

PRACTICES OF TALENT MANAGEMENT IN ORGANISATIONS IN THE CZECH REPUBLIC

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Abstract

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As theory still lacks consistent definition of successful talent management, the praxis is characterized by dissimilar interpretations of the term talent. The lack of integrity of definitions appears to be the reason to analyse talent management practices. The article focuses on consistency of suggested practices in management of organisational strategies. The aim is to reveal current approach of Czech organisations towards talent management practices and to specify the main factors affecting employee development in talent management in the tested organisations. Bivariate and multivariate statistical methods and analyses were used to lower the number of possible single approaches and practices. Analyses formed valid factors, which influence and determine employee development as key principles of talent management: alignment with strategy, internal consistency, cultural embeddedness, management involvement, and employer branding through differentiation. Results identified and verified different ways of support of talented employees. Firstly, it is Talent management in its original shape (25.9%), secondly, Learning organisation based on common learning (23.5%) and the third factor name is Plain promises (12.4%). Organisations grouped in the factor only declare possibility of development, but do not practically use it.

Keywords: talent management, education, development, learning, employee, organisations, principles of talent management, human resources

INTRODUCTION

Current labour force is characterised by rapidly changing demands. The interest in talent management has been growing in importance past few years and slowly is being implemented also in Czech organisations. Talent management is considered to be a method which allows organisations to meet the demands associated with increased competitiveness. To acquire, retain, and develop knowledgeable, quality employees is a priority for every organisation (Nahapiet, Ghoshal, 1998; Collings, Mellahi, 2009). Employees are bearers of knowledge, skills, and abilities, and their talent and willingness to provide these to the organisation are key for development and success of an organisation (Claussen *et al.*, 2014; Vivas-López, 2014). Talented people are rare and in demand. Many people are out of a job in the Czech Republic due to economic crisis (Czech Statistical Office, 2014), constantly in search of opportunities.

Highly talented people have better opportunity; organisations appreciate talented employees. They know their worthiness and know they can move to another position or organisation (Seibert *et al.*, 2001; Sonnenberg *et al.*, 2014; Linhartová, 2012).

The current economic crisis has a drawback effect on the number of new products, services, and patents which effect extended to cuts on research and development funding and spending. This has significantly deterred talented employees; they seem to have been less motivated to keep working for organisations whose production and services have been cut to the bare minimum and show no interest in R & D. This is because employees know that they can develop their potential no further in this setting. As a consequence, they leave the organisation. This should act as a driver for organisations to think carefully about where to scale back. Therefore, this study focuses on the use of talent management in central Europe – in the Czech Republic.

This article aims to reveal current approach of Czech organisations towards talent management practices and to specify the main factors affecting employee development in talent management in the tested organisations in the Czech Republic.

The paper is composed of five sections. The first is a literature review followed by a presentation of methodological approach. Subsequently, an analysis and discussion section comes. Finally, we conclude the paper and summarize the contributions and limitations of the study.

Theoretical Background

To keep and develop quality knowledgeable employees is the main goal of all organisations (Ahsan *et al.*, 2013). The only thing that remains truly crucial in the effort to upgrade the organisations' and economy level are human resources and their management and development (McDonnell *et al.*, 2014; Gururajan and Fink, 2010; Manning, 2010). Therefore, organisations should focus on education and learning of each individual. It is also necessary to educate and develop employees with regard to their work, social values and behaviour – each employee is an individual with different perception and personality (Loke *et al.*, 2012). Employees who are being educated and developed are usually highly interested in working towards organisational goals and following organisational strategy; they are communicative, cooperative, proactive, respectful, customer-friendly, willing and able to constantly learn (Li *et al.*, 2009; Vnoučková, 2013). As Mazouch and Fischer (2011) and Gururajan and Fink (2010) have stated, measuring the level of education in organisations is necessary for predicting future development.

Learning as a Crucial Element in Talent Management

Learning is individually driven and once individuals have learned some skills the next question is how the organisation will incorporate procedures and assets. In other words, individual learning needs to be transformed into organisational learning (Kumaraswamy and Chitale, 2012). Organisational learning takes place when the organisation concerned addresses particular problem which the organisation should solve. Organisational learning is described as the way the organisations build, supplement and organize knowledge and routines around their business activities and business cultures, as well as the way they adopt and develop organisational efficiency by improving the use of broad skills of their workforces (Fiol and Lyles, 1985).

