Exploring Factors that Influence Talent Management Competency of Academics in Malaysian GLC's and Non- Government Universities

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Abstract

The aim of this research is to investigate the nature and extent of talent management related factors on talent management competencyforAcademics in threeMalaysian universities. The study explored the literature and identified a broad theorized model by (Davies & Davies, 2010) further by undertaking a literature review from the extant literature some common factors associated to Talent Management the authors developed indicators and multi-item measures to preliminarily test and propose Davies & Davies model to a survey instrument(sample N= 166 with an 80% response rate).The study found that, Academic's perception of talent identification, talent development and talent management culture relevance are the most important contributors to talent management competency for Academics. The findings also suggest that talent management competency levels for Academics are significantly higher when management have integrated HR systems that identify value, measure team and individual performance, assess and develop careers, give honest formal feedback and a culture of rewarding high performance. The study concludes that utilizing a more comprehensive model that incorporates the TM whole lifecycle beyond recruitment and selection and using methodology with multi-item measures has unearthed nuances in the data that confirm and extend the extant literature of talent management in higher education. In particular organizations that embark on a 'one size fits all' TM strategy by ignoring these job related factors could eventually face further problems such as high staff turnover, poor morale and associated costs and potential sacrificial client/customer service strategies that will impact on the bottom line and the organizations reputation.

Indexterms: Talent Management –identification; development; culture, Exploratory Factor Analysis

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Introduction

Currently, world environment is under severe challenge facing enormous competition. One of challenges is employee talent management that has become a potential powerful source of competitive advantage and sustainability (Ingham et al, 2006). It is important for the organization to take aproactive role in identifying and cultivating their workforce who have capability and potential.

Two studies one of 40 global companies (Ready and Conger, 2007) another more recently of 37 multi-national firms (Bjorkman, Farndale Morris, Paauwe, Stiles, Trevor and Wright, 2012) found that virtually all of them identified a lack of a sufficient talent pipeline to fill strategic positions within the organization, which considerably constrained their ability to grow and sustain their business

According to En.Muhammad Razif, Vice President (Othman &Sumardi, 2013), talent management is about planning and developing systematically the individual (staff) training, development and education need. This is to build a competent workforce in realising the vision and mission of the company. Talent management has been defined and applied in various ways. The generic understanding and views among the interviewed Government Link Companies are; talent management is to build a competent workforce to realize the vision and mission of the company. Employees with talents are those who have the potential to occupy critical positions. Stuart Kotze and Dunn (2006) defined that talent is not just about having the brainpower, knowledge, experience, skill or the mental and physical characteristics to do something different or a higher order of difficulty and complexity in the future..

"Educational excellence" which is about world class branding, marketable academic programmes, research activities and facilities in attracting and retaining foreign and local students (Isahak, 2007), but how does one compete to be different? Governing bodies, in Malaysia such as the Malaysian Qualification Agency (MQA) provide accreditation to quality programmes that fulfil certain standards. Universities have the responsibility to produce graduates that will meet the requirements of the industries. However, universities are lagging behind in meeting the needs of the industries (Hernaut, 2002).

In addition to that, there is a gap between the knowledge, skills and qualities possessed by the universities' graduates and the knowledge, skills and qualities required by the graduates' prospective employers. Hence, this study is being undertaken to investigate the gap.

In this context, talent management refers to the process of developing and integrating new workers, developing and retaining current workers, and attracting highly skilled workers to work for a company and it's beneficial to the organization. Furthermore, by HR explaining to management and employees why talent management is important, how it works and what the benefits are to the organization and participants, talent management strategies are more likely to be seen as a fair process.

Talent management to continue to training and developing high performers for potential new roles, identify their knowledge gaps, and implement initiatives to enhance the competencies among academicians at these GLCs' university. UniversitiTenagaNasional (Uniten) set up and managed by TenagaNasionalBerhad (TNB), UniversitiTeknologiPetronas (UTP) under PETRONAS and Multimedia University (MMU) under it's parent company which is Telekom Malaysia (TM). These GLCs are rapidly growing in terms of broad discipline delivery and graduate satisfactory completions annually. With this development, the GLCs'academic quality and talent up skilling and retention of academic staff has become paramount.

