

**RELATIONSHIP OF TALENT ACQUISITION, DEVELOPMENT, MANAGEMENT AND COMPENSATION TO THE SECONDARY SCHOOL TEACHERS' RETENTION IN ELDORET EAST SUBCOUNTY, KENYA**

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Talent retention is a crucial aspect of transformative education because competent human resources are the ones delivering quality education. The present study involved 42 selected secondary teachers who responded to a questionnaire to measure their perception on the quality of recruitment, development, talent management and compensation. The result showed undecided or uncertain response in terms of quality of hiring, development, talent management and compensation that are being implemented in their schools. Lastly, it was found that there is a highly significant positive relationship of talent acquisition, development, management and compensation to the secondary school teachers' retention in Nandi Central County. It is recommended that effective processes of hiring, training and management of talents be implemented by school board or administrators.

**Keywords:** Talent, acquisition, development, management, compensation, teachers, retention

### **Introduction**

In today's rapidly moving dynamic, uncertain and highly competitive global markets, firms worldwide are facing major decisions and challenges in global talent management (Scullion, Collings, & Caligiuri, 2010; Tarique & Schuler, 2010). For organizations across the globe, talent management of knowledgeable workers and high potentials is of increasing strategic importance (Vaiman, 2010). Talent Management is likely to be a challenge for organizations in all the major economies right across the world, with recent research suggesting that talent management may even be more acute in the emerging markets (Vaiman & Holden, 2011).

In relation to competitive advantage, today the war for talent is still significant, as the needs for highly skilled employees and knowledgeable workers increase with vast market changes, demographic changes, and age (Strack, Baier & Fahlander, 2008; Hatum, 2010). Furthermore, scholars and practitioners argue that employees and especially talented employees have become a part of a company's sustainable competitive advantage, as the recent shift

towards the information age has emphasized intangible assets, such as intellectual capital and talent, which is further advocated by the resource based view (Barney & Clark, 2007; Heinen & O'Neil, 2004).

Therefore, it is argued that talent management has become paramount for most organizations today, in order to attract, identify, develop, deploy and retain employees that are valuable for the organization, and thus maintain or achieve a sustainable competitive advantage (Collings & Mellahi, 2009). In order to increase the effectiveness of a firm, several resources can be used to achieve this, which includes money, men and machines. Of these resources, the most important of them all is people (Kehinde, 2012). Kehinde (2012) also noted that talent management systems have failed in most organizations today due to lack of planning in implementation of management policies processes and programs which have positive impact on the process of acquiring, developing and retaining talents to sustain the organizational competitive advantage. The need for business organizations to continually search for new and better means of achieving competitive advantage requires that the capacity of every functional area in the organization requires

improvement to align it with organizational performance.

Talent management aims at deploying the right people in the right jobs at the right time, ensuring the right environment for individuals to deliver their best and remain committed to the organization (Uren & Jackson, cited in Rabbi, Ahad, Kousar, & Ali, 2015). With a proper talent management, organizations should have the capacity to identify the kinds of people and capability that will create value or deliver competitive advantage for the organization now and in the future. Iqbal, Qureshi, Khan, and Hijazi (2013) argued that it is difficult to locate and nurture talent, and quite easier to dissipate and lose talent.

It is of essence because organizations are able to successfully attract and maintain necessary talent. Moreover, talent identification and development help organizations identify employees who are capable of playing leadership roles in future. This approach emphasizes developing talent pools (Baheshtiffar, 2011). Integrated talent management is supported by other processes such as performance management, succession planning, talent reviews, leadership, career growth, and workforce planning (Heinen & O'Neill, 2004). Deras, Rahman, Rahman, Ismail and Said (2008) hold that integrated talent management processes in organizations is not just limited to attracting the best people from the industry but it is a continuous process that is tied to acquisition, developing retaining and promoting them while meeting the organization's requirements. For an organization to derive optimum performance, it must fuse these processes.

Secondary schools in Kenya face turnover of teachers which has disrupted stability and continuity of learning. In 2001, the Government of Kenya introduced a school-based teacher recruitment policy which was intended to enhance teacher retention as equity in teacher distribution in secondary schools. It was observed by the Teachers' Service Commission that teachers who quit the teaching profession to seek more lucrative careers in the civil service and private sector cited lack of support by their principals.

