. (2013) 'Talent — Innate or acquired? Theoretical considerations and their implications for talent management' *Human Resource Management Review*, Vol.23 (2013) pp 305–321

Mills, A. M., & Smith, T. A. (2011). 'Knowledge management and organizational performance: a decomposed view', *Journal of Knowledge Management*, Vol.15(1), pp156–171.

Mondy, R.W. and Noe, R.M. (2005). *Human Resource Management* (9th ed). New Jersey: Pearson Education Ltd.

Mugimu, C. B. (2011). 'Brain Drain to Brain Gain: What are the Implications for Higher Education in Africa?' *Comparative & International Higher Education* Vol.2 (2010), pp 37-42

Nakpodia, E.D. (2011). 'Human resource management in school administration in Delta state Nigeria'. *kam la-Raj journal of social sciences*, 23(3) 179-187

Nelson, K. and McCann, J. E., (2010). 'Designing for knowledge worker retention & organization performance' *Journal of Management and Marketing Research*. Vol.1, pp1-18.

Novania, S., Putrob, U. S. and Hermawan, P. (2013). 'An Application of Soft System Methodology in Batik Industrial Cluster Solo by using Service System Science Perspective', The 5th Indonesia International Conference on Innovation, Entrepreneurship, and Small Business (IICIES 2013), Vol. 115, pp 324-331

Nunn, A. (2005). The 'Brain Drain' Academic and Skilled Migration to the UK and its Impacts on Africa', Report to the AUT and NATFHE Available at: <http://www.ucu.org.uk/media/pdf/3/4/thebraindrain.pdf> [Accessed: 20/12/2012]

Odhiambo, G. O. (2013). 'Academic Brain Drain: impact and implications for public higher education quality in Kenya' *Research in Comparative and International Education* Vol. 8 (4) 2013 pp 510-523

O'Leonard, K. (2010). *Talent Management: Benchmarks, Trends, & Best Practices*, Bersin & Associates. Available at: <http://www.hreonline.com/pdfs/TalentMgmtBenchmarks06162010.pdf> [Accessed: 01/12/2014]

Onwuegbuzie, A. J., & Leech, N. L. (2004). "Enhancing the Interpretation of Significant Findings: The Role of Mixed Methods Research." *The Qualitative Report*, Vol. 9(4), pp770-792. Available at: <http://nsuworks.nova.edu/tqr/vol9/iss4/10> [Accessed: 09/09/2016]

Oppong, S. (2014). 'A Critique of the Philosophical Underpinnings of Mainstream Social Science Research', *Academicus International Scientific Journal* Vol. MMXIV (10) pp 242-254

Oracle HCM (2013). *Oracle Talent Management Cloud: A Strategic Approach to Talent Management*, Oracle white paper 2013, available at: <http://www.oracle.com/us/products/applications/fusion/fusion-talent-management-1664532.pdf> [Accessed: 01/12/2014]

- Oracle (2012). Talent Retention: Six Technology-Enabled Best Practices. An Oracle White Paper June 2012. Available: www.oracle.com/us/media1/talent-retention-6-best-practices-1676595.pdf [Accessed: 12/01/2016]
- Osunade, O., Phillips, O. & Ojo, O. (2007). 'Limitation of knowledge sharing in academia. A case from Nigeria' *Knowledge Management for Development Journal*, Vol. 3(1) pp 26-34.
- Petkov, D., Petkov, O., Andrew, T. & Nepal, T. (2007). 'Mixing Multiple Criteria Decision Making with soft systems thinking techniques for decision support in complex situations' *Decision Support Systems*, Vol. 43 (2007) pp 1615–1629
- Phillips and Roper (2009), 'A framework for talent management in real estate', *Journal of Corporate Real Estate*. Vol. 11 (1), pp. 7-16
- Plekhanova, V. (1999). 'Capability and Compatibility Measurement in Software Process Improvement', *Proceedings of the 2nd European Software Measurement Conference - FESMA'99*, October 4-8, 1999, Amsterdam, the Netherlands, pp. 179-188.
- Plekhanova, V. (2000). 'Application of the Profile Theory to Software Engineering and Knowledge Engineering', Research paper, *Proceedings of the Twelfth International Conference on Software Engineering and Knowledge Engineering (SEKE' 2000)*, July 6-8, 2000, Chicago, IL USA. Pp 133-141
- Poorhosseinzadeh, M. and Subramaniam, I.D. (2012). 'Determinants of Successful Talent Management in MNCs in Malaysia', *Journal of Basic and Applied Scientific Research*, Vol. 2(12) pp12524-12533
- Potter, A., Lee, J., Linton, S., & Tyson, M. (2012). The future of talent management, Zircon management consulting research report. Available at: <http://www.zircon-mc.co.uk/wp-content/uploads/Zircon-Talent-Management-Report-20121.pdf> [Accessed : 29/11/2014]
- Rahman, K.F. & Yeasmin, S. (2012). "Triangulation' Research Method as the Tool of Social Science Research". *BUJOURNAL*, Vol. 1 (1), pp 154-163
- Ramli B., Latifah A. L. and Ng M. S. (2008). 'Tracking Institutional Performance Using Importance-Satisfaction Analysis.' *Proceedings of ASAIHL International Conference 2008*, Bangkok, Thailand, 7-10 April
- Rial, A., Rial, J., Varela, J. and Real, E. (2008), 'An application of importance-performance analysis (IPA) to the management of sport centres', *Managing Leisure*, Vol. 13(3-4), pp179-188.
- Ringo, T., Schweyer, A., DeMarco, M., Jones, R. and Lesser, E. (2010), 'Integrated talent management –turning talent management into a competitive advantage – an industry view', IBM Global Business Services.

