

EXAMINING THE EFFECTS OF TALENT MANAGEMENT OR SKILLS ON ENHANCING EMPLOYEES' PERFORMANCE IN ORGANISATIONS

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Abstract

Purpose –The research aims to examine the effect of these five variables (predictors) (positive effect of talent management, negative effect of talent management/skills, effect of talent management on employees' value and performance, effect in strengthening organisations performance and constraining information exchange) have statistically on performance in organisation.

Design/Methodology/Approach –Data was collected from 240 employees in 4 different organisations in Nigeria through structured questionnaires and self-administered Web-based survey was used to get the opinions of the employees on the effect of Talent management on employees' performance in the organisations. SPSS package and multiple regression t-tests were used to analyse the study results.

Findings –The statistical result shows that these five criterion variables in talent management strongly affect employees' performance and organisational performance. Apparently, management needs to focus on the positive effect of talent management strategies or skills as well as controlling dissimilarity, in order to manage (human resources skills) more effectively. The variables are found to be vital to employee performance and organisational performance.

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Practical Implications –The research emphasizes the significance of talent management as an indicator of quality that improves employees’ performance. The diverse skills and background exposure enable employees’ ability to make good decisions and lead the organisation to increase in performance.

Contributions –The study contributes to the literature by first, providing support to theory of Talent management to employees’ performance, second, suggesting the values of skills diversity to organisation and how talent/skills management is central to organisational performance

Key words: Talent management, employees’ performance, skills and significance of values.

Introduction:The purpose of this study is to examine the effects of Talent Management (TM) or skills in operations management in organisations. Organisational skills diversity and performance is important in management because it has been considered as an essential aspect that influences organisational result significantly, from unpublished thesis (Benneth, 2015). The effects of (TM)/skills diversity depends on social exposure and background of an individual, educational background or cultural background. Lankua, et al; (2007) stated that ‘empirical studies have found support for the detrimental effects of dissimilarity on team functioning. Similarly, Night and his colleagues (1999) found that functional and educational diversity in organisations were negatively related to strategic consensus, which was also the degree to which team members in organisations shared ideal model of the role that various employees played in the organisation’s overall strategy using their talent/skill. The effects of TM/Skills on enhancing employees’ performance in organisation were examined.

One question the authors asked is; does this ideal model of the role that various employees played sustain performance? Perhaps, to an extent it does, sustained organisational performance depends on management teams handling their dissimilarities positively, exploring and exploiting (Wendy and Tushman, 2005). The effect of skills in operations management often faced the issue of dissimilarity values between senior members (Managers and line managers) and (managers and employee members). The effects of these two types of dissimilarity values in organisations were explored with a sample of 10 senior members and 50 staff members.

A brief review of the literature on the effects of skills diversity and performance in operations management. The next is the research methodology and data analysis presented. This is followed by findings and discussion on the effects of skills diversity and performance in organisations. The article is concluded with a discussion on the effects of TM/skills diversity and performance in organisation.

I. Literature Review: Theory of TM/skills diversity to performance

Theory and hypotheses; the studies on the effects of skills diversity and performance examined differences in demographic characteristics of employees in organisations. There are conflicting dimensions about the differences in skills diversity we would like to point out. Peter, (2008) states that ‘Every talent management process in use today was developed half a century ago it’s time for a new model’. Lankua et al, (2007) and Ianquinto and Fredrickson, (1997) suggest that senior managers or executives that shared similar characteristics are likely to operate from similar cognitive base and value. In searching for talent/skills, the executives need to understand that the candidate hired for the succession plan may leave without fulfilling the very purpose for which he was hired or management may think that the candidate hired failed to meet the need of the organisation. Peter (2008) suggests that ‘such an outcome is worse in several ways than having no plan’, also all the resources committed in developing these candidates are wasted. Additionally, executives in the organisations may decide to update their succession plan year after year, particularly when the project changes or candidate fired/resigned. The consequence is disheartening and reduction in degree of job confidence; and to organisations, these amounts to gross expenses: waste of resources searching for talents, waste of time and energy. Executives need to make their succession plan or any project undertaken more explicit and refrain from changing a project plan every year. Changing a project plan every year may not be useful to organisations since the concept here is to hire candidate that would increase company-wide performance and this can be achieved when the employees channel their talents in line with organisations objectives. TM is crucial in organisations because it identifies and enhances employees’ skills towards organisation’s objectives.

TM defined:

James and Rita (2011) defined TM as ‘the process by which an organisation identifies, manages and develops its people now and for the future’. Borrowing from James and Rita (2011) ideas, they suggested that organisations are required to set the following plan:

- Developing a strategy to what the organisation needs to meet the current and future demands of the business plan
- Establishing processes to measure competence required available
- Creating a range of developmental tools and processes to provide tailored approaches depending on the individual needs of employees
- Identifying ways to obtain and retain those who are critical to success
- Establishing suitable approaches to deal with those who no longer fit organisation requirements
- Measuring the impact these strategies have so that policy can be continually updated and refined to deliver higher performance, now and in years to come.

How TM affects employee choices:

Critical talent/skill required in some organisations are scarce, particularly where employability rate is at increase, to this effect, the potential employees make their choices and decisions based on the development evolved. The employees might tend to ask questions: Can this organisation provide training and development I need for my career at the moment, in future or when the management thinks my service is no longer needed? One critical concept in TM is for the executives to be able to recognise high potential and high performance that would increase objective of organisations. James and Rita (2011) state that organisation focus on ‘Talent’ as ‘we will focus on candidates with sufficient growth potential to advance the business and specially on those with high level general management potential’.

Effect of TM/skills on employees and organisation, as an example:

Managers & projects	Results	Consequence
Resource manager: manager specific remit is to manage the development, engagement and careers of staff	Ensures a focused and consistent process frees line managers of the task to be able to concentrate	May cut across existing line and HR management responsibilities

	on performance	
Talent process: A set of tools and processes for every manager to use for his/her people	Makes clear that all have a role in talent management and lays down a structured approach	Requires implementation effort and policing. Less local knowledge at centre of organisational needs
Talent forum/committee: A group of usually senior people who examine the organisation as a whole and identify a succession plan for all roles.	Permit a complete review of the organisation	Is time consuming, requires implementation effort and policing. Less local knowledge at centre of organisational needs
Risk-based replacement. A group of usually senior people who examine the critical roles in the organisation and plan for their succession	Is time –efficient	Makes no allowance that what is not critical today may become critical in the future

Source: Adapted (James and Rita, 2011)

‘The theory of organisational equilibrium’

The theory of organisational equilibrium can affect TM positively or negatively: most employees who leave their job tend to examine their present job position against their future job prospect and training intention. David (2006) suggests in line with this that concept that ‘An employee will stay with an organisation as long as the inducements it offers are greater than or equal to the contribution required of the person by the organisation’. Also, when an employee perceives or sees that he/she gains more than he/she gives back, the possibility of leaving will be slim. Managers can enhance TM using inducements such as satisfactory pay, training and development and good working condition. Others are flexible working hour schedule and good rapport with employees. The absence of these will result in poor performance, talent drifting, absenteeism, low commitment and low job satisfaction. Similarly, skills diversity also affects the TM and objectives of any organisation, particularly, when some basic characteristics are not considered.