Academics are the main source for the competitive advantage and it is important for Heads of School, Deans and Human Resources Managers to provide new and existing academics with adequate training and professional development. Indeed, talent management actually can provide the job security for academics as it has positive and significant influence on employee attitudinal outcomes and organizational effectiveness e.g. employee work engagement, turnover avoidance, and value addition. The outcomes of poor managerial practices and situational factors associated with working in Higher education institutions could result inAcademics, employers and consumers alike complaining of poor quality service, high turnover, absenteeism and stress.

Literature Review

The current literature on Talent Management (TM) has ambiguities around the definition of the concept, it is also evident that there is a lack of theoretical development in the area (for notable exceptions see Boudreau and Ramstad, 2005; 2007; Cappelli, 2008; Lewis and Heckman, 2006). A significant body of strategic HRM literature has pointed to the potential of human resources as a source of sustainable competitive advantage (Becker and Huselid, 2006; Schuler and Jackson, 1987), and argued that the resources and capabilities that underpin firms' competitive advantage are directly tied to the capabilities of talented individuals who make up the firm's human capital pool (Cheese, Thomas and Craig, 2008; Wright, McMahan, and McWilliams, 1994).

The terms "talent management", talent strategy", "succession management", and "human resource planning" are often used interchangeably. Talent management refers to the process of developing and integrating new workers, developing and retaining current workers, and attracting skilled workers to work for your company. Talent management is concerned with developing strategy; identifying talent gaps; succession planning and recruiting, selecting, educating, motivating and retaining talented employees through a variety of initiatives (Guthridge and Komm& Lawson 2008; Ringo, Schweyer, De Marco, Jones & Lesser 2010).

According to Jantan et al., (2009) talent management can be defined as an outcome to ensure the right person is in the right job; process to ensure leadership continuity in key positions and encourage individual advancement, and decision to manage supply, demand and flow of talent through human capital engine. The talent management process consists of recognizing the key talent areas in organization, identifying the people in the organization who constitute its key talent, and conducting development activities for the talent pool to retain and engage them and has then ready to move into more significant roles.

However many organisation only put more effort into attracting employees to their company, but spend little time into retaining and developing. Therefore, talent management should be implemented in an organization because it helps organization to achieve strategic objectives such as building a high performance learning environment and increase value to the Academy brand.

Baum (2008) said that talent management is an organisational mindset that seeks to assure that the supply of talent is available to align the right people with the right jobs at the right time, based on strategic business objectives.

Talent consist of those individuals who can make a difference to organisational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential (CIPD, 2007) (Davies and Davies, 2010). Talent management is increasingly seen as a critical factor in developing successful organizations and is a strategic priority for businesses (Davies and Davies, 2010).

Talent management is the systematic attraction, identification, development, engagement or retention and deployment of those individuals with high potential who are of particular value to an organisation (CIPD, 2006) (Davies and Davies, 2010). Armstrong and Baron (2007) claimed that Talent management is being viewed as a comprehensive and integrated set of activities to ensure that the organisation attracts, retains, motivates and develops the talented people it need now and in the future (Cited in Hariss and Foster, 2010). Talent is one of the most critical factors in achieving organizational effectiveness. Therefore it is important for GLCs'to focus on competency of the academic staff as it enhances skill, attitudes and behaviour that an individual or an organization is competent at and the ability to deliver; perform (a set of tasks with relative ease and with a high level of predictability in terms of quality and timeliness) (Spencer, 1993, cited in Tripathi et al., 2010).

In knowledge oriented societies, human capital is the well-nigh strategic resource in attainment of competitive advantage. Furthermore, capabilities that underpin firms' competitive advantage are directly tied to the capabilities of talented individuals who make up the firm's human capital pool (Cheese, Thomas and Craig, 2008; Wright, McMahan, and McWilliams, 1994). Hence, competency development is imperative and this refers to those activities carried out by the organization and the employee to maintain or enhance the employee's functional, learning and career competencies (Forrire&Sels, 2003).

