

## EFFECTS OF TALENT MANAGEMENT STRATEGIES ON CAREER PROGRESSION OF BUSINESS EDUCATORS IN NIGERIAN COLLEGES OF EDUCATION

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### Abstract

*The study investigated the effect of talent management strategies on career progression of business educators in Colleges of Education in South West Nigeria. Three research questions were raised and one hypothesis was tested at a 0.05 level of significance. A correlational descriptive survey research design was adopted with a population of 177 Business Educators across all the nine Colleges of Education in South West Nigeria. A census sampling was used with the entire population (177) because of its manageable size. The instrument used for data collection in this study was a questionnaire titled Talent Management Strategies Constructs and Career Progression Scales (TMSCCPS) adapted from human capital index of the Human Capital Institute (2008). The instrument was subjected to face and content validity from Department of Education Evaluation and Counseling Psychology, University of Benin, Benin City, Nigeria. The reliability test was carried out using Cronbach Alpha which yielded a co-efficient of 0.93. The data collected from the respondents was analyzed using Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Linear Regression statistics. The findings revealed that the overall correlation between talent management strategies dimensions and career progression of Business Educators is positive and high. It was however recommended among other things that, there should be deliberate attempts made by college managements and regulatory agency at focusing on the development of talents which is equal to making systematic investments in human capital in Nigerian colleges of education.*

**Keywords:** Talent Management, Talent Development, Talent Retention, Career Progression, Business Educators

### Introduction

Career progression today occupies a central point of discussion in the human capital development of tertiary educators in Nigeria, with business educators not an exemption; and there has been an incredible pressure on human resource managers to meet up with the continuous changing environment, most especially as it relates to human resource in business education programme in Nigerian colleges of education. The cardinal objective of business education programme in colleges of education in Nigeria is to prepare the would-be teachers in areas of teaching, research and community development, (NCCE,

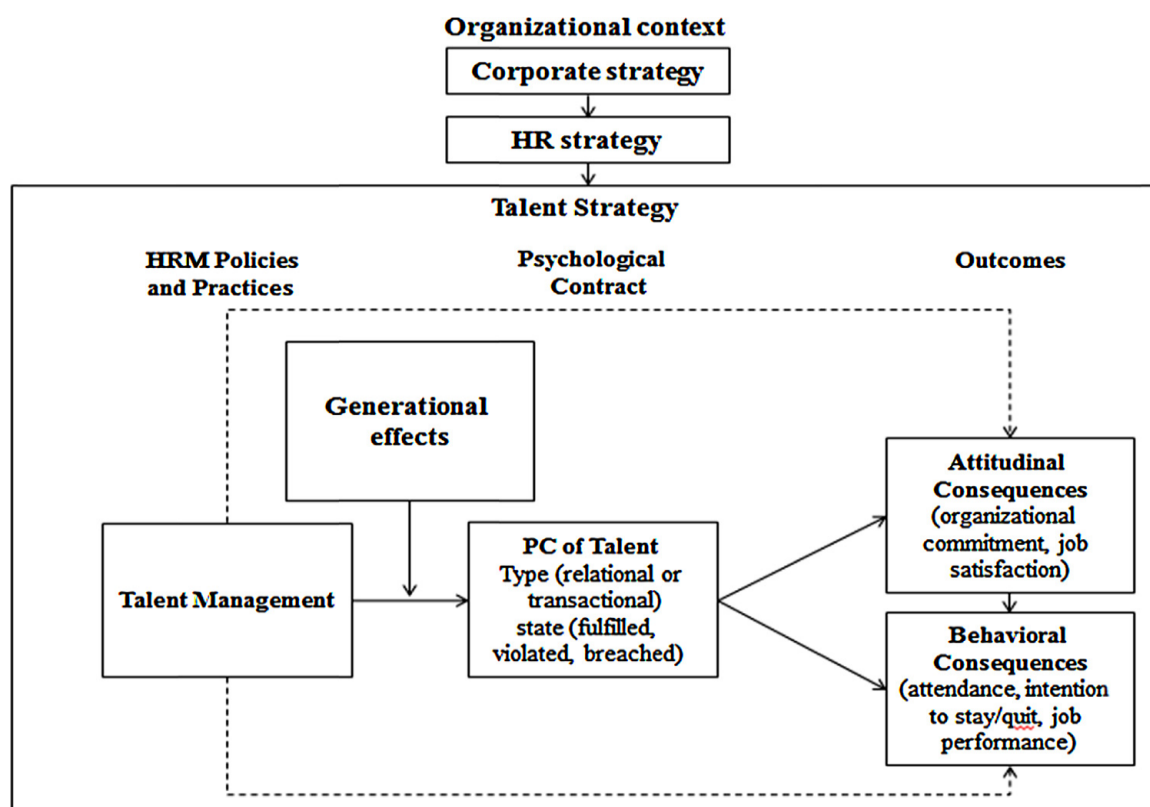
2020). The needed business educators therefore ought to be properly harnessed, attracted, recruited, developed and retained to achieve the goal of the programme, especially at the college of education sector. This may likely be done through the process of effective talent management strategies which appears not in existence at this sector of Nigerian educational system. It has being observed that a number of business educators rise through all the ranks in the colleges of education system and may even move to the universities (attrition) and continued in the manner of publishing just to gain promotions, while neglecting other requirements for career progression. Some may even get into positions of responsibilities such as Heads of Departments, Dean of Schools, Directors and Coordinators of Centres, Directorates or Units, without knowing what to do, thereby leading to mal-administration at every unit of the academic system. How then can writing only for publication assists in getting people on the job; work responsibly; display academic dexterity in instructional delivery and solving other myriads of problems in the college of education system arising from the process of teaching and learning? Despite the reported studies on the influence of talent management strategies on career progression in organizations including educational institutions, a serious gap still exists in literature on the correlation between talent management strategies and career progression of business educators in educational institutions in Nigeria; especially at the South West Colleges of Education. The researcher was therefore poised to investigate the correlation between talent management strategies and career progression of business educators in Colleges of Education in South West, Nigeria.

