

Effect of Talent Development on Employees Performance; A Case study of Benue State University, Makurdi

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Received: 12 September 2021 Accepted: 4 October 2021 Published: 15 October 2021

Abstract

This study examines effect of Talent development on employees performance. The study focus on Benue State University Makurdi. The study specifically examines the effect of career development, coaching and mentoring in Benue state University. The study adopted survey design and questionnaire was used as an instrument for data collection .The population of the study consists of 1,974 staff. Multiple regression was used as a technique of data analysis. Findings of the study revealed that, career development, coaching and mentoring significantly influenced employees performance at Benue state University. The study recommended that, Management of Benue State University Makurdi should ensured that programmes are designed for academic and non academic staff of the institution to enhanced staff career development and adequate measures should be implemented for coaching and mentoring of young talented academic and non academic staff of the institution. I rganizations are encountering increased competition owing to globalization, transformations in technology, political and economic environments (Evans, Pucik Barsoux, 2002 cited in Tukunimulongo, 2016) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the dynamics of time to enhance their performance becomes imperative (Tukunimulongo, 2016). It is important not to disregard the prevailing evidence on the development of knowledge in the business corporate world. This maturation has not merely been conveyed about by improvements in technology nor a combination of factors of production but increased efforts towards growth of organizational human resources. It is, consequently, the duty of every organization to raise the business performance of the employees and certainly the implementation of training and growth is one of the major steps that most companies need to accomplish this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company's aims and goals as a means of maintaining effective public presentation. This demand for managers to confirm an acceptable provision of staff

Index terms—

1 Introduction

Author: Department of Business Management University of Mkar, Mkar Benue State-Nigeria. e-mail: ayangedays@gmail.com that is socially and technically capable and talented career development into high-quality departments or management positions (Sultana, Irum, Ahmed & Mehmood, 2012).

The interrogation that may originate in many instances is why human resources are significant. Having in mind that human resources are the intellectual property of the firm, employees prove to be a serious beginning of acquiring competitive advantage, according to Houger (2006), training is the sole mode of developing organizational intellectual property through building employees' competencies. In parliamentary law to succeed,

1 INTRODUCTION

42 organizations have to obtain and apply human resources effectively (Houger, 2006). Organizations, therefore,
43 need to design its human resources management in ways that fit into the organization's structure as this will
44 make the organizations achieve their ends and targets. Moreover, it is too important for governing bodies to
45 assist their work force in obtaining the necessary skills required and increase loyalty. The management of human
46 resources in Africa in general and Nigeria in particular is quite challenging as most systems have difficulties seeing
47 the correct gauge of human resources. This may partly be a consequence of the different kinds of problems, for
48 instance, political instability, corruption, bureaucracy, inadequate infrastructure, low level of education and
49 purchasing power, diseases and famine known to predominate in the African continent (Kamoche, 2002). Most
50 companies need to accomplish this. As is evident that employees are a crucial resource, it is important to
51 optimize the contribution of employees to the organisation aims and goals as a means of maintaining effective
52 public presentation. This demand for managers to confirm an acceptable provision of staff that is socially and
53 technically capable and talented career development into high-quality departments or management positions
54 (Sultana, Irum, Ahmed & Mehmood, 2012).

55 To build up the desired knowledge, skills and abilities of the employees, to perform well on the job, requires
56 effective development plans that may also affect employee motivation and commitment (Asaju, 2008). In lodge
57 to prepare their workers to perform their tasks as desired, organizations provide training so as to optimize their
58 employees' potential. Most firms, by O applying long term planning, invest in building new skills by their hands,
59 enabling them to cope with the changeable conditions that they may confront in the future, therefore, improving
60 the employees' performance through superior level of motivation and dedication. When employees know that
61 their organization takes in interest in them through providing training programs, they in turn apply their best
62 endeavors to accomplish organizational goals, and express high performance in their tasks.