In this context, competency development refers to how individual employees develop their competencies by actively engaging in different types of development activities offered by the organization, i.e., more traditional forms of formal learning activities, such as training, as well as informal learning and on-the-job learning.

Davies's Model

From the perspective of Davies and Davies, (2010), talent management is defined as a systematic and dynamic process of discovering, developing and sustaining talent. What works depends on the context and the way the organisation implements practices.

Davies model is based on three elements of talent practice. These are:

Talent Identification

Talent identification is the process and activities to define and discover the sources of talent. Attracting people to the organisation is not the same as attracting the right people, who will be enthusiastic, highly capable and loyal to the values, beliefs and mission of the organisation (Davies and Davies, 2010).In talent identification, management of institution will search the talented academician that would best benefit for academy future performance. Organisations are "operating in increasingly dynamic environments", and to be "truly successful they need to stay one step ahead of the game and predict who will be the key drivers of their future success" (Hay Group, 2005) (Cited in Davies and Davies, 2010). So the best organisations are future focused and predict what skills, attitudes and behaviours they will need from their talented individuals (Davies and Davies, 2010).Indeed, talent identification is imperative to identifying key positions which contribute to the organization's sustainable competitive advantage, the development of a talent pool and high performing incumbents to fill these roles, and the development of differentiated human resource architecture to facilitate filling these positions.

The identification or searching for talents among academician must also examine competencies that actually affect their performances. Peters (2005), considers that we need to pursue "mastery" where we previously aimed to develop competence (Cited in Davies and Davies, 2010).

The idea of mastery is interesting, described by Gilbert (2002) as a form of internal motivation, in Japanese culture, as the process of trying to be better "than no-one other than yourself" (Cited in Davies and Davies, 2010).

Talent Development

In talent development, learning and skills development is the most important capability for talent-focused organisation. An effective organisation will have a well-established process for the professional learning of all staff, which is effectively connected with other processes such as a performance management (Davies and Davies, 2010). According to Davies and Davies (2010), it is important to consider; what is in place for the development of all staff and where does talent enablement fit in. The variety of learning practices which are integrated with other human resources process, professional learning should be purposeful and link with strategic intents and have an impact (Davies and Davies, 2010).

Talent development involves developing leaders via processes such as coaching, feedback, training, mentoring and challenging employees (Evans, Pucik, and Barsoux, 2002) (Cited in Ibeh and Debrah, 2011). Developed in alignment with the research base on achievement motivation and talent development (Dweck, 2006; Pink, 2009; Colvin, 2008).

Various training and workshops will increase the supply of highly skilled academicians, enhance the knowledge of academicians and equip them with up-to-date skills and upgrade the quality and productivity of academicians. An example of the workshop focused on topics such as "Managing Conflict", "Managing Performance in Your Department", Enriching the Student Experience" and "Recruiting and Retaining Faculty". Furthermore, by providing an external training it is generates professional growth for the academicians. Whilst the academic staff is eligible for one local training and one overseas training per year (Choong, Wong & Lau, 2011).

"A job competency is an underlying characteristic of a person in that it may be a motive, a trait, a skill, an aspect of one's self-image or social role, or a body of knowledge which he or she uses".

Hence training and development is a strategic approach to increase workplace productivity and as incumbent needs to bring to a position in order to perform its tasks and functions with competence.

The success of organization is based upon the talent management in today's competitive marketplace. Learning and skills development is the most important capability for a talent-focused organisation. Efforts will be intensify to raise the number of faculty members with PHD qualifications in order to meet international quality standards and ratings. In addition to dothat, various schemes must be made available   to assist staff to upgrade their academic qualification by furthering their studies locally or abroad. These essential efforts undoubtedly will create opportunities to improve the quality of academicians. As employees' knowledge, skills and competencies are an important competitive weapon, hence talent needs to be maximized and recognized as one of the discrete source of organizational competitive advantage (Collings&Mellahi, 2009).