Ritchie, J., Lewis, J. and Elam, G. (2003). Designing and selecting samples. In Jane Ritchie & Jane Lewis (Eds.), *Qualitative research practice. A guide for social science students and researchers* (pp.77-108) Thousand Oaks, CA: Sage.

Rothwell, W. J. (2010). *Effective succession planning: Ensuring leadership continuity and building talent from within*, New York: AMACOM.

Rothwell, W.J. (2011). 'Replacement planning: a starting point for succession planning and talent management'. *International Journal of Training and Development*, Vol. 15 (1), pp 87-99.

Rowley, J. (2002) 'Using Case Studies in Research' *Management research News* Vol. 25(1) pp16-27 Available at: http://www.arf-asia.org/resources/using_case_study_in_research.pdf [Accessed: 20/11/2013]

Rudhumbu, N. (2013) 'Leading Curriculum Change in Higher Education in Botswana: Issues and Challenges for Academic Middle Managers', *International Journal of Advanced Research*, Vol. 3 (9), pp 528 - 538

Samuel, M. O. and Chipunza, C. (2013). 'Attrition and Retention of Senior Academics at Institutions of Higher Learning in South Africa: The Strategies, Complexities and Realities' *Journal of Social Science*, Vol. 35(2) pp 97-109

Saunders, M., Lewis, P., and Thornhill, A. (2009). *Research Methods for business Students* (5th edn) England: Pearson Educational Limited

Saunders, M.N., Lewis, P. & Thornhill, A. (2009b) *Research Methods for Business Students*. 6th ed. England: Financial Times/ Prentice Hall.

Schroeder-Saulnier, D. (2010) 'Succession Management: Positioning Your Organization's Leadership for Business Success' a research report available at: <https://www.right.com/thought-leadership/e-newsletter/succession-management-positioning-your-organizations-leadership-for-business-success.pdf> [Accessed: 26/01/2015]

Schuler, R. S., Jackson, S. E., and Tarique, I. (2011). Framework for Global Talent Challenges: HR Actions of Global Talent Management. In Scullion, H. and Collings, D. *Global Talent Management*. London: Routledge.

Seifert, M. and Hadida, A. L. (2006), 'Facilitating talent selection decisions in the music industry', *Management Decision*, Vol. 44(6), pp. 790 - 808

Sen A (1992) *Inequality re-examined*. Oxford: Oxford University Press

Silva, F. and Fernande, P. O. (2012). 'Empirical Study on the Student Satisfaction in Higher Education: Importance–Satisfaction Analysis' *World*

Academy of Science, Engineering and Technology, Vol. 66 (2012). Pp 1192-1197

Skulmoski, G. J., Hartman, F. T. and Krahn, J. (2007). 'The Delphi Method for Graduate Research', *Journal of Information Technology Education*, Vol. 6

Staffan, N. (2014). 'Employability and Talent Management: Challenges for HRD practices', *European Journal of Training and Development*, Vol. 36(1) pp26-45

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: SAGE Publications.