63 Employees are the most valuable asset of any society or institution as they can establish or break a company's
64 or institution's reputation and can adversely affect profitability or the accomplishment of set goals. Employees
65 often are responsible for the large volume of the necessary work to be performed as well as customer satisfaction
66 and the quality of products or services and events. Without proper development, employees, both novel and
67 old do not receive the information and grow the skill sets necessary for achieving their jobs at their maximum
68 voltage. Employees who undergo proper development programs tend to preserve their jobs longer than those
69 who do not. Without development, employees do not hold a solid grip on their obligations or obligations.
70 Employee development are plans that provide workers with information, new skills, or professional development
71 opportunities. According to Byrne (2011), managers are trying their very best to develop employees' capabilities,
72 ultimately creating a good working environment within the organization. The management is involved in
73 developing effective training and educational plans for its academic staff members to outfit with the desired
74 knowledge, sciences and abilities to accomplish institutional goals. This line of action by the top management
75 would not only improve the academic staff performance, but also create positive image of the institution.

76 Thus, effective staff development programmes at Benue State University help the employees to get acquainted
77 with new technological advancements, and to gain full command of the competencies, knowledge and skills
78 required to perform a particular job and to avoid on the job errors and mistakes. Amongst the important
79 functions of human resources management, is employee development through proper training and development
80 programmes.

81 iii. Examine the effect of mentoring on employees performance at Benue State University a) Conceptual
82 Clarification Talent development in this competitive and dynamic business environment learning and development
83 has become a backbone of success, without continuous learning maintain performance may become impossible
84 because of that strategy makers and HR practitioners are moving their focus towards learning and development
85 of the talented employees to enhance company performance, Talent development is the process of improving
86 the skills and attitude of the employees (Williamson, 2011). As the business continuously keep on changing the
87 technologies business models and new strategies to cope up with these changes company needs to enhance and
88 improve the knowledge of their employees and making strategies for development practitioners must keep in mind
89 the integration and strategic fit between the current talent and the skills of the employees (Mendez & Stander,
90 2011). Based on the researcher's view, Talent development is the process of helping talented employees to acquire
91 the skills and knowledge they need to succeed and improve performance.

92 In today's challenging business environment of going global and competition becoming intense, organizations
93 have mounting pressure to perform better than before. Over the years, creation and preservation of knowledge
94 has become a key tool in accelerating competitiveness and enhancing organizational capabilities to respond to
95 market changes (Bryan, 2004), wherein employees' skills and personalities are appropriately deployed to optimize
96 performance, is a critical and difficult task. Identifying and developing executives who have leadership potential,
97 like every other vital strategic function, is a demanding process that is equal parts of Arts and Science ??Klein
98 and Miles, 2003).

99 Talent ??Robbins & Coulter, 2002). Career is the constant progress, experience and skill acquisition of a
100 person in a specific work field. Even though career in the general sense, is defined as the total of the jobs a
101 person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. The
102 career of individuals is not only the jobs they have, but their training for fulfilling the expectation, goal, emotion
103 and desires related to their job role and as a result, progressing in that workplace with the knowledge, skill,
104 quality and desire to work (Yalç?n, Akbin & Oral 1994).

105 As noted by McMahon, Patton and Tatham (2003), career development is the series of activities or
106 the ongoing/lifelong process of developing one's career. It usually refers to managing one's career in an
107 intraorganizational or inter-organizational scenario. It involves training on new skills, moving to higher job
108 responsibilities, making a career change within the same organization or moving to a different organization.
109 Career development is an ongoing process of formalized effort by an organization that focuses on developing and
110 enriching the organization's human capital in light of both the employee's and organization's needs (Byars and
111 Rue, 2008). According to the National Strategy for the Development of the social service workforce in Scotland
112 (2005), employee development is the foundation on which the confidence and competence of individual staff is
113 built. Aswathappa (2008) contends that individual interests, values, competencies, activities and assignments
114 are essential for developing employees' talent and skills. Employees are no longer satisfied with a job in the
115 traditional sense of having a salary and benefits, but rather, a job that develops their talents for career growth.
116 Unfortunately, most employers have failed to recognize this need and the tools and experiences they provide do not
117 enable workers to develop in their career. Career development programs enable all the workers to make progress in
118 the organization from the beginning. It also helps to determine career paths and remove all the obstacles against
119 the progress of the workers. Additionally, it accelerates workflow in the organization by providing training for the
120 personnel that go through a career stability and increasing work mobility. According to Armstrong (2008), career
121 development is of great importance to both the individual employee and the organization. This is so because there
122 is interaction between the organization for which he/she works and the development of the organization through
123 the employee's career. An employee develops his/her career through a continuous acquisition of managerial or
124 professional skills and experience.