Talent Culture

Talent culture enable talent for future focused activity which enables the planned replacement of key staff. Loyalty, commitment and retention cannot be guaranteed but in the process of developing people to "step up", organisation should consider whether it encourages people not to "stay on board" (Davies and Davies, 2010).

Apart from the view of academy, the academician itself needs to put an effort to making a contribution toward academy and improvise performance so that, the values develop toward academician will help to enhance academy performance and productivity. In a simple word, academician needs to value and improve themselves and it will show up in academy by giving any chances to academician to stand. According to Davies and Davies (2010) talented people need to feel valued and their contribution is making a difference as such in term of affirmative is powerful; feeling appreciated, recognised and valued is motivational. Opportunities will help the talented person feel motivated and aligned to the organisation but future opportunities and roles will also need to be available to make this happen (Davies and Davies, 2010).

Cheese et al, (2008) express the view that motivation commitment, trust, empathy and inspiration, ensure that an individual is able to align their own interest with the organisation (Cited in Davies and Davies, 2010). This may help the retention of those talented individuals. In order to become a talent-focused organisation, the institution could focus on factors that determine the organisation culture. Furthermore, it is crucial for the institution to implement a relationship building strategies for the academician's career development and opportunities, availability of continuous learning that would to guide academicians towards excellent performance.

Talented people need to feel valued and that their contribution is making a difference. Affirmation is powerful; feeling appreciated, recognised and valued is motivational. Opportunities will help the talented person feel motivated and aligned to the organization but future opportunities and roles will also need to be available at the right time. Therefore, it is imperative for the academicians to specifically understand the task objective and knowing the processing of the task.

Culture is one of the most precious things a company has; you must work harder on it than anything else (McShane& Von Glinow, 2010). Indeed creating an excellent working culture in the university, the academicians will be motivated. Throughout, job involvement it is the physical, emotional and mental involvement of people in an activity which provide a sound base for decision making, so employees with high level of job involvement strongly identify with and really care about the job they are actually engaged (Robbins & Coulter, 2005:375).

On the other hand, social environment of the organization can significantly affect employee job satisfaction especially co-workers interaction because cooperative co-workers are a modest source of job satisfaction to individual employees. It is evidenced that good and supportive co-workers and interpersonal relationship makes the job easier and enjoyable which in turn increase the level of job satisfaction (Ellickson& Logsdon, 2001). Undeniably, these factors may help a talented person to be excited with the environment.

In the process of establishing talent culture in the university, commitment from all leaders, such as Heads of Department, Deans and Human Resources Managers must demonstrate their support for implementing a talent mindset.

Furthermore, university leaders need to avail themselves of a wide range of leadership characteristics drawing on dimensions of both transformational and transactional leadership. Past researchers have also suggested that some universities in Malaysia were losing students because their standard of service quality was not up to the expectation of the students (Jain et al., 2004; Firdaus, 2006; Ismail&Abiddin, 2009). It was reported that the level of service quality in the Malaysian universities was between moderate to slightly above the moderate level, Sim &Idrus, 2004; Ismail&Abiddin, 2009). How do Malaysian Universities attempt to remain competitive and maintain a sustainable growth in this volatile environment in which programmes have been seen to be globally homogeneous in nature, competitive in terms of pricing, and significant in location and branding? These questions have now begun to receive quite an increasingly amount of attention.

Universities play an important role in economic and social life of Malaysia. In order to fulfil this role successfully they need to attract and retain high quality staff. The university itself need a talent that possess an excel achievement. As talent of the academicians are the most valuable assets for the university. Academicians need to possess strong level of motivation in enhancing quality of the university. However, most of the university staff was highly exposed to burnout because their direct relationship with large numbers of students, staff and administrators and lack of opportunities for professional development, unclear promotion perspectives, and inadequate resources for lifelong learning. This environment stresses academicians and reduces their performances.

In a competitive marketplace, talent management is a primary driver for organizational success and the demand for human capital. Organizations should recognize the core human capital, and be able to invest in it (Delery& Shaw, 2001). Lepak and Snell (2002) indicated that knowledge workers, those "people who use their heads more than their hands to produce value" (Horibe, 1999, p.xi). Hence, it is imperative for the Human Resource Managers, Deans and Head of Departments to retaining and re-inforce positive attitudes of the academic staff as it will lead to enhancement of productivity, creativity, innovation and overall organizational performance

Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Kuhlen, 1963) while Price (2001) defined it in terms of the affective orientation that an employee has towards his or her work (Price, 2001). Job attachment, dedication and willingness are the key factors that provide satisfaction (Sargent &Hannum, 2005). Employees or university teachers may be considered as dissatisfied with their job if they remain absent and friction to the job of teaching and research.

Talent management is important, especially in enhancing the organization's performance; this strategy has mapped out competencies relevant which it needs to harness and develop based on talent recruitment and creation. Talent management not only works strategically as a part of overall business strategy but also implements in the organizational routine process throughout the organization. Hence, it would be of benefit to human resource and academicians to connecting a wide range of human capital efforts under the single administrative umbrella of "talent management".

Talent management is a core vitality of the business to meet and exceed current as well as future business strategies. In this context, Universities must be interactive and discuss their talent management programs strategically with the respectivestaff. Effective talent management practice for identifying key knowledge workers involve initially considering how individuals can help the organization to achieve its vision, mission and strategic goals, and highlighting what skills and talents are required. Talent management is *essential to develop the academician capacity so that they might remain engaged with their work* to produce maximum returns. In this context, all the levels of management must be updated with the vitality of talent management strategies. This will help the universities to identify and focus on new competitive circumstances (de Pablos and Lytras, 2008).

Hence it is of essence to improve and strengthen the talent management competency in Government Link Universities. Research indicates talent management and competency has significant influence on employee attitudinal outcomes and organizational effectiveness. Furthermore, according to the Deputy Prime Minister YAB Tan Sri Dato' Haji Muhyiddin Bin Yassin and Minister of Higher Education YB, The Education sector is one of the most important drivers to transform Malaysia into a high-income nation (Economic Transformation Programme: A roadmap for Malaysia, 2010 as cited in Choong& Lau 2011).

GLCS′ have been entrusted as key contributors to develop the economy in Malaysia. To achieve this government objective of transformation, the primary task is to ensure the source of quality education delivery is through professional training and development of academics and next the retention of these up skilled academics.

Finally, having identified the problems of talent management in relation to competencies, the objectives of this research are as follows:Firstly; to identify the relationship between Talent Management and competencies of Academics.Secondly; to identify the relationship between talent development and competencies.Thirdly; to identify the relationship between talent culture and competencies.

Empirically based talent management research within university environments has been limited to a few studies. Especially in the Malaysian environment, also using a unit of analysis as the Academic and their perceptions of talent management is clearly lacking in the extant literature.

Noting the absence of other more comprehensive models in the literature, the author adapted a version of an existing   model in this study to predict factors related to talent management competency [Davies & Davies 2010].

Research Framework and Hypotheses

Based on the literature review and research problem, the following research framework has been developed. This model focuses on the relationship between talent management and competencies towards academicians. The independent variables are the predictors of talent management towards academicians, which consist of talent identification, talent development and talent culture and dependent variables are competency towards academicians.
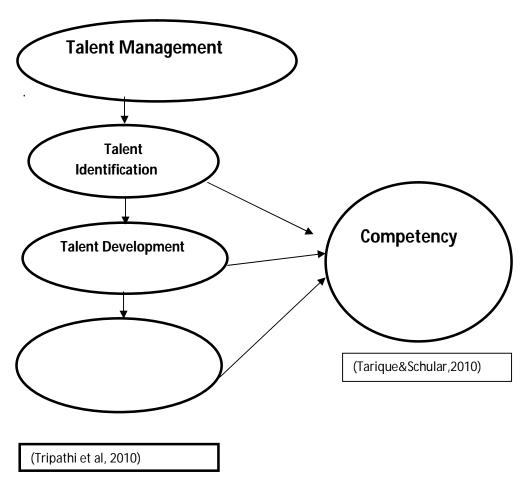
Figure 1: Research Framework

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               │
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      ┌──────────────────┐
      │      Talent       │              ┌─────────────────┐
      │   Identification  │─────────┐    │   Competency    │
      └────────┬─────────┘          └───▶│                 │
               │                         │                 │
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      ┌──────────────────┐          │    └─────────────────┘
      │ Talent Development│─────────┘
      └────────┬─────────┘
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               ▼                          │ (Tarique&Schular,2010)│
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│ (Tripathi et al, 2010) │
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The main purpose of this research is to investigate the nature and extent of talent management factors on competency of Academics. The primary research question arising from the research, the literature review is: What are the factors that contribute towards Academics perception of talent management?

The secondary research questions arising from the literature review are:

   a) How does talent management affect competencies
   b) How does talent identification   affect competencies
   c) How does talent developmentaffectcompetencies
   d) How does talent culture affectcompetencies

Based on the above research questions the following hypotheses have been developed:

H1: There is a positive relationship between talent management and competencies.
H2: There is a positive relationship between talent identification and competencies.
H3: There is a positive relationship between talent development and competencies.
H4: There is a positive relationship between talent culture and competencies.

Method

After approaching some five Malaysian universities of different sizes, including private, semi-public, local and international. Threeuniversities agreed to participate in the survey. The questionnaires for this study were distributed using random and snowball sampling techniques. The final sample included respondents from Malaysianuniversities within Kuala Lumpar, Malaysia. Questionnaires were completed and were returned by mail to a specific post office box address in a self-addressed reply paid envelope to ensure anonymity and confidentiality. Of the 210 questionnaires distributed for this study, 168completed were returned giving a response rate of 80%.

Results

Exploratory factor analysis was utilized to investigate the underlying structure of the relatively large set of variables (24 variables) contained within the study. After aVarimax rotation four factors emerged explaining 68.6% of the variation. Table 1. Shows, after removing these items and items with low loadings, the four factors were tested for validity using Confirmatory Factor Analysis.

An eigenvalue more than 1.0 was considered as the determinant criterion for each factor in factor analysis. The results of these factor analyses are presented in table two and table three, respectively. The results in table 1 suggest a four-factor solution with a total variance explained 68.6%. The KMO value of RMO was 0.812, which exceeded the recommended value of 0.6. This indicates sampling adequacy. These results suggest these constructs and their dimensions are factorially distinct and all items used to measure a factor/dimension loaded on a single factor.

However, in arriving at the final set of items for each factor/dimension, some items were deleted (two items from Talent Identification, three items fromTalent

Development, one item from Talent Culture and three items from Competency) due to their poor loading with respective factors/dimensions.

Table 1: Exploratory Factor Analysis for Study Constructs-Measurement Model

Construct	Factors / Statements	1	2	3	4
Talent ID	TalentID1-Is aware of the level at which team members are performing.	.79			
	Talent ID2-Makes use of assessment tools available within the company.	.53			
	Talent ID3- Encourages talented employees to develop their careers.	.51			
	Talent ID4- Addresses performance problems in a timely way – does not let poor performance continue.	Deleted			
	Talent ID5-Rates the performance levels of employees candidly during the performance appraisal process.	Deleted			
	Talent ID6- Adjust managerial decisions and actions to be appropriate for the performance levels of employees.	.54			
Talent Dev	Talent Dev1- Possesses a genuine interest to foster the learning and development of people.		Deleted		
	Talent Dev2- Makes an objective assessment of individuals' development needs.		Deleted		
	Talent Dev3- Coaches staff one-on-one.		Deleted		
	Talent Dev4- Gives honest feedback for developmental purposes.		.55		
	Talent Dev5- Actively create developmental opportunities for subordinates.		.57		
	Talent Dev6- Meets with subordinates for formal career planning sessions.		.65		
Talent Cul	TalentCul1- Nominates employees for various company awards (such as "on-the-spot" and "circle-of-excellence" awards).			Deleted	
	TalentCul2- Rewards employee's for exemplary work in a variety of ways.			.59	
	TalentCul3- Provides verbal or written recognition for individual contribution where appropriate.			.51	
	TalentCul4- Allocates increases fairly, according to individual performance.			.58	
	TalentCul5- Ensures that salaries are market related.			.66	
	TalentCul6- Celebrates exceptional performance of employees.			.58	

Comp	Comp1- Is creative and makes suggestion to improve the job				Deleted
	Comp2- Provide novel solutions to problems.				Deleted
	Comp3- Is able to meet identified standard when performing a job				.51
	Comp4- Uses time & materials to the best advantage of the company				.87
	Comp5- Has the ability to lead people				.62
	Comp6- Is able to motivate others to work for a common goal				.52
	Comp7- Is able to delegate work to peers				.61
	Comp8- Is willing to take ownership and responsibility for the job				Deleted
Eigenvalue		7.1	1.8	1.5	1.3
Percentage of variance explained		31.3	18.6	10.4	8.3
KMO		0.812			
Bartlett's Test of Sphericity		$X^2=1608.41, df=190, p<0.001$			
Cronbach's alpha		.75	.71	.81	.78
Notes: Talent ID-, Talent Dev-, Talent Cul- , Comp-					

The results revealed that factor loadings of items of all dimensions were above 0.5, the minimum threshold value. This is indicative of convergent validity of measures (Hair, Black, Babin and Anderson 2010). The discriminant validity of the study constructs were tested as suggested by Hulland, Chow and Lam (1996). Thus, Cronbach's alpha values presented in the upper diagonal of table four for each constructs were greater than the constructs' correlation coefficients with other constructs. This is indicative of discriminant validity amongst constructs (Hullandet al 1996).

Table 2.Mean, Standard Deviation and Correlations for the Study Constructs

Additionally, Cronbach's alpha coefficients of each constructs (dimensions) presented in table two and three were above 0.7, implying reliability of construct

	Mean	SD	1	2	3	4
1.TalentID	4.06	.49	.75			
2.TalentDev	4.08	.61	.57**	.71		
3.TalentCul	4.06	.55	.54**	.59**	.81	
4.Comp	4.18	.50	.48**	.47**	.49**	.78
Notes: ** Correlation is significant at $p<0.01$ Diagonal value indicates Cronbach's alpha values						

measures.

The results reveal that the majority of the constructs are significantly correlated with each other with correlation regressions ranging from 0.47 to 0.59. However, all correlations are less than 0.9, thus suggesting there is no multi-collinearity between these constructs (Tabachnick and Fidell 2012).

Hypothesis Testing

Two multiple regression analyses were run to test hypotheses. The first was run to test the influence of Talent Management on Competency. The second was conducted to examine the influence of dimensions of Talent Management   on Competency. The results in Table 3 reveals that the first model explained 33.1 % variance in Competency. Talent Management (β=.57, $p<0.001$) had significant positive influences on Competency. So, H_1 was accepted. Table 2 also reveal that the dimensions model explained 33.2% variance in Competency. Of these dimensions, Talent Identification (β=.23, $p<0.01$), Talent Development (β=.19, $p<0.05$) and Talent Culture (β=.27, $p<0.01$) had significant positive influence on Competency. So, H_2, H_3, and H_4, wereallaccepted.

Table 3-Results of hypothesis testing- Malaysian Sample

Proposed Hypothesis	Coefficient (β)	t-value	Conclusion
Effects of Talent Management on Competency			
Talent Management→Competency	.57	8.99***	H_1-Accepted
R^2 =.332, Adjusted R^2 = .331, F-value = 80.91***			
Effects of the Dimensions of Talent Management on Competency			
Talent ID→Competency	.23	2.82**	H_2-Accepted
Talent Dev→Competency	.19	2.17*	H_3-Accepted
Talent Cul→Competency	.27	3.20**	H_4-Accepted
R^2 =.335, Adjusted R^2 = .332, F-value = 26.959***			
Notes: *** $p < 0.001$; ** $p < 0.01$; ns= not significant			

Findings and model Results

Construct / Factors / Statements	1	2	3	4
Talent Identification				
TalentID1-Is aware of the level at which team members are performing.	.79			
Talent ID2-Makes use of assessment tools available within the company.	.53			
Talent ID3- Encourages talented employees to develop their careers.	.51			
Talent ID6- Adjust managerial decisions and actions to be appropriate for the performance levels of employees.	.54			
Talent Development				
Talent Dev4- Gives honest feedback for developmental purposes.		.55		
Talent Dev5- Actively create developmental opportunities for subordinates.		.57		
Talent Dev6- Meets with subordinates for formal career planning sessions.		.65		
Talent Culture				
TalentCul2- Rewards employee's for exemplary work in a variety of ways.			.59	
TalentCul3- Provides verbal or written recognition for individual contribution where appropriate.			.51	
TalentCul4- Allocates increases fairly, according to individual performance.			.58	
TalentCul5- Ensures that salaries are market related.			.66	
TalentCul6- Celebrates exceptional performance of employees.			.58	
Competency				
Comp3- Is able to meet identified standard when performing a job				.51
Comp4- Uses time & materials to the best advantage of the company				.87
Comp5- Has the ability to lead people				.62
Comp6- Is able to motivate others to work for a common goal				.52
Comp7- Is able to delegate work to peers				.61
Cronbach's alpha	.75	.71	.81	.78

Discussion and Managerial Implications

This study investigated the relationship between talent management and competency. There appear to be three sub-components under talent management which are talent identification, talent development and talent culture.

The study found that, Academic's perception of talent identification, talent development and talent management culture relevance are the most important contributors to talent management competency for Academics.

The findings also suggest that talent management competency levels for Academics are significantly higher when management have integrated HR systems that identify value, measure team and individual performance, assess and develop careers, give honest formal feedback and a culture of rewarding high performance.

The study concludes that utilizing a more comprehensive model that incorporates the TM whole lifecycle beyond recruitment and selection and using methodology with multi-item measures has unearthed nuances in the data that confirm and extend the extant literature of talent management in higher education. In particular organisations that embark on a 'one size fits all' TM strategy by ignoring these job related factors could eventually face further problems such as high staff turnover, poor morale and associated costs and potential sacrificial client/customer service strategies that will impact on the bottom line and the organisation's reputation.

This study extends the work of previous talent management researchers by identifying that using a comprehensive multi-dimensional approach for measuring talent management reveals that Academic's overall perception of positive aspects of talent management competency included intrinsic, extrinsic and social factors. Also that work environment or the context of work has a positive association to talent competency.

Unlike previous studies which have relied on either anecdotal evidence or have approached talent from a variety of measurement approaches with varying units of analysis (from helicopter opinions of senior managers and or consultants) the unique contribution of this study allows future researchers to investigate the proposed model, apply or adapt it and have more comprehensive multi-dimensional empirically based identified factors associated talent management which may be generalised or contested to other similar higher education environments. The limitations of the study include a small sample size, (N= 166) and was not longitudinal in nature and could be limited to generalizability to other samples.Also other contexts could have been explored such as other countries. Also mixed methods were not used to triangulate the data. Further research could be undertaken with those limitations in mind.

However according to our research and an extensive literature review, Talent management research and related practices should incorporate a more strategic and holistic approach of investigation to include talent identification, talent development and talent management cultureas important contributors to talent management competency. Recent global talent management case study research has emerged that considers the above factors together with investigating further factors including branding and company reputation (Bjorkman, Farndale Morris, Paauwe, Stiles, Trevor and Wright, 2012).

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