Organisational learning theories provide rich perspectives on the processes that generate and change organisational knowledge. Learning provides the skills, insights and competence to perform well at work. It enables people to adopt and grow in their workplace becoming better problem solvers, more creative and innovative thinkers, more

confident and proficient workers. Organisational learning can be considered as systematic behaviour to acquire capacities for dealing with the needs and challenges of organisations in competitive environments. The overall benefits of learning in organisation focused on employee fall into two main categories; career advancement and psychosocial support (Beech and Brockbank, 1999; Gannon and Maher, 2012). These professional and personal advantages are evident through more promotions, higher salaries, more job satisfaction and reduced levels of turnover (Allen *et al.*, 2004). Learning and education have also impact on social capital and social networks (Bozionelos, 2006; Hezlett and Gibson, 2007; Singh *et al.*, 2009). The recognition of social capital as offering valuable insights into organisational learning is built upon the premise that access to intellectual and economic capital is now more available than ever before (Hezlett and Gibson, 2007). Therefore the social capital perspective of employees and their organisations can be seen in understanding, developing and leveraging relations with others, which can further develop their career and competitive success (Singh *et al.*, 2009).

Talent Management: Principles of Efficiency

Sullivan (2004) defines talent management (TM) as *"the integrated process of ensuring that an organisation has a continuous supply of highly productive individuals in the right job, at the right time"*. Collings and Mellahi (2009) define TM as activities and processes that involve the systematic identification of key positions that differentially contribute to the organisation's sustainable competitive advantage, the development of a talent pool of high-potential and high-performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents, and to ensure their continued commitment to the organisation (p. 304). Other definition according to Oosthuizen and Nienaber (2010) states that talent management is an integrated system of recruitment, development and retention of the required human capital at all organisational levels. If organisations refer to talents, they have in mind mostly young people at the beginning of their professional career. Another commonly mentioned group includes employees who have been working for the organisation for some time; their superiors favour them because of their existing performance in order to encourage their further professional growth and promote them to more responsible managerial positions. In conclusion, TM theories have been driven by the assumption that maximizing the talents of employees is a source of sustained competitive advantage (Scullion *et al.*, 2010; Al Ariss *et al.*, 2014). It has resulted in TM becoming extensively linked to human resource management (HRM) practices in organisations (Farndale *et al.*, 2010).

Although organisations must pay attention to recruiting, selection, development, performance management, evaluation, rewards and retention of their employees, it is also efficient to work in line with key principles of talent management. According to Collings and Mellahi (2009), TM should be implemented through a combination of “internal development and external recruitment”. Al Ariss *et al.* (2014) state that organisations should aim to cultivate work motivation, organisational commitment, and extra-role performance among employees to achieve the best from their talent and to avoid turnover. To reach competitive advantage, the first step is to identify crucial HR activities and implement “best known practices”. But that is not enough. To obtain the best results from TM, organisations must interface key HR activities with organisational strategy, culture and relationships. Stahl *et al.* (2012) identified in a broad study key principles of talent management: alignment with strategy, internal consistency, cultural embeddedness, management involvement, and employer branding through differentiation. Adopting those principles may change thinking about talent management (rather than implementing best practices) (Stahl *et al.*, 2012; Al Ariss *et al.*, 2014).

Similarly Joyce and Slocum (2012) identified four critical capabilities: in strategy, structure, culture, and execution. Additionally, they mention that talent management must be understood in the context of the firm's strategic capabilities. Linked to this, a supportive corporate culture will provide employees with a sense of cohesion, and at the same time, deepen their understanding and practice of the norms/ideals of their organisation. Finally, executing unique TM processes enables companies to gain a competitive edge, and allows them to meet or exceed their customers' expectations (Joyce and Slocum, 2012).

Efficiency of strategic approach of TM is described also by Garavan (2012). The author analysed TM in science-based firms during the global downturn. Results of the study state that actors considered TM to be strategically important because it enabled firms to simultaneously manage downsizing, expansion and structural alignment, and it helped them to prepare for growth in the future. Companies exercised control and coordination of TM through increased use of structural reporting, greater involvement of headquarters in subsidiary talent decisions, networking and cognitive control strategies (Garavan, 2012).

Shen and Hall (2009) suggest that the more connected the employee is to his/her job, co-workers, organisation, and community, the more likely he/she is to stay and to seek intra-organisational growth opportunities upon completion of an expatriation experience. Authors also propose facilitating repatriation adjustment through: shortening overseas assignments, enhancing the expatriation assessment and career-planning process, improving

the perceived link with the home organisation, and increasing the perceived cost of leaving. These actions can be accomplished by providing developmental support (i.e. mentoring, coaching, and counselling). The repatriation process can also be enhanced by company-sponsored networking activities, providing information through company newsletters.