125 Career development opportunities is one of the most important variables as employees are more conscious
126 about their career so they prefer a job where they can get more opportunities to develop their skills. A company
127 that wants to strengthen its bond with its employees must invest in the development of their employees (Zheng &
128 Kleiner, 2001). To ensure that the talent pool supports the company's overall strategy, the abilities of promising
129 individuals should be shaped to correspond with the emerging leadership needs of the future ??Fulmer, Stump &
130 Bleak, 2009). Ongori and Agolla (2009), contend that lack of personal growth in organizations results in career
131 plateau which in turn leads to increased employee intention to quit.

132 Career development is an approach of an organization ensuring that people with the qualifications and
133 experience are available when needed (Zheng & Kleiner, 2001). Using career development approach employers
134 can coach the employee in his individual career planning and by realizing the plans of employees can plan the
135 allocation of human resources. Thus, the career development is perceived like joint effort between the individual
136 employee and the organization and often used to close the gap between current performances and expected
137 future performance. When organizational career management practices meet employees prejoining expectations
138 (Sturges, 2008) this will enhance commitment, satisfaction and motivation.

139 **2 c) Effect of Coaching on Employees Performance**

140 Learning and performance improvement are the important parts of talent management. Because, employee
141 training provides an organization has a skilled, motivated, and competent workforce. To develop the workforce of
142 the organizations also implemented in different forms: formal educations and projects, coaching and mentoring
143 (Frank & Taylor, 2004 Hawkins and Smith (2013) defined the coaching "It is the focused application of skills that
144 deliver performance improvement to the individual's work in his or her organization, through robust support and
145 challenge" (p.29). A coach takes a role to motivate employees and encourages them for developing skills. The
146 best coaches are supposed to be empathetic, supportive, practical, and self-confident (Noe, 2012). Managers are
147 allowed to set high standards and expectations, support development of employees, and manage performance
148 by coaching. Once the expectations are clearly defined and employees are hold accountable, it makes the
149 improvement of performance and interpersonal requirements ??Manion, 2004). In order to have a successful
150 talent management, it requires having effective communication and this can be ensured by coaching. One of the
151 important activity in coaching is feedback. To pursue an effective feedback system, managers are supposed to
152 observe and identify behaviors of the people (Mccauley & Wakefield, 2006; ??parrow & Makram, 2015).

153 **3 d) Effect of Mentoring on Employees Performance**

154 Developing a talent pool is a continuous process and it includes several practices as it was mentioned above.
155 One of the best practices for the high-potential employees in most organizations is mentoring (Friday & Friday,
156 2002;Stahl et al., 2012). Mentorship is an activity based on the interpersonal relationship includes encouragement
157 and support. A mentor can be an experienced employee or a manager helps to the less experienced employees and
158 those who labeled as talents (Noe et al., 2012). Even the feedback is needed, the mentor should also be capable
159 to encourage and advise on how to develop themselves through the feedback (Brandt & Brundin, 2007). This
160 type of practices in development process may improve and simplify the development opportunities. A major issue
161 with nurturing talent is that organizations must have the right training and mentoring plans in place (Khatri
162 et al., 2010). Michaels et al. (??001) states the importance ofmentoring in their research, and argue that
163 is valuable for the development of talent. Although mentoring ensures the benefits for the organizations, the
164 number of the companies is not adequate which nominates mentors for their talents. Coaching and mentoring are

165 the closely related terms and important managerial skills. Dessler (2013). clarifies the confusion between these
166 terms by defining Coaching as educating, instructing, and training subordinates and Mentoring refers advising,
167 counseling, and guiding?. He also states that while coaching focuses on teaching short-term job-related skills,
168 mentoring concentrates on helping employees discover their long-term career objectives (Dessler;2013).

169 4 e) Employees Performance

170 Employee's performance is critical to the success of the organization. Organizations should therefore endeavour to
171 invest resources into programmes in order to increase job satisfaction and their employee's performance. Where
172 there is employee job satisfaction, the tendency is to have low turnover, employee commitment and loyalty. The
173 turnover intention is the degree to which the employees leave the organization. Employees' Performance, according
174 to Mathis and Jackson (2009), is the presence, timeliness, efficiency, effectiveness, the quality and quantity of the
175 work done. Employee performance, according to Huselid, (1995) is the enhancement of the knowledge, skills, and
176 abilities acquired by employees so that they can perform their duties to achieve organizational goals. Deadrick
177 and Gardner (1997) also intimate that it is the output of an employee for performing his job within a certain
178 period of time. Training and development is an effective tool to equip or propel employees to improve upon their
179 performance. According to Pfeffer (1994), employees that are trained by their organization are able to deliver
180 well and gain competitive advantage. Katcher and Snyder (2003) are of the view that training and development
181 of employees leads to efficient use of new equipment, enables them to deliver better, can be used to replace
182 their supervisors when they retire and become loyal to the organization, thereby reducing employee turnover. In
183 addition, when employees are trained, there is the likelihood that the organization will find it easier to adapt to
184 change and enhance growth of both the employee and the organization. Nel, Van Dyk, Hassbroek, Schultz and
185 Werner (2004) posit that the organization will benefit from training and development of employees because there
186 will be reduction of project failures and defects and there will be minimum supervision as well.

187 5 f) Theoretical Framework

188 The human capital theory emphasizes talents as an exceptional asset to an organization and based on that
189 relevance, it was chosen as an underpinning theory for the current study. Training development and education
190 are two major successors in human capital theory. It underlines that information, experience, and knowledge
191 employee obtain from training development is a form of valuable capital and a great investment that produces
192 returns ??Shultz, 1971; ??ecker, 1962). There are many studies about the talent management field that uses
193 human capital theory apart from the resourcebased view theory. Besides that, human capital theory generally
194 supports and stimulates human capitals or talents to operate freely. According to Becker (1992) "all workers
195 are intrinsically identical" as he attempts to prove that "greater knowledge tends to raise the benefits from
196 specialization, and thus tends to raise the optimal division of labor"

197 This study is anchored on the human capital theory by ??ecker (1964). This theory postulates that human
198 capital -the composition of employee skills, knowledge, and abilities -is a central driver of employee performance.
199 The theory has been widely used in the field of human resource management (Crook, Todd, Combs, Woehr,
200 & ??etchen, 2011; ??isher, 2009; ??epak & Snell, 1999; ??afukho, Hairston, & Brooks, 2004; ??trober, 1990).
201 This theory views human capital as a competitive resource that organizations can invest in and is valued by the
202 organization since it increases productivity ??Kessler & Lulfesmann, 2006; ??epak & Snell, 1999; ??afukho, et
203 al., 2004; ??trober, 1990). The relevance of this theory is that if organizations pursue goal congruence, and focus
204 more on retaining top performers, the huge amount invested in top performers pays off with long term benefits
205 to the organization. If employees are adequately invested in, well managed and retained, they will be innovative
206 and creative, readily useful and available to the organization to do the right job for all the right reasons, and
207 goal achievements becomes glaring and tangible.

208 6 III. Methodology

209 This study adopted survey design since it involves the field enquiries by collecting data using questionnaire
210 from the target population. The target population of this study consists of 1,974staff of Benue State University
211 (comprising of 718 academic, 631 nonacademic senior staff and 623 junior staff). Using Taro Yamene's formula,
212 333 respondents made the sample size for the study. The questionnaire was used as the major instrument of
213 data collection. A pilot study was conducted to test the accuracy and the consistency of the research instrument.
214 The result shows that all the constructs were reliable (consistent). Data were statistically analyzed after being
215 collected from the field using Multiple Regression Analysis as the main

216 7 IV. Results and Discussion

217 8 a) Test of Hypotheses

218 Test of hypotheses is done using regression analysis as the major technique, with aid of SPSS version 23. This is
219 presented and discussed under model summary, ANOVA and regression coefficients. The result in Table 1 showed
220 that the regression coefficient, $R = .53(53\%)$ has a positive relationship between the independent variables and
221 dependent variable. The coefficient of determination (R^2) The result in Table 2 showed the F-value = 43.555

222 and the significance level = .000 (F = 43.555, P .000 < 0.05). This implies that over all regression model is
 223 statistically significant, valid and fit. The valid regression model implies that all independent variables (career
 224 development, coaching and mentoring) are capable of explaining the positive effect on the dependent variable
 (employee performance in Benue State University).¹

b) Effect of Career Development on Employees Performance

Career can be described as a series of positions occupied by an individual throughout his or her lifespan

[Note: i. Examine the effect of career development on employees performance at Benue state University ii. Examine the effect of coaching on employees performance at Benue State University]

Figure 1:

1

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.53 a	.426	.416		.89538	.000

[Note: a. Predictors: (Constant), Mentoring, Coaching, Career development b. Dependent Variable: Employee Performance Source: SPSS output of field survey, 2021.]

Figure 2: Table 1 :

2

) = .426

Figure 3: Table 2 :

225

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3

where:
 Y= Employee Performance
 X 1 = Career development
 X 2 = Coaching
 X 3 = Mentoring
 ? =

Model	Unstandardized Coefficients B		Std. Error	Standardized Coefficients Beta	Sig.
(Constant)	.1481	.181		2.663	.008
1 Career development	.148	.292	.064	.063	.155
Coaching					.319
Mentoring	.336	.064		.342	5.266
					.000

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[Note: a. Dependent Variable: Employee Performance Source: Field Survey, 2021.]

Figure 4: Table 3 :

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226 The result in Table ?? established the regression equation as follows:

227 The regression equation established from Table ?? indicated that holding career development, coaching and
228 mentoring to a constant zero, employee performance would be 0.481, a unit increase in career development would
229 lead to increase in employee performance by 0.148 (14.8 %), a unit increase in coaching would lead to increase in
230 employee performance by a factor of 0.292 (29.3 %). Also, a unit increase in mentoring would lead to increase in
231 employee performance by a factor of 0.336 (33.6 %). The significance of the variables was supported by the tvalues
232 whose significance values were less than 0.05 which indicates that the variables were statistically significant in
233 influencing the employee performance in Makurdi, Benue State.

234 .1 b) Discussion of Findings

235 Discussion of findings is done according to the three hypotheses formulated and tested in this study as follows:

236 To test the first hypothesis, the strength of the relationship between career development and employee
237 performance was measured by the calculated p-value = 0.023 at a significance level (?) of 0.05. Since the
238 computed p-value is less than the significance level (?) of 0.05 (p-value 0.023 < ? 0.05), the null hypothesis
239 was rejected. Therefore, we conclude that there is positive significant effect of career development on employee
240 performance in Benue State University Makurdi. This finding is in line with previous study by Zheng and Kleiner
241 (2001) which found that career development is perceived like joint effort between the individual employee and
242 the organization and often used to close the gap between current performances and expected future performance.
243 This finding also agrees with Armstrong (2008) who stated that career development is of great importance to both
244 the individual employee and the organization. This is so because there is interaction between the organization
245 for which he/she works and the development of the organization through the employee's career.

246 To test the second hypothesis, the strength of the relationship between coaching and employee performance
247 was measured by the calculated p-value = 0.000 at a significance level (?) of 0.05. Since the computed p-value is
248 less than the significance level (?) of 0.05 (p-value 0.000 < ? 0.05), the null hypothesis was rejected and alternate
249 accepted. Therefore, it was concluded that coaching has significant effect on the performance of employees in
250 Benue State University Makurdi. This result supports the findings by a previous study by Zheng and Kleiner
251 (2001) which found that coaching has direct positive effect on employee performance.

252 In order to test the third hypothesis, the strength of the relationship between mentoring and employee
253 performance was measured by the calculated p-value = 0.000 at a significance level (?) of 0.05. Since the
254 computed p-value is less than the significance level (?) of 0.05 (p-value 0.000 < ? 0.05), the null hypothesis
255 was rejected. Therefore, we conclude that mentoring has significant effect on employee performance in Benue
256 State University Makurdi. The finding of this study agrees with Noe (2012) whose finding stated that while
257 coaching focuses on teaching short-term job-related skills, mentoring concentrates on helping employees discover
258 their long-term career objectives. This finding also agrees with Dessler (2013) who found that mentoring has
259 positive effect on performance of employees.

260 .2 V. Conclusion and Recommendations

261 The purpose of this study was to investigate the effect of talent development (career development, coaching
262 and mentoring) on employee performance .However, the study focused on Benue State University Makurdi.
263 Accordingly, the results of this study led to the conclusion that talent development has positive significant
264 effect on employee performance, but the study is in contradiction with previous scholars who found coaching
265 to be strongest significantly determinant of employee performance and to have positive impact on employee
266 performance which is contrary to this study. This study found mentoring to be the strongest determinant of
267 employee performance among all the three dimensions of talent development.

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8 A) TEST OF HYPOTHESES

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