FEEDBACK TUTORIAL LETTER

1st SEMESTER 2017

ASSIGNMENT 1

CAPACITY BUILDING AND TALENT MANAGEMENT

CBT811S
REPORT ASSIGNMENT 1
CAPACITY BUILDING AND TALENT MANAGEMENT
2017

Introduction
Generally the quality of answers given to all the two questions was very poor. Students showed that they do not prepare thoroughly for their assignments. There is no evidence of following instructions in the answers given:

- Students are not preparing thoroughly for their assignment and they do consult the marker tutor if they are not sure of what to do or if they are confused.
- The students do not read the questions and understand them first before they attempt them. Most of the answers are devoid of reasoning, may be due to the fact that student do not answer questions after getting the gist of questions. There is just no academic orientation in the learners.
- The students are copying and pasting without due regard for what the question requires them to do.
- The answers given in some cases are too short and inadequate to warrant the marks on offer and despite the marker tutor advising them to ensure that their answers should match the marks allocated.
- The students, it appears, leave their work until the last minute and as a result produce sub-standard work.

The students are encouraged to ensure that they analyse the question carefully before they attempt the question. For example, in this assignment the students were supposed to understand first the key words such as “consider” which can be interpreted to mean “carefully think about or judge.” They were also supposed to check the meaning of “critique,” which can be interpreted as “the art of criticising/ or a critical essay or commentary.” After that they would then understand that they were supposed to think carefully, and judge how the organisation they would have chosen as an employer of choice handled talent management philosophy, principles and approaches, carried out a talents needs analysis, carried out a labour market analysis, and a talent literature review. This is the first thing that students should do if they are to understand exactly how the question should be answered or what it requires.

In addition, the students should try to read between lines and get the gist of what the question requires them to do. For example, the students were made aware of the fact that the information that they needed to be able to answer the question, was at “their disposal” meaning that they had all the study material to enable them to come up with a reasonable answer. Students were also supposed to identify an organisation they would consider as an employer of choice and use this case study to answer the question. So what it means is that for each part of the question, they were supposed to articulate, for example, what is talent management philosophy, and then use examples from the employer of choice to judge and critique how close or far away the employer of choice was satisfying the explanation or definition of what talent management philosophy was all about.

The same applies to Part B, in which the students were supposed to carry-out a mini-study on whether the organisation’s leadership style was close enough or far away from the definition of “inclusive
leadership.” The students dismally failed to articulate this and to make matters worse, the students did not consult the marker tutor on what they did not understand.

STRUCTURE OF THE ASSIGNMENT
Each part of the assignment was expected to have an introduction, body and conclusion. Marks were allocated for these different parts. Marks were also allocated for style (Writing an essay in good paragraphs and making sure that there was a smooth flow of ideas).

REPORT ON EACH QUESTION ATTEMPTED BY THE STUDENTS:

Part A:
1.1 Introduction
An introduction which gives a snap-view of what is covered in the first part of the assignment should be given. For example, that the consideration and critique will start with the talent management philosophy, principles and approaches, talents needs analysis, labour market analysis, and talent literature review.

1.2 Talent management philosophy
There is a number of assumptions that inform an organisation's talent management approach which are stated below.

Firstly, all employees have some form of talent, but this does not mean that all employees have unlimited potential.

Secondly, organisational culture and leadership styles are key aspects of a successful talent management strategy.

Thirdly, the key driver of a talent management strategy is to ensure that the organisation optimises all its human capital.

Fourthly, the view of optimum human capital is informed by current as well as future strategic requirements (Bussin, 2014).

The students considers and critiques each of the concepts by comparing them to how these concepts are satisfied in an organisation chosen as employer of choice which is pertinent for properly answering the question.

1.3 Talent management principles and approaches
Talent management principles and approaches complement the talent management philosophy. The talent management principles or approaches are stated below.
Firstly, line management are in the first place accountable for talent management.

Secondly, employees are accountable for their own development and advancement in the organisation.

Thirdly, the Human Resources section has to ensure that the talent management is aligned to the business strategy and operational requirements and conforms to best practice.

Fourthly, an agreed and organisation specific leadership competence leadership competence framework forms a key part of the assessment and identification of talent.

Fifthly, an integrated talent management approach / strategy could be utilised to cater specifically for the needs emanating from the broader business strategy. The success of a talent management approach is measured by the extent to which the business has the right talent to meet its strategic business plans across the global footprint (Blen, 2013, p. 40).

Sixthly, the talent management strategy or approach must be well articulated; it should be transparent; the talent management approach should be socialised and implemented by HR and line managers. The design and management of the overall talent management approach should be the responsibility of HR. It is also essential that talent management process and activities be owned by the business and not HR. Talent management approaches are to be coordinated globally. (In each of the above talent management principles or approaches outlined, are to be considered /judged and critiqued against the principles being espoused by the chosen as employer of choice to find out how far away or close enough the employer of choice is close to the standards advocated by experts).