Swales, S. and Downs, Y (2012). 'Problematising the 'war for talent': using Sen's Capability Approach as a new framework for thinking about talent management', Learning, Leadership and Employment Research Group Working paper 12/01, August 2012 (unpublished). Available at: <http://eprints.hud.ac.uk/14893/3/SwalesProblematising.pdf> [Accessed: 06/12/2014]

Tarique, I. and Schuler, R. s. (2010). 'Global Talent Management Literature Review, Integrative Framework and Suggestion for further research' *Journal of World Business*, Vol. 45(2), pp 109-21

Tellis, W. (1997a). 'Introduction to case study'. *The Qualitative Report*, 3(2).

The Hanover Research Council (2010). 'Effective Practices for Succession Planning in Higher Education' a report available at: http://www.planning.salford.ac.uk/_data/assets/pdf_file/0019/20656/Effective-Practices-for-Succession-Planning-in-Higher-Education-Membership.pdf [Accessed: 25/01/2015]

Tonge, J. and Moore, S.A. (2007). 'Importance-satisfaction analysis for marine-park hinterlands: A Western Australian case study.' *Tourism Management*, Vol.28 (3). pp. 768-776.

Tornack, C. & Schumann, M.,(2014). 'How to Avoid Empty Chairs in IT Divisions? IS Supported Succession Management to Control Development and Retention of IT Professionals.' *Twentieth Americas Confrence on Information Systems*, Savannah, 2014 , pp.1–10.

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2011). *Human Resource Management*, (8th edition). Essex, England: Pearson Education Ltd.

Trochim, W. M. K. (2006). Research Methods Knowledge Base. Available at: <http://www.socialresearchmethods.net/kb/statdesc.php> [Accessed: 12/09/2016]

Tsakopoulos, S., Bokma, A. & Plekhanova, V. (2004). 'Partner Evaluation and Selection in Virtual Enterprises Using a Profile Theory Based Approach',

Working Conference on Virtual Enterprises (PRO-VE'03), October 29-31
Vol.134, pp 73-84

Vance, C.M. and Vaiman, V. (2008). *Smart Talent Management – Building Knowledge Assets for Competitive Advantage*, Cheltenham, UK: Edward Elgar

Vijay, K. T. (2013). “ Effective Talent Management Practices: A Strategy for Organizational Success” *Global Research Analysis*, Vol.2(11), Pp 157 - 159

Wellins, R. S., Smith, A. B., & Erker, S. (2009). ‘Nine best practices for effective talent management (white paper)’. Pittsburgh, PA: Development Dimensions International Press. Available at: http://www.ddiworld.com/pdf/ddi_nine_bestpracticetalent_management_wp.pdf [Accessed: 10/10/2014]

Whelan, E. and Carcary, M. (2011). ‘Integrating talent and Knowledge Management: where are the benefits’, *Journal of Knowledge Management* Vol. 15 (4), pp 675-687

Yen, C-C., Woolley, M., and Hsieh, K-J. (2002) ‘Action case research: a method for the accumulation of design theory/practice knowledge in practice’, Working paper in Art and Design2. Available at: https://www.herts.ac.uk/_data/assets/pdf_file/0012/12315/WPIAAD_vol2_yen_woolley_hsieh.pdf [Accessed: 12/08/2012]

Yin R K (2009). *Case study research: Design and methods*, (4th ed) Los Angeles: Sage Publications Inc.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). CA: Sage Publications Inc.

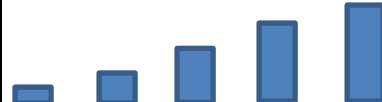
Appendices

Appendix A: Questionnaire 1

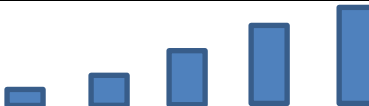
Section A: Demographic data of participant Please put a tick in one box only and fill in where necessary.

1. Department/unit -----
2. Gender : Male Female
3. Age (years) : 20 -29 30- 39 40 - 49 50-59 60 and above
4. Length of service (years) : 0 -5 6- 10 11-20 21-30 above 30
5. Marital status Single Married Divorced Widowed
6. Education qualification
 - a. First degree or equivalent.
 - b. Postgraduate degree
 - c. Research Degree/Professional qualifications

Please tick appropriately as applies to you.

