

Impact of Talent Management on Organizational Performance and Affective Commitment: Mediating Role of Competency Development among University Teachers

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Abstract

The present study investigates the outcomes of talent management among university teachers along with the role of competency development as a mediator. The design of the study was correlational. The study sample consisted of 190 teachers. The sample was further divided into males ($n = 94$) and females ($n = 96$) by using the purposive sampling technique. The age of the sample was ranged from 25 to 60 years. English versions of talent management, organizational performance, affective commitment, and competency development were used in the study to assess variables. Pearson correlation indicated that all variables are positively correlated. Multiple regression analysis indicated that subscales of talent management were positive predictors of affective commitment and performance. Competency development shows mediation between subscales of talent management and outcomes (i.e., organizational performance and affective commitment). Male scored high on rewarding (subscale). The implications, limitations and recommendations for the future were discussed.

Keywords: Talent management, Organizational performance, Affective commitment, Competency development

Introduction

In the 21st century, Talent which is categorized by high speed and competency has become the important pillar that organizations and companies used to rely on for achieving their strategic vision and goals (Almaaitah et al., 2020). Talent can be explained as an individual's inherent ability to perform a specific task in a particular manner (Nafei, 2015). Talent management is the part of strategies used by human resource management which are used to enhance and sustain the performance of the organization by improving the ways for attracting, retaining, developing, and profiting from individuals with the necessary qualifications and skills to achieve present and future business (Cheese, Thomas, & Craig, 2007). Talent management sustains organizational performance by providing essential knowledge and strategies for improvement and change (Aina & Atan, 2020). Talent management is related to the mission as well as the vision of the organization which results in sustainability and a viable advantage for the organization. Many researcher examined the effect of talent management on organizational performance and have confirmed that (Aina & Atan, 2020; Valverde, Scullion, & Ryan, 2013; Dahshan et al., 2018; (Almaaitah et al., 2020).

In the highly competitive situation of an organization like an educational organization, there is a need to understand the new social and economic challenges. The main concern of the organization is to find out talented people which can meet the performance aspect and requirements of the organization. In this situation, talent management has an important duty to meet their flexibility, needs and competition requirements (Lemmergaard, 2009). Competition is the main point of talent management not only of its preparation and for its effective implementation (Thunnissen & Gallardo-Gallard, 2017). Inactive organizations, the main goal is to improve the performance of individuals and organisations (Robbins, 2001). Talent is perceived as an important source that supports in the challenging and in achieving outstanding performance (Rop, 2015). Talent management is the planning, culture of workplace, development, retention, advancement in performance and rewarding of certain people who are of particular importance to a company, either because of their capability for the future (CIPD, 2019). Talent Management (TM) has been described as the process of human resource management tailored to handle the individuals of the company. TM is a method of recruiting, cultivating and retaining people who can cope with the organization's business-critical tasks. (Rana & Abbasi, 2013; Al-Lozi et al., 2018). Later, it is theorized as a concept that has multiple aspects which are talent attraction, development of employees and retaining of employees in an organization (Al-Lozi et al., 2017). Talent management (TM) is a group of human capital management processes reformed for the management of employees in an organization. A famous convention is that if there are very talented employees in an organization, then the organization will be great (Elegbe, 2010, p. 33). TM does not only work as a choice in an organization, but it is necessary to excel and succeed in an organization (Schuler, 2015). According to researches organizations should use TM as a marketplace, and to get different benefits for individuals and the organization. (Collings & Mellahi, 2009; Schuler, 2015; Vaiman & Vance, 2008). The importance of employing talented employees is related to the accomplishment of organizational goals professionally with

outstanding performance within the organization and employees commit with the organization to do work with high motivation, which give them an advantage in the era of competition, and also increase their profit and productivity (Al Aina & Atan, 2020).

Performance and accomplishment are the results of the success and image of every organization (Carmeli, Gilat, & Waldman, 2007). The level of achievement of the different organizations presented by financial and non-financial indicators is referred to as Organizational performance (Alaarj, Abidin-Mohamed, & Bustamam, 2016). According to Dyer and Reeves (1995) three results can be seen for organizational performance. The first one is in the shape of financial support, then productivity and quality and the last one is in the shape of satisfaction and commitment of employees. Commitment to an organization is a very much important working attitude. Commitment and person intention to quit a job is very much related (Mathieu & Zajac, 1990). Researches showed that commitment has a positive relationship with a positive impact on work performance (Jaramillo, Mulki, & Marshall, 2005). In any organizational field where human's capital is managed properly and professionally, more chances in the attainment of goals and objectives of the organization and more chances to attain organizational performance. According to research organizational success is very much relies on placing the right employee who has skills and knows about to use that skills at the right time and place has more resources that lead them towards performance (Rop & Kwasira, 2015).