Talent is defined as “a natural ability to do something well” (Longman Dictionary of Contemporary English, 2020). According to Gagne (2000) the term talent designated the superior mastery of systematically developed abilities and knowledge in at least one of the fields of the human endeavour. Thorne and Pelant (2013) defined talent as someone who has the ability above others and does not try hard to use it. It could be regarded as the sum of a person’s abilities, his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character and drive. It also includes his or her ability to learn and to grow potential for further development. According to Avedon and Scholes (2010) the term talent means those individuals or groups that are strategically important to the purposes and goals of the organization. “Specifically, Avedon and Scholes (2010) posited that talent refers to those individuals and groups with strategic competencies that enable a company to achieve its short and long term goals.” However, for the purpose of this research study, a talented person is defined as “a person of high potential, who stands out as far as his/her knowledge, skills, experience, capabilities and development potential are concerned and who contributes to his/her organization's efficiency increase”. Hence, managing talent for optimal performance in an organization is germane and forms the fulcrum of the discussion in this study.

Talent Management is a concept increasingly on the minds of managers and practitioners as it becomes more difficult to attract, develop and retain talented employees in a fierce competitive business world. This situation is problematic in the Nigerian context as the Global Competiveness Report continues to rank the country low in terms of labour market efficiency and people development (World Competitiveness Report, 2021). A country's international competitiveness and growth of the knowledge community depends on its population having a strong and sustainable higher educational sector. Any institution that offers higher education is driven by a quality faculty which, become an invaluable asset for such an institution. Furthermore, attracting and retaining quality faculty is very important to educational institutions as a low faculty retention rate might create both monetary and academic consequences (Rensselaer Polytechnic Institute,

2012). Without well qualified and committed staff, no academic institution can ensure sustainability and quality over the long term (Pienaar & Bester, 2008). As Lewis and Heckman (2006) conclude, there is “a disturbing lack of clarity regarding the definition, scope and overall goals of talent management”. Nevertheless, certain commonly held views are in evidence, as several authors have observed (e.g. Lewis & Heckman, 2006; Collings & Mellahi, 2009; Silzer & Dowell, 2010). An initial view emphasizes the human capital aspect and therefore the definition of talent; a second view sees talent management as “a process through which employers anticipate and meet their needs for human capital” (Cappelli, 2008); and a third view perceives talent management as an instrument to reach economic outcomes (Gandossy & Kao, 2004).