1.4 Talent needs analysis
Talent needs analysis could be likened to a skills audit as an ongoing process which is used to determine how much skills the country hold which enable it to meet its requirements in order to contribute to the achievement of the business strategy.

Talent management (TM) needs analysis is carried out in phases stated below.

**Phase 1:** Design the TM future state
**Purpose:**
To design the future state for TM discipline
- Objectives
- Activities
- Inputs
- Outputs
- Assumptions

**Phase 2:** Assess the current TM state
**Purpose:**
To develop current state process narratives for all TM processes. To also identify future state processes, technology, organisational requirements through current state review.

**Phase 3: Identify the TM gaps**

**Purpose:**
To assess the readiness of each TM discipline relative to the future state of;

- Technology
- Processes
- Organisation

To develop and prioritise a multi-year TM project roadmap

(Students to consider/judge and critique the situation at employer of choice to see how far away or close the organisation is from fulfilling the model given above).

**1.5 Labour market analysis**
Labour market analysis is a process of identifying the appropriate labour market for various types of talent. It can also be referred to as surveying the labour market to determine the salaries that are being paid for similar positions. It is also a process of identifying market trends such as ancillary pay, and merit and pay practices. It is also a process of establishing, adjusting, and /or recommending salary changes and /or structures for staff. In addition, labour market analysis is a process of consulting with management on their workforce needs. (Once again, this point is judged against what the employer of choice is practising with regards to the above).

**1.6 Talent management literature review**
Literature that has been amassed with regards to talent management such as the trends, the metrics as well a show how specific talents are rewarded and many other aspects are reviews with a view of understanding of and implementation of talent management strategies. In other words, the literature is reviewed by organisations to have insight into new developments on talent management and at the same for sound decision making. (The student should consider / judge and critiques how the chosen employer of choice is managing the issue of talent management literature review).

**1.7 Conclusion**
A relevant conclusion is given on lesson learn from the consideration/judgement and critiquing the key points as they were compared with how close or far away the employer of choice is towards meeting the standards stipulated by the key points.

**PART B:**
A study of whether the chosen employer of choice utilises “inclusive leadership” in linking, attracting, retaining and motivating talent.
1.1 Introduction:
An appropriate introduction should be given to this part of the assignment. In brief, the student explains that he/she will carry-out a mean study on whether the chosen employer of choice is utilising the concept of “inclusive leadership” in linking, attracting, retaining and motivating staff. The student is also expected to explain in the introduction that he/she will start with an articulation of what authors say is “inclusive leadership,” and thereafter, will compare his findings with what authors say is “inclusive leadership,” to determine if the chosen employer of choice is utilising this important model. Also, the student will indicates that a relevant conclusion will be given.

1.2 Inclusive leadership
Inclusive leadership is portrayed by someone who does what is listed below.

   a) Someone who appreciates differences but still makes effect business decisions.
   b) Someone who identifies and eradicates bias, and exclusive behaviours in his or her team.
   c) Someone who embeds inclusiveness into relationships with all stakeholders.
   d) Someone who understands diversity and can express his/her ideas about it.
   e) Someone who is a business relationship builder in an organisation, in his or her team, and with diverse stakeholders.

And now we look at the abilities required to be able to exercise “inclusive leadership.”

1.3 Abilities required to exercise “inclusive leadership.”
One should be in a position to accept complexity and have a willingness to manage it. In addition, the leaders must have a commitment to making good business decisions in the interest of his or her employer. Besides this, the person is expected to have self-awareness, flexibility, curiosity and a willingness to learn. Furthermore, the person should have an openness to new ideas and an ability to listen and understand issues that confront the organisation and staff. Finally, the leaders is expected to have consistency, fairness, honesty and assertiveness in his/her dealings with staff and colleagues.

1.4 Is the chosen employer of choice utilising “inclusive leadership”
Having said this, the student was expected to come up with findings from the mini survey and now compare these findings with the meaning of “inclusive leadership,” one by one, judge and critique how the chosen employer of choice is utilising “inclusive leadership” to link, attract, retain and motivate talent. This is the core of the question and more should be said here. Unfortunately this was not the case with most of the answers students gave.

In this case, the student may example, start with (a) above, to determine whether leaders in the chosen organisation appreciate differences but still can make effective business decisions, up to (e) comparing these facets that shows that one is utilising “inclusive leadership” with the research findings to determine whether the findings agree with the definitions of “inclusive leadership”. The same as above is done when comparing the findings with the abilities that one should have to exercise “inclusive leadership”. It is evident that, after going through this process, the student will have done a lot of work.

1.5 Conclusion
After going through the above section (1.4) the student is expected to come up with a conclusion which focuses on lessons drawn from Part B of the assignment. If the assignment is done as explained above, then the student will have answered the questions adequately well, and will get good marks!