Almohtaseb et al (2020) examined the relationship between talent management and organisational performance among health workers. Younas and Bari (2020) showed the significant effect of talent management and its components on competency development among generation Y employees belonging to different software houses of Pakistan. Employees' emotional attachment with the organization in which they are working is affective commitment. When the employees feel a positive connection to their organisation, they ultimately feel affective organizational commitment and want to be a part of that organization. (Newman & Sheikh, 2012). Organizational commitment is a concept related to sociology and socio psychology, which is present in literature for many years. As reported by (Meyer & Allen, 1991), faithfulness and devotion are strongly related to commitment.

Universities are higher institutions of learning. It's a service-oriented organization that comprises not an only human resources but a team of intellectuals makes the workforce. The relevance of both teaching and research activity in terms of talent management suggests that universities must recognize high value-added positions in both teaching and research. In the twenty-first century, speed and competitiveness are among the talent categories that are also the most vital pillars of companies and organizations that rely on achieving the strategic vision. Starting with a good selection of qualified employees and identifying, developing and supporting their talents can provide a competitive advantage that allows organizations to easily achieve their goals (Doh et al., 2011). Organizations globally today face the challenge of talent management. This process needs more attention (Gardner, 2002) A common problem that forces universities to compete for talent is the lack of talent, which is why this issue is seen as global competition in the market for talent. With the global trend towards integration, different universities have

demonstrated calibration for talent recruitment, development and management, to maintain their competitive advantage and position. As a result, universities need to adapt to the world's best talent management practices. Talent management is an important factor that has led to an improvement in the performance of university teachers. To establish a society with a stable educational environment, each country must educate and continue to educate its citizens. Therefore, the primary role of universities for good enterprise cannot be ignored. The role of universities is important so that students can make a positive contribution to the national economy. Therefore, universities should perform better to train valuable experts ((Manța, Șarlea, & Vadean, 2015). Talent management is what follows in an organization, leading to engaged employees and better performance. Talent management enhances employee skills development, which enhances organizational performance and effective engagement. Therefore, universities should strive to improve their human workforce quantitatively and qualitatively by creating, attracting and retaining experts in universities.

The current study aims to find out the outcomes of talent management with the mediating role of competency development among Pakistani university teachers, as Pakistan is under developing country and it needs more attention on the role of universities to create a good national economy. Previous research found the relationship between talent management and organizational performance among oil refining companies, generation y employees and the services industry of Pakistan. The literature revealed extensive work on these variables in different organizations of Pakistan but there is a need to explore these connections in academia. So, the current research aimed to measure these variables among university teachers of Pakistan.

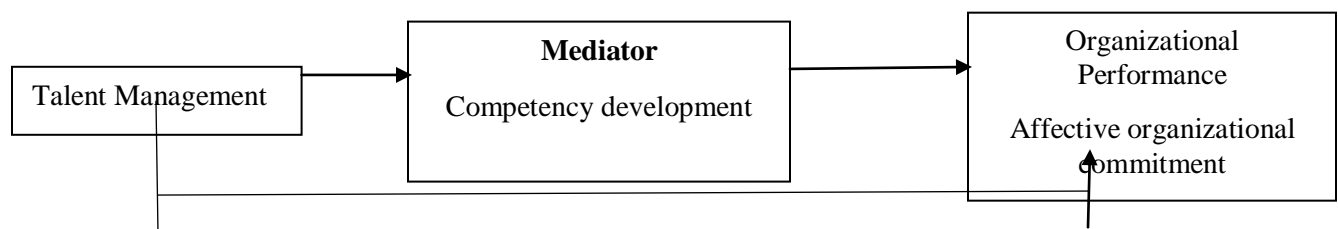


Figure 1. Conceptual framework of the study

Objectives

1. To examine the impact of Talent management on organizational performance and affective commitment among university teachers.
2. To explore the mediating role of Competency development in the association between talent management and organizational performance among university teachers.
3. To explore the facilitating role of Competency development in the association between talent management and affective commitment among university teachers.
4. To check the influence of demographic variables (gender, education) on the focal constructs of the present study

Hypotheses

Given the pertinent literature, the proposed study formulates the following hypotheses:

1. Talent management will positively predict organizational performance and affective commitment of university teachers.
2. Competency development will mediate the positive relationship between talent management and organizational performance among university teachers.
3. Competency development will mediate the positive relationship between talent management and affective organizational commitment among university teachers.
4. There would be significant gender differences among study variables.

Operational Definitions

Talent Management. Talent management has been viewed as a gathering of human resources the executive's measures adjusted to deal with the association's people. TM is an interaction of fascination, advancement and maintenance of people who can adapt to business basic errands in the association (Rana & Abbasi, 2013; AlLozi et al., 2018). In the present study Talent management scale (Acar, Gurbuz, & Yener, 2017) will be used to measure talent management among teachers.

Organizational Performance. The level of performance at which an organization achieves its business objectives is referred to as Organizational performance (Deshpande et al. 1994). A scale of organizational performance by Deshpande et al (1993) was used to measure the study variable.

Affective organizational commitment. Organization commitment is defined as a "mental state" (a) the relationship of employees with the organization, and (b) the consequences of the decision to pursue or cease membership in the organization (Meyer & Allen, 1991). In the present study affective organizational commitment scale will be used by (Meyer & Allen, 1991). A high score indicates a high level of commitment.

Competency Development. It is defined as an administrative action that enhances the knowledge as well as the skill of employees and brings into line with the strategic objectives of the organization. The competency development scale developed by (De Vos et al., 2011) will be used. A high score on the scale indicates a high level of competency development.

Methodology

Research sample and Design

A purposive sample of 190 teachers from government and private universities in Sargodha, Pakistan with an age range of 25-60 years., were participated in the present correlational study. Both public ($n= 100$) and private ($n= 90$) universities employees were selected. Sample was comprised of males ($n= 94$) and female ($n= 96$). Education of the participants was BS ($n= 21$),

MS ($n= 141$) and PhD ($n= 28$) with designation of Lecturer ($n= 162$), Assistant professor ($n= 27$) and Associate professor ($n= 1$). Both married ($n= 122$) and unmarried ($n= 68$) participants were selected. The quantitative study was utilized to test whether hypotheses were accepted or rejected (Wohlin & Aurum, 2015). Self-administered questionnaires were used to get true responses from teachers as these questionnaires work better for correlational study (Qurtulain & Khan, 2015).

Measurements

Talent Management. Talent management consists of 26 items that measured the construct using six dimensions: Planning, talent identification, skills development, and talent retention using a 5-point scale (Acar, Gurbuz, & Yener, 2017). The five-point lacquer scale used (1 "not applicable at all" to 5 "fully applicable") with $\alpha= 0.78$

Affective commitment. A subscale of organizational commitment which consists of six items related to affective commitment was used to measure affective organizational commitment (Allen & Meyer, 1990). It is a five-point scale 1= strongly disagree and 5= strongly agree, with Cronbach's alpha was .89. Higher scores indicate stronger commitment.

Organizational Performance. A scale of Organizational performance consisting of 6 items by Deshpande et al. (1993) was used to measure organizational performance. It is a five-point scale 1= strongly disagree and 5= strongly agree, with Cronbach's alpha being .79. Higher scores indicate higher organizational performance.

Competency development. 7 items scale of competency development was used (De Vos et al., 2011). It is a five-point scale from 1 "strongly disagree" to 5 "strongly agree" with an alpha level of 0.86.

Procedure and ethical concerns

Firstly, ethical approval was taken from the institutional ethical committee for conducting this study. Then, permission from the head of concerned departments was taken by assuring that the confidentiality will be maintained. The Covid-19 pandemic has closed all institutions and teachers are taking classes online. Teachers were contacted via the online Google form. First, participants were prompted to voluntarily participate in the study through informed consent. Participants were voluntary and anonymous and did not encourage. They were given demographic sheets and all scales with informed consent. Finally, thanks for the cooperation of the participants.

Statistical Analysis

Collected data was analysed through the SPSS-23 version for hypothesis testing. Besides demographic characteristics statistics, descriptives, reliability analyses and Pearson correlations (see Table 1 & 2) multiple regression (Table 3 & 4) and t-test analysis (Table 5) were carried out to see the mediating role of competency development and gender differences respectively.

Results**Table 1***Demographic Characteristics of Participants (N=190)*

Demographic Variables	<i>f</i>	%
Gender		
Male	94	49.8
Female	96	50.2
Marital status		
Married	122	64.9
Unmarried	68	35.1
Organization		
Public	100	52.5
Private	90	47.5
Designation		
Lecturer	162	85
Assistant Professor	27	15
Associate Professor	1	1

Table 1 shows the frequency and percentage of teachers with relevance to their gender, education, marital status, organization and designation.

Table 2.*Mean, standard deviation, alpha and correlations of the scales (N=190)*

Variables	M	SD	α	TP	WC	TR	TD	PA	R	TM	OP	AOC	CD	Range		Sk
														Actual	Potential	
1.TP	13.16	3.05	.53	-	.10	.54***	.61***	.65***	.02	.70***	.52***	.50***	.12	4-20	6-19	.26
2.WC	10.25	2.55	.85	-	-	.19**	.08	.15*	.25***	.14	-.05	.06	.31***	7-35	7-17	.40
3.TR	13.90	3.11	.63	-	-	-	.68***	.78***	.42***	.83***	.59***	.58***	.26***	5-25	5-18	.82
4.TD	13.47	3.69	.70	-	-	-	-	.85***	.39***	.90***	.58***	.73***	.56***	4-20	4-19	.43
5.PA	12.53	3.39	.54	-	-	-	-	-	.51***	.94***	.54***	.66***	.39***	4-20	6-19	.17
6.R	10.20	2.59	.60	-	-	-	-	-	-	.51***	.16*	.38***	.28***	3-15	5-15	.41
7.TM	72.32	12.65	.92	-	-	-	-	-	-	-	.61***	.75***	.47***	26-130	44-94	.42
8.OP	20.36	4.92	.84	-	-	-	-	-	-	-	-	.57***	.43***	6-30	9-30	.42
9.AOC	16.99	4.02	.54	-	-	-	-	-	-	-	-	-	.49***	6-30	7-27	.14
10. CD	22.32	5.30	.84	-	-	-	-	-	-	-	-	-	-	7-35	9-35	.36

Note. ***= $p < .001$; **= $p < .01$; *= $p < .05$

TP = Talent planning; WC = Workplace culture; TR = Talent retention; TD = Talent development; PA = Performance advancement; R = Retention; TM = Talent Management; OP = Organizational performance; AOC = Affective organizational commitment; CD = Competency development

Table 2 shows mean shows the mean, standard deviation, alpha reliability, and correlation among all study variables. The results displayed that all scales of the study are internally consistent.

Table 3

Multiple Regression Analysis Predicting Organizational performance and affective commitment from Talent management (N = 190)

Predictor Variable	Organizational performance			Affective commitment		
	<i>B</i>	<i>R</i> ²	<i>F (Model)</i>	<i>β</i>	<i>R</i> ²	<i>F (Model)</i>
Talent planning	-.07	.44	23.93***	.17*	.29	45.84***
Workplace culture	.19*			.19***		
Talent retention	.12			.14		
Talent development	.12*			.55***		
Performance advancement	.48*			.19		
Reward	.27*			.27*		
Talent management total	.60***			.72***		

Note. ***= $p < .001$; **= $p < .01$; *= $p < .05$

TP = Talent planning; WC = Workplace culture; TR = Talent retention; TD = Talent development; PA = Performance advancement; R = Retention; TMT = Talent Management Total

Table 3 shows multiple regression is computed with organizational performance and affective commitment as outcome variables and Talent management with its subscales as a predictor variable. Table shows that fear of happiness is a strong positive predictor of organizational performance ($\beta = .60$, $t = 10.94$, $p < .001$) and affective commitment ($\beta = .72$, $t = 15.54$, $p < .001$). Overall the model was significant with 44% variance in organizational performance $\{\Delta R^2 = .44$, $F(6, 183) = 23.94$, $p < .001\}$ and 60% variance in affective organizational commitment $\{\Delta R^2 = .29$, $F(1, 298) = 45.83$, $p < .01\}$.

Table 4

Model Fit Indices of Final Modified Model of Study (N=190)

Model	NFI	IFI	CFI	RMSEA	$X^2(df)$	<i>p</i>
Default model	.978	.982	.981	.28	32.89(2)	.000
Saturated model	1.00	1.00	1.00			

Note. RMSEA = Root mean square error of approximation, NFI = Normative Fit Index, CFI = Cumulative Fit Index, CFI = Incremental Fit Index.

Table 4 shows model fit indices of the final modified model of study. Results show that the above-mentioned model was the best-fitted model of the current study.

Model fit indices were satisfactory (NFI, IFI, & CFI > .90). Value of Error of Approximation (RMSEA) was also below .5, which indicates the fitness of the saturated model. Results revealed that competency development significantly mediated the association between talent management and outcomes including organizational performances and affective commitment ($p < .001$). Competency development significantly interceded the relationship between talent planning and outcomes including organizational performances and affective commitment ($p < .001$). Competency development significantly interceded the relationship between workplace culture and outcomes including organizational performances and affective commitment ($p < .001$). Competency development significantly interceded the relationship between Talent development and outcomes including organizational performance and affective commitment ($p < .001$). Competency development significantly interceded the relationship between Talent development and outcomes including organizational performance and affective commitment ($p < .001$). Competency development significantly interceded the relationship between Talent development and outcomes including organizational performance and affective commitment ($p < .001$). Competency development significantly interceded the relationship between Talent development and outcomes including organizational performance and affective commitment ($p < .001$). Competency development significantly interceded the relationship between Talent development and outcomes including organizational performance and affective commitment ($p < .001$).

Figure 1

Depiction of Model Fit of Final Modified Model of Study

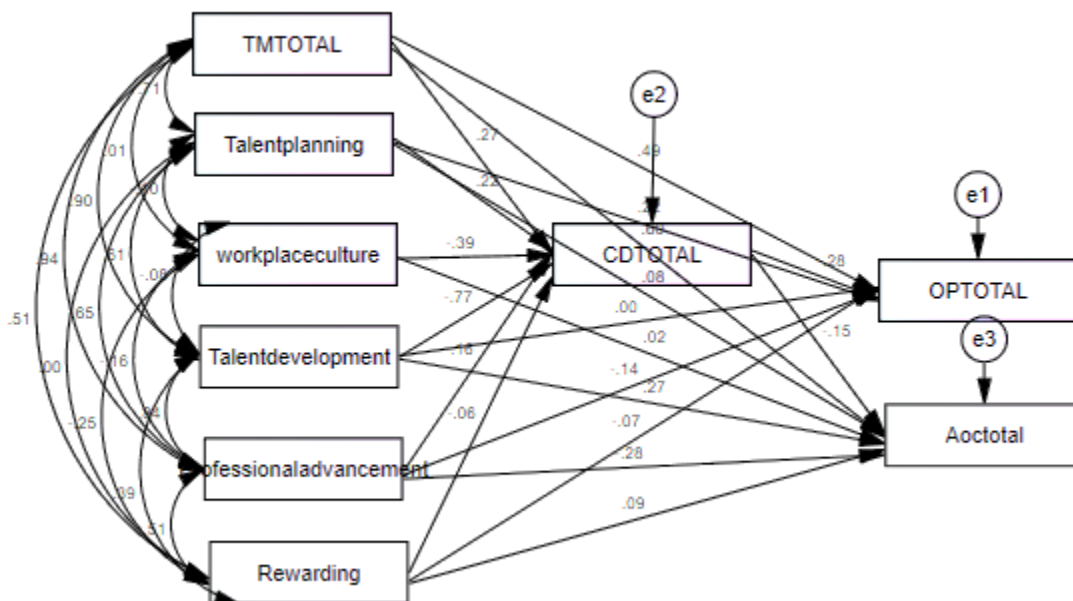


Table 5

Comparison of Males and Females on Talent management, organizational performance, affective organizational commitment and competency development(N = 190)

Variables	Males (n = 94)		Females (n = 96)		t(188)	95% CI		Cohen's d
	M	SD	M	SD		LL	UL	
1.TP	13.24	2.97	13.09	3.13	.34	-.72	1.02	-
2.WC	10.12	2.57	10.37	2.54	.66	-.98	.48	-
3.TR	13.17	3.19	13.07	3.16	.21	-.81	1.00	-
4.TD	13.22	3.81	12.85	3.58	.68	-.68	1.42	-
5.PA	12.82	3.39	12.25	3.38	1.17	-.39	1.54	-
6.R	10.59	2.57	9.82	2.58	2.06*	.03	1.51	0.2
7.TM	71.46	12.60	71.46	12.60	.938	-1.90	5.34	-
8.OP	22.27	5.912	17.43	4.13	-.783	-.27	2.02	-
9.AOC	20.64	4.80	20.08	5.06	1.50	-1.97	.85	-
10. CD	16.56	3.89	22.27	5.91	-.128	-1.62	1.42	-

Note. TP = Talent planning; WC = Workplace culture; TR = Talent retention; TD = Talent development; PA = Performance advancement; R = Retention; TM = Talent Management; OP = Organizational performance; AOC = Affective organizational commitment; CD = Competency development

*p .05.

Results in Table 5 demonstrate the mean gender differences and effect size on study variables. Results indicate significant mean differences on all subscales of talent management except rewarding, organizational performance, affective organizational commitment and competency development. The findings show significant gender differences in rewards. The findings show that male scored high on rewarding ($M = 10.59, p < .05$) as compared to female ($M = 9.82, p < .05$).

Discussion

The objective of the present study outcome of talent management with mediating role of competency development. More specifically, it was assumed talent management was a predictor and organizational performance and affective organizational commitment was an outcome variable. Furthermore, the study also explored competency development as a mediator between talent management and organizational performance and affective commitment among university teachers. The current study reflected upon the effects of gender on the aforementioned variables.

Before checking the relationship between variables alpha reliability was computed which shows that scales were internally consistent. Research results were also in support of our hypothesis. The first hypothesis was that talent management will positively predict organizational performance and affective commitment among university teachers. Finding supports our hypothesis as significant positive correlation and from multiple regression revealed empirical support for the hypothesis. When employees have talent management practices, it will generate affective commitment and high organizational performance. The previous finding also supports current findings. In research, there was a significant positive relationship found between Talent management and organizational performance. As Al Aina and Atan (2020) found that talent management leads towards outstanding organizational performance. The finding also can be supported by There was also evident the positive association between talent management and affective commitment among teachers (Anlesinya & Taiwan, 2019). The positive relationship between talent management and affective commitment is evident in another research (Tash, Ali, Ahmadzadeh, 2018) where the sample oil companies.

The next hypothesis was competency development will mediate the positive association between talent management and organizational performance and affective commitment among teachers. Our mediation analysis confirmed this assumption. People who have talent management practices have competency development which in return increase organizational performance and affective commitment. As people who develop talent management practices experience competency development which increases organizational performance and commitment among university teachers. Research showed a positive relationship between talent management and its subscales with organizational performance and affective commitment (Younus & Bari, 2020).

In gender differences talent management with its subscales except rewarding were non-significant. On rewarding male teachers show higher scores as compared to female teachers. Previous studies show inconsistent findings on gender differences (Rhen & Wei, 2019). The results also depict non-significant gender differences in organizational performance, affective commitment and competency development.

Conclusion

In the end, the researcher concluded that all study constructs are positively associated with one another. Talent management practices such as talent planning, workplace culture, talent development, performance advancement and rewarding lead to competency development which further produces high organizational performance and affective commitment among university teachers.

Limitations and Suggestions of the Study

As every study has some limitations so it has also some limitations. At first, the size and representation of the sample were small and comprised only university teachers which minimized the generalization of the results, therefore, diversity in the sample i.e., from different organizations is one of the solutions and best suggestions for future researchers. Secondly, the cross-sectional research design provides a one-time measurement of the construct whereas by the passage of time variability in construct may produce interesting results so in the future longitudinal research should also be considered especially in studies with casual relationships. Thirdly, the current study used self-report measures which may generate common method bias therefore multiple methodologies as indeph interview or qualitative method may produce more rich findings.

Implications

The research explores the impact of talent management practices on organizational performance and affective organizational commitment with mediating role of competency development. So it will add the literature about these variables. This is the first research that explores the mediating role of competency development in the relationship of talent management and affective commitment among teachers. Psychologists, counsels and researchers may use the results of the study for their understanding of how these variables incorporate into our culture. Overall, this research has provided data in which new dimensions have been explored, which will be beneficial for future researchers.

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