This study would go along with the second view which sees talent management as a distinctive process that focuses explicitly on those persons who have the potential to provide competitive advantage for a company by managing those people in an effective and efficient way and therefore ensuring the long-term competitiveness of a company. Talent management practices ensure that the right people want to join the company and effectively bring new, talented workers into the company. Moreover, talented workers are identified and valued and incentives exist to retain them (Ringo, 2008; Brundage & Koziel, 2010). TM is a process which can be used to direct employees’ behaviour in a direction that fits business needs. The diagram below demonstrates talent management and its effects on organizational efficiency. Diagram explaining the impact of TM and Generational Effects on the Psychological Contract



**Figure 1:** Diagram explaining the impact of TM on the psychological contract moderated by the role of generational effects adapted from Marion & Lynn, 2014.

The objective of the suggested framework is to explain how TM affects the psychological contract between talents and their employers (organizations), with special consideration

given to generational effects. Talent management therefore seeks to identify, obtain, keep and develop those talented people. Talent management is defined by Tansley and Tietze (2013) as strategies and protocols for the systematic attraction, identification, development, retention and deployment of individuals with high potential for particular organizations. It is the process of ensuring that the organization has talented people it needs to attain its business goals. It involves the strategic management of the flow of talent through an organization by creating and maintaining a talent pipeline. There are eight dimensions of talent management strategies according to the Human Capital Institute (2008) which include; talent acquisition, talent development, talent retention, management commitment, talent review process, workforce planning, staffing and performance management. In this study, only two dimensions that appear most relevant and appealing to business educators career progression in colleges of education are studied (*viz* talent development and talent retention).

Rothwell and Kanazas, (2023) defined talent development as the process of facilitating employee learning, competencies, performance and change through organized interventions and initiatives and management actions for improving an organization's performance capacity, and competitive advantage. Talent development ensures that high-potential people recruited into the organization are assessed regularly, given the opportunities to develop their talent through being exposed to different situations and environments through their careers and given the opportunity to advance to ever-increasingly challenging opportunities. Dychtwald, Erickson and Morison (2006) argue that the opportunity to learn, grow and to try new things was ranked third among ten basic factors in a nationwide survey conducted on workers and their preferences. It ranked even higher than additional compensation, vacation, flexible schedule and flexible workplace. Wagner & Harter (2006) indicate that currently it is imperative for the organization over the long run to have employees trained and have supervisors and mentors who are fully committed to discussing performance and giving feedback to employees. It is also important that organizations when considering developing talent, they should give allocation of resources a priority when it comes to roles and to people who will make most difference. More consideration should be put on how to create the right environment for talent to thrive. Essentially to this process, it is important to match the way people learn with the needs of talented people and provide a range of varied practices to promote professional learning (Rothwell, 2012). All processes should work together, for example effective performance management and professional reviews should be a starting point for staff learning and development. It is important to consider the resources available for the development of all staff (Davies & Davies, 2010).

Talent retention otherwise referred to as succession planning is a process through which people with high potentials are identified for anticipated future needs. It is a proactive approach to managing talent as it involves a well prepared development plan of these individuals so that talent pool or leadership pipeline is available when needed to meet organizational demands as they arise. Others have argued that succession planning management should be extended to all employees, including those that are below leadership level. The provision of development opportunities to all employees at all levels add to the retention value as well as to the increase in profitability associated with a competent and motivated workforce (Kalu, Ezieshi and Okoro, 2017). Organizations with high quality leadership development programs and formal succession management programs are often the one that reach superior business results. This implies that increasingly uptight labour markets make succession management a business importance and thus, put pressure on organizations to identify and accelerate the development of

future leaders from within. Given this pressure, organizations need to have a successful succession management policy in place, with a particular focus on the continuity of key specialists and leaders.

Talent retention therefore, refers to the ability of an organization to retain its employees through building networks, finding mentors and helping employees grow and develop while feeling more connected and engaged in their work. A business educator with potentials and conducive workplace environment to progress would likely be retained on the job to assist in building the institution. The overall objective of development and retention therefore, depicts the organization's ability to attract, select, develop and retain key employees to give it a comparative advantage over its contemporaries. Highly talented business educators can be characterized through a variety of competencies, such as peculiar skills, abilities, experience, knowledge, intelligence, character and drive, or the ability to learn and grow within an organization including the college of education system. The ability of individuals and organizations to manage these characteristics which are embedded in talent management strategies as mentioned in the earlier dimensions may determine to a large extent career progression.

Business management literature has severally reported talent management strategies differences by age and gender within the general population, while research focused on talent management strategies among business educators in Nigerian colleges of education is rather sparse. It is in this context that the correlation between talent management strategies and career progression of business educators was investigated as an intervention to career advancement criteria and challenges among business educators in Nigerian colleges of education.

### **Research Questions**

The following research questions guided the study

- I. What is the relationship between talent development and career progression of business educators in South West Colleges of Education?
- II. What is the relationship between talent retention and career progression of business educators in South West Colleges of Education?
- III. What is the combined relationship between talent management strategies dimensions and career progression of business educators in South West Colleges of Education?

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance

There is no significant relationship between talent management strategies and career progression of Business Educators in Southwest Colleges of Education.

### **Methodology**

A correlation descriptive survey research design was adopted in this study. The population of this study comprised 177 Business Educators across all the nine (9) Colleges of Education in South West Nigeria. The entire population of 177 was used as

sample for the study because of its manageable size. Hence, census sampling was used. The instrument used for data collection in this study was a questionnaire. The questionnaire was titled Talent Development and Talent Retention Strategies Constructs and Career Progression Scales (TDTRSCCPS) adapted from human capital index of the Human Capital Institute (2008) used to measure the perceived talent management strategies from previous research. The index consist originally 41 items and measure eight talent management practices. It was however modified to 20 items because two dimensions of talent management strategies (talent development and talent retention) were covered in the present study. Respondents were required to indicate the extent of their agreement with each statement on a four-point rating scale ranging from strongly agree (4); agree (3) disagree (2) and strongly disagree (1). Career Progression Items (CPI) was developed by the researchers after a careful literature review. It consists of 20-items on a four-point rating scale of strongly agree (4); agree (3) disagree (2) and strongly disagree (1). The instrument was subjected to face and content validity by three experts from the Department of Education Evaluation and Counseling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria. The reliability test was carried out using Crombach Alpha which yielded a co-efficient of 0.93. This was considered adequate for the study. Copies of the questionnaire were administered with the help of 5 research assistants. The instrument was retrieved from the respondents within an interval of two weeks with 168 returned from a population of 177 representing 95% return rate. The data collected from the respondents was analyzed using Pearson Product Moment Correlation Statistics and Linear Regression Analysis. The Pearson r was used to analyze the data collected to answer research questions, while linear regression analysis was used to establish the level of the relationship between the independent and dependent variables of the study and testing hypotheses at 0.05 level of significance in order to determine the percentage contribution of business educators’ talent management strategies constructs to career progression.

## Results

**Table 1:** Pearson Product Moment Correlation of Relationship between talent development and career progression of Business Educators

Variables	N	Mean	SD	r
Talent Development	168	2.8837	.52849	.621
Career Progression	168	2.9454	.48710	

**Sources:** Computed from Field Work, (2024)

The results in Table 1 demonstrate the relationship between talent development and career progression of Business Educators. The table displays a mean of 2.8837 and 2.9454, similarly a standard deviation of .52849 and .48710 for talent development and career progression respectively. The coefficient value obtained for talent development and career progression is .621 which means positive and high relationship. It therefore means that the relationship between talent development and career progression of Business Educators in Southwest Colleges of Education is positively high.

**Table 2:** Pearson Product Moment Correlation of Relationship between talent retention and career progression of Business Educators

Variables	N	Mean	SD	r
Talent Retention	168	2.8363	.53191	.612
Career Progression	168	2.9454	.48710	

**Sources:** Computed from Field Work, (2024)

The analysis in Table 2 shows the relationship between talent retention and career progression of Business Educators. The table shows that the correlation coefficient of .612 is positive but high. The data analysis further shows that mean of 2.8363 and 2.9454, as well as standard deviation of .53191 and .48710 for talent retention and career progression respectively. This therefore indicates that the relationship between talent retention and career progression of Business Educators in Southwest Colleges of Education is positively high.

**Table 3:** Pearson Product Moment Correlation of Relationship between talent management strategies dimensions and career progression of Business Educators

	1	2	3	4
1.Talent Development	.654	1		
2.Talent Retention	.509	.623	1	
3.Talent Management Strategies	.872	.909	.767	1
4.Career Progression	.522	.621	.612	.673

**Sources:** Computed from Field Work, (2024)

The data presented in Table 3 indicates the relationship between talent management strategies dimensions and career progression of Business Educators. The coefficients range from .509 to .909 among the variables. The correlation coefficients between dimensions of talent management strategies and career progression range from .522 to .673. Talent development and talent retention have a positive and high correlation with career progression of Business Educators. Thus, the overall correlation between talent management strategies dimensions and career progression of Business Educators is positive and high (.673).

**Table 4:** Summary of ANOVA on the multiple regression estimates between talent management strategies and career progression of Business Educators

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.987	3	6.329	50.295	.000 <sup>b</sup>
Residual	20.637	164	.126		
Total	39.623	167			

**Source:** Field Study (2024)

The data presented in Table 4 depicts that the ANOVA summary of multiple regression based on career progression as predicted by the talent management strategies of business educators, is statistically significant ( $F(3, 164) = 50.295, p=.000<.05$ ). Thus, the null hypothesis is rejected. This means talent management strategies significantly predict career progression of Business Educators. That is, there is significant relationship between talent management strategies and career progression of Business Educators in Southwest Colleges of Education.

**Table 5:** Multiple regression coefficients on talent management strategies predicting career progression of Business Educators

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.911	.168		5.423	.000
Talent Development	.288	.077	.313	3.762	.000
Talent Retention	.315	.067	.344	4.707	.000

**a. Dependent Variable: Career Progression**

**Note. R = .692; R-square = .479; Adjusted R-square = .470; p < .05**

**Source:** Field Study (2024)

The data presented in Table 5 indicates that two of the talent management strategies predicting business educators career progression were found to be significant such as talent development (p = .000) and talent retention (p = .000). The adjusted R square value is .470, which indicates that the 47.0% of the variance in business educators’ career progression is explained by talent management strategies. This value is a large effect (Cohen, 1988). From the overall model analysis, the null hypothesis is rejected. However, the model analysis shows that the talent development and talent retention have more predictive influence on Business Educators’ career progression.

**Discussion**

The result of data analysis from the investigation carried out by the researchers on research question one revealed a positive, but high relationship coefficient value obtained for talent development and career progression. Hence, there is positively high relationship between talent development and career progression of business educators in Southwest colleges of education. The finding also supports previous studies of Gandossy & Kao; (2004) who posited that career options and progress are crucial for the motivation of talent. This arises because talents prefer non-material compensations, such as career prospects, challenging job content and scope of action, over monetary compensation and are apparently looking out for developmental perspectives. The finding also corroborates the study of Rothwell (2012) who reported that talent development as a strategy of talent management is important to match the way people learn with the needs of talented people and provide a range of varied practices to promote professional learning for the promotion of intellectual capital and career advancement. The finding is also consistent with the previous study of Pienaar & Bester (2008) who reported that talent development leads to productive employees, because without it, they cannot be well qualified and committed staff, to propel academic institutions which ensure career sustainability and quality over the long term. It implies that, a well-developed career progression path of business educators in Southwest Colleges of Education would ensure that high-potential people recruited into the colleges are assessed regularly, given some opportunities to develop their talents through being exposed to different situations and environments through their careers and given the opportunity to advance to ever-increasingly challenging opportunities.

The results of data analysis on research question two revealed a high and positive correlation coefficient between talent retention and career progression respectively. This implies that, there is positively high relationship between talent retention and career progression of business educators in Southwest colleges of education. This finding is in



consonance with the opinion of Avedon and Scholes (2010), who posited that the provision of development opportunities to all employees at all levels, add to the retention value as well as to the increase in profitability associated with a competent and motivated workforce. The finding also corroborates the work of DeConinck and Johnson (2009) who found that talents are valued and retained if specialized programmes exist within the organization to make people stay and grow their career. This would make workers get committed to meaningful work combined with special rewards, with the ultimate goal of career progression.

The findings from research question three shows that the overall correlation between talent management strategies dimensions and career progression of business educators is positively high. More so, findings from the null hypothesis showed that talent management strategies significantly predict career progression of business educators. That is, there is significant relationship between talent management strategies and career progression of business educators in Southwest Colleges of Education. By implication, for business educators to progress on the job, dimensions of talent management strategies must exist in Colleges of Education which should be put in place by managers of such colleges. Business educators must be consciously trained and retrained, mentored and coached to sustain career progression. This is in supports of the study of Kalu, Ezieshi and Okoro (2017) that reported that components of talent management such as succession planning, compensation management human capital development are the key strategies that deliver organizational performance. This implies that irrespective of the nature of organization, hence; talent management strategies are necessary impetus for organizational job performance which is a sine qua non to career progression. The finding is also in tandem with studies of Ringo, (2008); Brundage & Koziel, (2010) who believed that there are benefits derived from talent management which include identification of employees with values and incentives to retain them on the job which leads to reduced hiring cost, efficient and effective inspired and committed team and consequently improved efficiency in service delivery. They posited that university with talent management strategies would assume a new status as a fulfilling place to work. This would invariably assist in attracting new talent, which is the reason for implementing talent management in the first place.

## **Conclusion**

Based on the findings of the study, it is concluded that business educators in southwest Colleges of Education need more grooming in talent management strategies for career progression. Despite its positive correlation; the dimensions of these variables appear not in existence based on the findings from the analysis; hence, the need to incorporate elements of talent management strategies as human resource factors that are positively correlated and capable of predicting business educators career progression in Southwest colleges of education.

## **Recommendations**

- I. Talent management strategies and practices with a strong focus on career progression and its alignment with overall business education goals in Colleges of Education should be instituted in Nigerian Colleges of Education system. The idea of employing business educators and be allowed to learn and do things by trial and error should be discouraged; hence, lecturers recruited newly should be attached

to senior colleagues for coaching and mentoring to assist their talents growth with seamless career progression.

- II. There should be deliberate attempts made by college managements and regulatory agency at focusing on the development of talents which is equal to making systematic investments in human capital in Nigerian colleges of education. This would in no small measure boost the intellectual capital base and influences not only in the current institution's human resources, but also in the future in preparation for the proposed degree awarding status and being planned to be implemented by the different levels of government in Nigeria.
- III. Government and regulatory agency (NCCE) should immediately direct management of Colleges of Education to float programmes such as seminar series, lecture series, workshops, etc which are not in existence in Colleges of Education system to build and enhance the capacity of business educators in Colleges of Education in Nigeria for the purpose of retaining them to help build the college system. This can be achieved through increased budgetary allocation to finance expenditure for the implementation of such programmes that can boost talent management strategies for knowledge update in the emerging global academic environment. Also, the training and development programmes would continually expose them to best academic global best ethical practices and behaviour in the educational industries to compete favourably with their counterparts across the tertiary institutions in the world.
- IV. College based research and development initiatives should be adequately funded by government in Colleges of Education system to reveal new pedagogies, innovations, learning aids and techniques as a way of talent management strategies of business educators and other lecturers in Colleges of Education system. This would help widening their horizon and inculcate in them the correct ethical behaviour in academics as impetus for job satisfaction and career progression.

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