MATERIALS AND METHODS

The data were mainly extracted from secondary sources and our analysis and discussion is linked to outcome synthesis and the evaluation of international research results. In order to capture all relevant studies, a variety of keywords for talent management, education, training, learning, development, performance and similar other ones were used. The research is descriptive and empirical in nature because the primary data were collected using the survey method through fact finding techniques such as questionnaire and interview.

The second part of this article analyses and evaluates the results of primary survey. The data for the evaluation of current education and learning in Czech organisations have been collected in primary quantitative survey by means of questionnaire investigation. Only one respondent per business was contacted. On behalf of the organisation, the questionnaire was completed by a respondent who holds a managerial position (has at least one direct subordinate). The data collection has respected the ethical aspects of research (Act No. 101/2000 Coll., on Personal Data Protection).

Sample

Questionnaires were completed by 211 organisations across sectors (N = 1800). The method used for the collection of data was an electronic questionnaire that automatically recorded and pre-categorised respondents' answers (CAWI method) and telephonic interviewing (CATI method). The selection of a representative sample across sectors was carried out by a random selection of e-mail addresses and telephone numbers, which incorporates the advantages of multilevel random selection. The data were collected in 2013. The sample was selected solely for the purposes of the survey. The respondents were mainly (51%) from small organisations (up to 50 employees), 24% were from medium sized organisations and 26% from large organisations (over 250 employees).

The questionnaires focused on the areas of organisational support (tangible and intangible rewards, mentoring, coaching, time to learn, constructive feedback) of education and learning, perception of the support by employees, employee attitude toward education and learning, targets of education and learning and outcomes – innovations, promotions, organisational growth. The conclusiveness of the outputs and relationships obtained was supported by the tools of descriptive

statistics, the analysis of correlation was used to review the outcomes.

Operationalization of Variables

The data collection instrument included questions to measure the activities of learning and development support in organisation. The questions were designed based on theories and similar researches driven by Colvin (2010), Gannon and Maher (2012), Michela (2007) and Vronský (2012). Respondents' reactions to target statements and their attitudes to the given matter were restricted by offering a set of several statements. The questionnaire was also designed to contain items to measure social integration mechanisms. The extremes of the seven-point scale represented bipolar concepts of the evaluation dimension. All the questions were measured in a Likert type scale with verbal anchors in 1 (strongly disagree) and 7 (strongly agree) or, provided it was not possible to favour either of the sides, a median, neutral value was selected (the median value being characterized by number 4). The scale permitted not only the specification of respondents' attitudes, but also their intensity.

Data Processing

Answers of respondents were categorized according to identification questions that formed the first part of the questionnaire. In the survey, the measurement was based on closed questions with one or several possible answer(s) that had been selected based on the study of literature, documents and other related surveys.

The data were evaluated using the tools of descriptive statistics and the methods of comparison, induction, deduction, and synthesis. Descriptive statistics used to test the results included absolute and relative frequency and correlation analysis. The level of dependence was measured based on Pearson's correlation, using a scale devised by De Vaus (2002) and Field (2009). Validity of construct and its parts were tested by Cronbach Alpha. Further analyses were based on multidimensional statistical methods – factor analysis (varimax rotation; the Kaiser-Guttman rule was applied to select a group of significant factors). Following the recommendations of Anderson (2009), only determinants with an absolute value exceeding 0.3 were selected as significant for factor development; positive and negative dependency was further analysed in relation to its final benefits. Analyses formed valid factors, which influence and determine employee and organisational development.

RESULTS

The objective of this chapter is to evaluate the results obtained in the primary questionnaires. The results of the quantitative research have been statistically evaluated and outputs have been formulated.

Talent Management Practices in the Czech Republic

According to the results of the quantitative research focused on education and development in Czech organisations 66.5% of surveyed organisations include some type of education or training as a part of work. Still one third of Czech organisations does not educate their employees and do not work with development of knowledge and its management in any way.

About the same percentages of organisations (73%) use some version of MBO (Management by Objectives). Employees together with their manager or supervisor set a specific goal(s) per time period which they want to achieve and which is relevant to the area of learning and growth. Such result make an impression that organisational learning and development is a long-term process; 63% of evaluated employees perceive their education and learning as a long-term process. Short-term goals and trainings or courses with a single purpose are to be found in 23% of organisations. Still one third of organisations do not set any specific goals and targets for education and development of knowledge.

Similar results were obtained regarding specific knowledge/skills training in organisations. Almost 66% of employees stated that their education and learning in the organisation is focused on specific skills related to their work. Moreover, surveyed organisations stated that they offer job positions with possibility to grow (89%). But this possibility lies mainly on employees themselves. 70% of organisations require additional time investment of their employees (to study at home in free time). Thus employees are expected to be proactive and work on their own development, otherwise they have no possibility for future growth and development.

Only 37% of organisations support motivation for education and learning by long-term intangible rewards. As mentioned above, the main activity and initiative lies upon employees. Simultaneously, 44% of organisations do not support or stimulate their employees to education at all. Almost the same results were obtained while focusing on tangible rewards (money and benefits). Just 33% of organisations support education and learning in the above-mentioned way; on the other hand, 56.5% of organisations do not reward their employees' active participation in education at all.

Furthermore, we show some evidence concerning the validity of the variables analysed in the construct focused on employee development in talent management in tested organisations in the Czech Republic. Cronbach Alpha of the whole construct is 0.902. Tab. I shows the results of descriptive statistical characteristics.

Tab. I clearly shows commonly used practices in Czech organisations. Development and learning is supported and required, but Czech organisations still don't use or do not have experience with

coaching, succession plans and rewards for employee engagement and development.

Factors Affecting Employee Development in Talent Management

In this section, we first show some evidence concerning the validity of the aforementioned scales. Key principles of talent management (mentioned in literature review) will be tested as factors: alignment with strategy, internal consistency, cultural embeddedness, management involvement, and employer branding through differentiation. The factors were formed by the variables above. Firstly, all factors and their variables were tested

by Cronbach Alpha concerning their validity. All factors reached over the minimum level of 0.5 and thus we may consider them as valid for further analysis. Tab. II below shows factors and their variables together with Cronbach Alpha coefficients and correlations.

Factors shown in Tab. II were firstly deducted based on literature review and secondly tested by induction method using correlation coefficients of statements of employees. To ensure validity of deducted factors, Cronbach Alpha was used.

As listed in Tab. II, we may consider all five factors as significant. Organisations in order to manage their employees and talents successfully in line with corporate strategy, should use all suggested

I: Descriptive statistics

| No. | Variable | AVG | MOD | MED | STD | AVD |
|-----|----------------------------------|------|-----|-----|------|------|
| 1 | Support of development | 2.74 | 1 | 2 | 2.06 | 1.76 |
| 2 | Employees initiate development | 2.83 | 1 | 2 | 1.73 | 1.41 |
| 3 | Employees initiate projects | 2.92 | 2 | 2 | 1.77 | 1.48 |
| 4 | Coaches, mentors | 4.61 | 7 | 5 | 2.41 | 2.20 |
| 5 | Feedback | 3.35 | 1 | 3 | 2.05 | 1.77 |
| 6 | Talent pool | 2.90 | 2 | 3 | 1.71 | 1.35 |
| 7 | Inspirational management | 3.09 | 2 | 3 | 1.73 | 1.47 |
| 8 | Development is rewarded | 3.69 | 3 | 3 | 2.02 | 1.78 |
| 9 | Learning is required | 3.36 | 1 | 3 | 2.12 | 1.84 |
| 10 | Time investment | 3.05 | 1 | 3 | 1.93 | 1.57 |
| 11 | Individual development | 3.15 | 1 | 3 | 2.15 | 1.83 |
| 12 | Team development | 3.94 | 1 | 4 | 2.35 | 2.14 |
| 13 | Goals and plans | 3.64 | 1 | 3 | 2.22 | 1.97 |
| 14 | Life-balance | 3.40 | 1 | 3 | 2.06 | 1.79 |
| 15 | Succession planning | 3.82 | 3 | 4 | 1.78 | 1.51 |
| 16 | Open discussions | 2.81 | 1 | 2 | 1.76 | 1.45 |
| 17 | Innovations based on development | 2.92 | 2 | 2 | 1.82 | 1.46 |

Source: author's survey

II: Factors validity

| N. | Factor | Variables | Cronbach Alpha | Pearson's correlations | | |
|----|---|---|----------------|------------------------|------|-----------|
| 1 | Alignment with strategy | support of development goals and plans succession planning | 0.60 | | | |
| 2 | Internal consistency | coaches, mentors talent pool innovations based on development | 0.61 | 0.52 | | |
| 3 | Cultural embeddedness | feedback time investment team development open discussions | 0.72 | 0.74 | 0.57 | |
| 4 | Management involvement | inspirational management development is rewarded learning is required | 0.63 | 0.55 | 0.59 | 0.59 |
| 5 | Employer branding through differentiation | empl. initiate development empl. initiate projects individual development life-balance | 0.63 | 0.40 | 0.54 | 0.31 0.38 |

Source: author's survey

practices (revealed and validated factors): alignment with strategy, which consists of variables support of development, goals and plans and succession planning; internal consistency, which consists of coaches, mentors, talent pool and innovations based on development; cultural embeddedness, which consists of feedback, time investment, team development and open discussions; management involvement, which consists of inspirational management, rewarded development and encouraged learning; and employer branding through differentiation, which consists of employee initiative of development, projects, individual development and life-balance.

Furthermore, factor analysis was made in connection to correlation matrix which has shown relations between all variables. Regarding overall medium to strong dependences between variables, constructed for a survey for the reason of their clear use in the construct, it was expected to find statistically significant factors. Correlation coefficients of variables used for factor analysis were optimally strong to give significant results by Varimax rotation method. As shown in Tab. III, factor analysis revealed 3 statistically significant factors. To separate final amount of output factors the Kaiser-Guttman rule was employed. Such factors were used for further analysis, whose variance was higher than 1.0. This value was chosen rationally because explanatory factor must have at least equal value as original standardised determinant. Such

variables (statements of respondents) were chosen as significant to create resulted factor, whose value was 0.3 and higher (Anderson, 2009). Factors together explain 61.71% of behaviour of total construct.

Factor 1 revealed relation between support of development in organisation, also that organisations support employees' initiative in the area of development and initiative in their work and projects; they support coaching or mentoring; open discussion, communication and regular feedback on development are common; usually, there is a talent pool used, supportive management who lead by example, organisations reward education, learning and development, give employees time to learn and understand that learning and development is time consuming; most of the development methods are focused on development of an individual and there are innovations tight to the development program. The first factor describes open and honest way for development of individual talents, supported by the organisation. Therefore we may call this factor Talent management.

More than a quarter of surveyed organisations (25.9% of organisations) behave in this way. The first factor is also found on the first place by factor analysis as the most significant, which is proved by the highest variance of this factor (4.402). It is the highest variance above all factors found by factor analysis. Overall, variance of all significant factors chosen for the analysis fluctuated between values <2; 5>, thus it is not possible to mark the

III: Factor analysis

| No. | Variable | Component | | |
|-----------------------------------|----------------------------------|-------------------|-----------------------|----------------|
| | | 1 | 2 | 3 |
| 1 | Support of development | .622 | .462 | .061 |
| 2 | Employees initiate development | .568 | .358 | .207 |
| 3 | Employees initiate projects | .691 | .262 | .073 |
| 4 | Coaches, mentors | .517 | .459 | -.414 |
| 5 | Feedback | .645 | .565 | .011 |
| 6 | Talent pool | .739 | .004 | .254 |
| 7 | Inspirational management | .713 | .066 | .462 |
| 8 | Development is rewarded | .471 | .217 | .592 |
| 9 | Learning is required | .348 | .664 | .290 |
| 10 | Time investment | .428 | .651 | .270 |
| 11 | Individual development | .428 | .395 | .214 |
| 12 | Team development | .036 | .852 | .117 |
| 13 | Goals and plans | .199 | .824 | .014 |
| 14 | Life-balance | .109 | .105 | .772 |
| 15 | Succession planning | .315 | .486 | .446 |
| 16 | Open discussions | .506 | .348 | .421 |
| 17 | Innovations based on development | .599 | .451 | .240 |
| Rotation Sums of Squared Loadings | | 4.402 | 3.989 | 2.099 |
| % of Variance | | 25.895 | 23.464 | 12.346 |
| Factor name | | Talent management | Learning organisation | Plain promises |

Source: author's survey

first factor as strongly deviating from the rest of the factors. Overall it is possible to conclude that surveyed organisations are aware of the necessity to manage talents and development of employees in order to develop the whole organisation and to be competitive in the environment.

The second factor revealed relations also between support of development in organisation and support of coaching or mentoring, open feedback on education and development. In an organisation, learning and education is required; on the other hand, organisation supports employees while learning also by time period specially aimed at learning and focuses mainly on team development. Goals and plans of education and development are set in an organisation together with succession planning and innovations tight to the development program. Therefore we may say this 23.5% of organisations can be named as Learning organisations because of their internal focus on learning and development tight to their strategy through goals and plans of development, coaching programmes, succession plans and focus on team development. In this case, it is mainly organisational intention to develop all their staff to reach collective learning as a learning organisation.

The third factor revealed an opposite type of education programme in surveyed Czech organisations. Opposite to the first and the second type of organisations, the third type never uses coaching and mentoring. Contrary to the first two types they also do not place an emphasis on employee development in their free time and do not support employees with time invested while learning. Organisations of this type declare learning and development by their management, reward development and have succession plans (an organisational rule), but those are never realized. Organisations on one hand communicate their interest in development of employees; on the other hand do nothing. Those are only plain discussions. Therefore we may name the third factor (third type of organisations) as Plain promises. Together 12.4% of organisations behave in that manner. Talent management or learning is just a word in this organisational environment.

As mentioned above, the analysis explained 61.71% of behaviour of total sample of organisations. The rest behave in a different manner, which is too individual to be clearly described by statistical analysis. Anyway, the analysis revealed a quarter of organisations focused on talent management,

another quarter focused on organisational learning and another 12.4% of organisations who try to use such practices, but fail in realisation.

DISCUSSION

Based on the presented results of analyses we found about half of surveyed organisations to really develop their employees: in the way of individual talent development or team learning and development. Such results seem quite positive, but still there are questions. Basically, 50% of organisations do not use talent management or development techniques or do not support employees in their development or it is just a statement not supported by any action.

Still, 50% of organisations supporting education, learning, development and talents seem to be a good result. Based on other similar researches, just about 20% of employees are being developed (Maršíková, Šlaichová, 2014; Linhartová, 2012b) or can be named as knowledge workers or talents (Linhartová, 2012b; Urbancová, 2013). This may occur because only such organisations, which support employee development took part in the survey; the others refused to answer (the overall return of questionnaires was approx. 10%).

The outputs of the research also support the theory stated by Joyce and Slocum (2012). Four critical capabilities are crucial for successful talent management and development in surveyed organisations. Those are: strategy, structure, culture, and execution. Talent management must be understood in the context of the firm's strategic capabilities, must be part of the structure and culture of organisation and must be supported by management. Otherwise it is just a promise and plain discussion without any result. Similar approaches were stated also by Stahl *et al.* (2012) and Al Ariss *et al.* (2014). Based on Stahl *et al.* (2012) classification, the five main factors – key principles of talent management were validated to be crucial in talent management in Czech organisations: alignment with strategy, internal consistency, cultural embeddedness, management involvement, and employer branding through differentiation. All factors and their variables were tested and validated by various statistical tests. To summarize, it can be claimed that the results identified and verified two main ways of support of talented employees (i.e. individual talent management and collective learning organisation).

CONCLUSION

The paper analysed possible approaches to employee development in organisations. The research outcomes identified attributes and practices of organisational learning. The paper and its results describe the main ways which are used by organisations in order to grow constantly and use their own potential talents and leaders.

The paper reveals current approach of Czech organisations towards talent management practices and specifies main factors affecting employee development in talent management in tested organisations in the Czech Republic. Development of employees is currently one of the key HR issues. Employees

become viewed in a different perspective because they may be the competitive advantage of the organisation. Employees are perceived and managed based on their different expectations, needed feedback or coaching, a prospect of career development opportunities, balance between their private and professional life and trust in their superiors.

Based on the outputs drawn from primary survey focused on talent management of Czech employees, there are five main factors which affect the overall management of talents inline with corporate strategy. Those are alignment with strategy, internal consistency, cultural embeddedness, management involvement, and employer branding through differentiation. Results of tests and analysis confirmed those factors to be valid and significant in order to develop, educate and manage talented employees while promoting organisational future aspiration and development.

Additionally, three types of talented employee management in Czech organisations were found. Firstly, it is Talent management in its original shape (25.9% of organisations). Employees are being developed, organisations support their initiative, coaches are used together with open communication; talent pool is used, management supports the process and innovations result from the program. Secondly, Learning organisations based on common learning were revealed (23.5% of organisations). And finally, the third type of organisations which on the one hand declares ability and possibility of education and development, but those are only Plain promises (12.4% of organisations).

Factors described in the presented article show the main ways which are applied by employees and organisations in order to grow constantly and use their own potential talents and leaders. These results can be taken into account in further analysis and in organisation of adult education. Besides this study there are several promising avenues for further research. It would be useful to know the impact on life-long development and there should be an investigation of the longer term impacts of learning in organisations.

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