S/N	Question					
		SD 1	D 2	N 3	A 4	SA 5
1	I am familiar with TM and KM Concept					
2	Effective use is made of knowledge elicitation tools to assist in identifying critical knowledge held by employees/experts.					
3	The elicited knowledge is presented in a manner that facilitates its transfer to other knowledge users.					
4	Experienced faculty members document and transfer information accurately.					
5	Academic activities, curriculum requirements, and best practices are documented in sufficient detail to enable personnel to re-create and address teaching and learning problems or events.					
6	Knowledge sharing culture/practice exist in the Institution					
7	There is Knowledge Retention policy in the Institution					
8	Story telling is a Knowledge Retention practice in use the Institution					
9	Coaching is a Knowledge Retention practice in use the Institution					
10	Knowledge repositories is a Knowledge Retention practice in use the Institution					
11	Mentoring is a Knowledge Retention practice in use the Institution					

S/N	Question					
		SD 1	D 2	N 3	A 4	SA 5
12	Job rotation is a Knowledge Retention practice in use the Institution					
13	Communities of Practice is a Knowledge Retention practice in use the Institution					
14	Orientation is a Knowledge Retention practice in use the Institution					
15	Succession planning is a Knowledge Retention practice in use the Institution					
16	Story telling is a preferred and more effective Knowledge Retention practice					
17	Coaching is a preferred and more effective Knowledge Retention practice					
18	Knowledge repositories is a preferred and more effective Knowledge Retention practice					
19	Mentoring is a preferred and more effective Knowledge Retention practice					
20	Job rotation is a preferred and more effective Knowledge Retention practice					
21	Communities of Practice is a preferred and more effective Knowledge Retention practice					
22	Orientation is a preferred and more effective Knowledge Retention practice					
23	Succession planning is a preferred and more effective Knowledge Retention practice					
	By the time I joined the College, I already had experience of:					
24	Academic Citizenship					
25	Teaching and Curriculum delivery					
26	Curriculum development					
27	Academic Research					
	Knowledge Sharing and ICT Integration					
28	There is willingness to share knowledge between staff					
29	Experienced senior academic staff members always share their operational knowledge with other staff members					
30	Exit or absence of such faculty affects operation of the College towards achieving its goal(s)					
31	There is collaboration among faculty members either within or outside the Institution					
32	There is ICT-enabled collaboration facilities in use in the College					
33	All faculty members are conversant with ICT technology					
34	All faculty members integrate ICT technology in their operation within the Institution					
	Knowledge transfer between old and new staff					

S/N	Question					
		SD 1	D 2	N 3	A 4	SA 5
35	Newly recruited academic staff are subjected to orientation on specific academic process activity					
36	Newly recruited academic staff are assigned coach/mentor					
37	Less experienced staff are mentored by experienced staff					
38	Less experienced staff undergo induction at start of work					
39	Less experienced staff feedback to experienced staff during training/induction					
	I am most likely to leave the present job because/if					
40	I am not given support for development					
41	I get a better salary from another organisation					
42	I don't feel my present job is secured					
43	My present job demands experience that I don't have					
	The most preferred and most effective collaboration type is:					
44	Same-place, Same-time					
45	Same-place, Different-time					
46	Different-place, Same-time					
47	Different-place, Different-time					
49	Informal forums exist for staff interaction & collaboration on issues of pedagogy					
50	There is sufficient infrastructure and good meeting spaces at work for formal or informal meetings					
51	IT infrastructure is necessary to facilitate knowledge sharing					
52	Network facilities will enhance collaboration among staff and institutions.					
53	Airing of views is allowed during staff meetings for sharing of experiences					
54	Training programmes are organised to help know about curriculum development					
55	Training programmes are organised to help know about academic citizenship					
56	Time is provided for story telling/ informal gatherings outside the office					
	Possible Problems of Knowledge Sharing in Organisations					
57	Lack of time for the personnel to share their knowledge					
58	Lack of willingness amongst personnel to spread crucial information, knowledge (fear of decentralizing / giving away knowledge)					
59	Lack of willingness amongst personnel to change the way they work					

S/N	Question					
		SD 1	D 2	N 3	A 4	SA 5
60	Lack of incentives given to employees by top management					
61	Lack of collaborative (team-work and co-operative) culture					
62	There is fear of mistrust in knowledge sharing among faculty					

