

# *Developing Talent in Racially Diverse Workplaces: A South African Perspective*

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# Talent Development - Setting the Framework

- ***What*** is it? We explore the definition.
- ***Why*** the need?
  1. **Generic Need**
  2. **Affirmative Action need**
- ***What*** can be done to develop talent?
- ***How?*** We explore recommendations.

# What is Talent Development?

- It is a **Focus** involving the identification and development of a pool of high performing individuals to fill key roles or to lead in key strategic roles if already filled.
- **Development** looks at the individual as a whole. It does not focus on the individual's current job but is concerned with preparing the individual for a future role or a more senior role.
- In **South Africa** it is intended that organisations meet their employment equity aspirations, as well as motivate and develop people with the aptitude and abilities to meet current and future needs.

# Why Develop Talent?

1. Manpower planning;
2. Succession planning;
3. Transformation in South African industries;
4. Creation of a representative and diverse workforce;
5. Address issues of past discrimination;
6. Reduce attrition rate;
7. Retain talent for growth and competitive advantage.

# **Challenges Facing South African Organisations**

1. Double digit attrition, e.g. in the Banking Sector;
2. Talent circulating within the same sectors;
3. Lack of new talent, or insufficient supply;
4. Employee dissatisfaction;
5. High direct and indirect cost of recruiting new talent;
6. Loss of productivity;
7. Little or no recognition of employees.

# **South Africa: Skills Shortage**

**Skills shortage**

Growth in economy

Compliance with Labour Legislation

Fewer graduates, greater demand for skills

# **What Factors are Retaining Employees?**

**Top 10 reasons cited by 16 000 respondents to an on-line survey conducted by Career Systems International:**

- 1. Exciting and challenging work.**
- 2. Career growth – learning and development.**
- 3. Working with good people.**

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4. Fair pay.
5. Supportive management.
6. Recognition, value and respect.
7. Company benefits.
8. Meaningful work and making a difference.
9. Pride in the organisation and its products.
10. Great work environment and culture.

# Research: South African Context

(Source: Deloitte Management Survey, April 2008)

Turnover and Retention study in South African companies, amongst Managers and Professionals, found three dominant reasons for voluntary resignation amongst both Blacks and Whites:

- 
1. A feeling of exclusion and marginality: the company or department culture is perceived as exclusive and non-supportive and the perception exists that diversity is poorly managed;
  2. A lack of clear individual development opportunities or career paths;
  3. Management style.

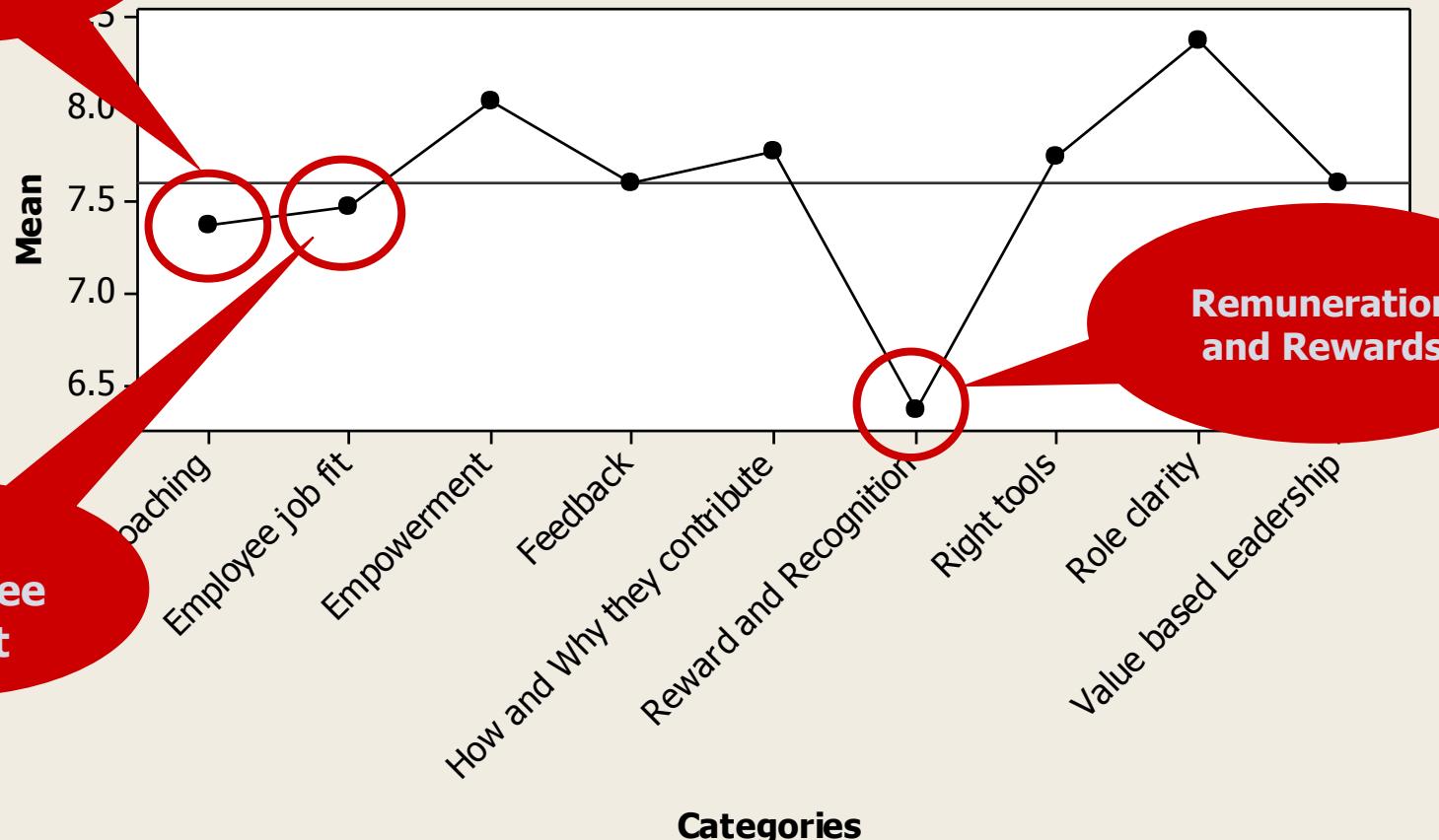
**Note:** Lack of career advancement, management style and issues around organisational culture and the management of diversity account for 68% vs. 15% remuneration as the reasons for resignations.

# Employee Satisfaction

(Source: BANKSETA 2008)

Lack of  
Coaching

Employee Opinion Survey

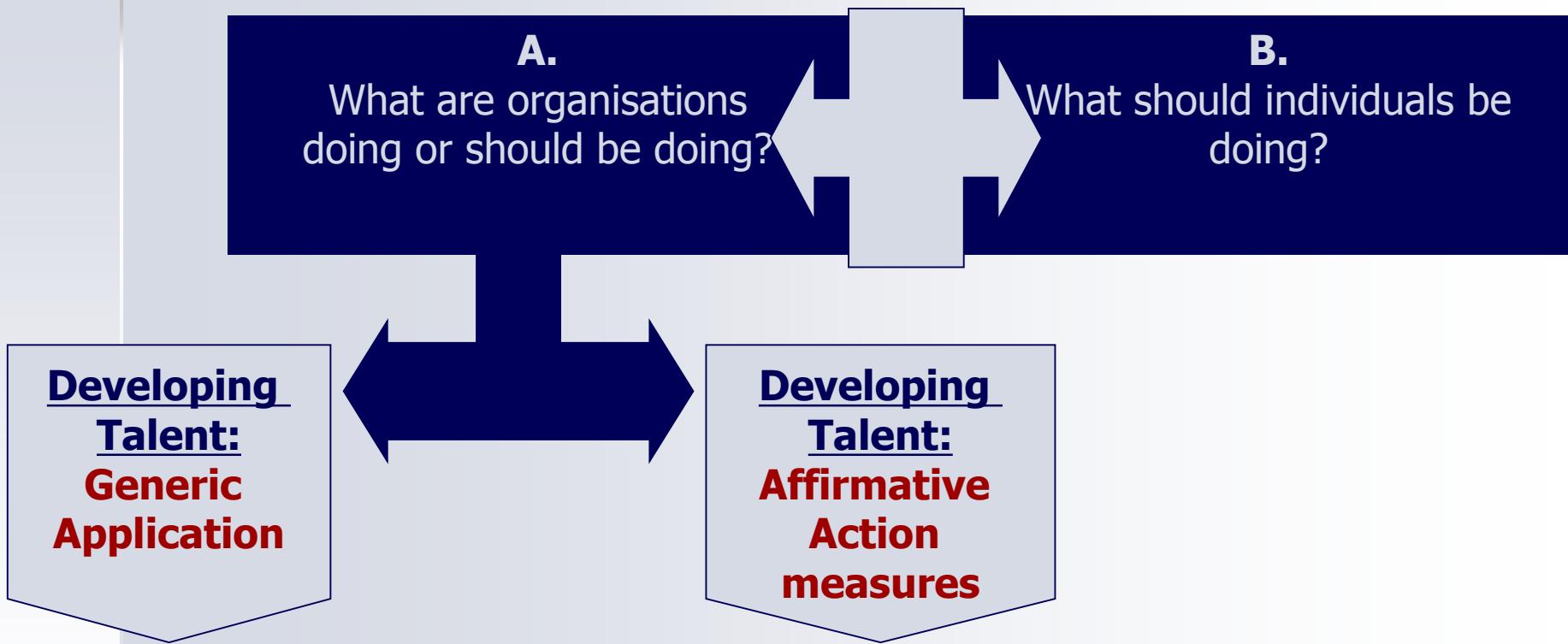


# Reasons For Leaving Current Job

(Source: BANKSETA 2008)



# Developing Talent



# What is Affirmative Action and Diversity?

## Affirmative Action

Proactive efforts:

- Recruit, train and promote.
- Focus on previously excluded or currently under-represented people.
- Rooted in Employment Equity Legislation.
- Remedial in nature.
- Focus on Black people/women.
- Reflects demographics.
- Equal employment opportunity should be based on **merit**.

## Diversity

- Result of Affirmative Action.
- Focus on current employees:
  - Visible and invisible differences.

## Managing Diversity

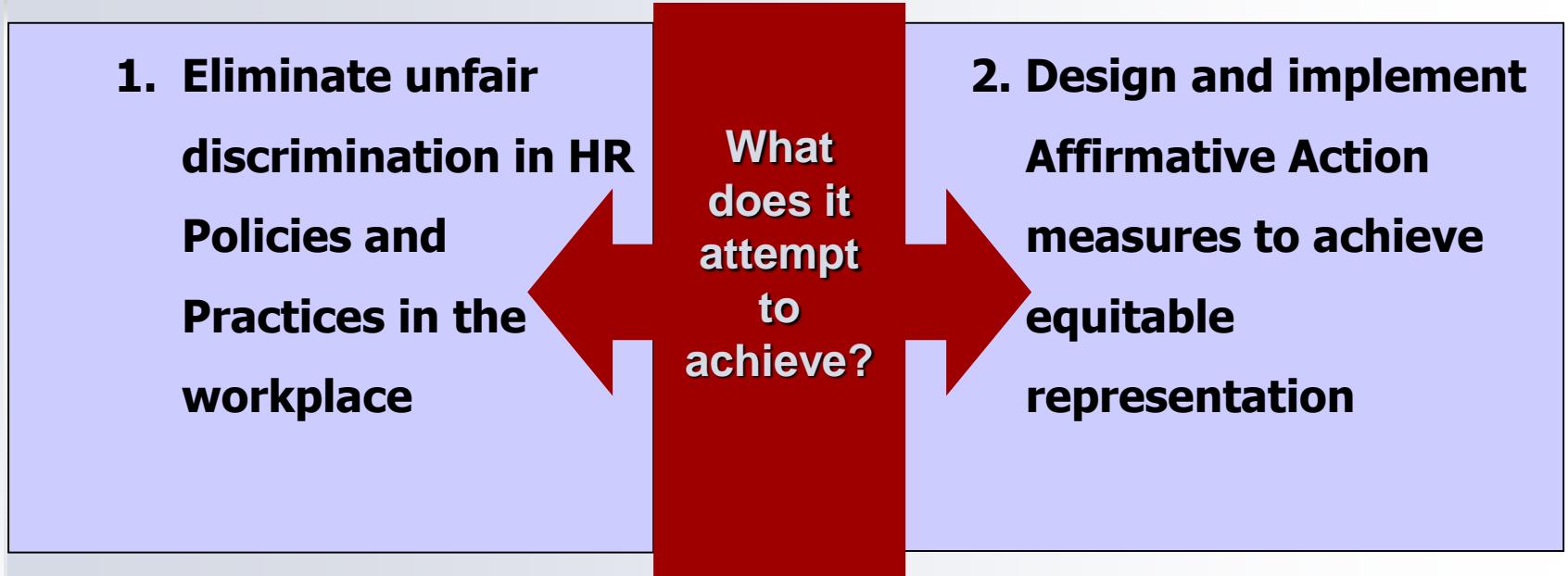
- Rooted in efforts to benefit the organisation.
- Strategic.
- Inclusive.
- Aimed at behaviour and organisational culture.

# **Legislation - Governing Affirmative Action (AA) in South Africa**

**Objective: To ensure equitable and racially diverse workforces**

1. Constitution of South Africa;
2. Employment Equity Act;
3. Skills Development Act;
4. Skills Development Levies Act;
5. Promotion of Equality & Prevention of Unfair Discrimination Act;
6. Financial Sector Charter Guidelines;
7. Broad-Based Black Economic Empowerment Codes.

# Employment Equity Act

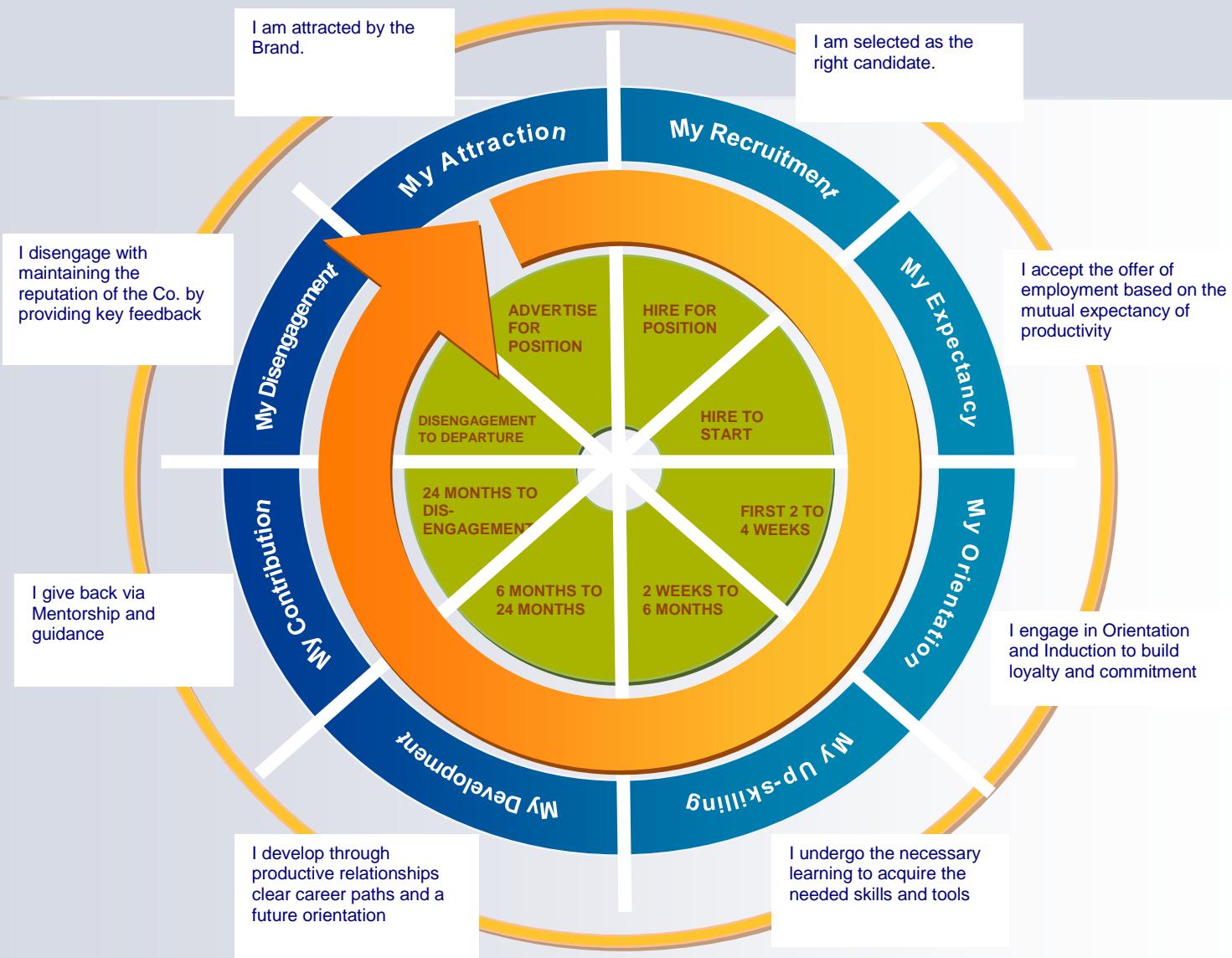


# Employment Equity Act

Places legal duties on  
Organisations to:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>1. Consult with their employees;</li><li>2. Prepare Employment Equity Plans;</li><li>3. Establish Employment Equity Committees;</li><li>4. Report to Government on progress made;</li></ul> | <ul style="list-style-type: none"><li>5. Identify and eliminate employment barriers;</li><li>6. Promote diversity;</li><li>7. Attract, retain and develop affirmative action employees;</li><li>8. Establish workplace representation via demographics.</li></ul> |
|---|---|

# Talent Development: Where does it fit?



# Talent Priorities

- 1. ENGAGE:** The talent you have to perform at their highest levels.
- 2. BUILD:** The talent you need to execute your strategic and operational plans.
- 3. LEVERAGE:** The talent within the organisation to put the best people working on the great opportunities.
- 4. RETAIN:** The talent you need to support your organisational strategy.
- 5. ATTRACT:** The talent required to excel long-term.

# Employee Engagement

**WHY?**

Is there a need for employee engagement?

**DEFINITION**

It is the productive use of one's talents and ideas and it has a positive and strong emotional connection with one's work.

# Employee Engagement (cont...)

1. Engagement impacts what employees do on-the-job and the results they achieve.
2. Allow employees (talent) to feel like “true owners” of their processes.
3. Allow innovation and new ideas to flow – a total “psychological presence”.
4. Pilot where feasible.
5. Engage in consultative management.
6. Consistent communication and feedback.

**I feel listened to.  
I feel you are interested in me.  
I feel you have helped me focus.  
I feel encouraged.**

*Source: American Psychiatric Association Guideline*



# Employee Engagement (cont...)

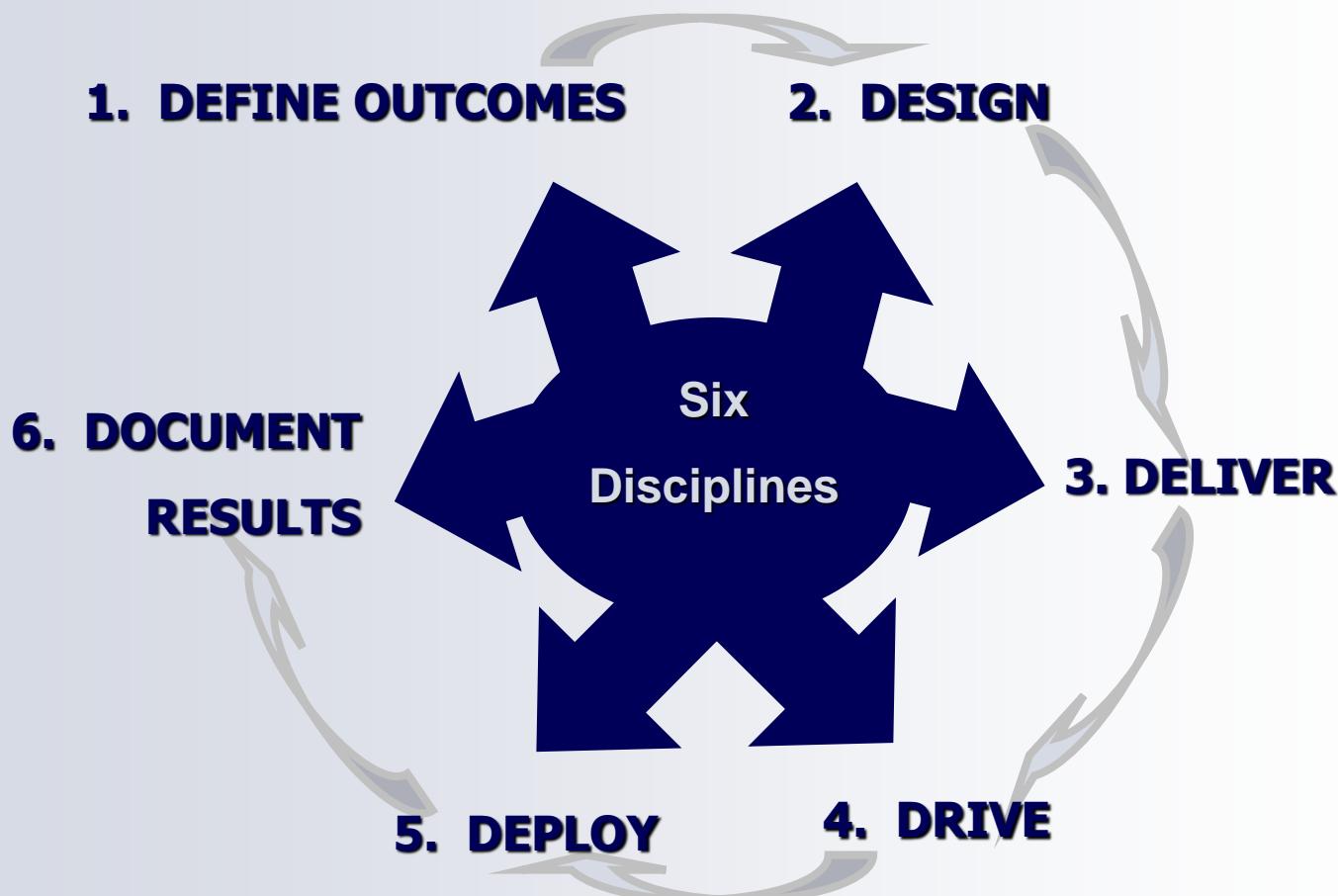
## ***Why the special need to focus on Employee Engagement in South Africa?***

- The feeling of appreciation and inclusion in the decision-making process amongst:
  - racial minorities;
  - previously disadvantaged females;
  - historically disadvantaged employees (African employees);
  - crossing the divide of language barriers in the workplace.
- Resulting in trust, respect and a level of comfort towards the organisation.

**Learning is rarely experienced  
without emotion**

*(Stephen Brookfield)*

# The Six Disciplines of Learning



# **Talent Development**

- **EXPERIENCE – BASED LEARNING**
  1. Projects and Assignments
  2. Committees
- **EDUCATION - BASED LEARNING**
  1. Courses and Seminars
- **RELATIONSHIP - BASED LEARNING**
  1. Managers and Colleagues
  2. Mentors and Coaches

**All of the above must be formalised in Career Development Discussions resulting in development plans with proposed timelines.**

# When Developing Talent

**Conduct a Training Needs Analysis (TNA) at three distinct levels:**

1. **The organisational level**: consider the organisation's strategic objectives. How will they fulfill these objectives? Ascertain levels or range of existing individual competencies – compared with the performance requirements derived from the strategic objectives.
2. **Work role level**: some specialisation of the work roles.
3. **Individual level**: according to each person's skills profile.

# Methods on Training Needs and Priorities

- Isolate into skill base;
- Use individual questionnaires with small groups or questionnaire surveys with larger groups;
- Gap analysis: determine the size of the gap between the desired level of performance and the actual level. The greater the disparity between the two, the higher priority should be allocated to the training in the area in question.
- Ascertain the training content:
  - Break the content into components;
  - Use the Hierarchical Task Analysis (HTA) which begins by describing the main operations involved in the tasks;
  - It involves dissecting the task into smaller units of behaviour in a hierarchical fashion.
- The more a task is broken down into fine detail the more the training can be focused on those particular aspects of the tasks.

# Methods of Employee Development

1. **Development Centres:** in which individuals are given a series of tests and exercises designed to assess competencies.
2. **Self Development:** use of SWOT analysis.
3. **The Learning Contract:** usually a Personal Development Plan.
4. **Planned Work Experience:** this is on the job development activity, planned and systematic.

# **Methods of Employee Development (cont...)**

5. **Action Learning:** where managers learn a great deal through problem solving.
6. **Coaching and Mentoring:** one of the hallmarks of a good manager is the extent to which he/she adopts an active coaching role as an aid to management development.
7. **Development for Employment:** the notion here is to provide the employee with a wide range of transferable skills which would enhance the person's marketability as a means of motivation.

# When Developing Talent: Consider

The ***Types of Learners*** – identified by HONEY and MUMFORD IN 1989:

1. **Activists**: where the person learns by doing.
2. **Reflectors**: prefer to learn by observing and listening and analyzing rather than by doing.
3. **Theorists**: are good at constructing theories and concepts based on analysis and evaluation of information.
4. **Pragmatists**: are characterized by their desire to apply what they have learnt to real world situations. They do not respond well to concepts and theories which have little direct practical application.

# Use of Informal Training

***Analyze the informal training opportunities in your organisation***

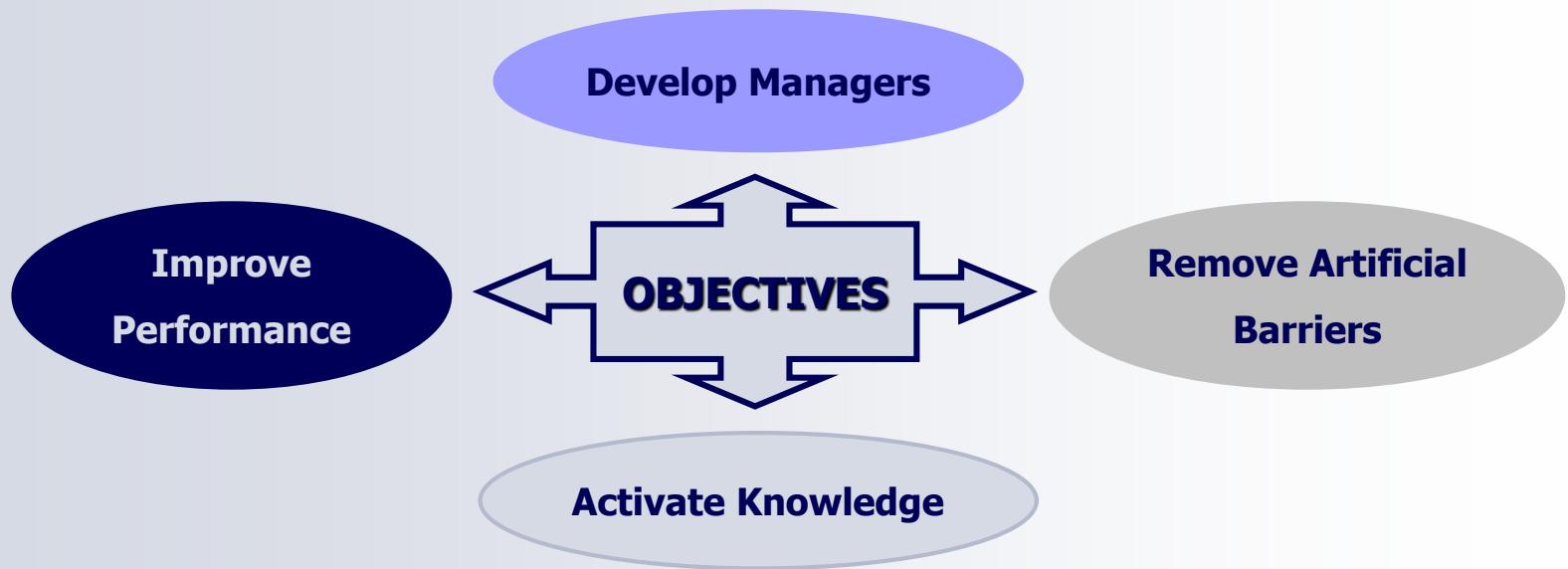
## What is it?

- Every form of knowledge transfer, as a normal part of day-to-day work, non systematic and non-goal oriented;
- Creation of small units of knowledge to be used in a just-in-time learning perspective;
- Captures tacit knowledge in the organisation making it available to every staff member.

## New Learning Environments:

- Intranet
- Internet
- CD / DVD / etc.

# Network Learning



1. Organise and facilitate structured network initiatives;
2. Create an atmosphere of confidence and encourage your talent to share knowledge acquired through success and challenges;
3. Apply a more interactive approach to learning.

# Network Learning (cont...)

**HOW?**

1. Inter-departmental focus groups;
2. Inter-disciplinary work sessions;
3. Professional affiliations and seminars;
4. Industry / sector sharing.

**MUST**

1. Be organisationally driven;
2. Be structured;
3. Have timelines;
4. Have desired outcomes;
5. Be facilitated by the learning centre.

# **Internship Programmes**

***Applicable to Affirmative Action Outcomes***

**To identify candidates in the organisation through career path development.**

**Three suggested entry points:**

**1.**

## **Senior Experienced Candidate Programme**

- 5-7 years work experience;
- placement is division-specific;
- to drive transformation at an accelerated rate;
- pool of candidates for succession planning and future executive positions;
- gain exposure and insight to all general management and specialist functions.

# **Internship Programmes (cont...)**

**2.**

## **Graduate Experienced Candidate Programme**

- to identify, recruit and fast track graduated and experienced (3-5 years) talent to accelerate transformation;
- place candidates in meaningful roles immediately or within 12 months of commencement of the programme;
- exposure to all functional departments;
- gain general management and specialist skills;
- tap into educational opportunities that offer new courses coupled with academic theory and management expertise on a project basis;
- partner with local university or business school to accredit academic modules and assist to facilitate mentorship programme;
- programme is sponsored by Executives responsible for recruitment and succession planning;
- the HR Practitioner and direct Supervisor is responsible for the management of the designated individual through their programmes.

# **Internship Programmes (cont...)**

**3.**

## **Matriculants and Learnership Programmes**

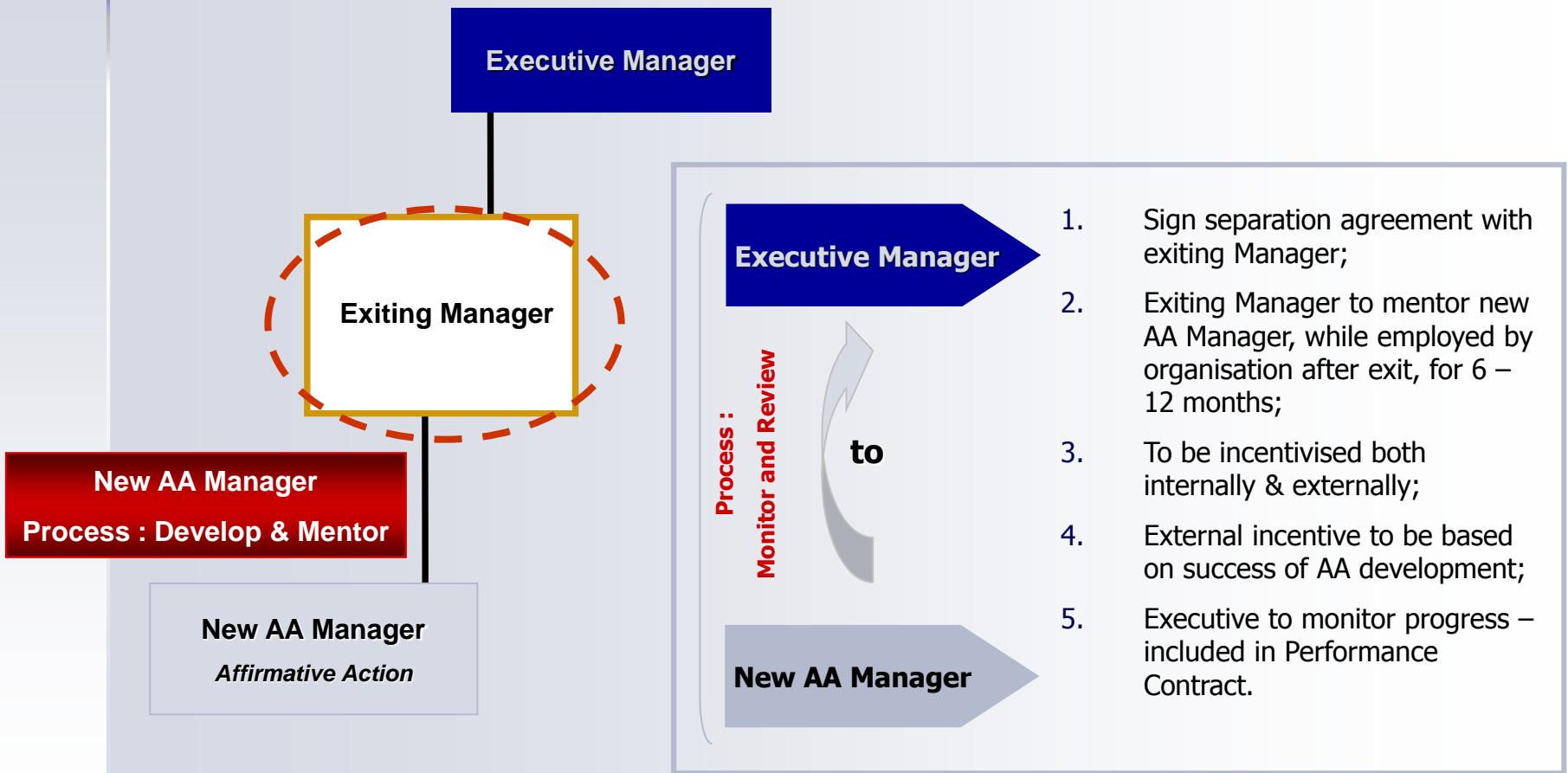
- usually funded by industry sector training authorities, e.g. BANKSETA in the South African Banking / Financial Sector;
- companies recruit these candidates from the specific sector training authority who fund and train candidates;
- once hired, candidates need to be placed on career paths to gain their specific work knowledge;
- these programmes must be formally structured with a designated programme co-ordinator employed by the organisation;
- mentors are also appointed here;
- specific project assignments with ongoing feedback and evaluations.

# ***How has the Government of South Africa Intervened?***

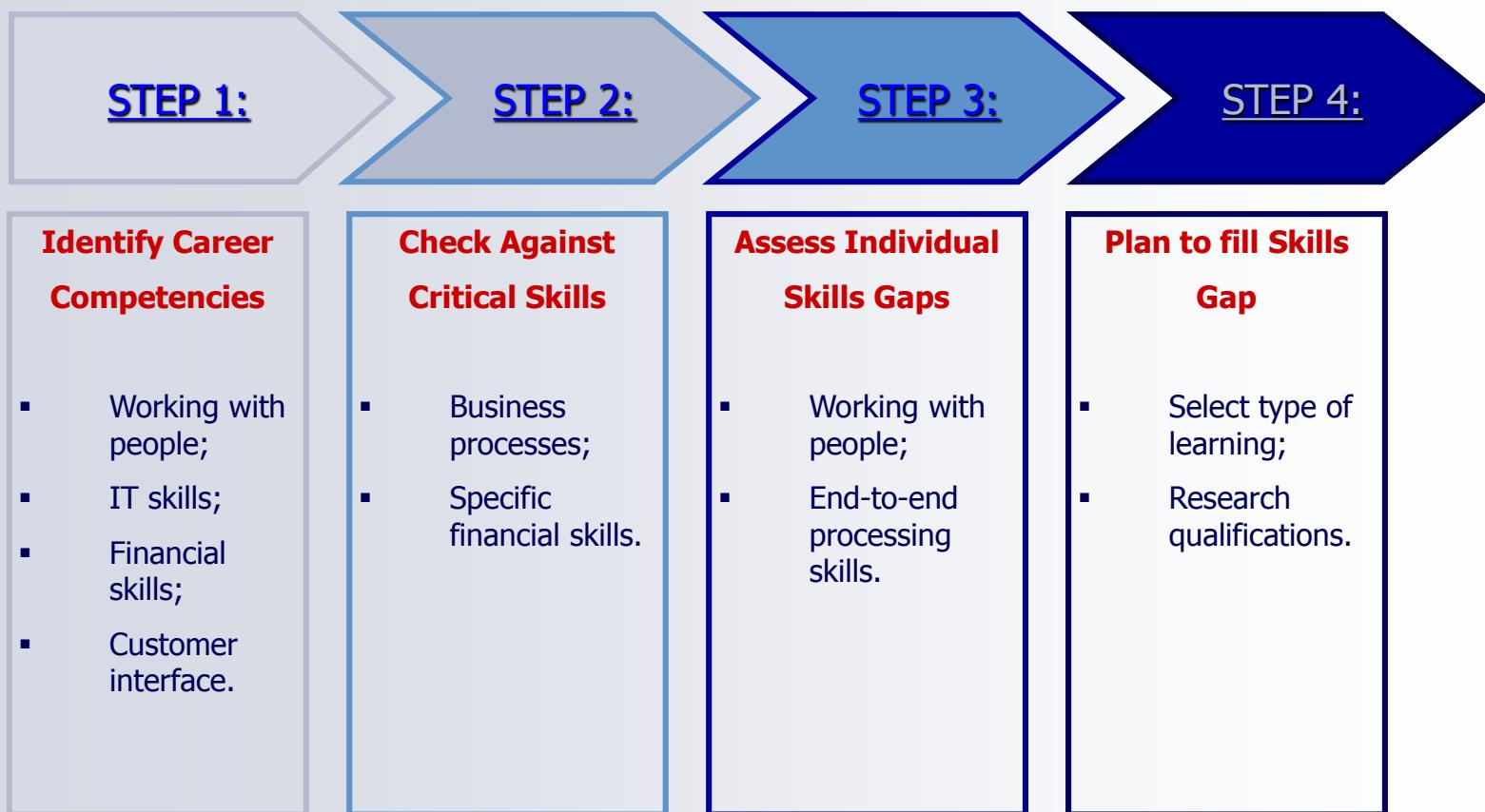
## **The Introduction of Learnerships:**

- A Learnership is defined as a work-based route for learning and gaining qualifications. It includes both structured work experience (practical) and structured institutional learning (theory). Has both on-the-job and academic components.
- It does offer a very specific work-orientated method for young people – especially from previously disadvantaged background – to acquire qualifications as well as preparation for the workplace.
- Managed by BANKSETA: i.e. *Banking Sector Education Training Authority*

# Talent Development: Affirmative Action



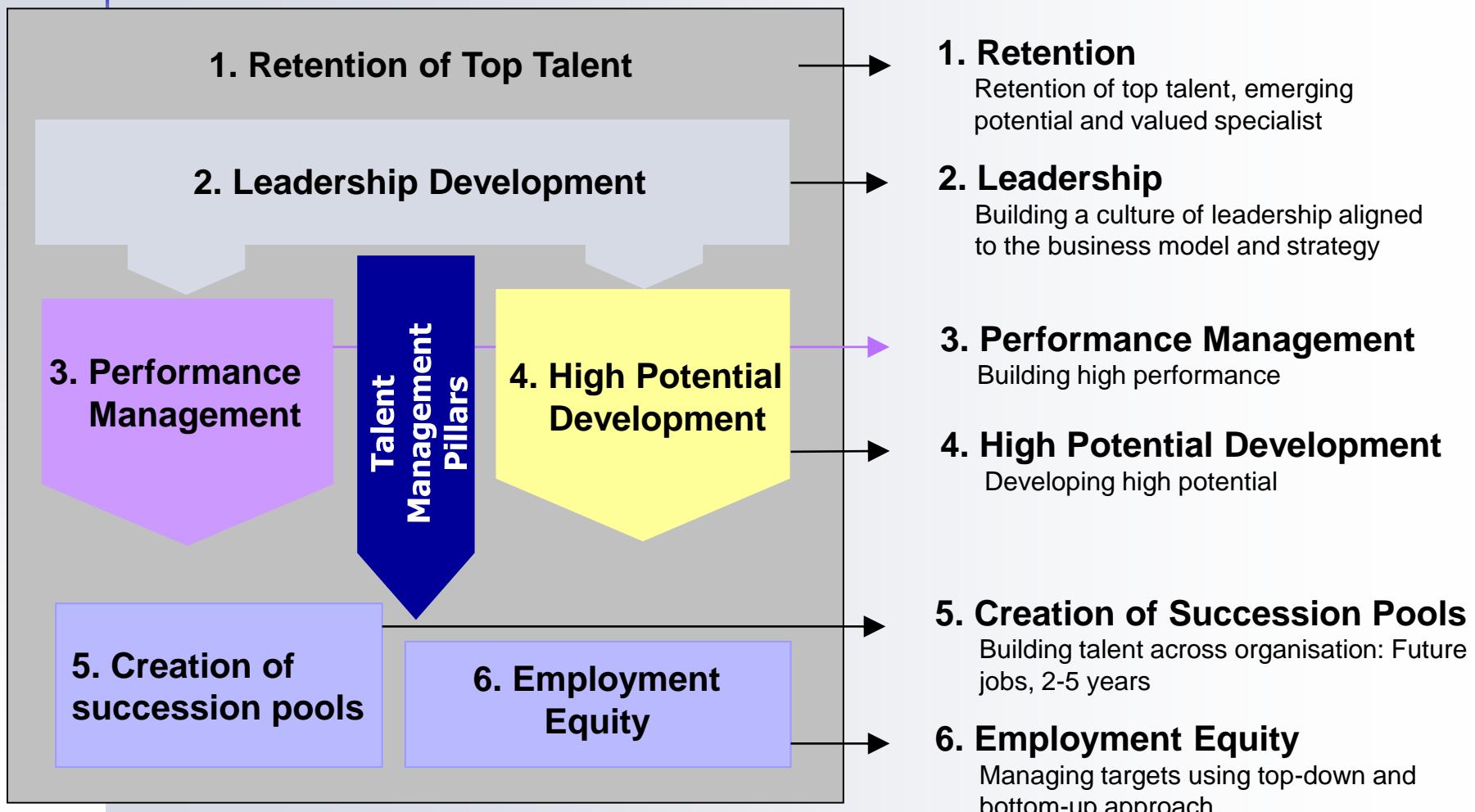
# Planning Your Learning Journey



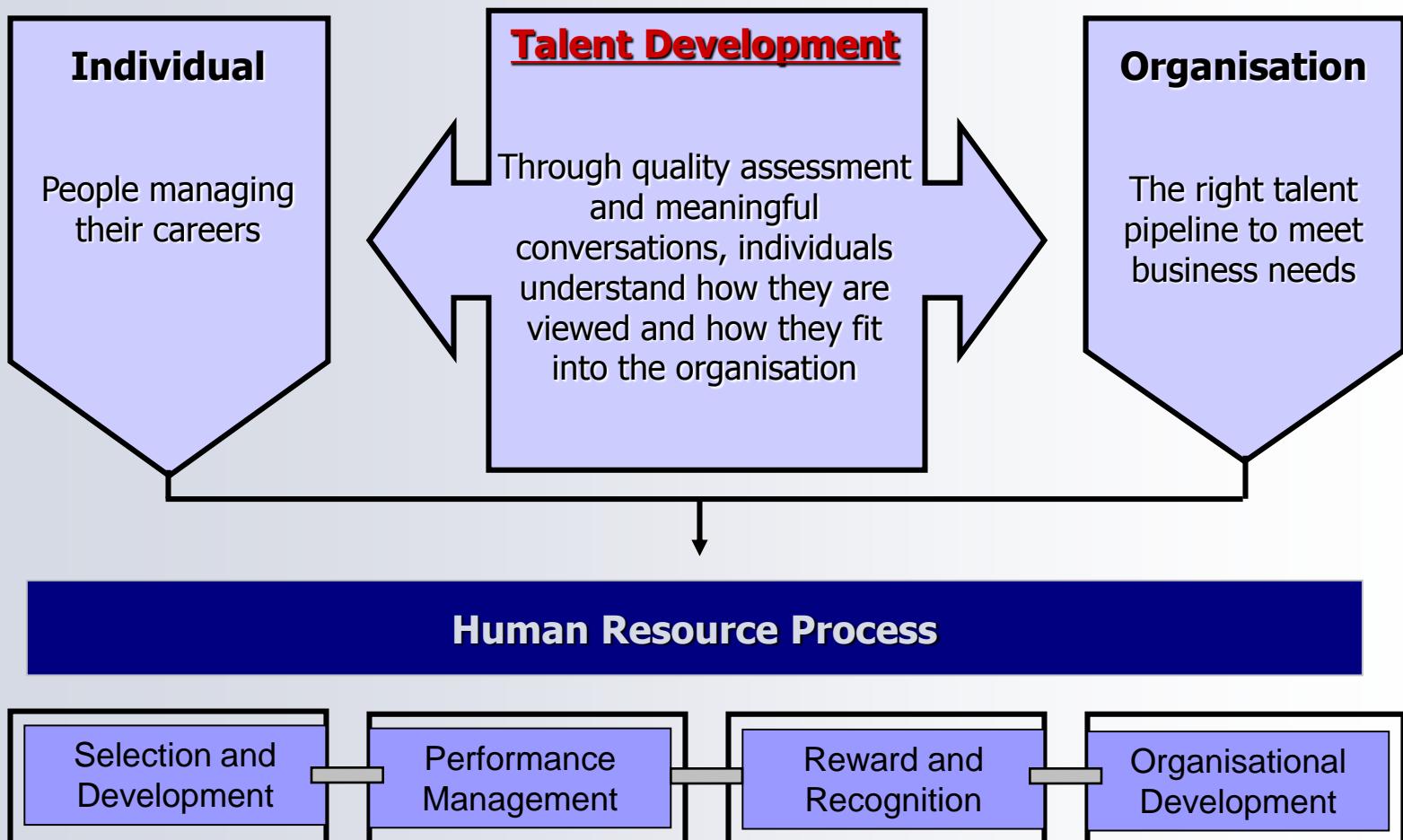
# What Can Affirmative Action Candidates Do?

- Form a Voluntary Association for Affirmative Action similar to the American Association for Affirmative Action (est. in 1974)
- An Association of professionals managing affirmative action, equal opportunity, diversity and other HR programmes.
- On a non-profit basis, assist members to be more successful and productive in their careers.
- Promote understanding and to enhance access and equality in employment, economic and educational opportunities.
- Identify and remove employment barriers to entry, promotion and sustainability.
- To sponsor and conduct research in education and training programmes for individual members and organisations.

# Talent Development Process



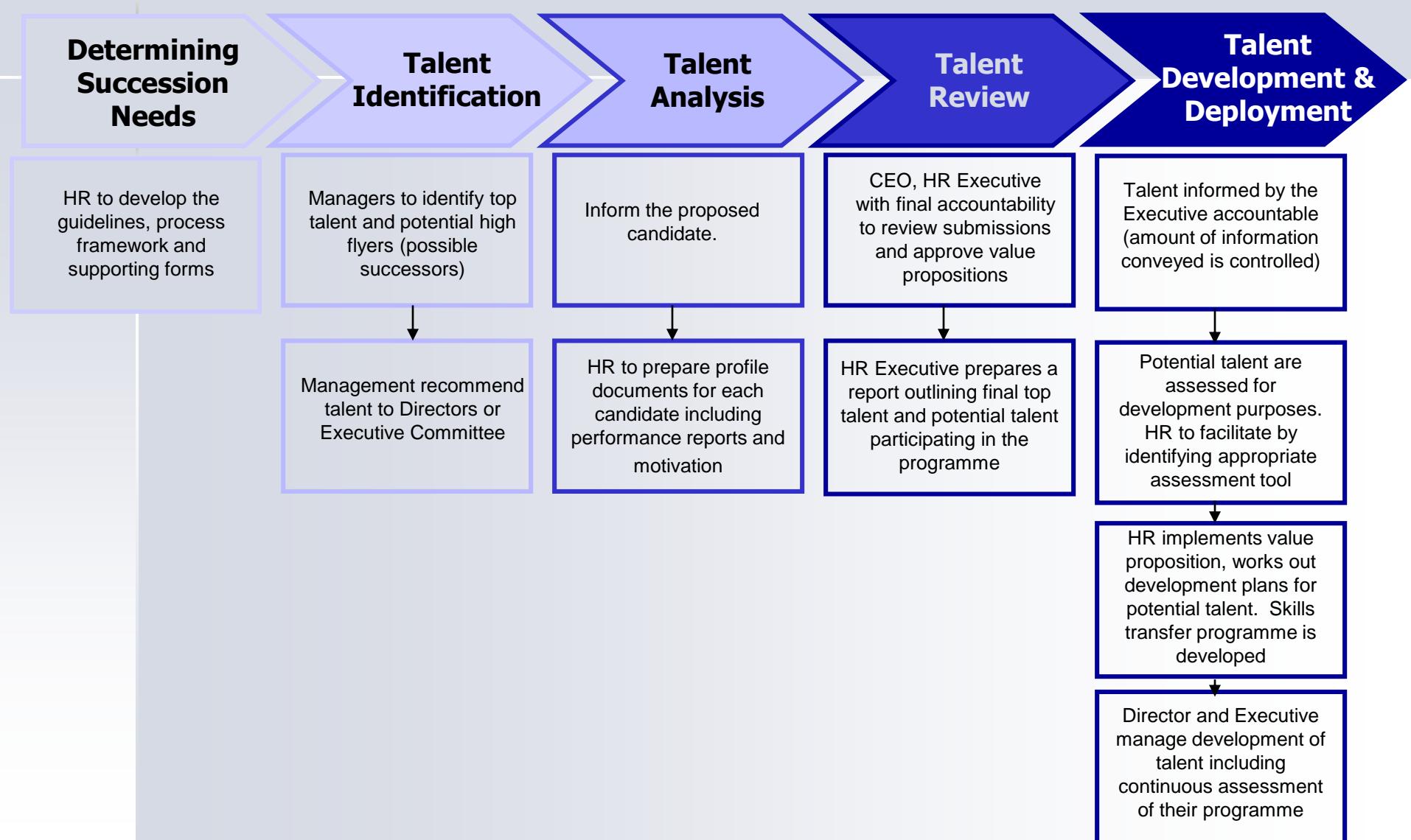
# Recommendations of Talent Development



# Talent Development – Roles and Responsibilities



# Talent Development – Roadmap



**Some additional *Pointers* to be  
considered when developing talent:**

# When Appointing:

Be it for a new appointee, succession or promotion, consider  
**Personality Types:**

PERSONALITY TYPES: tend to reflect both what a person will enjoy and also what he will be good at.

**Examples include:**

- Investigative;
- Artistic;
- Social;
- Enterprising;
- Conventional, rules and procedures oriented
  - highly administrative.

# Consider Career Stages

**GREENHAUS AND CALLANAN'S (1993) PROPOSED A FIVE STAGE MODEL OF CAREERS:**

1. **Occupational Choice**: the explorative phase up to the age of around 25.
2. **Organisational Entry**: what kind of work and which type of organisation. This is usually an uncertain period.
3. **Early Career**: usually ages between 25 – 40 years. Learns about the organisational culture. This is a period of achievement, where the individual develops various organisational competencies. Assistance with career management is important here.

# Career Stages (cont...)

4. **Mid-career**: ages 40-55. While for some this is a time of continued advancement, for others their career will plateau, with little prospect of further promotion. Major challenge for career management and development.
  
5. **Late Career**: after 55. Career plateau effects will be experienced even more. Performance is likely to be an even greater challenge for organisations. Look at inherent deficits due to ageing – low motivation, etc.

# Career Anchors

## *Schein's Theory* of Career Anchors:

Relating to experience and development. This consists of self-perceived abilities, motives, attitudes and values. According to Schein's theory when individuals make occupational choices they do so in accordance with their dominant career anchor. The knowledge of a person's career anchor can be a useful aid to career decision making.

# Career Anchors Include:

1. Technical or Functional Competence;
2. Managerial Competence;
3. Security;
4. Creativity – an entrepreneur;
5. Autonomy;
6. Pure Challenge;
7. Dedication – values are of paramount importance;
8. Life-style integration – equilibrium between work and non-work activities, so that a balanced life-style is maintained.

# What Tools Can We Use?

1. Assessments;
2. Questionnaires;
3. Observation;
4. One-on-one interviews;
5. Group interviews;
6. Brainstorming with experts;
7. Work participation: actual work done by analyst;
8. Work diaries;
9. Critical incidents: description of specific behavioural events.

# Reference Websites

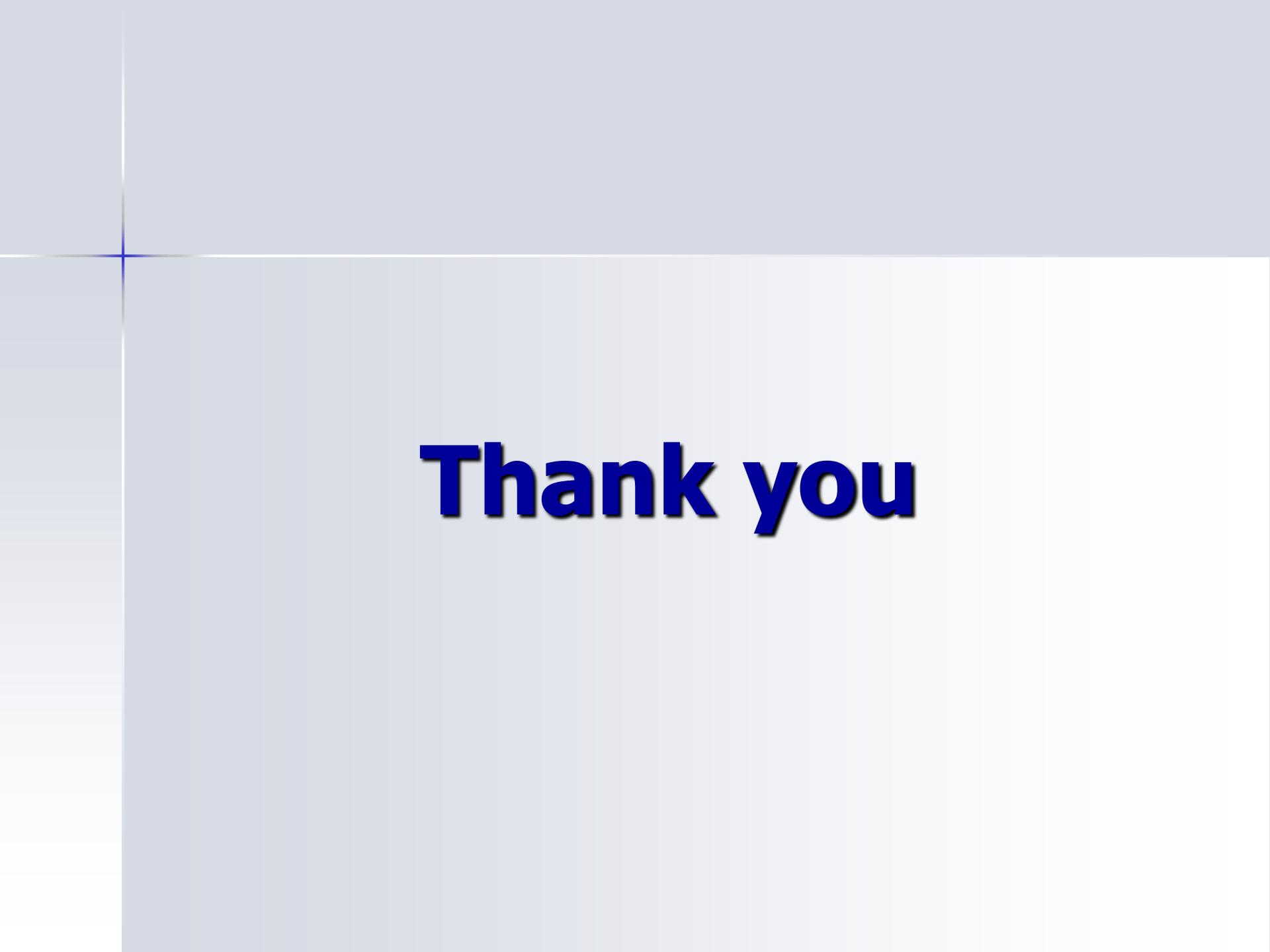
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**Thank you**