Vaiman, Scullion, and Collings (2012) opine that firms/schools that tend to recognize the

importance of integrated talent management processes should not fail to manage it effectively. Wafula (2010) researched on the effectiveness of strategic talent management in professional service firms in Kenya and found that most professional bodies lacked effective talent management structures and that most of the employees are discouraged from leaving the organization within a stipulated time especially if they have been trained by the organization. Wangari (cited in Wandia, 2013) found out that once the role between strategy and talent is defined, then other aspects of strategic management e.g. resources, allocation, organization design, product development and market segmentation can be configured to boast talent strengths. Asava-Kihima (2009) reiterated that organizations that already have learning opportunities in place have a talent advantage and are more vulnerable than those organizations which do not have such-like systems.

This study, therefore, sought to shed more light on the relationship of talent acquisition, development, management and compensation to the secondary school teacher's retention.

## **Methods and Procedures**

Descriptive correlation method was utilized to determine relationship of talent acquisition, talent development of talent acquisition, development and compensation in relation to the retention of secondary schools teachers in Eldoret East Sub-county.

Forty two secondary school teachers in 12 selected schools in Eldoret East Sub-County participated to determine the relationships between the above mentioned variables. The reliability coefficient of .983 was produced for the instrument utilized after pilot test is done. Weighted means and Pearson Product Moment Correlation were used to address the research questions of the study. Teachers were chosen randomly and confidentiality was assured. Permission to conduct the research was obtained from relevant authorities. The researcher carefully explained the study especially its purpose and importance.

## Results and Discussion

This study was guided by three research questions regarding the relationship of talent acquisition, development, management and compensation to the secondary school teachers' retention in Eldoret East Sub-County, Kenya.

### Research Questions One: What is the status of talent acquisition, development, management, compensation of secondary teachers?

#### Talent Acquisition

Table 1

*Status of Talent Acquisition of Secondary School Teachers in Eldoret East Sub-County, Kenya*

Status of Talent Acquisition	Mean	Interpretation
Talent acquisition is key driver of retention of secondary schools.	2.76	Uncertain
There is a talent plan in place that guides management in the secondary schools.	2.76	Uncertain
There is talent placement strategy that guides appropriate placement of talent in my secondary schools	2.90	Uncertain
Talent acquisition is given primary importance in my secondary school	2.98	Uncertain
There is effective talent management policy that supports high level staff acquisition	2.62	Uncertain
There is talent acquisition policy framework that guides management decision making in the company.	2.64	Uncertain
Talent selection is key activity in our secondary schools for all vacant positions.	2.38	Disagree
Overall Mean	2.72	Uncertain

To determine the status of talent acquisition of secondary school teachers, respondents were asked to rate their perception on the extent to which talent acquisition prevails in their schools in seven aspects. Descriptive statistics in Table 1 show that most aspects were perceived as uncertain or undecided by teachers. Teachers also disagreed on the aspect that talent selection is key activity in their secondary schools for all vacant positions (Effective talent management policy that supports high level staff acquisition (2.62);

There's a talent acquisition policy framework that guides management decision making in the school (2.64) and talent selection is key activity in schools for all vacant positions (2.38) were perceived to be a challenge in determining the status of talent acquisition. The fact that they are undecided means that there is a lot of work which needs to be done by the employer in as far as talent acquisition, development, management and compensation is concerned. When this is lacking, the performance of schools may be wanting. Howard (2008) posits that talent audits are a worthwhile tool on strategic

business objectives.

The survival and growth of an organization relies on its human capital, which can be regarded as its most prime asset (Armstrong, 2009). Armstrong further states that the components of talent attraction are recruitments and selection, employer branding, employee value proposition and employer of choice. For today's talented candidate, lifetime employability is the mantra. Schools with poor training and development opportunities are at a severe disadvantaged in attracting star employees. When

talent acquisition process is carried out hastily, it is fraught with dangers, but when carried out with skill, it is one of the most important investments an organization/school can make. In regards to Eldoret East Sub-County, the resourcing process should help a school in finding and attracting capable applicants for employment, hence, it is critical to determine the influence of resourcing and placement on competitive advantage of schools in Kenya. **Talent Development**  
Table 2

reinforced by the fact that high quality leadership, development programmes and formal succession management programmes result in superior business results. Yet again, the findings on the status of talent development of secondary school teachers are in tandem with the findings of Garavan, Carbery, and Rock (2012) who found that talent development is a significantly under-developed and under-researched concept. However, many seem to agree that it is

*Status of Talent Development of Secondary School Teachers in Eldoret East Sub-County, Kenya*

<b>Status of Talent Development</b>	<b>Mean</b>	<b>Interpretation</b>
There is significant relationship between talent development and retention	3.90	Agree
The company undertakes talent development needs assessment analysis to determine the gaps identified in staff capabilities.	2.55	Uncertain
The company has a talent development design for guiding talent development.	2.60	Uncertain
There is different types of talent development methods that guides each profession	2.79	Uncertain
Talent development contributes to the development of the secondary schools capabilities in our secondary	2.86	Uncertain

**schools Overall Mean**

There were five items on the questionnaire that addressed this component. Table 2 presents the results. Based on these findings, teachers agreed that there is a significant relationship between talent development and retention (3.90). However, teachers were uncertain or undecided on the rest of the items. Items 2, 3 and 4 had the lowest mean. This suggests that there are no clear-cut systems in place for determining gaps identified in staff capabilities, talent development design for guiding talent management and the different types of talent development methods that guide each profession.

These findings are in contrast to a reality found by Bernthal and Wellins (2006) who stated that the significance of talent development in organizations is

better to develop talents in-house rather than trying to acquire them from outside the organizations since the talent or high potential in other organizations need not be a talent/high potential in your organization (Burkus & Osula, 2011). Burkus and Osula (2011) contend that the organization should create deliberate practice opportunities, and that training programmes should be open to all employees. Garavan, Carbery, and Rock (2012) present four future important areas in the field of talent development as:

- 2.94                      **Uncertain**
- (1) The new focus on strategic talent, where talent development processes needs to be integrated with business strategy.

(2) The trend of differentiation of talent development, since it is argued that best practices are inefficient.

(3) Shifting the responsibility and control over talent development from the organization to the individual, who to a higher extent will self-manage his/her development, which in turn will place more value on communities of practice as a way of developing individuals in group contexts.

(4) A just –in-time talent development proves is suggested, since there will be a continuous demand for talent development combined with the need for a mixed strategy which blends different sources of learning.

In this scenario, schools can develop and enhance the quality of teachers by providing comprehensive career training and development. Effective career training programs are systematic and continuous. In other words, training must be viewed as a long term process, not just an infrequent and/or haphazard event (N’gan’ga, 2013).

### Talent Compensation

Table 3

*Status of Talent Compensation of Secondary School Teachers in El Doret East Sub-County, Kenya*

Status of Talent Compensation	Mean	Interpretation
There is a reward and compensation policy in our secondary schools.	2.69	Uncertain
Compensation has a significant influence on staff performance and retention.	3.19	Uncertain
In our secondary schools compensation motivates staff to develop superior innovations within the shortest time possible	2.74	Uncertain
Compensation has significant influence in enabling management to invest more in knowledge capital	2.93	Uncertain
I am aware there is an elaborate performance management in place in our secondary schools	2.55	Uncertain
Overall Mean	2.82	Uncertain

There were five items that addressed the component of talent compensation. Table 3 presents the results based on these findings. The overall mean was 2.82, indicating that the teachers were undecided or uncertain. All the items here were rated as uncertain, with the means ranging from 3.19 (compensation has a significant influence on staff performance and retention) to the lowest rated item (I am aware that there is an elaborate performance management in place, 2.33). Clearly, teachers are not enlightened on matters to do with talent compensation.

Reward and compensation process are concerned with the formation and implementation of strategies and policies, which are to reward people fairly, equitably and consistently in accordance with their value to the organization and thus help the organiza-

Table 4

Status of Talent Management of Secondary School Teachers in Eldoret East Sub-County, Kenya

Status of Talent Management	Mean	Interpretation
There is significant relationship between talent management and retention in our secondary schools.	2.90	Uncertain
This company has an effective staff engagement policy and programmes	2.71	Uncertain
<i>There is good workplace relationships management which is guided by the company policies.</i>	2.67	Uncertain
Retention of key talent has a positive impact on development of superior innovation in our company	2.90	Uncertain
Management feedback systems promote high level of employee's commitment which influences retention.	2.86	Uncertain
Overall Mean	2.81	Uncertain

There were five items on the questionnaire for teachers that addressed this component of talent management. Table 4 presents the results. Based on these findings, teachers perceived all the items as undecided or uncertain, with mean scores ranging from the highest of two items (There's a significant relationship between talent management in schools and retention of key talent has a positive impact on development of superior innovation) with a mean of 2.90. This school has an effective staff engagement

tion to achieve its strategic goals (Armstrong, 2007). O'Neal (1998) postulate that a total reward strategy is critical to addressing the issues created by recruitment and retention, motivation, performance as well as providing a means of influencing behavior.

Compensation, benefits, rewards and recognition are the mainstay of the competitive advantage of the 21st century workplace. Furthermore, a report by the American compensation associations, reveals that when it comes to reinforcing a team's positive behaviours, the reward system is one of the most effective and influential tools available to the organization (IRS, 1996).

### Talent Management

policy and programmes. The overall mean on this component was 2.81 and interpreted to mean undecided/ uncertain. This reflects the possibility that it is not clear to teachers how talent management should be effectively carried out.

In regard to talent management, the value will be created by attracting, developing and retaining the talents as these can help improve the institution's

results (Collings & Mellahi, 2009; Uren, 2007; Hatum, 2010). Secondly, rarity and inimitability must be created through an integration of the company's culture and the talent management strategies, so that these are merged to derive a differentiated approach to

ensuring that HR policies are consistent and integrated (Barney & Clark, 2007).

**Research Question 2: What is the status of talent retention of secondary school teachers in Eldoret**

*Status of Talent Retention of Secondary School Teachers in Eldoret East Sub-County, Kenya*

Status of Talent Retention	Mean	Interpretation
My secondary schools retention is driven by integrated talent management processes i.e. talent acquisition, development, compensation and retention.	2.76	Uncertain
Superior innovation speed forms the basis of our secondary schools retention.	2.62	Uncertain
My secondary schools investment in knowledge capital determines our secondary schools retention.	2.83	Uncertain
Talent acquisition is the only factor that drives our secondary schools retention	2.40	Uncertain
Human resource development forms the basis for our secondary schools competitiveness	2.86	Uncertain
Compensation and reward greatly influences retention	3.31	Uncertain
Talent retention is the major contributor of our school competitiveness.	2.55	Uncertain
Transformative leadership style plays a significant influence in driving our secondary schools retention.	2.83	Uncertain
<b>Overall Mean</b>	<b>2.77</b>	<b>Uncertain</b>

talent management that matches the company's culture. Finally, organization must be obtained by

There were eight items on the questionnaire for teachers that addressed this component on talent retention. Table 5 presents the result. Based on these findings, teachers perceived the status of talent retention as uncertain/ undecided, with means ranging from 3.31 (Compensation and reward greatly influences retention) to the lowest mean of 2.40 (Talent acquisition is the only factor that drives our secondary schools retention). The overall mean score of 2.77 also showed that it was rated as uncertain.

Talent retention aims to take measures to encourage employees to remain in the organization for the maximum period of time. Vaiman and Vance (2008) define two classifications of retention tools to suffice employee's expectation: extrinsic and

**East Sub-County?**

intrinsic incentives. Extrinsic incentives includes different sorts of monetary rewards which can satisfy an employees' physiological needs, while intrinsic incentives refer to non-monetary rewards that can fulfill employees' psychological needs. The monetary reward is admitted as an essential tool to retaining talent (Vaiman et al., 2012).

Goranson and Brundenius (2011) noted that more than 80 percent of employees leave because of the push factors related to poor management practices or toxic cultures, a sense of professional isolation, including lack of supportive and friendly colleagues. Gwavuya (2011) affirms that incompetent leadership results in poor employee performance, high stress,

low job commitment, low job satisfaction and turnover intent.

Poorhosseinzadeh and Subramanian (2012) conducted a survey in Malaysia involving multinational companies seeking to find the determinants of talent management on success of a company. The study findings found a positive and significant

*Relationship of Talent Acquisition, Development, Compensation and Management to Retention of Secondary School Teachers in Eldoret East Sub County Kenya*

Correlations

		Talent acquisition	Talent development	Talent compensation	Talent management	Talent retention
Talent acquisition	Pearson Correlation	1	.906**	.929**	.932**	.895**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	42	42	42	42	42
Talent development	Pearson Correlation	.906**	1	.947**	.935**	.865**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	42	42	42	42	42
Talent compensation	Pearson Correlation	.929**	.947**	1	.961**	.889**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	42	42	42	42	42
Talent management	Pearson Correlation	.932**	.935**	.961**	1	.903**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	42	42	42	42	42
Talent retention	Pearson Correlation	.895**	.865**	.889**	.903**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	42	42	42	42	42

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

relationship between talent retention and the success of the multinational companies.

Mendez and Stander (2011) further emphasized that a company needs to invest in employee retention in order to be successful. For example, a good compensation package is important in retaining employees, offer-

Table 6

ing an attractive, competitive benefits package with components such as life insurance, disability insurance and flexible hours motivate employees to commit themselves to an organization/school. Chikumbi (2011) found that successful talent retention involved planning the goals of the

organization through to succession planning. Clearly, it can be concluded that talent retention is possible in a conducive environment and its provision is a responsibility of institutional leadership.

**Research Question 3: What is the relationship of talent acquisition, development, management,**



## **compensation to the retention of secondary school teachers in Eldoret East sub –county?**

Table 6 shows significantly high correlations between talent retention and talent acquisition ( $r=.895$ ,  $p< 0.05$ ) which indicates that when there is a good talent acquisition, there is a greater likelihood that teachers will remain committed in their work as teachers. The same is true to talent development which resulted to high correlation with talent retention ( $r = .865$ ,  $p<0.05$ ). Thus, when there are good strategies for talent development, there is also higher teacher retention. Thirdly, it was found that a good compensation plan is highly correlated to higher teacher retention ( $r= .889$ ,  $p< 0.05$ ) lastly, a good talent management is highly correlated to higher talent retention ( $r = .903$ ,  $p< 0.05$ ).

Talent management involves mechanisms put in place to ensure attraction, retention and development of talents (D’ Annunzio-Green, 2008). It is of essence because organizations are able to successfully attract and maintain necessary talent. Moreover, talent identification and development helps organizations identify employees who are capable of playing leadership roles in future. According to Collings, Scullion, and Dowling (2009), 75% perceived of senior executives admit that employee retention is a major concern in today, the obvious reason being the increasing rate of turnover. This dynamically changing and volatile demand – supply equation with such erratic attrition trends and cut throat competition has led organizations to focus on mechanisms pertaining to attracting and retaining talent.

### **Conclusions and Recommendations**

#### **Conclusion**

This study has found that secondary school teachers are not highly satisfied on the way their schools conduct talent acquisition, development, compensation and management. Thus, there is a need to improve processes of doing things in line with these aforementioned areas.

#### **Recommendations for Talent Acquisition**

1. Simplify job hiring and application
2. Brand schools as a great place to work
3. Job interviews must be effectively done
4. Predict future personnel needs
5. Advertisement for vacant positions should be done in many avenues e.g the internet, print and electronic media
6. References must be contacted to verify information given in the application

#### **Recommendations for Talent**

##### **Development**

1. Provide in-house seminars and training sessions
2. Send teachers for upgrading for masters and PgDs in prestigious universities
3. Provide scholarships and bursaries for deserving teachers
4. Send teachers for seminars and conferences in prestigious universities here and abroad
5. Provide leadership opportunities

##### **Recommendations for Talent Management**

1. Create job rotation among employees
2. Empower department heads to make decision and be accountable to them.
3. Motivate teachers intrinsically and extrinsically
4. Provide needed support when things go difficult and problematic.
5. Provide challenging assignments and responsibilities to teachers to discover hidden talent
6. Provide ample resources for teaching

##### **Recommendations for Talent Compensation**

1. Provide not only intrinsic motivation but also extrinsic rewards.

2. Promotion should be given to deserving teachers
3. Salary increase should be given objectively
4. Incentives for outstanding performances should be given.
5. Include family members when giving incentives

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