Appendix B
ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI
 Staff Interview Score Sheet



Department: **ECONOMICS**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		8	8	25	7	14	62		
2		7	6	26	8	14	61		
3		7	7	24	8	13	59		
4		11	8	27	9	15	70		
5		8	7	27	7	13	62		
6		9	6	26	8	14	63		
7		7	7	24	8	13	59		
8		12	8	30	10	14	74		
9		10	7	28	7	15	67		
10		9	7	27	9	14	66		
11		11	8	27	9	15	70		
12		8	7	27	7	13	62		
13		9	6	26	8	14	63		
14		7	7	24	8	13	59		
15		11	8	31	10	16	76		
16									
17									
18									
19									
20									

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

Staff Interview Score Sheet



Department: **PRIMARY EDU.**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		12	8	30	10	14	74		
2		10	7	28	7	15	67		
3		9	7	27	8	16	67		
4		11	8	29	8	14	70		
5		8	6	28	10	13	65		
6		7	7	26	9	15	64		
7		8	8	30	11	14	71		
8		10	7	28	7	15	67		
9		7	7	24	8	13	59		
10		11	8	27	9	15	70		
11		8	6	28	10	13	65		
12		7	7	26	9	15	64		
13		9	6	34	8	14	71		
14									
15									
16									
17									
18									
19									
20									

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

Staff Interview Score Sheet



Department: **VOCATIONAL EDU.**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		9	7	27	8	16	67		
2		11	8	29	8	14	70		
3		8	6	28	10	13	65		
4		10	8	25	7	15	65		
5		7	6	26	8	14	61		
6		9	6	26	8	14	63		
7		7	7	24	8	13	59		
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

Staff Interview Score Sheet



Department: **ENGLISH/LITERARY**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		10	8	25	9	15	67		
2		11	8	31	10	16	76		
3		13	8	31	10	16	78		
4		12	8	30	10	14	74		
5		12	8	32	10	14	76		
6		11	8	27	9	15	70		
7		8	7	27	7	16	65		
8		9	6	26	8	14	63		
9		12	9	30	11	16	78		
10		11	9	28	11	16	75		
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

Staff Interview Score Sheet



Department: **INTEGRATED SC.**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		10	7	28	7	15	67		
2		8	6	28	10	13	65		
3		14	8	30	12	14	78		
4		10	8	25	7	15	65		
5		7	6	26	8	14	61		
6		12	9	30	11	16	78		
7		11	9	32	11	16	79		
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

Staff Interview Score Sheet



Department: **EDU. TECH**

Post: **LECTURER I**

S/No.	Name	Qualifications 15	Years of Experience 10	Interview Performance 40	Referee Reports 15	General Appearance 20	Total	%	Remarks
1		8	6	28	10	17	69		
2		14	8	32	12	14	80		
3		10	7	25	7	15	64		
4		10	8	25	9	15	67		
5		11	8	31	10	16	76		
6		13	9	31	12	16	81		
7		12	8	30	10	14	74		
8		9	7	27	9	14	66		
9		11	8	27	9	15	70		
10		11	8	27	9	15	70		
11		8	7	30	7	13	65		
12									
13									
14									
15									
16									
17									
18									
19									
20									

Appendix C

Course Allocation Questionnaire/Evaluation Template

S./No.	ID/Initial	Qualifications 3	Years of Service 2	Area of Specialisation 5	Publications (Local) 3	Publications (Int'l) 5	Cognate Experience 4	Total	Comments
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

Appendix D

Research Supervision Allocation & Evaluation Template

S./No.	ID/Initial	Qualifications 3	Area of Specialisation 5	Previous Similarity Index 1 (0/1)	Recency of Work/ Supervision 5	Publications 3	Total	Research Topic/Area
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

Appendix E

Evaluation Questionnaire

ID:.....

Please kind evaluate the tested talent management Strategy/Framework based on the **Importance** – **Satisfaction** rating on the following considerations criteria (where 5 means more important/satisfied than 1):

Consideration	Importance					Satisfaction				
	1	2	3	4	5	1	2	3	4	5
1. Appropriateness to problem domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ease of Use of tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effectiveness in Profiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adaptability to Scenarios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reliability of Ranking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Usefulness of tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clarity and Conciseness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give any additional Comment below: