# Talent management in health care

Identifying and retaining talent at Medisch Spectrum Twente



Master thesis of Daphne Sleiderink

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# Preface

This research report has been written to finish my Master study Business Administration – HRM at the University of Twente. This thesis examines how Medisch Spectrum Twente can identify and retain talent.

Writing this thesis has been a process that took me around nine months, which I spent at the HRM staff department of Medisch Spectrum Twente. First of all, I want to thank Medisch Spectrum Twente for giving me the opportunity and facilities to conduct this research. I would also like to thank my supervisor of Medisch Spectrum Twente, Drs. Annelies Leussink, for the valuable advices she gave me during this research. Secondly, I want to thank my supervisors from the University of Twente, Dr. Ida Wognum and Prof. Dr. Jan Kees Looise for their support and providing me with good comments, which helped me to accomplish this thesis. Finally, I want to thank everybody who has helped me to finalize this thesis.

Enschede, June 2012

Daphne Sleiderink

# **Summary**

This research focuses on talent management – in particular on the identification and retention of talent – within Medisch Spectrum Twente (MST), The Netherlands. MST employs about 4000 employees, has several locations within the region and is one of the largest non-university hospital in the Netherlands. MST wants to implement talent management in the future, in order to ensure continuity and to achieve several business goals. According to Silzer and Dowell (2010) talent management is "an integrated set of processes, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs" (p. 18)However, before implementing a policy MST wants to carry out an exploratory research in order to investigate how talent can be identified and retained.

To be able to answer the main research question 'How can MST identify and retain talent?', a literature study was carried out. The literature study provided information about how talent can be identified and retained. Based on the literature study it was stated that in order to identify talent an organization must define talent including competencies, motivation, and performance.

Furthermore in order to define talent, an organization must formulate criteria of talent. Based on the literature the following generic criteria were found; a talent *is creative, a self-starter/initiative, shows leadership behavior, has high levels of expertise, shows ability, aspiration, and engagement*. After formulating a definition and criteria of talent, a method for identifying talent should be developed and implemented. A common used method for the identification of talent is the development of a competency profile. Tools for the investigation of criteria of talent are a competency profile, talent reviews and 360-degree feedback.

In order to retain talent it was stated that talent has certain needs which, when fulfilled, have a positive influence on their intention to stay at an organization. These needs were distinguished into extrinsic needs - which will lead to no dissatisfaction with their jobs - and intrinsic needs - which will lead to motivated talent and satisfaction within jobs. When the extrinsic and intrinsic needs of talents are fulfilled, it will lead to organization commitment. Subsequently, when organizational commitment is accomplished, retention of talent will result.

Based on the literature it can be concluded that both the identification of talent as the retention of talent depends on the organization. The whole identification process - definition and criteria of talent and the used method and tools for the identification - is influenced by the organization context, the organization strategy and the nature of the work. Whether the needs of talent - which will eventually lead to the retention of talent - will and can be fulfilled depends on the organization. The organization has to investigate and decide if they can and will fulfill the needs of talents, this decision is among other things influenced by the organization context, the organization strategy and the nature of the work.

After the literature study, a field study was conducted. The field study included two parts, in part one interviews were conducted with business managers in order to investigate how talent is identified at MST. In the field study it became clear that MST has no generic definition of talent, no generic criteria of talent, and MST does not use methods for the identification of talent. However, based on the results of the interviews it can be stated that a generic definition of talent at MST must include the following: *'he/she does and can do more than is expected from him/her'* and *'he/she performs above average'*. With regard to generic criteria of talent at MST, the following criteria must be included:

- he/she has compassion/thinks and change along with the organization,
- he/she is proactive/ (self)-initiative,
- he/she is creative/thinks outside the box,
- he/she is energetic/enthusiastic,
- and he/she is entrepreneurial/innovative.

Managers have some doubts about whether there are objective methods for identifying talent.

In part two, interviews with current talents at MST were conducted in order to investigate what their extrinsic and intrinsic needs are. Based on the results, the top five most important extrinsic needs of talents at MST are relationships with colleagues, followed by work conditions, job security, promotional opportunities, and salary. The top five most important intrinsic needs of talents at MST are autonomy, followed by opportunities for development and job satisfaction, challenge, recognition and task significance. From here one can conclude that the most important extrinsic and intrinsic needs fall within the category 'job'. Therefore it can be assumed that talents at MST consider job specific/context needs as the most important.

Furthermore, talents were asked about suggestions which can improve their job design/work context. When analyzing the results of this question, it can be concluded that the talents at MST want to be provided with clear career paths and promotion opportunities, more opportunities for development (education/training), and that they are being coached by MST in order to develop themselves better.

The interviewed talents were also asked to rank needs based on importance. The results of these rankings were remarkable since they were in some cases the opposite of literature. Therefore these results made it questionable whether respondents were talents. These results indicate how important it is for an organization to have a commonly shared definition, criteria and a method to identify talents. Since MST does not has a commonly shared definition, criteria and a method to identify talents, the business managers have inadequate guidelines to identify talent. This can explain the assumption that not all respondents are talents.

Based on the results several recommendations were given to MST in order to identify and retain talents. These recommendations contain formulating a generic definition of talent, formulating generic and context specific criteria of talent, implementing a method for the identification of talent, inventory of the extrinsic and intrinsic needs of the identified talents, fulfilling the needs of talent and at last to set a budget for talent management.

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# **Chapter 1: Introduction**

In this chapter several aspects are described to provide insights into the setting en starting points of this research. To give insights into the research setting, general information about MST is described in section 1.1. In section 1.2 a description of the research motive is given. And after that the research objective and the research questions are described in section 1.3. The relevance of this research is discussed in section 1.4. Finally, in section 1.5 the outline of this thesis is described.

### 1.1 The organization

MST is an integrated and specialized medical healthcare organization, with the main task to improve the people's health in their region. MST strives to make sure that they can help patients in the region with all the specialized medical care they need. Basic hospital facilities are the fundament of their care offer.

MST has currently hospital locations at both Enschede and Oldenzaal and outside clinics at Haaksbergen and Losser. The organization employs about 4,000 employees, including 250 medical specialists. MST operates with a budget of approximately €292,000,000. In figure 1 some overall characteristics of MST are presented, to give some insights in the operation of MST.

	<u>Beds</u>	<b>Hospitalizations</b>	Day cases	Patient days	Outpatient visits
Numbers per year	1070	32,400	32,200	198,400	490,800
FIGURE 1.					

Overall characteristics of MST. (Medisch Spectrum Twente, n.d.).

MST has many specialists with special knowledge and/or skills and has a number of special provisions for diagnosis and treatment, which is called the 'top clinical profile'. The organization spends a lot of money and time on education and research. MST is one of the largest non-university hospitals in the Netherlands. Besides the basic facilities, MST also offers top clinical care, for patients living both inside and outside the primary service area. Almost all medical specializations are represented, for instance anesthesiology, dermatology, neurology and radiotherapy (MST, n.d.).

#### 1.1.1 Organizational context of hospitals in the Netherlands

In 1983, the finance of hospitals changed with the introduction of prospective, fixed hospital budgets. From that moment hospital reimbursement was based on several parameters such as medical specialist units, hospital admissions, the number of authorized beds and inpatient days (Custers, Arah & Klazinga, 2007). Since then, efficiency has become very important and has led to many mergers among hospitals in order to achieve economies of scale.

Hospitals in the Netherlands are governed based on a two-tier board model. They both have a board of directors – which is responsible for the day to day running of the hospital – and an independent board of supervisors (Eecklo, Delesie & Vleugels, 2007) – which is responsible for checking and approving the major decisions made by the board of directors (Hoek, 1999). Most medical specialists within Dutch hospitals work in so called partnerships (in Dutch: maatschappen), they have a relatively autonomous position in the hospital and have influence on the policy making of the hospital as a whole and have influence on the management (Boselie, 2010).

When we look at the workforce within hospitals in the Netherlands, it can be concluded that the workforce is dominated by women (80.8 % is women) and part-time workers (70 % works less than 34 hours per week) (RVZ, 2006). Another characteristic of the workforce within Dutch hospitals is the status difference, existing between the management and the health care professionals. Where once the health care professionals dominated in decision making, roles has changed with the rise of a management within hospitals (Lega & DePietro, 2005). Another status difference exist in medicine

(e.g. physicians vs. nurses), which causes difficulties when speaking across professional boundaries (Veld, 2012).

#### **1.1.2 Organizational structure MST**

MST changed its organizational structure in 2008. Decentralization of responsibilities and a flat structure are characteristics of the organizational change. A flatter organization is realized through 'Result Oriented Units' (in Dutch RVE (Resultaat Verantwoordelijke Eenheden)). There are three hierarchical layers: the Board of Directors (strategic level); the business manager and medical managers (tactical level); and the team leaders (operational level). Every RVE is managed by a medical manager and a business manager. This new organizational structure has also brought the management closer to the workplace by reducing the span of control; every team leader manages up to 35 employees (MST, 2010a). Figure 2 shows the organization chart of MST.



FIGURE 2. Organization chart MST (MST, 2010a).

#### 1.1.3 Staff Service Human Resource Management MST

The HRM department argues that human potential is one of the most important critical success factors within MST. This means that HRM policies are not only focused on the current goals of the organization, but also on the goals of the employees. In addition to efficient and effective procedures, space is given to creativity and innovation. The development, implementation, design and control of policies are based on a continuous change in transactions between the objectives of the organization and its employees. The professional and properly response to this change largely determines the success of the policies. HRM policies within MST are therefore characterized by: alertness, creativity, efficiency and professionalism (MST, 2006). To do justice to this HRM vision, the following principles are leading:

- HRM is about people management; implementation of policies should be organized as close as possible on the workplace.
- Reduction of bureaucracy.
- Where possible functionally integrate policy development and implementation in order to realize a natural connection between centralized and decentralized functioning.

As a designer and facilitator of human capital, the HRM department wants to contribute significantly to the ambitions of MST. HRM plays two roles within MST:

- 1. Tthe proper and flawless execution of applicable laws and regulations about labor conditions which are applicable to MST (knowledge role);
- 2. Being formative and supportive towards the organization and its management (advisory role) (MST, 2010a).

The HRM department has two important positions regarding policies: the HR advisors and the HR policy advisors. The HR advisors carry out advisory work within their RVEs and provide input, which is collected from the workplace, for developing necessary HR policies. The HR policy advisors and team leaders at the HRM department develop and improve HR policies. Furthermore, controlling the execution of HR policies is also a responsibility of the HRM department.

# 1.2 Research motive

Talent management is a relatively new area for both public and private sector organizations. Although many (scientific and non scientific) articles about talent management can be found, Lewis and Heckman (2006) concluded that there is "a disturbing lack of clarity regarding the definition, scope, and overall goals of talent management" (p.139). According to Silzer and Dowell (2010) talent management is "an integrated set of processes, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs" (p. 18). Silzer and Dowell (2010) also found that talent management consists of several processes such as: attract and select talent to the organization; assess competencies and skills in talent; review talent and plan talent actions; develop and deploy talent; engage and retain talent.

Interest in talent management has grown since research evidence supports its many benefits. Talent management is said to be critical to organizational success, it gives organizations a competitive advantage through the identification, development and redeployment of talented employees (Iles, Chuai & Preece, 2010). However, talent management also has some disadvantages. Longitudinal research of McCartney and Garrow (2006) suggests an immediate dip in job satisfaction and level of commitment by employees who were not identified as talent. However, being identified as talent also brings downsides; it increases expectations that a talent should meet, support throughout the organization is not always consistent, it may be hard to tell friends and colleagues that one is identified as talent, and some talents felt guilty because they were aware that the organization had made a large investment in them and it is not clear to them how the benefits for the organization could be measured (McCartney & Garrow, 2006).

However, difficult economic conditions and powerful workforce trends create significant challenges managing talent in healthcare organizations. Many organizations are aggravating the problem by resorting to workforce reductions and limiting or eliminating investments in talent management. However, research showed that a standard deviation increase in talent management practices produces an \$ 27,044 increase in sales per employee, which represents an 16% increase in the mean sales per employee (\$171,099) (Becker, Huselid & Beatty, 2009; Huselid, 1995). Groves (2011) applied these findings in the context of the health care. The human capital benchmarking study of the Society for Human Resource Management (2009) reported a median of \$87,641 in revenue per full-time equivalent (FTE) employee for the health care sector. Based on these figures

Groves (2011) concluded that healthcare organizations which maintain or initiate substantive investments in talent management practices can potentially gain additional \$14,023 revenue per employee. So according to the research of Groves (2011) investing in talent management will gain additional revenue per employee.

MST is aware of these findings. Based on documents written about talent management by MST, an overview of statements is summarized to make the research motive of this research clear. "Talent management is considered by MST as an important source to secure having 'enough' new managers, nurse specialists and staff employees in order to ensure the continuity of MST. To accomplish this, it is important that MST has good employees who are able to assist in leading the organization in a qualitative, innovative and cultural manner to future goals. MST is aiming to develop a talent management for employees who have the potential and ambition to take a next step in their career. MST is assuming that talent management will contribute to:

- being able to educate and develop 70% of their managers and professionals and to attract 30% from outside the organization for key positions;
- being able to provide high quality of care;
- the strengthening of its strategic position;
- achieving competitive advantages;
- the development of their employees;
- being able to deal with turnover and aging of employees;
- the strengthening of employee commitment and inspiration;
- having motivated employees;
- a better position on the labor market;
- being a good and ambitious employer.

In the past MST organized some management development activities for all managers within MST. The managers worked together to obtain new knowledge and to enhance management skills. Important during these activities was that attention was paid to both horizontal and vertical collaboration within the organization. The management development activities are practical and provided in a demand-oriented form. There was a thematic meeting which paid attention to quality and patient logistics and security, a multi-day repeat management development program for the team leaders, and training courses for the business managers. These activities were valuable, but not enough to meet the ambitions and desires of talent management" (MST, 2009a; MST, 2009b; MST, 2010a; MST, 2010b; MST, 2010d).

All of this resulted in MST aiming to develop and eventually implement a talent policy. As already mentioned above, talent management consists of several aspects, such as recruiting, identifying, developing, evaluating and retaining talent. Due to time limits, this research will focus on the identification and retention of talents. Based on several conversations with the HR manager and Senior HR policy advisor about talent management and on several documents about talent management written by MST (MST, 2009a; MST, 2009b; MST, 2010a; MST, 2010b; MST, 2010d) it became clear that MST wants to know how talent can be identified and how talent can be retained.

# 1.3 Research objective and research question

This research will deal with talent management in healthcare. Identifying and retaining talent is the focus of this research. The aim of this thesis is to investigate the gap between literature and practice at MST with regard to the identification and retention of talent. Based on the results of the research, recommendations will be given to MST about identifying and retaining talent. Therefore the following research question is defined:

'How can MST identify and retain talent?'

# 1.4 Relevance of the research

This research is conducted based on social relevance as well as scientific relevance. Both concepts are described in this section.

#### 1.4.1 Social relevance

Numerous empirical research outcomes indicate that exemplary talent management practices produce positive and significant effects on short-term and long-term financial performance measures of an organization (Huselid, 1995; Groves, 2011; Michaels, Handfield-Jones & Beth, 2001). Therefore more and more organizations recognize that they need to work in different ways to ensure a reliable pipeline of talented people with specialist, general manager or leadership skills (Devine & Powell, 2008). This research aims to investigate how talent can be identified and retained. This research could be of help in the future for MST and for other organizations, especially those who operate in the health care sector and who have difficulties with the identification and retention of talent.

#### 1.4.2 Scientific relevance

This research, of course, also has scientific value. The war for talent is a problem that most organizations in all kinds of industries and professions must face. While most articles about talent management are focused on the profit sector, this thesis provides insights of talent management in healthcare. This research aims to combine several well known theories about how talent can be identified and retained. The results of this research can be used for further investigation or development of talent management literature and theories in healthcare.

# 1.5 Outline of the thesis

The following chapter contains a literature study to provide insights in identifying and retaining talent according to the literature. In chapter 3 the research design and the methodology will be discussed. Chapter 4 contains the results of the field study, this chapter also contains the analysis of the results in order to answer the sub-questions. In chapter 5 the limitations of this research will be discussed, a conclusion will be given which answers the main research question. Chapter 5 ends with recommendations for MST with regard to the identification and retention of talent.

# **Chapter 2: Literature study**

By identifying talent and measuring their value to the organization, companies will see that these individuals bring a significant positive impact to the organization (Berger & Berger, 2004). In order to get return on investment, it is, however, also important to retain identified talent. This chapter aims to answer the two questions 'how can talent be identified?' and 'how can talent be retained?'.

# 2.1 Identification of talent

In order to answer the question 'how can talents be identified?', one first needs to investigate what actually a talent is. This will be investigated by reading and analyzing the literature about talent management in order to find a definition of talent, criteria that mark talent, and what kind of methods can be used to identify talent.

#### 2.1.1 Definition of talent

In the literature many authors have contributed to the conceptual exploration of the term talent. However, there is still not one accepted definition of talent. Therefore, some definitions of talent will be described to provide a theoretical understanding of the term talent.

According to Silzer and Dowel (2010) "talent refers to those individuals and groups with the strategic competencies that enable a company to achieve its short - and long - term goals. They exhibit the competencies that will add the most value to customers and in doing so, help to differentiate the organization from its competition" (p. 75).

According to Turner et al. (2007) talented individuals are "those who can make the greatest difference to organizational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential" (p.8).

Vinkenburg and Pepermans (2005) defined talent as an individual who has the ability, the will and the commitment to grow and to be successful in key positions.

Williams (2002) stated that talented people are those who "regularly demonstrate exceptional ability and achievement either over a range of activities and situations, or within a specialized and narrow field of expertise; consistently indicate high competence in areas of activity that strongly suggests transferable, comparable ability in situations where they have yet to be tested and proved to be highly effective" (p. 35).

Michaels et al. (2001) defined talent in their book 'The war for talent' as the sum of a person's abilities, intrinsic gifts, skills, knowledge, experience, judgment, intelligence, character, drive, and the ability to learn and grow.

According to Dessing and Lap (2004) someone is talented, or someone has talent, if he/she performs better than you might expect from him/her seen his/her age and/or experience. Important is, that there is a shared believe by several people that he/she will continue to evolve and will be even better in his/her area.

Michaelst et al. (2001) define talent as the sum of a person's abilities, intrinsic gifts, skills, knowledge, experience, judgment, intelligence, character, drive and the ability to learn and grow. In the above list of definitions, the definition of Michaels et al. (2001) is the oldest one. This definition can be seen as a foundation for the other definitions of talent in the list, since all the other definitions include parts of the definition of Michaels et al. (2001) and add their own findings to their definition of talent. For example when comparing the definition of Vinkenburg and Pepermans (2005) 'an individual who has the ability, the will and the commitment to grow and to be successful in key positions' to the definition of Michaels et al. (2001) it can be seen that the following aspects of the

definition of Michaels et al. (2001) person's abilities, intrinsic gifts, knowledge, drive, and the ability to grow, are included in the definition of talent of Vinkenburg and Pepermans (2005).

Based on the list of definitions of talent some similarities can be drawn. Most definitions of talent include:

- Competencies (Silzer & Dowel, 2010; Williams, 2002; Michaels et al., 2001);
- Performance (Williams, 2002; Dessing & Lap, 2004; Turner et al., 2007);
- Motivation (Michaels et al., 2001; Vinkenburg & Pepermans, 2005).

There are also some differences in how the authors define talent. The definitions of Silzer and Dowel (2010), Turner et al. (2007), and Vinkenburg and Pepermans (2005) are focused on what talent can do for an organization and how this contributes to organizations. While the definition of Williams (2002), Michaels et al. (2001), and Dessing and Lap (2004) are focused on the individual (the talent) itself, what kind of gifts he/she has and how he/she will behave. In general there can be concluded that the foundation of a definition of talent was focused on the talent itself (competencies, skills, and gifts), however over the years the focus has changed to the organization, what and how do talents contribute to the organization.

Defining talent seems to be a challenging and problematic business, as there are so many definitions of talent (Iles et al., 2010). Research conducted by Towers Perrin (2004) confirms this, results show that 87% of participants that joined the research used a given definition of 'talent' consistently across their organization. However none of the companies who participated in the research used the same definition of talent. According to the research of Towers Perrin (2004) the definition of talent that was adopted at the organization depended on the business strategy, type of firm, competitive environment and other factors.

Ford, Harding and Stoyanova (2010) stated that a definition of talent within a firm needs to be organization specific; is highly influenced by the business context, the industry and the nature of the work; and should be dynamic and flexible enough to develop as organizational priorities change. Based on this it can be concluded that a definition of talent can vary by organization. A talent in company A may be not a talent in company B, because both companies could have different interpretations of talent, because they operate in different contexts.

Furthermore, McCartney and Garrow (2006) stated that during the process of defining talent it is important to involve a wide group of stakeholders to discuss and share thoughts about a definition of talent, this in order to create a shared definition and understanding of talent.

#### Summary & Conclusion

This paragraph showed that defining talent is a difficult process. However, most definitions of talent include the aspects; competencies, performance, and motivation. Based on this conclusion and all described definitions, the following definition of talent is developed 'A talent is an individual who has the (strategic) competencies that enables an organization to achieve its short- and long-term goals, he/she regularly demonstrate exceptional ability and performance in his/her work context, and he/she has the ability, will and commitment to grow and to be successful'. In essence this is a generic definition of talent, this is because strategic competencies, goals, and exceptional ability and performance are organization specific.

To conclude, when defining talent a wide group of stakeholders should be involved in order to get a shared understanding of talent. Furthermore, the interpretation of the aspects of a definition of talent is organization specific and will depend on the organization context, the industry and nature of the work.

#### 2.1.2 Criteria of talent

After defining talent, the next step is to investigate the generic criteria that describe talent. Several authors investigated which generic criteria mark talent. Table 1 shows an overview of all generic criteria of talent which were found in the literature. In the overview the criteria are defined, the name of the authors who found the generic criteria is given, and it is also displayed in the overview whether the generic criteria are scientific based or non scientific (i.e. are based on personal experiences or assumptions of the authors). The importance attached to the different criteria, depends on the needs of the organization and the nature of the work (Turner et al., 2007). According to the authors these criteria mark talent. An overview of the generic criteria of talent based on the literature study can be found in Table 1.

Gener	ic criteria of talent	
Criteria/characteristic	Authors	Type of Research
Leadership behavior:	Turner et al., 2007	Scientific
talent shows the ability to influence a group of		
individuals to achieve a common goal.		
High levels of expertise:	Turner et al., 2007	Scientific
talent has a high level of knowledge and skills in a		
particular area.		
Ability:	CLC, 2005	Scientific
a combination of the innate		
characteristics and learned skills that		
an employee uses to carry out his/her		
day-to-day work.		
Aspiration:	CLC, 2005	Scientific
the extent to which an employee wants or desires		
prestige and recognition in the organization,		
dvancement and influence, financial rewards, work–		
life balance, and overall job enjoyment.		
Engagement:	CLC, 2005	Scientific
consists of emotional commitment, rational		
commitment, discretionary effort, and intent to stay.		
Self-starters/ initiative:	Thorne & Pellant, 2007;	Scientific and Non
talent is energetic with unusual initiative.	Turner et al., 2007	scientific
Creative:	Vinkenburg & Pepermans, 2005;	Scientific and Non
talent is able to think outside the box.	Thorne & Pellant, 2007; Knegtmans,	scientific
	2008; Turner et al. 2007	
Self-confident:	Vinkenburg & Pepermans, 2005;	Non scientific
talent has confidence in him/herself in what he or	Thorne & Pellant, 2007;	
she can.	Knegtmans, 2008	
Learn ability:	Vinkenburg & Pepermans, 2005;	Non scientific
talent has the ability to learn and speed of learning.	Thorne & Pellant, 2007;	
	Knegtmans, 2008	
A bit lazy:	Vinkenburg & Pepermans, 2005;	Non scientific
the ease with which a person performs.	Knegtmans, 2008	
Set ambitious but realistic goals:	Vinkenburg & Pepermans, 2005;	Non scientific
talent seems very realistic in choosing his/her	Knegtmans, 2008	
targets.		
Problem solver:	Vinkenburg & Pepermans, 2005;	Non scientific
talent has the ability to solve problems.	Knegtmans, 2008	New 1 10
Self-motivated:	Vinkenburg & Pepermans, 2005;	Non scientific
talent is driven and passionate by what he/she does.	Knegtmans, 2008	Neederster
Reduce complexity:	Vinkenburg & Pepermans, 2005;	Non scientific
talent is able to simplify.	Knegtmans, 2008	Newstructure
Peak at the right moment:	Vinkenburg & Pepermans, 2005;	Non scientific
talent has the ability to excel at moments that really	Knegtmans, 2008	
matter.		N
Resilient:	Thorne & Pellant, 2007	Non scientific
talent is dynamic and flexible.		New 1 10
Entrepreneurial:	Thorne & Pellant, 2007	Non scientific
talent seeks opportunities and threats.	These Q Dellast 2007	New and the
Opportunistic:	Thorne & Pellant, 2007	Non scientific
talent takes advantage of any situation.		

#### Table 1

Generic criteria of talent based on the literature study

Unique/different:
Talent is notable because of his/her uniqueness and
being different then other employees.

When comparing the definitions of talent and the criteria of talent it became clear that the authors do not necessarily mention their criteria of talent in their definition of talent. Turner et al. (2007) for instance linked the following criteria to talent leadership behavior, high levels of expertise, creative, self-starters/ initiative. These researchers use the following definition of talent "those who can make the greatest difference to organizational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential" (p.8). As can be seen they do not mention their criteria of talent in their definition of talent.

Also Vinkenburg and Pepermans (2005) do not mention their criteria of talent in their definition of talent. The criteria they linked to talent are creative, self-confident, learn ability, a bit lazy, set ambitious but realistic goals, problem solver, self-motivated, reduce complexity, and peak at the right moment. Their definition of talent is as followed: "a talent is an individual who has the ability, the will and the commitment to grow and to be successful in key positions".

So, the definitions of talent are more or less generic and the criteria of talent give more specific insight into what marks talent according to the authors.

#### Summary & conclusion

Based on the generic criteria of talent given by the authors in Table 1, it can be concluded that the most common generic criteria of talent - scientifically based - are, creative, self-starter/initiative, leadership behavior, high levels of expertise, ability, aspiration, and

engagement, see Figure 3.



Generic criteria of talent based on the literature study, which are scientific based.

The other criteria stated in Table 1 are not included in Figure 3, because those criteria are not based on scientific research. However they are not based on scientific research, according to personal experiences of several authors in practice (Vinkenburg & Pepermans, 2005; Thorne & Pellant, 2007; Knegtmans, 2008) these criteria also marks talent and are therefore mentioned in Table 1.

The criteria in Table 1 are criteria that mark talent according to the literature. An individual must have these criteria in order to be recognized as a talent and an individual who has these criteria can be of added value for an organization, because it can contribute to the achievement of organizational goals. As is the case with defining talent, the talent criteria are also both individual and organizational oriented.

#### 2.1.Identifying talent

Once a definition and criteria of talent are formulated, it has to be investigated how employees who meet those criteria, can be identified. Based on the literature (Berger & Berger, 2004; McCartney & Garrow, 2006; Silzer & Dowell, 2010) the most commonly used method for identifying talent is the making of a competency profile. With a competency profile, an organization can make an overview of the competencies/criteria a talent must have. After making a competency profile it can be investigated by the use of several tools, if a person has those competencies/criteria.

#### Competency profile, a method for identifying talent

Delamare le Deist and Winterton (2005) argue that there is confusion between the terms 'competence' and 'competency', these terms are used inconsistently in the literature. This thesis uses the concept of competency, which refers to describing those personality characteristics associated with superior performance and high motivation (White, 1959), individual focused. The emphasis of competence is on the ability to demonstrate performance to the standards required of employment in a work context (Knasel & Meed, 1994), and the focus is on characteristics that are required in order to perform a certain job. There is chosen for the concept of competency, since not all competencies/criteria of talent are work/job context related.

In the competency profile the focus is on competencies. Spencer and Spencer (1993) defined competencies as "motives, traits, self-concepts, attitudes or values, content knowledge, or cognitive or behavioral skills – any individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers"(p. 4).

According to Lucia and Lepsinger (1999) a competency profile is "a descriptive method that identifies the skills, knowledge, personal characteristics, and behaviors needed to effectively perform a role in the organization and help the business meet its strategic objectives (p. 5)". In a competency profile the competency is a reliably measurable, relatively enduring (stable) characteristic (or combination of characteristics) of a person, that causes and statistically predicts a criterion (measurable) level of performance (Berger & Berger, 2004). Reliably measurable means that two or more independent methods (test/surveys) or observers agree statistically that a person demonstrates a competency. Relatively stable means that a competency is measured at one point in time is statistically likely to the same at a later point in time. The most commonly used criterion levels of performance are (Berger & Berger, 2004):

- Minimally acceptable;
- Average;
- Superior performance.

#### Summary & Conclusion

By means of a competency profile, organizations are able to draw competencies which are needed for satisfying or exceptional employee performance. The making of a competency profile is a method which can be used in order to identify the competencies which are needed for a certain job/position and in this case which competencies someone must have in order to be a talent. To give some insights how a competency profile of, for example a nurse can look like, an example of a competency profile is given in Appendix I.

However, a competency profile is not enough for identifying talents, since organizations 'only' define what they think the competencies of talent are. In other words, it does not provide information about how individual competencies can be identified. The next paragraph therefore shows tools for investigating competencies.

#### Tools for investigating competencies

After the competencies of talent are identified the next step is to investigate whether the expected talent has the desired competencies. In the literature some tools can be found that can

give insights into, among other things, an individual's competencies. These tools are a competency assessment tool, talent reviews and providing 360-degree feedback.

#### Competency assessment tool

Dutch literature shows that an assessment is almost always associated with competencies. More specifically, in a competency assessment tool, competencies of an individual can be assessed by using a competency assessment tool (Luken, 2004). Assessments are in most cases conducted by a specialized agency. In an assessment it will be investigated if an individual (the participant) has the competencies, which are developed by the client (the organization). During these assessments the participant performs the demonstrative tasks which will be evaluated by an observer. Based on the performance of de participant during the assessment a recommendation will be made to the organization.

#### Talent Reviews

1. Nine-box tool

According to Groves (2011) an effective tool for categorizing talent is the nine-box tool. The nine-box is a matrix tool that is used to evaluate and plot a company's talent pool based on two factors; most commonly used factors are performance and potential. Performance is measured by performance reviews. Potential refers to the potential of an individual to grow one or more levels in a professional or managerial capacity. Managers should fill in such a nine-box matrix every year, for example before the annual interviews, to measure and investigate the performance and potential of their employees. Before the talent review meeting all managers must have filled in these overviews in order to discuss (potential) talent within their departments during talent review meetings.

2. <u>Talent review meeting</u>

During the talent review meeting the current talent status and future successor needs which are organization specific - within the organization should be reviewed. Subjects like strengths, development areas, competencies, potential career paths, position vacancy risks and successors for current and future roles in the organization are discussed (Doris, 2009), which are among other things based on the outcomes of the nine-box matrix tool. The board of the talent review meetings can consist of the managers of several departments. Talent review meetings can be held once a year and during those meetings the managers can discuss new talent en the development of current talent.

#### 360-degree feedback

360-degree feedback processes are characterized by the evaluation of an individual's performance by multiple raters from multiple levels (Lepsinger & Lucia, 1997). These levels could be could be several competencies defined by the organization, such as an individual's skills, knowledge, and style (Lepsinger & Lucia, 1997). Typically an individual is rated by others who interact frequently with the individual; raters could include the supervisor, peers and customers. A 360-degree feedback process is used to enhance personal development and growth, rather than for promotions, salary administration or other administrative decisions and can be conducted once a year for example before the annual interviews. With 360-degree feedback processes relevant information about the functioning and competencies of an individual can be provided (Mount, Judge, Scullen, Sysman & Hezlett, 1998). In other words, when using 360-degree feedback it can be investigated whether an individual meets the competencies of a talent.

#### Summary & Conclusion

The making of a competency profile is a commonly used method to identify talents. By making a competency profile an organization can is able to define competencies/criteria necessary to effectively perform a role and help the organization to meet its strategic objectives.

Since the making of a competency profile is a method and provide information of the competencies which an individual must have in order to be a talent, the presence of competencies at an individual also has to be investigated. Tools for the investigation of the presence of competencies are a competency assessment tool, talent reviews and 360-degree feedback. To conclude, again the process of identifying talent highly influenced by and oriented on the organization.

### 2.2 Retention of talent

In the previous paragraph it is described how talents can be identified within an organization. Once an organization has identified its talent, the organizations should aim to retain these talents, since talents provide valuable contributions to an organization. Employee retention is described as taking initiatives by the management to keep employees away from leaving the organization, such as ensuring harmonious working relations between employees and managers; rewarding employees for performing their jobs effectively; and maintaining a safe, healthy work environment (Cascio, 2003).

To answer the question "How can talent be retained?" several theories and concepts will be investigated and explained in this paragraph.

#### 2.2.1 Organizational commitment

Research has indicated that organization commitment is high correlated with the intention of employees to stay in organization and commitment is a predictor of employee retention (Porter et al., 1974; Steers, 1977; Koch & Steers, 1978; Shore & Martin, 1989). Thus, in order to retain talent, organizations should create organizational commitment. More specifically, Porter et al. (1974) defined organizational commitment based on the following three major components:

- 1. A strong belief in and acceptance of the organization's goals;
- 2. A willingness to exert considerable effort on behalf of the organization;
- 3. A definite desire to maintain organizational membership.

Organizational commitment can be distinguished into three components, affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1990; Meyer & Allen, 1991). The three components of organizational commitment all have specific antecedents. These antecedents will lead to organizational commitment. The three components and their antecedents are discussed underneath.

#### 1. Affective commitment

This commitment component refers to the affective (emotional) attachment of an employee to the involvement in and identification with the organization. If an employee has a strong affective commitment, employment with the organization will continue because the employee wants to do so. Antecedents of affective commitment are need for achievement, affiliation, autonomy, rewards, support, fairness, challenge and advancement (Allen & Meyer, 1990; Meyer & Allen, 1991).

#### 2. Continuance commitment

The second component of commitment refers to the employee's awareness of the costs that are associated with leaving the organization. If an employee's primary link to the organization is based on this component of commitment, the only reason they stay at the organization is because they need to do so. Anything that increases perceived costs, such as application costs, can be considered as antecedents of continuance commitment (Allen & Meyer, 1990; Meyer & Allen, 1991).

#### 3. Normative commitment

Normative commitment refers to feeling of obligation to continue employment. If employees are highly normative committed they remain with the organization because they feel that they ought to do so. An organization can provide employees with 'rewards in advance' like, costs associated with

job training and paying college tuition. These rewards can be seen as antecedents of normative commitment (Allen & Meyer, 1990; Meyer & Allen, 1991).

#### Summary & Conclusion

Organizational commitment is important in order to retain talent. There are three types of organizational commitment, especially affective commitment is important, because an organization has to a certain degree influence on the antecedents of affective commitment. An organization can for instance implement or improve antecedents of affective commitment, such as rewards, support, fairness, etc. With regard to continuance commitment and normative commitment, organizations may have less influence on those types. So creating affective commitment offers potential for an organization to retain talents.

#### 2.2.1 Motivation theories

Creating organizational commitment in order to retain talents, shows some strong links with motivating and satisfying talent. Robbins (1993) defined motivation as the "willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need". Comparing the definition of motivation show some similarities with the definition of organizational commitment, like the belief and acceptance in the organizational goals and the willingness to exert considerable efforts on behalf of the organization. Therefore it is found that motivation is also important in order to retain talent.

There are several motivation theories, but two in particular – the Job Characteristic theory by Hackman and Oldham (1976) and the Two Factor theory by Herzberg (1987). These theories give interesting insights into what motivates and satisfies employees and what the needs are of employees, which are related to antecedents of organizational commitment.

#### Job characteristics theory

The job characteristics theory predicts attitudes and behaviors based on reactions of employees on their tasks. The impact of a job on an employee is moderated by the needs of the employee (Oldham, 1976; Oldham, Hackman, & Pearce, 1976). Hackman and Oldham (1980) stated that if certain characteristics are present in a job, employees will be internally motivated to perform well because certain needs will be met (Saaverdra & Kwun, 2000).

According to the job characteristic theory there are three psychological states that all must be experienced by an individual if desirable outcomes are to emerge. The first psychological state is that the person must experience the work as meaningful. The second psychological state is that the individual must experience personal responsibility for work outcomes. And the third psychological state is that the individual must know and understand, on a continuous basis, how effectively he or she is in performing the job. When one of these three states is not present, motivation and satisfaction will be attenuated (Kulik, Oldham & Hackman, 1987).

According to Kulik et al. (1987) only people who are sufficiently competent to perform the work, that are relatively satisfied with the work context, and want to achieve growth satisfactions at work are predicted to prosper on work that is high in motivating potential. Individuals who have low growth needs, have inadequate knowledge, and skills are dissatisfied with the work context will not experience the positive outcomes predicted by job characteristics theory.

Thus, in essence the job characteristic theory predicts that when talent experience personal responsibility for work outcomes, find their work meaningful and have knowledge about how they perform, then talent will perform well and feel good about it.

#### Two factor theory

One of the most known, used, and widely respected theory for explaining job satisfaction and motivation, is the two factor theory (motivation-hygiene factor theory) of Herzberg (1987). According

to this two factor theory, there are two kinds of sets of factors for job satisfaction in organizations. One set is labeled as motivators (satisfiers) and the other set is labeled as hygiene factors (dissatisfiers).

Herzberg (1987) argues that employee satisfaction is influenced by intrinsic factors to the job content. These factors are the motivators and include variables as responsibility, advancement, recognition, achievement, work itself and growth. Factors that could cause dissatisfaction among employees are the hygiene factors and result from extrinsic factors such as salary, company policies, relations with colleagues and supervisory styles (Ramlall, 2004). According to Herzberg (1987), motivation among employees can be increased by making changes in the employees jobs, through job enrichment.

To conclude hygiene factors will lead to no job dissatisfaction where as the motivator factors will lead to job satisfaction, but both hygiene and motivator factors are needed to satisfy talented employees.

#### Summary & Conclusion

Both the job characteristic theory and the two factor theory are theories that give insights into what motivates and satisfies employees. Where the job characteristic theory is quite general in what motivates and satisfies employees – responsibility, meaningful work, and how they perform – the two factor theory gives more specific insights into what motivates and satisfies employees – several variables of hygiene and motivator factors. So, to conclude when fulfilling the three psychological states of the job characteristic theory and the extrinsic and intrinsic factors of the two factor theory, employees will be satisfied and motivated. Both job characteristic theory and two factor theory, are foundations in this research in order to investigate the extrinsic and intrinsic needs of employees. In the next paragraph these needs will be discussed.

#### 2.2.2 Needs of talent

To retain talent it is important to fulfill the needs of talent. As mentioned in the previous paragraph the needs of employees can be divided in extrinsic and intrinsic needs which keeps employees satisfied and motivated. Based on the job characteristic theory by Heckman and Oldham (1976) and the two factor theory by Herzberg (1987), several needs will be discussed which satisfy and motivate employees.

#### **Extrinsic needs**

According to Herzberg (1966) extrinsic (hygiene) factors have to do with the surrounding context. Tymon, Stumpf and Doh (2010) stated that the context surrounding the job creates a set of hygiene factors, those are factors external to the job itself which influence employee's perceptions and attitudes towards work. Those factors primarily operate as de-motivators if they are not sufficient. Frey and Osterloh (2002) stated that extrinsic factors serve to satisfy indirect or instrumental needs. Extrinsic motivation is based on the desire of an employee to satisfy directly his/her non-work-related needs. So in this context a job is just a tool with which an individual can satisfy one's actual needs with regard to the salary it pays. Amabile's (1993) definition of extrinsically motivated employees is "individuals who engage in the work in order to obtain some goal that is apart from the work itself" (p. 187).

Based on several articles about extrinsic motivation, an overview is made of the extrinsic needs of talents, see Table 3. This table gives a clear representation of all extrinsic motivators that were found in the literature, the extrinsic motivators are also defined in the table. The extrinsic motivators are divided into five categories – job, reward, communication, culture, and career – because the needs are varied. The category 'job' includes all needs that have something to do with the job itself or are job specific. The 'reward' category contains all kind of needs that include benefits and terms of employment for exercising the job. The category 'communication' includes all needs

that have something to do with the communication within the organization. The 'culture' category contains the needs which include culture specific practices at an organization. The category 'career' includes the needs that have something to do with the (advancement of the) career of an employee.

Furthermore, Table 3 also defines the motivators, the name of the authors who found the needs are given, and it is also displayed in the overview whether the extrinsic needs are scientific based – based on conducted research by the authors – or non scientific based – the needs are based on personal experiences or assumptions of the authors. The needs of talents in specific are written in bolt in the second column of Table 3.

#### Table 3

	Extrinsic motivator	rs of talent	
<u>Category</u>	Motivator	Author	Type of research
Jop	Work conditions: the conditions in which an individual or staff works, including but not limited to such things as amenities, physical environment, stress and noise levels, degree of safety or danger, and the like.	Herzberg, 1987; van der Sluis & Bunt-Kokhuis, 2009	Scientific
	Flexibility in the job: flexible work hours and the ability to work at home.	Walsh & Taylor, 2007	Scientific
	<b>Status</b> : the relative rank in a hierarchy.	Herzberg, 1987; Walsh & Taylor, 2007	Scientific
	<b>Job security</b> : assurance (or lack of it) that an employee has about the continuity of gainful employment for his or her work life.	Herzberg, 1987; van der Sluis & Bunt-Kokhuis, 2009	Scientific
Reward	<b>Salary</b> : the money you get for the work you do.	Herzberg, 1987; Walsh & Taylor, 2007; van der Sluis & Bunt- Kokhuis, 2009	Scientific
	Vacation days: the period of time devoted to pleasure, rest, or relaxation, especially one with pay granted to an employee.	Walsh & Taylor, 2007	Scientific
	<b>Insurance coverage</b> : insurance provided by the organization.	Walsh & Taylor, 2007	Scientific
	<b>Retirement saving plan</b> : retirement savings plan that is funded by employee contributions and (often) matching contributions from the employer.	Walsh & Taylor, 2007	Scientific
Communi- cation	Relationship with colleagues: the feelings that exist among the employee and his/her colleagues.	Herzberg, 1987	Scientific
Culture	Company policy and administration: the documented set of broad guidelines of a company.	Herzberg, 1987	Scientific
Career	Promotional opportunities: opportunities for progress and growth.	Walsh & Taylor, 2007; van der Sluis & Bunt-Kokhuis, 2009	Scientific

Needs of to	ilent, ex	xtrinsic	motivators	based of	n the l	literature

Herzberg (1987) investigated factors that are involved with causing job satisfaction and job dissatisfaction. The data was drawn on a sample of 1.685 employees studied in twelve different investigations, the employees included lower level supervisors, hospital maintenance personnel, nurses, accountants etcetera. The respondents were asked what job events occurred in their work that had led to extreme satisfaction or extreme dissatisfaction. Based on this data he ranked the extrinsic factors based on their influence on job dissatisfaction. Company policy and administration had the most influence on job dissatisfaction, followed by relationship with colleagues, then work conditions, then salary, and status has the lowest influence on job dissatisfaction.

#### Intrinsic needs

Intrinsic rewards experienced are a critical element in employee retention (Tymon et al., 2010). Several authors stated that the positively valued experiences that a person gets from doing their work tasks are based on intrinsic rewards (Deci & Ryan, 1985; Thomas & Tymon, 1997). According to Thomas (2009a) the feelings that result from intrinsic rewards reinforce and energize employees' efforts and make work personally fulfilling, suggesting an upward spiral of positive feelings and experiences. This idea is in line with Bhatnagar's observation that "it is hearts (passion— a person's intrinsic motivation) that are the essence of employee engagement" (2007, p. 646). In other words, an intrinsically motivated employees are individuals who seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in their work (Amabile, 1993).

Based on literature an overview is made of the intrinsic needs of talent, as is shown in Table 4. This table gives a clear representation of all intrinsic motivators and it provides definitions of the motivators. The intrinsic motivators are divided into five categories – job, reward, communication, culture, and career – because the needs are varied. The category 'job' includes all needs that have something to do with the job itself or are job specific. The 'reward' category contains all kind of needs that include benefits and terms of employment for exercising the job. The category 'communication' includes all needs that have something to do with the category contains the needs which include culture specific practices at an organization. The 'culture' category contains the needs that have something to do with the (advancement of the) career of an employee.

In the overview the motivators are defined, the name of the authors who found the needs are given, and it is also displayed whether the intrinsic needs are scientific based or non scientific based. The needs that stem out of literature that focuses on the needs of talent in specific are written in bolt.

	Intrinsic motivators of talent				
Category	Motivator	Author	Type of research		
Jop	Responsibility: a duty or obligation to satisfactorily perform or complete a task that one must fulfill.	Herzberg, 1987	Scientific		
	Job satisfaction: contentment (or lack of it) arising out of interplay of employee's positive and negative feelings toward his or her work.	Hackman & Oldham, 1976; Frey & Osterhloh, 2002; Thorne & Pellant, 2007	Scientific and no scientific		
	<b>Autonomy</b> : the degree to which the job provides substantial freedom, independence, and discretion to the employee.	Hackman & Oldham, 1976; van der Sluis & Bunt-Kokhuis, 2009	Scientific and No scientific		
	<b>Task significance</b> : the degree to which the job has a substantial impact on the lives of other people.	Hackman & Oldham, 1976; Thorne & Pellant, 2007	Scientific and No scientific		
	<b>Challenging work</b> : requiring full use of a person's abilities or resources.	Walsh & Taylor, 2007; Thorne & Pellant, 2007	Scientific and No scientific		
	<b>Variety</b> : the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person.	Hackman & Oldham, 1976; Thorne & Pellant, 2007	Scientific and No scientific		
Reward	<b>Recognition</b> : attention or favorable notice of certain result or performance.	Herzberg, 1987; Thorne & Pellant, 2007; Towers Perrin report, 2001	Scientific and No scientific		

#### Table 4 Needs of talent, intrinsic motivators

Communi- cation	Feedback: the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.	Hackman & Oldham, 1976; Towers Perrin report, 2001	Scientific
Culture	<b>Fair treatment</b> : the quality of treating employees equally or in a way that is right or reasonable.	van der Sluis & Bunt-Kokhuis, 2009	Non scientific
Career	The achievement of (personal) goals: the degree to which the job allows to achieve (personal) goals.	Herzberg, 1987; Frey & Osterloh, 2002	Scientific
	<b>Opportunities for development</b> : opportunities for the act or process of growing, progressing.	Herzberg, 1987; Thorne & Pellant, 2007; van der Sluis & Bunt-Kokhuis, 2009; Towers Perrin report, 2001	Scientific and Non scientific

Herzberg (1987) also investigated the factors that influence job satisfaction, those results were based on the same data as for the investigation on the influence of factors on job dissatisfaction as described in the section about extrinsic needs. Herzberg (1987) found that achievement of (personal) goals influences job satisfaction the most, followed by recognition, then responsibility, and opportunties for development influences on job satisfaction the lowest.

#### Summary & Conclusion

Herzberg is one of the few researchers who investigated the influence of extrinsic and intrinsic factors, the other authors who are listed in Table 3 and Table 4 did not mention/investigated the importance of those factors, on satisfaction and motivation. The results of Herzberg (1987) are dated and are based on several employees on different levels, not specific on talent. Since MST wants to know what the extrinsic and intrinsic factors of talents are and how important those factors are for them, it will be investigated during the field study what the extrinsic and intrinsic needs are of talents at MST and how important those factors are for them. Based on the results of the field study it can be investigated if talents have different needs than 'regular' employees or that there is no difference in needs.

#### Organizational implications by fulfilling the needs of talent

According to Osterloh and Frey (2000) motivation is not a goal in itself but should serve to support an organization's goals. Employees must be motivated to perform in a coordinated and goal oriented way. Therefore, managers must compare the benefits and costs when motivating employees intrinsically and extrinsically.

There are two problems that arise when an organization relies on intrinsic motivation. First, the content of motivation can be undesirable (Osterloh & Frey, 2000). When looking back at the history, some crimes have been motivated intrinsically. Love, envy, and the desire to dominate are all intrinsically motivated and contribute to satisfaction rather than to achieving externally set goals. Intrinsic motivation, therefore could have undesirable effects of which an organization must be aware of. Second, effects of intrinsic motivation are more uncertain compared to relying on extrinsic motivation. Therefore, economists as well as managers traditionally prefer a reward and command policy (Argyris, 1998).

However, Amabile, Hill, Hennessey and Tighe (1994) showed a negative side effect if an organization relies on extrinsic motivation. Their study indicated that extrinsic motivation produces less creativity in approaching tasks and rigid behavior among employees.

#### Summary & Conclusion

The needs of employees can be divided in extrinsic and intrinsic motivation. Extrinsic motivators (as rewards) will not lead to motivated talents, but will lead to no dissatisfaction with

their jobs. The intrinsic motivators will lead to motivated talents who are satisfied with their jobs. So both extrinsic and intrinsic factors are needed to satisfy and motivate talent in their job and work context.

The extrinsic and intrinsic motivators apply for employees in general, but some are specific for talents, like the motivators mentioned by Van der Sluis and Bunt-Kokhuis (2009), Towers Perrin report (2001) and Thorne and Pellant (2007). The field research should turn out whether the 'general' motivators also apply for talents, if talents have different motivators which are not mentioned in the literature and the importance of those factors for them.

The fulfillment of extrinsic and intrinsic needs of talent can bring some negative side effects. Therefore the organization must first investigate whether the fulfillment fits with the organization context, the organization strategy, and the nature of the work. Also the organization has to investigate what the benefits and costs are for the organization when the extrinsic and intrinsic needs of talent will be fulfilled.

#### 2.2.3 Overlap needs and organizational commitment

As discussed in paragraph 2.2.1, theories about organizational commitment and motivation & satisfaction show some similarities. There are several factors that influence the attachment of employees to an organization and will create organizational commitment. These antecedents of organizational commitment show several similarities with the extrinsic and intrinsic motivators as described in section 2.2.2. Therefore an overview based on the work of Allen and Meyer (1990), Meyer and Allen (1991), Döckel, Basson and Coetzee (2006) and Steers (1977) show the overlap between extrinsic and intrinsic factors and antecedents of organizational commitment, see Table 5.

Table 5

Overlap extrinsic and intrinsic needs and antecedents of organizational commitment

Overlap			
	Needs of talent	Antecedents organizational	Type of commitment
		<u>commitment</u>	
Extrinsic factors	Salary	Salary/rewards	Affective commitment
	Relationship with colleagues	Social interaction	Affective commitment
	Company policy and administration	Formal rules and company policy	Affective commitment
Intrinsic factors	Job satisfaction	Job satisfaction	Affective commitment
	Opportunities for development	Advancement/education	Affective commitment
	Autonomy	Autonomy	Affective commitment
	Challenging work	Challenge	Affective commitment
	Task significance	Personal importance to an organization	Affective commitment
	Variety	Variety of skills used	Affective commitment
	The achievement of (personal) goals	Need/opportunities for achievement	Affective commitment
	Feedback	Amount of feedback provided on the job	Affective commitment
	Fair treatment	Fairness	Affective commitment

As Table 5 shows, several antecedents of organizational commitment are similar with the extrinsic and intrinsic factors. It is obvious that all the antecedents of organizational commitment that are similar with the extrinsic and intrinsic needs, are antecedents of affective commitment, see the results in Table 5. Research of Steers (1977) indicated that affective commitment has major influences on organizational commitment. Based on the overlap of the extrinsic and intrinsic factors with the antecedents of organizational commitment, it can be assumed that when the extrinsic and intrinsic needs are satisfied, it will lead to affective commitment, and affective commitment will lead to organizational committed talents.

#### Summary & Conclusion

To conclude this paragraph, the fulfillment of the extrinsic needs will lead to no dissatisfaction and the fulfillment of the intrinsic needs will lead to satisfaction and motivation. Since the extrinsic and intrinsic needs show several similarities with antecedents of affective commitment, see Table 5, it is assumed that when the extrinsic and intrinsic needs of talent are fulfilled it will lead to organizational committed talent. Once organizational commitment is achieved, it will lead to the retention of talent.

# 2.3 Conclusion and models

This chapter showed that in order to identify talent, a definition, criteria, method and tools for the identification of talent are required. A definition of talent should include competencies, performance and motivation. The definition and criteria of talent are organization specific. Moreover, during the process of defining talent it is important to involve a wide group of stakeholders. It can therefore be concluded that the identification of talent is highly influenced by the organization, because the interpretation of a definition, criteria and methods are based on the perception of the organization which is dependent on the organization context, organization strategy and the nature of the work.

Furthermore, there are several needs that influence talents' intention to stay at an organization. These needs are distinguished into extrinsic needs (which could lead to no dissatisfaction with their jobs) and intrinsic needs (which could lead to motivated talents and satisfaction with their jobs). When an organization fulfills as much as possible of both the extrinsic and intrinsic needs of talents, it is assumed that this leads to organization committed talents. Once organizational commitment is created, it will lead to the retention of talent. This means that also the retention of talents is highly influenced by the organization, because the organization has to decide which needs of talent they can and will fulfill. This decision also depends on the context and strategy of the organization, and it depends on the nature of the work.



FIGURE 4. Conceptual model.

As Figure 5 shows, this study investigate how MST currently identifies talent, what the business managers believe are criteria of talent and what kind of methods MST uses to identify talents.

Furthermore, it will be investigated what the needs of talents at MST are. As already mentioned in previous literature study, the needs which stem from the literature are in several cases the needs of employees in general. Therefore the needs of current talent at MST will be investigated.





The research model shows the expected relationships. Identifying talent is found to be a need of talent, because by identifying employees as talents they feel recognized. This is an intrinsic need since it fulfills the need of recognition, and will therefore contribute to the retention of talent.

Furthermore, as found in literature; when an organization fulfill the extrinsic and intrinsic needs of talent, it will lead to organization committed talent which eventually also will lead to the retention of talent.

Based on the results of the literature and the field study an answer will be given on the main research question 'How can MST identify and retain talent?'.

# **Chapter 3: Methodology**

Research can serve many purposes, Babbie (2007) distinguished three purposes of research, exploration, description and explanation. The purpose of this research is to explore how talent can be identified and retained.

Analyzing data can be divided into two general manners, quantitative and qualitative data analyses. Babbie (2007) stated that quantitative data is numerical data and qualitative data is nonnumeric data. In this research qualitative data analysis is used. Babbie (2007) defined qualitative analysis as "the nonnumeric examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns or relationships" (p. 394). Qualitative data analysis is very suited for answering exploratory questions and to gather in depth information, which was needed to answer the research questions. Quantitative data collection has not been used in this research, because this type of data collection could only be retrieved on a very small scale since the group of business managers and current talents at MST are limited. Drawing conclusions on such a small scale would have provided an unreliable basis for making generalized conclusions and recommendations.

In this chapter the research strategy, selection of respondents, methods and instruments used, and data processing and analysis of this research are described.

### 3.1 Research strategy

In order to answer the main research question 'How can MST identify and retain talent?' a literature study was conducted first, in order to investigate how talents can be identified and retained according to literature. To investigate how MST in specific can identify and retain talent, the following sub questions have been formulated:

- 1. How is talent currently identified at MST?
- 2. What are the extrinsic and intrinsic needs of current talent at MST?

The goal of this research is to investigate how talent can be identified and retained and to give recommendations to MST with regard to the identification and retention of talent.

### 3.2 Selection of respondents

To answer the sub-question "How is MST currently identifying talents?", business managers from all RVE's who are currently involved with the identification of talent were interviewed. There are seven business managers, all seven were invited for the interviews. Only five of them could participate in this study, the other two business managers were too busy.

In order to answer the sub-question "What are the extrinsic and intrinsic motivation factors of current talent at MST?", the extrinsic and intrinsic motivation factors of the current talents at MST will be investigated and whether those needs are satisfied. To give insights into these questions, current talents of MST were interviewed. The selection of current talents to interview was difficult as MST does not have a commonly accepted definition or criteria of talent. Therefore, it was decided to select current talent based on a common agreement with the business managers and HR advisors. The business managers and HR advisors selected talents based on their subjective criteria. This is the current procedure of selecting talent at MST. The subjective criteria are individually based and not written down. However, the talents were selected because they stand out of the crowd, are operating/performing better than average and are involved into the organization. Nineteen talents within MST were selected and in total fifteen talents were interviewed. The four remaining talents could not cooperate due to personal circumstances, or they were too busy. This manner of selecting respondents is called nonprobability sampling. And more specifically purposive sampling was used. According to Babbie (2007, p. 193) purposive sampling is "a type of nonprobability sampling in which

the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative".

The selected talents were invited by e-mail for an interview; in this e-mail the research goal was explained. The talents willing cooperate received a phone call to make an appointment for the interview. Interviews took place in the office of the selected talent. The interviews were executed in Dutch and took approximately one hour. A week after the interview took place, the respondents received the minutes of the interview and were asked to authorize them for use.

# 3.3 Research methods

This section describes the used research instruments. Furthermore, a description will be given of how the data will be collected in order to answer the sub-questions. The sub-questions 'How is MST currently identifying talent?' and 'What are the extrinsic and intrinsic needs of current talents at MST?' will be answered by conducting a field study. So this field study consists out of two parts, in part one the research method for investigating how talent is currently identified at MST will be discussed. In part two the research method for investigating what the needs are of current talent will be discussed. Based on the results of both literature study and field study the main research question 'How can MST identify and retain talent?' will be answered.

#### 3.3.1 Investigating how is talent identified at MST

This section describes which research instruments will be used to investigate how MST currently identifies talents.

#### **Document analyses**

Investigating how MST is currently identifying talent will be done by document analyses. The documents available at MST about talent management will be examined on a definition of talent, criteria of talent, and which tools are being used to identify talent. The results will be compared with the results of the literature study.

The below standing documents are studied, because the HR department of MST has ordered all the documents they have about talent management/management development in two directories 'talent management' and 'management development'. Therefore all the documents that are ordered in those two directories have been read for the document analyses in order to gather information about talent management at MST.

The following documents are used for the document analyses:

- 1. Medisch Spectrum Twente. (2011b). Memo MD 2012. Enschede.
- 2. Medisch Spectrum Twente. (2009a). *Talent management versie 17-09-2009*. Enschede.
- 3. Medisch Spectrum Twente. (2010c). *Memo MD MST verleden, heden toekomst def.* Enschede.
- 4. Medisch Spectrum Twente. (2010d). T en MD MST versie 0.4. Enschede.
- 5. Medisch Spectrum Twente. (2009b). Aanbeveling MD versie 4 (2). Enschede.
- 6. Medisch Spectrum Twente. (2011a). *Figuur ontwikkeling incl medici LvdW*. Enschede.

In document one the learning goals for the managers in 2012 are described, also it is described what kind of themes could be discussed during the thematic meetings in 2012.

Document two contains information about a definition of management talent, goal of the development program, and some issues about the program are listed.

How talent/management development was organized at MST in the past, in the current situation, and how it should be managed in the future is discussed in document three.

In document four it is described on which basis MST wants to shape leadership development.

Document five contains information and recommendations about a project definition, the organization of the project, milestones of the project, and a planning of the project with regard to management development.

Which criteria participants have to meet in order to participate on the management talent program and the goals of the program are described in document six.

#### Interviews with the business managers

In order to gather information on how MST is currently identifying talent, also interviews were conducted. By conducting both document analyses and interviews, as much information as possible was gathered about a definition of talent, criteria of talent, and methods to identify talents. In general, interviews are a qualitative research method which is suitable to provide in-depth information about a subject and by formulating open questions the interviews can provide sufficient in-depth information about a certain subject. Interviews are chosen since this type of research method allows obtaining much qualitative data which was needed for this research and could give a lot of insights into how MST is currently identifying talent. The goal of these interviews was to investigate how talent is currently identified at MST. The business managers have been chosen to conduct interviews with as they are involved with the identification of talent.

Babbie (2007) defined an interview as "a data-collection encounter in which one person (an interviewer) asks questions of another (a respondent). Interviews may be conducted face-to-face or by telephone" (p. 274). According to the literature there are three main types of interviews; structured, semi-structured, and in-depth interviews (Britten, 1995). Structured interviews consist of administering structured questionnaire. During this kind of interview questions are asked in a standardized manner to the respondent. Semi-structured interviews are conducted on the basis of a loose structure consisting of open ended questions that define the area to be explored and from which the interviewer or respondent may deviate in order to pursue an idea in more detail. In depth interviews are less structured than semi-structured interviews, and may cover only one or two issues, but in much greater detail. This research therefore chose for the semi-structured interviews, since this kind of interviewing will allow new questions to be brought up during the interview, which probably will result in obtaining all the information needed to answer the question on how MST is currently identifying talent.

#### Interview guide

For conducting the interviews an interview guide has been made, as shown in Appendix II. The questions in the interview guide are based on the research model, since the research model give insights into findings out of the literature study about how talent can be identified. The guide consist of three themes; definition, criteria, and methods. The interview guide includes open-ended questions. Open-ended questions are "questions for which the respondent is asked to provide his or her own answers" (Babbie, 2007, p. 256). In order to try to retrieve data with minimized influences from outside , open-ended questions were asked to the business managers. For example questions like 'Do you think this definition of talent based on the literature, defines talent good?' were not asked. In the first part of the interview an introduction about the purpose of the research is given. The second part consists out of several questions about a definition of talent, in part three several questions will be asked about criteria of talent, and in the last part several questions about methods for identifying talent will be asked.

#### 3.3.2 Investigating the needs of talent

To investigate what the extrinsic and intrinsic motivational factors of the current talents at MST are, it will be investigated what they think those factors exactly are, and if they think w whether those factors are fulfilled, and which factors they consider as most important. This will be investigated through interviews with current talents of MST.

#### Interviews with the talents

In chapter 2, the needs of talents in order to retain them within an organization were be investigated. To answer what the extrinsic and intrinsic needs are of current talent at MST, by semi-structured interviews it will be investigated whether the needs based on the literature are fulfilled, if the talents have other needs and what the most important needs of talents are. For the interviews with the talents an interview guide is made, this guide contains both open- and closed-questions, which makes the interviews with the talent less semi-structured than the interviews with the business managers. However, the interviews cannot be marked as structured interviews, because the interview guide does contain several open-ended questions.

#### Interview guide

Also during the interviews with current talents of MST an interview guided was used, as shown in Appendix III. The interview guide consists of four themes; personal related questions, work related questions, extrinsic needs, and intrinsic needs. The questions of in this interview guide are also based on the research model and the literature study. The literature study gave insights into which extrinsic and intrinsic needs – when they are fulfilled – will lead to organizational commitment and eventually to the retention of talent. The interview guide include open-ended questions and questions in which the respondent has to rank some subjects in order to get insights into what the extrinsic and intrinsic needs are of talent and which of those needs are most important for current talents at MST. In order to try to retrieve data with minimized influences from outside, several openended questions were asked. For example no questions like 'Is challenge an intrinsic need for you?' were asked. In the first part of the interview an introduction is given about the purpose of the research. In the second part personal related questions were asked, in part three several work related questions were asked, and the last part consists out of questions about their needs. However, also some closed-questions were asked to the respondents in order to get insights in the importance of needs. For example it was asked to the respondents to rank several extrinsic and intrinsic needs based on importance. With this information it is possible to investigate which extrinsic and intrinsic needs are most important for talent.

### 3.4 Data processing and analysis

After data gathering, data analysis were needed. Qualitative data can be analyzed in several ways, but this research makes use of within-case analysis. According to Eisenhardt (1989) within-case analysis involves "detailed case study write-ups for each site, these write-ups are often simply pure descriptions, but they help researchers to cope early in the analysis process with the often enormous volume of data".

Furthermore discovering patterns will be used, Lofland, Snow and Anderson (2006) suggest several ways of looking for patterns in a particular research topic. This research discovered patterns based on frequencies and structures, for example during the investigation about criteria of talent. Also tables and histograms will be used to summarize the main results that stem from the interviews.

# **Chapter 4: Results**

This chapter shows the results of the document analyses and the interviews, executed within Medisch Spectrum Twente, in order to answer the following sub-questions:

- How is talent currently identified at MST? (document analysis and interviews with the business managers at MST);
- What are the extrinsic and intrinsic needs of current talents at MST? (interviews with current talents at MST).

# 4.1 Identification of talent at MST

This paragraph presents the results about the identification of talent, based on the document analyses and the field study. Also an answer will be given on the sub-question 'How is MST currently identifying talent?'.

#### 4.1.1 Document analyses

During the document analyses it became clear that the available documents about talent management at MST are focused on management talent and not on talent in general, to be more specific the focus was on management development.

In this section the results of the document analyses will be analyzed, the paragraph is divided in definition, criteria and methods.

#### Definition of talent

Based on the available talent management documents of MST no generic definition of talent was found. However a definition of management talent (Medisch Spectrum Twente, 2009a) was available, which is: *"A talent is a person who can be trained and can be prepared for a management function within two years and he/she stands positively out through dedication, ambition, and level (above average)" (p.1).* 

#### Criteria of talent

Moreover, also no generic criteria of talent were found. The available documents of talent management did gave some insights into criteria of management talent, see Table 6. This table presents all criteria of talent based on two documents (document 2 and 6). As can be found in Table 6, the only criterion that is mentioned more than once is 'ambitious'. Furthermore, the criteria are based on management talent and the criteria are mentioned just once, which makes the results not very reliable.

#### Table 6

Criteria of management talent based on document analysis at MST

Criteria of talent	Described in document
Ambitious	Medisch Spectrum Twente (2009a);
	Medisch Spectrum Twente (2011a)
Commitment	Medisch Spectrum Twente (2009a)
Above average level knowledge/skills/performance	Medisch Spectrum Twente (2009a)
Involved	Medisch Spectrum Twente (2011a)
Flexible	Medisch Spectrum Twente (2011a)
Innovative	Medisch Spectrum Twente (2011a)
Communicative and social skills	Medisch Spectrum Twente (2011a)
Decisive	Medisch Spectrum Twente (2011a)

#### Methods for identifying talent

The creation of a competency profile - and some tools - competency assessment tool, talent reviews and 360-degree feedback - were found in the literature, for the identification of talent. During the investigation of the available documents about talent management it appeared that MST does not use a competency profile or tools such as a competency assessment tool, talent reviews or 360-degree feedback for the identification of talent. It even appeared that MST does not use any methods at all for the identification of talent. None of the available document about talent management provided information about how MST identifies talent.

#### Summary & Conclusion

Document analyses provided little or no information about a generic definition of talent at MST, generic criteria of talent at MST, and how to identify talent at MST. The available documents contained in general practical information about the content of (future) development programs. Furthermore the documents are focused on management talent and not on talent in general which is the focus of this research. To conclude, the document analyses provided little information for answering the sub question 'How is talent currently identified at MST?'.

#### 4.1.2 Results of the interviews with the business managers

This section discusses the results of the interviews with the business managers. Two business managers were male and three business managers were female. The interviewed business managers are managers from different kinds of RVE's, for example from the RVE's Radiology, Intensive Care and the Operation Room.

#### Definition of talent

In the interviews with the business managers it was asked how they would define talent, this resulted in several aspects of a generic definition of talent. Based on literature study it was concluded that a generic definition of talent includes; competencies (Silzer & Dowel, 2010; Williams, 2002; Michaels et al., 2001), performance (Williams, 2002; Dessing & Lap, 2004; Turner et al., 2007), and motivation (Michaels et al., 2001; Vinkenburg & Pepermans, 2005). In Table 7 an overview is made of the results of the interviews.

When a certain aspect of a generic definition is mentioned by three of the five business managers, it is considered as important, because then it is by more than half of the respondents mentioned. Business managers also mentioned many other aspects of a definition of talent, however they were mentioned only once and no structures or patterns could be discovered. Therefore, only the aspects of a generic definition which was mentioned more than three times are presented in Table 7. As can be found in the table, there are few aspects mentioned more than three times, so little information was gathered about aspects of a definition of talent.

#### Table 7

<b>Category</b>	Definition of talent include:	Frequency
Performance	He/she does and can do more than is expected from him/her	4
	Performs above average	3

#### *Note*: N = 5

It was to the business managers how they would define talent and what a suitable definition of talent would be for talent at MST. Some business managers found it difficult to answer these questions, because they found it hard to give a generic definition of talent when there are so many and different RVE's within MST. One respondent also argued the following "*To define talent, MST first has to know what it wants*" (int. 2).

Based on the result of the interviews conducted with the business managers from MST it can be concluded that the most frequently mentioned aspects of a definition of talent are '*he/she does and can do more than is expected from him/her*' and '*he/she performs above average*' and a definition of talent must also be organization/RVE specific. Based on the literature the following definition of talent was formulated '*A talent is an individual who has the (strategic) competencies that enable an organization to achieve its short- and long-term goals, he/she regularly demonstrate exceptional ability and performance in his/her work context, and he/she has the ability, will and commitment to grow and be successful*'. As can be seen there are similarities between the definition of talent from the field study and the literature. Both aspects of a definition of talent based on the field study, ability ('*he/she does and can do more than is expected from him/her*') and performance ('*he/she performs above average*'), can be found in the definition of talent based on the literature. Also remarkably is that two business managers stated that a definition of talent must be organization/RVE specific, the literature (Ford et al., 2010) also confirms this. However, the competency and motivation aspect of a definition of talent is missing in the result of the interviews with business managers.

#### Criteria of talent

In order to give insights into the criteria of talent, the business managers were asked what they believe marks talent. Results are shown in Table 8 and shows how many times a certain criteria is mentioned by business managers. When a certain criterion is mentioned by three out of five business managers, it is considered as important, because then more than half of the respondents mentioned this specific criterion. The business managers also mentioned many other criteria of talent, however they were mentioned only once and no structures or patterns could be discovered. Therefore, only the generic criterion of talents which were mentioned more than three times are presented in Table 8.

#### Table 8

Generic criteria of talents according to business managers at MST

Generic criteria resulted from the field research			
Criteria/characteristics	Frequency		
Compassion/thinks and change along with the organization	3		
Proactive/(self)-initiative	3		
Creative/thinks outside the box	3		
Energetic/enthusiastic	3		
Entrepreneurial/innovative	3		

*Note*: N = 5

Based on Table 8 it can be concluded that the criteria of talent at MST should be the following 'he/she has compassion/thinks and changes along with the organization, he/she is proactive/(self)-initiative, he/she is creative/thinks outside the box, he/she is energetic/enthusiastic, and he/she is entrepreneurial/innovative'. All these criteria were also found in the literature, see Table 1 in chapter two. However, the business managers did not mention all criteria that were found in the literature.

#### Methods for identifying talent

Another question asked to business managers was if they use methods to identify talent. However it became clear that no methods or tools are used. The business managers indicated that they identify talent based on their own subjective criteria and intuition. Although the business managers do not use methods for identifying talent, they do have insights into who is a talent within their RVE's. These employees are recognized/identified as talent because their names always come up during meetings where new positions or new projects are discussed. In general these people stand out, because they perform above average and do more than is expected from them according to the business managers. Therefore these employees were nominated if existing of (new) positions are released or (challenging) projects are started. Thus, the manner in which MST identifies talent is based on limited descriptions or criteria of talent.

With regard to the question if they know methods for identifying talent, the business managers indicated that they have doubts if there are suitable methods for identifying talent. In general, the business managers do not believe in competency profiles, because they see it as a limited tool as they believe a talent does not per definition have to meet a certain list of competencies. Also they think that there are too many different jobs within MST and making all kinds of competency profiles for those functions will take too much time and is therefore expected to take too much effort. More specifically, one business manager (int. 1) stated the following *"I don't believe in methods for identifying talent. When I meet new people I know within 3 minutes if he/she is a talent. I totally trust on my intuition, and the past has shown that I have a certain ability to recognize talent"*.

Another business manager has experience with a method for the identification of talent, the respondent argued the following "The 'Vlootschouw' is a good method to identify talents within each RVE. With this method you had a chart divided in 'starters, growers, backbone and bottlenecks'. With this tool it was possible to identify and recognize talents, but to apply this method the team leader has to know his/her team very well. Of course this method is based on subjective observations, but I do believe this method will be suitable for MST" (int. 3).

#### 4.1.3 Conclusion: How is talent currently identified at MST?

Interviews with business managers were used to answer this sub question. Chapter two stated that in order to identify talent, an organization needs a definition of talent and criteria of talent, based on that information the organization can identify talent for example with by using competency profiles. It was also concluded that the identification of talent is highly influenced by the organizational context, organizational strategy and the nature of the work. Based on those aspects a definition and criteria of talent could be formulated.

Based on the document analyses it can be concluded that MST has no generic definition and no generic criteria of talent stated in its policy. Also no methods and/or tools for identifying talent were found, more specifically, only a (vague) definition of management talent and some criteria of management talent were found.

Business managers were asked during the interviews how they define talent. As can be found in the results, the answers varied per respondent and were too varied that no structures or patterns could be found. On combining all the answers of the respondents it can be concluded that a generic definition of talent at MST should include at least the following aspects; *'he/she does and can do more than is expected from him/her'* and *'he/she performs above average'*.

Another question asked in the interviews was what criteria managers think marks talent; again several answers were given. Combining all the answers of the respondents, see Table 8, resulted in the following generic criteria of talent at MST; 'he/she has compassion/thinks and changes along with the organization, he/she is proactive/(self)-initiative, he/she is creative/thinks outside the box, he/she is energetic/enthusiastic, and he/she is entrepreneurial/innovative'.

One of the last questions asked, was if the business managers use methods to identify talent. All the respondents answered that they did not use methods for the identification of talent, but that they identify talent based on their own subjective criteria and intuition. Furthermore, the business managers have doubts about methods for identifying talent, because they stated that methods for identifying talent will always be subjective. Despite these doubts, managers do believe that a generic definition and generic criteria of talent within MST are necessary in order to be able to identify talent. And subsequently it may be possible, based on that definition and criteria, to develop and implement a (objective or subjective) method to identify talent.
Based on the document analysis and the field study it can be concluded that MST does not apply a policy nor has certain rules/conditions for identifying talent. MST does not have a generic definition of talent, no generic criteria of talent, and they do not use methods to identify talent.

In the interviews it also became clear that MST currently identifies talent based on subjective criteria as the intuition of the team leaders and business managers. Results of the interviews showed that talent is recognized based on their exceeded performance and exceeded expectation levels. What the standards are and how that is measured is not known and probably depends on the business managers, but should be organization wide. However, this result shows some similarities with the literature. As stated in the literature study a definition of talent contains the aspects competencies, motivation and performance. Thus, MST focuses in general on performance and less on the other two aspects. Therefore the manner in which MST identifies talent is very limited and could cause that not all talents within MST will be identified.

With regard to how to identify talents, it was mentioned by a business manager that MST first has to know what it wants, this supports the conclusion that was drawn in the literature study, namely that the identification of talent is highly influenced by the organization.

## 4.2 Needs of current talent at MST

This paragraph present the results of the interviews with the talents. Also an answer will be given on the sub-question 'What are the extrinsic and intrinsic needs of current talent at MST?'.

## 4.2.1 Personal related factors of talent

Research was conducted at MST among 15 selected talented employees (in total 19 talents were selected, but only 15 participated). This selection was based on subjective criteria and intuition of the business manager and HR advisors. All talents were interviewed face to face. Demographic information can be found in Table 9. This table provides information about for example gender, family situation, and age. Based on this data, some comparisons will be made for example if the needs of talent differs by gender, which will be discussed in paragraph 'importance of the extrinsic and intrinsic factors'.

		Persona	al related fac	tors		
Age	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	Total
	4	3	1	6	1	15
Male	0	0	0	3	0	3
Female	4	3	1	3	1	12
Married	0	2	1	4	1	8
Not married	4	1	0	2	0	7
Children	0	0	1	4	1	6
No children	4	3	0	2	0	9
Type of job		Medical/nursing		Staff/support	1	<u>Fotal</u>
		9		6		15
		Years	working at N	IST		
0-5 years		5		6		11
6-10 years		3		0		3
11-15 years		0		0		0
16-20 years		1		0		1
		Years wo	orking curren	it job		
0-5 years		8		6		14
6-10 years		1		0		1

#### Table 9 Demographic characteristics of talents of MST

*Note:* N = 15

Four out of the 15 respondents are part of the age group 21-25, three are part of the age group 26-30, one was part of the age group 31-35, six are part of the age group 36-40, and one was

part of the age group 41-45. Three respondents are male and twelve of them are female. Eight respondents are married and seven of them are not married. Six respondents have children and nine respondents do not have children.

The personal work related factors are also shown in table 9. As can be seen in the table, the type of job is distinguished in the sections medical/nursing and staff/support, nine respondents have a job in the medical/nursing section and six of them in staff/support section. Eleven respondents have been working for 0-5 years for MST, three of them 6-10 years for MST, and 1 respondent has been working for 16-20 years for MST. Fourteen respondents have been practicing their current job for 0-5 years and one respondent had been practicing his/her job for 6-10 years.

### 4.2.2 Needs of talent

According to literature, the fulfillment of extrinsic and intrinsic factors will lead to employees who are satisfied with their jobs and are motivated. However factors found in literature apply for employees in general and not specific for talented employees. Therefore it was investigated what the extrinsic and intrinsic needs are of talents, and if those needs were fulfilled. During the interviews with talents, they all mentioned at least four needs they have.

#### **Extrinsic needs**

One of the asked questions to the respondents was what their extrinsic needs were. Answers varied and only one need was mentioned by more than half of the fifteen respondents, namely 'salary'. Salary is mentioned by nine respondents as an extrinsic need and is therefore considered as important. The talents also mentioned many other extrinsic needs such as 'work conditions' or 'colleagues', however those needs were mentioned only once or twice and no structures or patterns could be discovered.

After gathering all the information about what the extrinsic needs of talent are, the talents were asked which of those factors are not met. The answers varied per respondent and in most cases a need was not met according to only one respondent. However, three respondents mentioned that the needs 'salary' and 'promotional opportunities' were not met. One respondent gave the following comment why the extrinsic need 'salary' is not met "*I believe that we as nurses should earn more salary because we do such important and critical work and we have a lot of responsibilities. Compared with the profit sector we earn less salary*" (int.8).With regard to the extrinsic factor promotional opportunities, one respondent argued "*Promotional opportunities are not really met, because I don't know and/or see the possibilities for the future, so therefore I don't know what the promotional opportunities are*" (int. 15). Since the answers were too varied no clear structures or patterns could be discovered.

#### Intrinsic needs

After discussing the extrinsic needs of talent, it was investigated what the intrinsic needs of talent are. Answers very varied and only two needs were mentioned by more than half of the fifteen respondents, namely 'challenge' and 'development'. The intrinsic needs 'challenge' was mentioned by eleven of the fifteen talents, and 'development' was mentioned by nine of the fifteen talents. The intrinsic needs 'challenge' and 'development' are therefore considered as important.

After discussing what intrinsic needs of talent are, they were asked which intrinsic needs have not been met. The answers varied per respondent and in most cases a need was not met according to only one respondent. However, four respondents mentioned that the need 'opportunities for development' is not met. Two of those respondents (interviews 9 and 10) answered that they would prefer more opportunities for development with respect to education, training, and personal development. They think MST does not offer enough development opportunities and MST does not stimulate employees to follow an education or training to develop themselves. Therefore they stated that the intrinsic need 'opportunities for development' has not been met. Another respondent (int. 11) stated that his/her opportunities for development are

lacking, because he/she is ready for the next step in his/her career, but a next step in his/her career has not (yet) been discussed with him/her. The other respondent who stated that the opportunities for development are lacking, gave the following argument "I do not know what kind of opportunities there are, because I have never had an annual or performance review with my manager" (int. 13).

## Summary & Conclusion

Based on these results it can be concluded that several needs of talents at MST are not fulfilled. The most frequently mentioned needs which are not met are opportunities for development, salary, and promotional opportunities. An interesting finding is that the intrinsic factor 'opportunities for development' is not met according to four respondents. This is interesting, since this intrinsic factor is found as the second most important according to the respondents and this factor has a high influence on job satisfaction and motivation.

The literature stated that the extrinsic and intrinsic needs of talent must be fulfilled in order to retain talent. The results of the field study shows that not all needs of talent are fulfilled, so it can be concluded that MST is lacking in the fulfillment of several needs of current talents at MST.

## Importance of extrinsic and intrinsic factors

During the interviews with the fifteen talents it was asked to rank their extrinsic and intrinsic needs based on importance, Figure 7 and Figure 8 show the results.



FIGURE 7.

Importance of extrinsic needs of talents at MST.

The ranking of extrinsic factors varied per respondent, but overall 'relationship with colleagues' was awarded with a mean of 9.7 points and thus was found as most important and having the most influence on job dissatisfaction according to the respondents. The means are calculated by summing up the scores per need (11 points for the most important need and 1 point for the least important need) and dividing the total score per need with the total respondents. The least important factor was 'insurance coverage' with a mean of 2.2 points.

It is difficult to draw any conclusions about the importance of the categories the needs of talent are in, because some categories include only one extrinsic need. However, it can be concluded that the most important extrinsic need 'relationship with colleagues' falls within the category communication and the least important extrinsic need 'insurance coverage' falls within the category



reward. This might assume that talent finds communication within their job and the rewards they receive for exercising their job very important.

FIGURE 8. Importance of intrinsic needs of talents at MST.

The ranking of intrinsic factors varied per respondent, but overall 'autonomy' was awarded with a mean of 7.67 points and thus was found as most important and having the most influence on job satisfaction according to the respondents. The means are calculated by summing up the scores per need (11 points for the most important need and 1 point for the least important need) and dividing the total score per need with the total respondents. The least important factor was 'the achievement of (personal) goals' with a mean of 3.67 points.

It is difficult to draw any conclusions about the importance of the categories the needs of talent are in, because some categories include only one extrinsic need. However, it can be concluded that the most important intrinsic need 'opportunities for development' falls within the category career and the least important intrinsic need 'the achievement of personal goals' falls also within the category 'career'. Since both most important and least important intrinsic need falls within the category 'career' makes it hard to draw conclusions.

In order to investigate if the importance of the extrinsic and intrinsic needs of talent differ for personal related factors, a comparison is made for age, gender, and family situation. An overview of the several comparisons can be found in Appendix IV. The results of these comparisons does not provide any significant information, since the data was too varied and the group of respondents was too limited, therefore no structures or patterns could be discovered based on the results.

### Summary & Conclusion

The ranking of needs resulted in several remarkable results, because they differ from the literature. Looking at the ranking of the extrinsic needs the need 'promotional opportunities' is ranked with a mean of 8 points and stands on number four of most important extrinsic needs. This is remarkable, because one would expected that talents think that promotional opportunities are the most important, or at least more important than job security, work conditions or relationship with colleagues.

Also the fact that the most important extrinsic need is 'relationship with colleagues' which falls within the category 'communication' and the most important intrinsic need is 'autonomy' which falls within the category 'job' seems contradicting. It is expected that if talents find autonomy

important the relationship with colleagues is expected less important. More specifically, when autonomy is preferred, this means that talent wants to be independent which assumes that relationships with colleagues are less important. When analyzing the results of the interviews, this contradiction can be explained. During the interviews several talents mentioned that when they stand out of the crowd and perform better than average, it is not always appreciated by their colleagues and/or their team leaders. So the desire to have (good) relationships with colleagues could be assigned due to the fact that talents want to be autonomous, stand out of the crowd, and want to be appreciated by their colleagues, or at least do not want to influence their relationship with colleagues negatively by standing out of the crowd. Another explanation for the desire/need to have good relationship with colleagues could be due to the culture that prevails within health care. The culture of health care organizations could be focused more on having good relationship with colleagues compared to organizations in the profit sector.

#### Improvements for job and work design

The final question for the respondents was if they had points of improvement with regard to their job and work context at MST. In Table 11 an overview of the improvements most frequently mentioned by the respondents are listed. Only improvements which are mentioned three times or more are presented in the table.

#### Table 10

Improvements three	times or more	mentioned h	v current	talent at MST
improvenients three		mentioned b	ycunch	

Improvements					
Category Improvement most frequently mentioned Frequency					
Reward	Show appreciation towards talent	3			
Communication	Give more feedback	3			
Culture	Change the culture, become less bureaucratic	4			
	Faster decision-making	3			
Career	Create clear career paths and promotion	11			
	opportunities				
	Offer more opportunities for development	6			
	(education/training)				
	Offer coaching	4			

#### *Note:* N = 15

Based on the results in Table 11 it can be concluded that 21 times an improvement is mentioned in the category 'career' by the respondents, followed by seven improvements in the category 'culture', and three improvements in the categories 'reward' and 'communication'.

Creating clear career paths and promotion opportunities is a point of improvement mentioned by eleven respondents during the interviews. Based on the interviews it became clear that respondents do not know what kind of career paths and/or promotion opportunities there are for them. One respondent argued *"For me at this moment it is unclear what the next step in my career will or can be. In my opinion MST doesn't have an environment in which there are a lot of opportunities for talent (yet). Changes for talent often depend on the initiatives of the individual manager. I am convinced that this implies a risk in losing talents to other companies"* (int. 12).

Another point of improvement for MST is to offer more opportunities for development and coaching. Respondents argued that, in order to develop themselves, more opportunities for development and coaching should be offered.

As can be found in the results, one of the improvements for MST is to become less bureaucratic, one respondent argued "MST must become less bureaucratic. There are so many rules within MST and processes are taking too long, because everybody has to express their opinion about a subject. Of course you can't rule out all the rules and policies, but I do think that at this moment a lot of innovative ideas will be destroyed or at least delayed because of the rules. My job design would be improved if processes will go faster and if there are not so many rules anymore. To realize this MST could give every RVE more responsibilities and freedom to operate, this will contribute to faster processes and decision-making" (int.12).

### Summary & conclusion

Results in Table 11 shows that it is mentioned eleven times that MST should create clear career paths and promotion opportunities and it is mentioned six times that MST should offer more opportunities for development. These results are quite remarkable, because according to the literature talent is proactive, a self-starter, and will take initiative. The mentioned improvements of the interviewed talents show little similarities with these criteria of talents and are contradicted with what would be expected of talents. It is expected from talent that they will have an active role in achieving promotions and development opportunities. Therefore, also these results make it questionable whether business managers have designated the right talents for this research and if the interviewed talents are all talents.

#### 4.2.3 Conclusion: What are the extrinsic and intrinsic needs of the current talents at MST? This section discusses the extrinsic and intrinsic needs of the current talents at MST.

#### **Extrinsic needs**

In order to answer the question what the extrinsic motivation factors of the current talent at MST are, the respondents were asked what their extrinsic needs are. An overview of the results can be found in Appendix VI.

During the interviews nine out of fifteen talents mentioned salary as an extrinsic factor, although receiving money is not their most important extrinsic factor. This is also confirmed by the literature, according to Vinkenburg and Pepermans (2005) money is not that important to them, however money is important regarding status and appreciation. This is because money is a symbol of their influence, a reflection of their place in the hierarchy for talents.

After identifying the extrinsic needs of the current talents at MST, the respondents were asked to rank the extrinsic factors. The ranking of the extrinsic factors was conducted by using a table which talents had to fill in. Based on the results of the ranking a top 5 of most important extrinsic needs is made. The most important extrinsic need is relationship with colleagues, followed by work conditions, job security, promotional opportunities, and salary. So current talent of MST find the extrinsic factor 'relationship with colleagues' most important, this factor has the most influence on job dissatisfaction.

It is interesting to compare the results of the open question of what the extrinsic needs of the respondents are, with the results of the ranking. When comparing these results it appears that although salary is mentioned by nine out of fifteen respondents, this factor is not ranked as the most important extrinsic factor. And although the extrinsic need 'colleagues' is only mentioned five times by the respondents, this need is ranked as most important extrinsic factor.

#### Intrinsic needs

To answer the second part of the question, what are the intrinsic motivation factors of current talents at MST, the respondents were asked what their intrinsic needs are. The answers varied per respondent. An overview of the results can be found in Appendix VI. The intrinsic need which is most often mentioned by eleven out of fifteen of the current talents of MST, is challenge. After identifying the intrinsic needs of the current talents at MST, the respondents were asked to rank the intrinsic factors. Based on the results of the field study a top 5 of most important intrinsic needs can be made. The most important intrinsic need is autonomy, followed by opportunities for development, job satisfaction, challenge, and recognition. So 'autonomy' is the most important intrinsic factor of the current talents of MST, this factor has the most influence on job satisfaction and will contribute to their motivation.

Remarkable is the fact that when the respondents were asked what their intrinsic needs are, eleven out of fifteen respondents mentioned challenge, so it could be assumed that challenge is very important for talent. However when the respondents were asked to rank the intrinsic needs based on importance, challenge stands on place 4 of the most important intrinsic needs of talent at MST.

### **Conclusion**

It is difficult to determine what the extrinsic and intrinsic needs of the current talents at MST are, since it is questionable if the respondents are real talents as it is described in literature. Given the results of the current identification of talent and the ranking of needs by the talents, the results differ from the results out of the literature. Talents are identified only based on performance and the importance of needs differ from what would be expected talent find important. Therefore, no general conclusions could be drawn of what the extrinsic and intrinsic needs are of talents of MST. However it is assumed that in general the most important extrinsic needs of the interviewed talents at MST are within the category 'job' and specifically is the 'relationship with colleagues' and the most important intrinsic needs of the talents at MST are also within the category 'job' and specifically is 'autonomy'. Therefore it is assumed that the job content is very important for talents and if the talents are satisfied with the job content it will lead to the retention of talent.

Appendix VI shows an overview of the needs of talent according to the literature and all the mentioned needs by the current talents at MST are presented. However the needs are too varied and no structure or patterns could be discovered and therefore no generic conclusions were drawn.

## **Chapter 5: Conclusion and Recommendations**

This chapter gives an answer to the main research question 'How can MST identify and retain talent?'. But before answering this question, the results and the limitations of this research will be discussed and a conclusion of the research is drawn. This chapter will finish with recommendations for MST with regard to identifying and retaining talent.

## 5.1 Discussion

The first result that will be discussed is how MST identifies talent. Based on the results it was found that MST identify individuals as talent when they perform above average. In the literature three aspects of a definition of talent were found; competencies, motivation and performance (Silzer & Dowel, 2010; Williams, 2002; Michaels et al., 2001; Dessing & Lap, 2004, Turner et al., 2007; Vinkenburg & Pepermans, 2005). Thus MST identifies talent based on performance, which indeed is an important aspect of talent according to the literature (Michaels et al., 2001; Vinkenburg & Pepermans, 2005). However, competencies and motivation were not or only one time mentioned during the interviews with the business managers. In other words, the identification process of talent at MST is lacking, because they do not use all three aspects for the identification of talent.

Based on the interviews with the business managers some generic criteria of talent were found, these include 'he/she has compassion/thinks and change along with the organization, he/she is proactive/ (self)-initiative, he/she is creative/thinks outside the box, he/she is energetic/enthusiastic, and he/she is entrepreneurial/innovative'. However, these criteria are not reliably measurable nor relatively enduring/stable (Berger & Berger, 2004), because MST does not investigate or measure these criteria at talent. In literature it was stated that in order to identify talent, the criteria of talent made by the organization should be investigated or measured. MST does not investigate or measure criteria, instead the business managers use their own (subjective) criteria of talent and investigate if an individual has these criteria with the use of their intuition. Therefore the investigation of criteria at talent is not a reliably measurable nor relatively enduring/stable.

The ranking results are remarkable, as already discussed in chapter 4. It is expected that talents would find 'promotional opportunities' the most important extrinsic need and the 'achievement of personal goals' would also be a very important intrinsic need. However 'promotional opportunities' is on place four of most important extrinsic needs and 'achievement of personal goals' is on the lowest place, place eleven of most important intrinsic needs. As stated above, business managers identify talent based on their performance. Therefore it would be expected that the respondents find promotional opportunities and the achievement of (personal) goals very important, because these factors can be conditions for talents to be able to perform above average. So these remarkable results could be due to the fact that MST does not have a definition and criteria of talent and that MST does not use a method/instrument for identifying talent, which can explain that in some cases it was not talent that was designated by the business managers.

## 5.2 Limitations

Even though the results of this research might contribute to the incomplete empirical research on talent management, the current study is clearly not without limitations. These limitations should be kept in mind when inferring the results.

A first limitation of this research concerns the research sample. The field study consists of two parts. The first part contains of interviews with the business managers to investigate how talent is currently identified at MST. For this part five business managers were interviewed. This is a very small research group, which makes it hard to generalize the conclusions of this research. Therefore it was only possible to give some insights into and indications of how talent is currently being identified at MST. The second part consisted of interviews with talents in order to investigate what their

extrinsic and intrinsic needs are. Nineteen talents at MST were selected for the interviews. The selection of talent was based on the perceptions of business managers and HR advisors. A total of fifteen talents were interviewed. This is also a small group of respondents and therefore again no generic conclusions could be presented, only insights into and indications of the needs of talent at MST were given.

A second limitation of this research also concerns the research sample, since this research was not based on random selection. In a random selection each element has an equal chance of selection independent of any other event in the selection process (Babbie, 2007). The research sample was based on nonprobability sampling, to be more specific, purposive or judgmental sampling. For this research it was appropriate to select a sample on the basis of knowledge of a population – managers involved with the identification of talent and the talents at MST –, its elements, and the purpose of the study (Babbie, 2007).

A third limitation of the research is the type of research being used. Due to time limits, qualitative data was used in order to get insights into and information about talent identification and the extrinsic and intrinsic needs of the current talents at MST. In order to be able to draw generic conclusions and statements a quantitative research could be conducted among a larger group of respondents.

Another limitation with regard to the type of research being used is that the study is crosssectional. A cross-sectional study involves "observations of a sample, or cross section, of a populations or phenomenon that are made at one point in time" (Babbie, 2007, p. 106). Due to time limits it was only possible to carry out a cross-sectional study, therefore only a snapshot is provided – the results may be different if another time-frame had been chosen – and as can be read above, it is difficult to make causal inferences.

## 5.2 Conclusion

In order to answer the main research question 'How can MST identify and retain talent?' both a literature study and interviews were carried out. With regard to the identification of talent, it was found in the literature that an organization needs a definition of talent, which should include the aspects competencies, motivation, and performance. Also some generic criteria of talent are necessary in order to identify talent. To investigate which criteria are needed, the making of a competency profile could be a useful method. In order to investigate if an individual has those criteria a competency assessment tool, talent review and 360-degree feedback could be of help. Based on the results of the interviews it was found that MST identifies talent only based on talents' performance, however performance is not defined by MST and therefore could not be measured among talents. Since MST only use the aspect performance for the identification of talent and not the other aspects competencies and motivation, could also explain why the results of the importance of extrinsic and intrinsic needs are so remarkable. The talents of this research were selected based on their performance. So, it could be that this type of talent, 'performance talent', has different needs than the talents described in the literature; who are identified based on all three aspects. However, it still remains remarkably that the intrinsic need 'achievement of (personal) goals' has the lowest score of the ranking of intrinsic needs. Since 'performance talent' was interviewed, it would be expected that they are focused on achieving goals, since they think that achieving goals is very important. An explanation for this result could be that they do not see it as a need, but as a precondition of a job, and therefore this need has the lowest score.

In order to retain talent it was found that talents have several needs that influence their intention to stay at an organization. These needs are distinguished into extrinsic needs, which lead to no dissatisfaction with their jobs, and intrinsic needs, which lead to motivated talents and satisfaction with their jobs (Herzberg, 1966). When an organization fulfills as much as possible of these extrinsic and intrinsic needs, it is assumed that it will lead to organizational committed talents. Once organizational commitment is created, this will lead to the retention of talent. As discussed

above, the most important needs of current talent of MST are remarkable. However, based on the results of the interviews it is found that not all the needs of the current talents are fulfilled. Three respondents mentioned that the extrinsic need 'promotional opportunities' were not met. Four respondents mentioned that the intrinsic need 'opportunities for development' were not met. The focus of MST with regard to talent is on the talents' performance, this might explain why not all the needs of talent are fulfilled. Because the focus of MST is on performance and they want their employees and talents to perform above average, it could be that the focus is less on promotion and development opportunities. Another explanation is that when they offer more promotion and development opportunities, is that a department of MST will lose their talents to another department or even to another organization.

So, how can MST identify and retain talent? In order to identify talent it is important that a definition of talent is formulated which is organization specific, highly influenced by the organization context, the industry and the nature of the work, and dynamic and flexible enough to develop as organizational priorities change. To formulate a definition and criteria of talent it is important to involve a wide group of stakeholders to discuss and share thoughts about definitions and criteria of talent, so that committed and shared definitions and organization wide understanding of talent arises (McCartney & Garrow, 2006). In order to retain talent, organizational commitment must be created among talent. This can be created by fulfilling the extrinsic and intrinsic needs of the talents. However the needs of the talents differ per individual. In other words, not a 'one-shoe-fits-all' bundle of needs should be fulfilled, instead individual specific bundles of needs need to be fulfilled in order to increase the retain rate of talents.

Important is that in both processes of the identification and the retention of talent an organization itself has a huge role. This means that the interpretation of talent depends on the organization and will be influenced by several organizational factors as the context, industry, strategy, and the nature of the work. It is therefore assumed that it is possible that a talent in organization X will not be a talent in organization Y, because the organization context, industry, strategy, and the nature of the work can differ. It is stated in this research that - based on the results of the interviews with talents - it is questionable if all respondents are talents as described in the literature. This could be due to the fact that there is no common shared definition, no common criteria or method for the identification of talent. This confirms how important it is for an organization to have a common shared definition, criteria and method for the identification of talent.

The retention of talent is also highly influenced by the organization. The fulfillment of the needs of talents depends whether an organization can and will fulfill those needs and if they fit with the organizational context, strategy and the nature of the work. However based on the interviews it could be assumed that the interviewed talents find job content important. Therefore the fulfillment of the needs with regard to the job content will probably lead to the retention of talents at MST.

From here, one can conclude that talent management depends on the organization context, organization strategy and the nature of the work. Therefore talent management will be organization specific and there is no one best way for talent management for all organizations, which supports a contingency approach. In the next paragraph several recommendations will be given to MST in order to identify and retain talent.

## 5.4 Recommendations

In this section recommendations will be given to MST. This paragraph is divided into two parts, in the first part recommendations are given with regard to the identification of talent and in the second part recommendations are given with regard to the retention of talent.

### 5.4.1 Recommendations with regard to identifying talent

Based on both the literature and the field study the following recommendations are given to MST with regard to the identification of talent.

#### Recommendation 1: Formulate a generic definition of talent

It is recommend towards MST to formulate a generic definition of talent; in order to create a clear vision of what MST considers a talent. Also by formulating a generic definition of talent at MST it is important to involve a wide group of stakeholders. By involving a wide group of stakeholders during this process a common and shared understanding of talent will be created, which is according to the literature important to define talent.

Regarding a generic definition of talent at MST it is advised to apply the following generic definition 'A talent is an individual who has the (strategic) competencies that enable a company to achieve its short- and long-term goals, he/she regularly demonstrates exceptional ability and performance in his/her work context, and he/she has the ability, will and commitment to grow and to be successful'. This definition fulfills the requirement of aspects which should be included in a definition of talent at MST according to the literature and the business managers. However, the interpretation of the (strategic)competencies, goals, exceptional ability and performance are is organization specific and should be formulated by MST.

#### Recommendation 2: Formulate generic and context specific criteria of talent

Besides the formulation of a generic definition of talent, it is recommended to formulate generic and context or RVE specific criteria of talent. By formulating both generic and context or RVE specific criteria of talent, the definition of talent will be organizational specific and highly influenced by the business context, which is important according to literature and some business managers. Based on the literature and the results of the field study it is recommended to apply the following generic criteria of talent at MST; a talent shows engagement, is proactive, is creative, shows resilience, and is innovative. With regard to RVE specific criteria of talent, it is recommended to start up a diverse workgroup of stakeholders, formulate context specific criteria of talent, as they all have insights needed to be able to formulate those context specific criteria of talent. Also for formulating context specific criteria of talent, every business manager of a RVE must define criteria of talent for his/her RVE in association with the team leaders of the RVE. When criteria are formulated, the business managers must return the context specific criteria of talent to the workgroup. It is important to have context specific criteria of talent, as there are so many different functions within MST. By formulating context specific criteria of talent it is assumed that it is easier for the team leaders and business managers to recognize and identify talents within their RVE's. When formulating criteria of talent it is important that the criteria are observable and/or measurable. Therefore each criteria has to be defined and should be provided with examples. By formulating the criteria, a certain kind of rating scales (e.g. high, medium, and low) is needed to asses to what extent the criteria are present at a potential talent. By means of the assessment, at the same time development points can be formulated.

#### Recommendation 3: Implement a method for the identification of talent

In order to get insights into the capabilities, performances and competencies of employees, MST should implement a method for the identification of talent. Such a method should provide information about skills, knowledge, personal characteristics, and needed behaviors of talent. The development of a competency profile can provide that information and can also be applied in order to investigate what competencies a talent should meet in order to effectively perform a role in the organization and help the business to meet its strategic objectives (Lucia & Lepsinger, 1999). To investigate if an individual has the required needs based on the competency profile, organization can use tools such as a competency assessment tool, talent reviews, and 360-degree feedback. It is recommended to MST to make a generic competency profile of talent. This profile should contain criteria as age and education. This in order to make the identification to a certain degree objective, which the business managers find very important. Other criteria that should be included in the competency profile are characteristics as proactive, creative, energetic, engagement, ambition and innovative, which are based on the literature and the interviews with the business managers. By including both objective and subjective criteria in the competency profile, the identification of talent becomes more objective or at least intersubjective.

To investigate whether an individual meets the criteria of the competency profile, it is recommended to MST to use a competency assessment tool, talent reviews and 360-degree feedback. Although business managers are not very positive about a competency profile, it is recommended to MST to make a competency profile of talent. The argument of business managers to not make a competency profile, was that there are too many jobs within MST and it would be a lot of work to make competency profiles of talent for all kind of jobs. However by making a generic competency profile, it can be applied for the identification of talent in all types of jobs.

A method for the identification of talent that was mentioned by a business manager is 'Vlootschouw'. The method 'Vlootschouw' gives insights – on the basis of the criteria established by an organization – into the potential, performance, and readiness for the next step in the career of employees. With this method a business manager can categorize all employees within his/her department(s) in several categories. By categorizing all employees it can be investigated which employees are talent, are potentials or need development. However, this method is time consuming since all employees have to be evaluated, also there is little information about this method in the literature and the success of this method. However it could be worthwhile for MST to investigate if this method meets the requirements for identifying talents at MST.

#### 5.4.2 Recommendations with regard to retaining talent

Based on the literature and the field study the following recommendations are given to MST with regard to the retention of talent.

#### Recommendation 1: Inventory the extrinsic and intrinsic needs of the identified talent

Once MST has formulated a definition and criteria of talent and has implemented a method for the identification of talent, it is recommended to MST to inventory again the extrinsic and intrinsic needs of the identified talent. During this research the extrinsic and intrinsic needs of the current talents at MST were already investigated, but it is questionable if the talents that were interviewed are the talents as described in the literature because of the remarkable results as described above. Also it is questionable whether a definition and criteria of talent are formulated if the talents which were interviewed during this research will again be identified as talent. In order to draw conclusions about the extrinsic and intrinsic needs of talent at MST, further research is necessary. For future studies, it is recommended to MST to use a bigger group of respondents and also a wider variety of respondents. For the selection of talents, it is also important to have a commonly accepted definition of what a talent is. In this research the variety was limited; within the research group of talent only three respondents were male. It could also be interesting to expand the scale of the research; namely doing research in various hospitals. By doing research in various hospitals it is possible to draw conclusions for hospitals as a whole.

#### Recommendation 2:Fulfillment of the extrinsic and intrinsic needs of talent

After investigating the extrinsic and intrinsic needs of the identified talents it is recommended to MST to focus on the fulfillment – where possible – of the most important needs of the talents. However, very important to keep in mind is that the fulfillment of extrinsic needs will lead to no dissatisfaction with their jobs, and that the fulfillment of intrinsic needs will lead to motivated talent and satisfaction with their jobs. A good balance between the fulfillment of extrinsic

and intrinsic needs is therefore need, because both needs are very important for the retention of talent.

Furthermore, the results of this research supports a contingency approach and no strategy of particular needs will be equally effective for all talents. Therefore it is also important that MST recognize the importance of individual needs, interests and aspirations (Frost, 2002). However, the investigation of the extrinsic and intrinsic needs of identified talents can provide valuable information and can give insights in talents' needs and will contribute to the retention of talent.

Based on the results of the interviews with the talents it would be advised to fulfill the needs 'promotion opportunities' and 'development opportunities'. These needs are quite important for the interviewed talents and are according to several respondents not met. MST should offer more insight in promotion opportunities and should discus once a year with the talent what he/she wants, for example during the annual interviews. MST should also discuss during those annual interviews the development opportunities for the talent. MST could offer talents to join interesting projects within MST as for instance, workshops, symposia or conferences. However, it is advised to MST to first collect the needs of the identified talents as discussed in the above recommendation, before fulfilling these needs.

At last, in order to implement talent management, MST must set a budget, because talent management will cost money. At this moment there is a budget for 'Management Development', but this policy is only focused on developing and improving management and leadership skills and this budget is used mainly for organizing and subsequently the participation in workshops. A talent management budget should be used for offering education, training, workshops, coaching and custom made arrangements for talents. An indication of the budget could not be given, as this depends on several factors and also on how many employees are being identified as talent within MST.

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# **Appendix I: Example competency profile**

#### Verpleegkundig competentieprofiel palliatieve zorg

Deskundigheidsniveau's <sup>1</sup>: A = basiscompetentie  $\rightarrow$  <u>ontdekken</u> / B = gevorderde competentie  $\rightarrow$  <u>ontwikkelen</u> / C = specialistische competentie  $\rightarrow$  <u>overdragen</u>

		Α	в	с
	I. De verpleegkundige als persoon in de palliatieve zorg			
1.1	De verpleegkundige is zich bewust van eigen waarden en normen			
к	Heeft inzicht in eigen waarden en normen	Α	В	
	Heeft inzicht in waarden en normen van anderen	Α	в	
v	Kan eigen waarden en normen omschrijven	Α	В	
	Kan waarden en normen van anderen omschrijven	Α	В	
	Kan kritisch reflecteren over eigen waarden en normen in interactie met de ander		в	с
A	Zelfreflectie	Α	В	С
1.2	De verpleegkundige heeft een eigen visie op leven en dood			
к	Heeft kennis van eigen en andere visies op leven en dood	Α	в	С
	Beseft dat deze visies voortdurend in beweging is	Α	в	с
	Weet, vanuit dit besef, wat belangrijk is in haar leven	Α	В	с
v	Kan vanuit dit besef haar leven zingeven		В	С
	Kan deze zingeving verwoorden		В	С
A	Zelfreflectie	Α	в	с
1.3	De vpk is zich bewust van eigen sterkten en zwakten			
к	Kent eigen grenzen, sterkten en zwakten en weet wanneer deze aan de orde zijn in een bepaalde situatie.	Α	В	
	Kent eigen krachtbronnen	Α	В	
v	Wendt eigen krachtbronnen aan in functie van zelfzorg	Α	в	
	Geeft eigen grenzen en zwaktes aan en laat zich bijstaan om hier mee om te gaan	Α	в	
	Geeft eigen sterktes aan en weet deze ten volle in te zetten	Α	в	
A	Zelfreflectie			
		Α	в	с
	1			

<sup>1</sup> A = Ontdekken = een eerste kennismaking, ontmoeting, een eerste contact, weten dat dit bestaat, ... B = ontwikkelen = kijken wat het met je doet, het zich eigen maken, wat betekent dit voor mij?, ... C = overdragen = bekrachtigen, voeden, empoweren, doorgeven, ...

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	II. De verpleegkundige als zorgverlener in de palliatieve zorg			
	Een professionele relatie aangaan met de patiënt en zijn omgeving vanuit een holistische mensvisie			
2.1	De verpleegkundige begrijpt / integreert het concept 'totale pijn' in de palliatieve zorg			
К	Kent en begrijpt de verschillende dimensies van palliatieve zorg	Α	В	
	Kent het concept totale pijn	Α	В	
	Kent instrumenten (meetschalen) om pijn vast te stellen	Α	В	(
v	Integreert de verschillende dimensies in de dagelijkse zorg	Α	В	
	Kan instrumenten (meetschalen) toepassen		В	(
A	Holistisch handelen	Α	В	(
2.2	De verpleegkundige herkent en anticipeert op veel voorkomende symptomen / zorgbehoeften			
К	Kent de veel voorkomende symptomen binnen palliatieve zorg	Α	В	(
	Heeft inzicht in de recente (evidence based) verpleegkundige interventies		В	(
v	Kan de verpleegkundige interventies op een deskundige wijze uitvoeren	Α	В	
	Toetst de interventie af met patiënt en omgeving	Α	В	
	Observeert en evalueert kritisch de toestand bij patiënt na interventie	Α	В	
	Stuurt de zorg zo nodig bij	Α	В	
A	Deskundigheid	Α	В	(
2.3	De verpleegkundige herkent en anticipeert op refractaire symptomen			
К	Kent de refractaire symptomen en heeft inzicht in de recente (evidence based) interventies		В	(
v	Voert de voorgeschreven handelingen correct uit		В	(
	Observeert en evalueert kritisch de toestand bij patiënt na interventie		В	(
A	Deskundigheid		В	(
2.4	De verpleegkundige kent zorgbehoeften van specifieke doelgroepen (bv. kinderen, mensen met een beperking,)			
К	Kent de zorgbehoeften van specifieke doelgroepen en heeft inzicht in de recente (evidence based) verpleegkundige interventies		В	(
v	Kan de verpleegkundige interventies op een deskundige wijze uitvoeren		В	(
	Toetst de interventie af met patiënt en omgeving		В	(
A	Deskundigheid, omgaan met diversiteit		В	(
2.5	De verpleegkundige herkent spirituele nood en geeft de gepaste zorg			
к	Inventariseert waarden, levensbeschouwing en gebruiken van de patiënt		В	(
	Kent de wisselwerking tussen het spirituele welzijn en het lichamelijke en psychosociale welzijn	Α	В	(
	Herkent zingevingsvragen en levensvragen	Α	В	

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	Herkent een existentiële crisis	Α	В	С
v	Stemt af binnen het multidisciplinaire team en verwijst zo nodig door		В	С
	Kan ruimte bieden voor het bespreekbaar maken van levensvragen	Α	В	С
	Kan ondersteuning bieden bij het ervaren van zin en betekenis in de huidige situatie		В	С
	Kan ruimte creëren voor de invulling van wensen en spirituele gebruiken van de patiënt		В	С
A	Zelfreflectie, authenticiteit, holistisch handelen, communicatievaardig	Α	В	С
2.6	De verpleegkundige is relatievaardig			
к	Kent verschillende communicatiemodellen en haar toepassingen	Α	В	
v	Kan actief luisteren naar de patiënt en de directe omgeving	Α	В	
	Kan zijn persoonlijke visie, waarden en normen opzij zetten voor deze van de patiënt en zijn omgeving	Α	В	
	Kan gepast reageren op een specifieke situatie	Α	В	
	Kan de visie en beweegredenen van de patiënt en zijn omgeving bespreekbaar stellen	Α	В	
A	Empathie	Α	В	
2.7	De verpleegkundige kan de impact van een palliatieve situatie inschatten			
к	Kent de impact van een ongeneeslijke ziekte op de persoon van de patiënt en zijn naasten	Α	В	
v	Heeft zicht op de belangrijke naasten van de patiënt en kan zich t.a.v. elke naaste empathisch opstellen	Α	В	
	Kan de impact van een ongeneeslijke ziekte op de persoon van de patiënt en zijn naasten vanuit holistisch perspectief bekijken	Α	В	
A	Empathie	Α	В	
2.8	De verpleegkundige heeft het inzicht en de vaardigheid om om te gaan met het specifiek geneesmiddelenbeleid in palliatieve zorg			
к	Heeft kennis van en inzicht in farmacokinetiek / farmacodynamiek	Α	В	
	Kent het geneesmiddelenbeleid van palliatieve zorg	Α	в	с
	Kent de impact van bepaalde geneesmiddelen bij de specifieke patiënt	Α	В	
	Kent mogelijke interacties tussen geneesmiddelen	Α	В	
v	Erkent de patiënt als belangrijke partner in het geneesmiddelenbeleid	Α	В	
	Kan de geneesmiddelen correct toedienen	Α	В	
	Informeert de patiënt en de omgeving omtrent het effect van bepaalde geneesmiddelen	Α	В	
	Anticipeert op ongewenste effecten	Α	В	
	Observeert en evalueert kritisch de toestand bij de patiënt na het toedienen van medicatie	Α	В	
A	Deskundigheid	A	в	с

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2.9	De verpleegkundige onderscheidt verschillende processen rond verdriet, verlies en rouw en gaat hier gepast mee om			
К	Heeft kennis van het onderscheid tussen verliesverwerking en rouwprocessen (verlies van een betekenisvol iemand) en mogelijke copingmechanismen	Α	в	
	Heeft kennis van het onderscheid tussen verliesverwerking en rouwprocessen en mogelijke copingmechanismen bij andere culturen		В	С
v	Kan verdriet en verlies bespreekbaar stellen	Α		
	Herkent de gebruikte copingmechanismen	Α	В	
	Reikt de juiste hulpmiddelen op het juiste moment aan om de rouwzorg te ondersteunen; rouwrituelen,		В	С
	Reageert adequaat op het gehanteerde copingmechanisme		в	
	Herkent pathologische rouw en verwijst door		В	С
	Kan op een gepaste wijze een lijktooi uitvoeren	Α	В	
A	Empathie, deskundigheid	Α	В	c
	Professioneel omgaan met ethische vraagstukken			
2.10	De verpleegkundige is zich bewust van eigen visie op zorg en de deontologische en juridische beperkingen			
K	Heeft kennis van zorgethiek 2	Α	В	c
	Heeft inzicht in het deontologisch en juridisch kader 3	Α	В	c
v	Reflecteert over eigen zorgvisie en verwoordt deze	Α	В	c
A	Zelfreflectie	Α	В	c
2.11	De verpleegkundige individualiseert de ethische visie van de patiënt en belangrijke derden			
V	Erkent de ethische visie van de patiënt en belangrijke derden, zonder eigen grenzen te overschrijden	Α	В	
	Maakt zorgethische vraagstukken bespreekbaar		В	
	Benoemt het probleem, de feiten en de emoties van de patiënt en zijn belangrijke derden	Α	В	
	Handelt binnen het deontologisch en juridisch kader	Α	В	
A	Empathie, omgaan met diversiteit	Α	В	c
2.12	De verpleegkundige participeert aan (patiëntgebonden) ethisch overleg			
к	Kent het doel, het proces en de verschillende fasen van een ethisch overleg		В	
v	Benoemt de waarden en de normen van de patiënt en zijn belangrijke derden		В	
	Kan het ethisch overleg leiden			c
A	Communicatievaardig, holistisch handelen		в	c

<sup>2</sup> Zorgethiek is het denken en spreken over wat de zorg (jóúw zorg, míjn zorg, de zorg in onze instelling) tot goede zorg maakt (Van Heist A., Leget C., Baart A. <u>www.zorgethiek.nl</u>; Gastmans C. en Vanlaere L., Zorg aan zet)
<sup>3</sup> Toepassing van de wet op palliatieve zorg, de euthanasiewet en de wet op de patiëntenrechten en de gevolgen van deze wetgeving

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	III. De verpleegkundige als lid van het interdisciplinair team in de palliatieve zorg			
3.1	De verpleegkundige als expert			
К	De expert is op de hoogte van recente ontwikkelingen binnen één of meerdere deeldomeinen en kan deze toepassen		В	С
	De expert verwerft een ruime ervaring in het specifieke vakgebied		В	С
v	De expert verwerft, verwerkt en verspreidt informatie op een continue manier (levenslang leren)		в	С
	De expert kan consulten uitvoeren		в	С
	De expert deelt nieuwe inzichten / kennis met het interdisciplinair team		В	с
	De expert maakt persoonlijk ontwikkelingsplan (POP) en actieplan (PAP) op		В	с
A	Deskundigheid, zelfstandigheid		В	С
3.2	De verpleegkundige als coördinator / casemanager			
к	De coördinator kent de eigen rol en functie en deze van de verschillende teamleden		В	с
	De coördinator heeft inzicht in groepsdynamiek en haar coachende rol in dit geheel		В	с
	De coördinator heeft kennis van en inzicht in de organisatiecultuur waarin zij werkt		В	с
	De coördinator heeft inzicht in veranderingsprocessen		В	с
	De coördinator verzamelt alle nodige expertise in functie van de specifieke case en kan deze toepassen		В	с
	De coördinator heeft kennis van klinische paden in de palliatieve zorg			с
V	De coördinator kan de visie van palliatieve zorg en zorgethiek binnen de organisatie implementeren		В	С
	De coördinator ontwikkelt klinische paden binnen palliatieve zorg			С
	De coördinator kan het hele zorgtraject van de palliatieve patiënt coördineren		В	с
	De coördinator kan een netwerk uitbouwen om adviezen in te winnen		В	С
	De coördinator zet verbeterprojecten op in het kader van kwaliteitszorg		В	С
A	Planmatig werken (PDCA)		В	С
	IV. De verpleegkundige als lid van de samenleving			
4.1	De verpleegkundige heeft inzicht in de wijze waarop binnen de samenleving tegen het sterven en de dood wordt aangekeken			
К	Kent de verschillende visies op leven en dood binnen eigen cultuur	Α	В	
	Kent de verschillende visies op leven en dood binnen andere culturen		В	
	Heeft zicht op mogelijke taboe's	Α	В	
v	Kan omgaan met de verschillende visies op leven en dood		В	
	Kan mogelijke taboe's doorbreken		В	
A	Empathie	A	В	с

4.2	De verpleegkundige kent de structuur en functie van nationale organisaties van palliatieve zorg			
K	Kent de ontstaansgeschiedenis van palliatieve zorg	Α		
	Kent de structuur en organisatie van palliatieve zorg	Α		
v	Kan een organogram opmaken van palliatieve zorg in België en de relaties aangeven tussen de verschillende partners binnen palliatieve zorg	Α		
	Kan problemen, hiaten en mogelijke verbeteringen aanbrengen binnen de palliatieve zorg			С
A	Deskundigheid	Α	В	С
4.3	De verpleegkundige heeft kennis van juridische aspecten binnen palliatieve zorg			
К	Heeft kennis van juridische aspecten binnen palliatieve zorg	Α	В	
v	Kent de implicaties van de wetgeving en past deze toe	Α	В	
	Kan de patiënt, omgeving en andere zorgverstrekkers hierover informeren		В	С
A	Deskundigheid	Α	В	с
4.4	De verpleegkundige kent het economische aspect met betrekking tot palliatieve zorg			
K	Kent de sociale voorzieningen specifiek voor palliatieve zorg (statuut palliatieve zorg, palliatief verlof,)	Α	В	
	Is zich bewust van de financiële implicaties van palliatieve zorg en de maatschappelijke evolutie hierbij (radiotherapie, chemotherapie, zorgsetting,)		в	С
v	Handelt economisch bewust (gebruik materiaal,) en draagt dit uit in het team	Α	В	
A	Deskundigheid	Α	В	С
	V. De verpleegkundige als educator in de palliatieve zorg			
5.1	De educator draagt haar kennis, vaardigheden en attitude uit			
K	De educator heeft kennis over didactiek		В	
v	De educator heeft didactische vaardigheden (De verpleegkundige kan verschillende onderwijsmethoden en -stijlen toepassen.)		В	
	De educator enthousiasmeert en ondersteunt medewerkers in het volgen van opleiding		В	С
	De educator kan een opleidingsplan opmaken (opleidingsbehoeften formuleren, doelen vooropstellen, methodiek en evalueren)		В	с
	De educator organiseert in samenwerking met het netwerk palliatieve zorg opleidingen binnen de regio		В	с
A	Planmatig werken		В	с
	VI. De verpleegkundige als wetenschappelijk expert in de palliatieve zorg			
6.1	De wetenschappelijk expert neemt deel aan / zet wetenschappelijk onderzoek op			
K	De wetenschappelijk expert heeft basiskennis van onderzoeksmethodologie (statistiek, onderzoeksopzet,)			С
v	De wetenschappelijk expert neemt deel aan wetenschappelijk onderzoek			С
	De wetenschappelijk expert formuleert een onderzoeksvraag op basis van literatuurstudie en klinische expertise, gebruikt de gepaste onderzoeksmethodologie, coördineert het onderzoeksopzet, analyseert, interpreteert en publiceert de resultaten			с
A	Planmatig werken		В	С

Federatie Palliatieve Zorg Vlaanderen - Verpleegkundig competentieprofiel palliatieve zorg - versie november 2010

6/7

## Appendix II: Interview format for business managers

## Introduction

My name is Daphne Sleiderink and I am a Business Administration (HRM track) student from the University of Twente. During my internship at Medisch Spectrum Twente I am studying how talent can be identified and what the needs are of talent. The overall goal of this research is to advise Medisch Spectrum Twente how talent can be identified and what the needs are of talent and what satisfies and motivates them in order to retain as many talents as possible for the organization. The focus of this interview will be on the identification of talent.

With your consent this interview will be recorded and transcribed, is this ok? Your answers will be treated with confidentiality and the data will be used with your permission without referring your name or title. The interview will, at a maximum, take 1 hour of your time. Do you have any further questions before we start?

## **Definition**

- Q 1: How would you define talent?
- Q 2: What aspects should a generic definition of talent at Medisch Spectrum Twente include?

## <u>Criteria</u>

- Q 3: What kind of behavior do you think marks talent?
- Q 4: What criteria do you think marks talent?
- Q 5: Do you know where the talents are in the organization are the high performers identified?

## **Methods**

- Q 6: Do you or Medisch Spectrum Twente use methods for identifying talent (profile/competencies/skills)?
- Q 7: What kind of methods do you think are suitable for identifying talent at Medisch Spectrum Twente?

These were all my questions. Thank you for your cooperation. Do you have any further questions or comments?

## Appendix III: Interview format for talent

## Introduction

My name is Daphne Sleiderink and I am a Business Administration (HRM track) student from the University of Twente. During my internship at Medisch Spectrum Twente I am studying how talent can be identified and what the needs are of talent. The overall goal of this research is to advise Medisch Spectrum Twente how talent can be identified and what the needs of talent are and what satisfies and motivates them in order to retain them. The focus of this interview will be on the retention of talent.

As was stated in the invitation e-mail you have received, your business manager and HR manager have selected you for the participation in this research.

With your consent this interview will be recorded and transcribed, is this ok? Your answers will be treated with confidentiality and the data will be used with your permission without referring your name or job title. The interview will, at a maximum, take 1 hour of your time. Do you have any further questions before we start?

Personal related questions

- Q 1: What is your name?
- Q 2: What is your age?
- Q 3: Are you married?
- Q 4: Do you have children?

## Work related questions

- Q 5: What work experiences have you gained?
- Q 6: What is your current job title?
- Q 7: How long are you working for MST?
- Q 8: How long are you practicing your current job?

### <u>Needs</u>

- Q 9: What needs do you have in your job?
- Q 10: Which of those needs keeps you satisfied with your surrounding work context (factors who if they are insufficient or not present they will dissatisfy you  $\rightarrow$  extrinsic needs)?
- Q 11: Could you identify which extrinsic needs are most important to you? Order them form important (most points 11) to less important (least points 1).

	Subject	<b>Ranking</b>
1.	Salary	
2.	Job security	
3.	Work conditions	
4.	Status	
5.	Promotional opportunities	
6.	Relationship with colleagues	
7.	Company policy and administration	
8.	Vacation days	
9.	Flexible work hours, the ability to work from home	
10.	Insurance coverage	
11.	Retirement saving plan	

Q 12 Which of those needs are met and which are not met?

- Q 13: Which of the needs in question 9 motivates you in your job (factors who seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in your work  $\rightarrow$  intrinsic needs)?
- Q 14: Could you identify which of your intrinsic needs are most important to you? Order them from important (most points 11) to less important (least points 1).

	Subject	Ranking
1.	Job satisfaction	
2.	Opportunities for development	
3.	Autonomy	
4.	Recognition	
5.	Task significance	
6.	Variety	
7.	The achievement of (personal) goals	
8.	Feedback	
9.	Responsibility	
10.	Challenge	
11.	Fair treatment	

Q 15: Which of those needs are met and which are not met?

Q 16: Do you have suggestions or ideas that will improve your job design?

These were all my questions. Thank you for your cooperation. Do you have any further questions or comments?

# **Appendix IV: Comparisons**

Importance of extrinsic and intrinsic factors male versus female						
Extrinsic factors	Mean score of males	Mean score of females				
Salary	9	7.3				
Job security	7.3	8.4				
Work conditions	6.3	9.3				
Status	3.	3.8				
Promotional opportunities	<u>11</u>	7.3				
Relationship with colleagues	10	<u>9.8</u>				
Company policy and administration	5	5.5				
Vacation days	4	4.5				
Flexible work hours, the ability to work from home	9.3	5.2				
Insurance coverage	<u>2.3</u>	2.1				
Retirement saving plan	3	2.8				
Intrinsic factors	Mean score of males	Mean score of females				
Job satisfaction	4.7	<u>8.2</u>				
Opportunities for development	9.3	7.1				
Autonomy	8.3	7.5				
Recognition	3.3	7.7				
Task significance	6	6.5				
Variety	6	5.5				
The achievement of (personal) goals	<u>2.7</u>	3.9				
Feedback	3.3	4.9				
Responsibility	6.3	6.2				
Challenge	<u>10.3</u>	6				
Fair treatment	4.7	3.7				

N= 15; highest score = 11; lowest score = 1.

Importance of extrinsic and intrinsic factors having children versus having no children		
Extrinsic factors	Mean score of respondents	Mean score of respondents
	with children	with no children
Salary	7	7.8
Job security	7.8	8.3
Work conditions	8.7	8.7
Status	4	3.6
Promotional opportunities	7.2	8.6
Relationship with colleagues	<u>10</u>	<u>9.6</u>
Company policy and administration	5.3	5.4
Vacation days	4.7	4.3
Flexible work hours, the ability to work from home	7.7	7.8
Insurance coverage	2.7	<u>1.9</u>
Retirement saving plan	<u>2.5</u>	3.1
Intrinsic factors	<u>Mean score of respondents</u> with children	Mean score of respondents with children
Job satisfaction	7.3	7.6
Opportunities for development	<u>8.3</u>	7
Autonomy	7.2	8
Recognition	7.3	6.4
Task significance	6.8	6.1
Variety	5.3	4.6
The achievement of (personal) goals	<u>2.2</u>	4.7
Feedback	4.8	4.4
Responsibility	5.5	6.7
Challenge	6	6.8
Fair treatment	5.2	3

N= 15; highest score = 11; lowest score = 1.

Importance of extrinsic and intrinsic factors 21-35 years versus 36-45 years			
Extrinsic factors	Mean score of respondents	Mean score of respondents	
	between 21-35 years	between 36-45 years	
Salary	7.5	7.4	
Job security	8.6	7.6	
Work conditions	<u>9.6</u>	7.6	
Status	4.3	3.1	
Promotional opportunities	7.3	8.9	
Relationship with colleagues	9.5	<u>10</u>	
Company policy and administration	5.1	5.7	
Vacation days	4.3	4.7	
Flexible work hours, the ability to work from home	4.6	7.4	
Insurance coverage	<u>1.9</u>	2.6	
Retirement saving plan	3.4	<u>2.3</u>	
Intrinsic factors	Mean score of respondents	Mean score of respondents	
	between 21-35 years	between 36-45 years	
Job satisfaction	<u>8.4</u>	6.4	
Opportunities for development	6.9	<u>8.3</u>	
Autonomy	7.6	7.7	
Recognition	7.3	6.3	
Task significance	6.1	6.7	
Variety	6.8	4.6	
The achievement of (personal) goals	4.5	<u>2.7</u>	
Feedback	4.5	4.7	
Responsibility	5.9	6.6	
Challenge	6.4	7.4	
Fair treatment	<u>3.6</u>	4.4	

N= 15; highest score = 11; lowest score = 1.

## Appendix V: Questionnaire to investigate potential



HR Leadership Council™

#### **High-Potential Identification Diagnostic Questions**

#### Employee Name:

ABILITY—Ability is a combination of the innate characteristics (mental/cognitive ability and emotional intelligence) and learned skills (functional skills and interpersonal skills) that an employee uses to carry out his or her day-to-day work. The following questions help to identify those employees with high ability:

Ability Questions	Response
Does this individual gather information from all available sources before drawing conclusions?	
Can this individual logically piece together a solution to a problem?	
Does this individual absorb complex concepts and incorporate them into his or her work?	
Can this individual effectively manage difficult employees and inspire others?	
Does this individual remain calm under pressure at work?	

ASPIRATION—Aspiration is the extent to which an employee wants or desires prestige and recognition, advancement and influence, and financial rewards. The following questions help to identify those employees with high aspiration. You can also ask these questions directly to the individual.

Aspiration Questions	Response
Is it important to this individual to rise to a senior management position at his or her organization or another organization?	
Is it important to this individual to receive at least two or more promotions in his or her career?	
Is it important to this individual to be recognized as an expert in his or her field by people in and outside of the organization?	
Is it important to this individual to receive greater and greater amounts of responsibility over the course of his or her career?	
Is it important to this individual to receive large increases in financial compensation over the course of his or her career?	

ENGAGEMENT—Engagement is the extent to which an employee values, enjoys, and believes in the organization and the extent to which he or she believes staying with the organization is in his or her best self-interest. The following questions help to identify those individuals with high engagement:

Engagement Questions	Response
Is this individual proud to work for the organization?	
Does this individual speak highly of the organization when speaking to others?	
Does the organization have a great deal of personal meaning for this individual?	
Does this individual believe that the best way to advance in his or her career is to stay with the organization?	
Does this individual frequently try to help others who have heavy workloads?	

#### **High-Potential Identification Diagnostic Results**

The score represents the individual's likely potential at this point in time. Greater potential means the individual is more likely to succeed at a more senior position within the organization. Below are the scores for each part of potential as well as their potential rating.

#### Employee Name:

#### **Overall Scores**

Ability: Aspiration: Engagement:

F	Result

#### **Potential Ratings**

Sc	ore	Result
Ability:	High	This employee is likely to be a high-potential employee with the ability, engagement, and
Aspiration:	High	aspiration to rise and succeed in more senior and more critical positions.
Engagement	High	
Ability:	Low/Medium	This employee is likely an engaged dreamer with a great deal of engagement and aspiration, but
Aspiration:	High	only average ability. Unless the organization can develop requisite skills, the probability of
Engagement	High	success in the next level is virtually zero.
Ability:	High	This employee is likely considered an unengaged star with a great deal of aspiration and ability.
Aspiration:	High	They hesitate to believe that working for the organization is in their best interest and do not fully
Engagement	Low/Medium	believe in their work or organization.
Ability:	High	This employee is likely a misaligned star and lacks the drive and ambition for success at the
Aspiration:	Low/Medium	next level. Despite their outstanding ability and commitment to the organization, they simply
Engagement	High	don't "want it" enough.
Any Other Score	9	This employee may be a high-performer or a solid "B Player," but is not a likely high-potential.
-		High-potential employees must have high aspiration, ability, and engagement.

Source: Corporate Leadership Council research

# **Appendix VI: Needs of talent**

In order to give insights into the needs of the interviewed talents at MST an overview of the needs based on the literature and all the needs of talent mentioned in the field study is made. This overview shows many overlaps – see the needs written in bold – between the needs based on the literature and the needs based on the field study. However, because the needs are too varied and some needs are mentioned by only one respondent, no clear structures or patterns could be discovered and therefore no generic conclusions could be drawn about what the extrinsic and intrinsic needs are of current talent at MST. However, this overview does provide some insights in what is important for the interviewed talents of MST.

Needs o	of talent
	c needs
Based on the literature	Based on the field strudy
Based on the literature         Job         Work conditions         - Flexibility in the job         Status         Reward         - Salary         - Vacation days         - Insurance coverage         - Retirement saving plan         - Job security         Communication         - Relationship with colleagues         Culture         - Company policy and administration         Career         - Promotional opportunities	Based on the field strudy           Job           Work conditions/work environment           Work within the region           Work life balance           Varied work           Challenge           Influential voice           Projects           Fulltime job           Flexibility with regard to swapping service           Reward           Salary           Vacation days           Good employment           Communication           Feedback           Culture           Good and clear protocols/guidelines           Mentality           Secure learning environment           Trust
Intrinsi Based on the literature	Career     Promotional/growth opportunities     Coaching     Development (education/training) c needs Based on the field study
<u></u>	
<ul> <li>Responsibility</li> <li>Job satisfaction</li> <li>Autonomy</li> <li>Task significance</li> <li>Challenging work</li> <li>Variety <ul> <li>Recognition</li> <li>Communication</li> </ul> </li> <li>Feedback <ul> <li>Culture</li> <li>Fair treatment</li> <li>Career</li> <li>The achievement of (personal) goals</li> <li>Opportunities for development</li> </ul> </li> </ul>	<ul> <li>Responsibility</li> <li>Having fun</li> <li>Freedom/independence</li> <li>Being able to contribute to something</li> <li>Being challenged</li> <li>Variation</li> <li>Being able to help people</li> <li>Organizing things         <ul> <li>Recognition</li> <li>Appreciation</li> <li>Gemunication</li> <li>Feedback</li> <li>Having a good manager</li> <li>Being taken seriously/people listen to me</li> <li>Contact with patients</li> <li>Culture</li> <li>Improving the health care</li> <li>Working in the health care</li> <li>Convey professionalism</li> <li>Being critical</li> <li>Career</li> <li>Working towards a certain goal</li> <li>Opportunities for development/learning</li> <li>Promotional opportunities</li> </ul> </li> </ul>