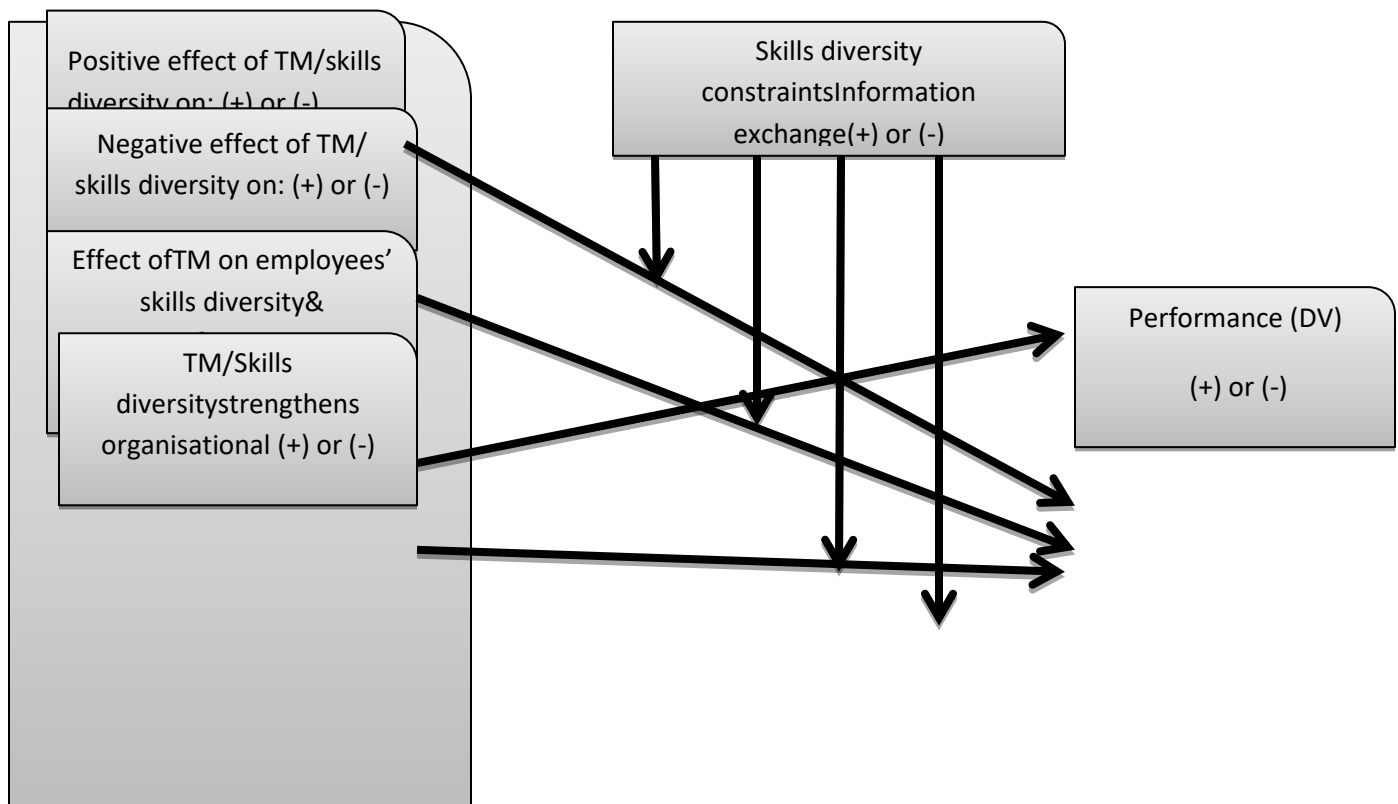
These characteristics –cognitive base and value formed the base or a uniting factor on which understanding and agreement critical to organisational success is built. Cox et al, (1991) state that the second perspective ‘diversity in characteristics can lead to enhanced creativity and innovation by generating a wider variety of options in decision making.

Considering the first perspective, it appears that agreement among senior members regarding organisational roles increases predictable behaviours and reduces misunderstanding. If ‘shared perception among senior members or employees facilitates communication, coordination and results in more effective and efficient decision making (Jaquinto and Fredrickson, 1997), If this is the case; why do we still have serious conflict among people that shared same perception? The authors agreed that difference in education, functional background or experience will increase difficulties in communication. As Smith et al, (1994) noted that variation in experience, education, tenure and functional background will lead to difficulties in communication and diminished integration. It has also been variously found that diversity in team makes ‘trust, rapport, social integration, and communication’ less likely (O’ Reilly et al., 1989; Tsui et al., 1985). Similarly, Simon (1995) noted that diversity is leading to problems in implementing decisions. Hambrick (1994) states that fragmentation among the senior members in organisation is a serious concern that could be potentially damaging. Diversity in a team sometimes creates a gap whereby employees begin to pursue individual agenda with a little effort to organisation. Fragmentation sets in immediately the difference in employees are checked and considered. Organisations need to take precautions against too much similarity in skills to avoid missing in different areas organisation is required to compete. In TM, day – to- day operation is as vast as diversity; therefore, the values from skills diversity, that is, decision quality attached to employees with diverse skills should be harnessed. The values are capable of leading to divergent perspective and problems solving.

In organisations, these two issues that reveal skills diversity amongst employees is disagreement - (conflict) and smooth coordination or cooperation -(relationship). Disagreement amongst the employees or senior members in the organisations could be issue related or difference in opinions. Some of these issues had been noted to be crucial for effective strategic decision making. Conflict resulted to disagreement could generate ‘sharing of a greater range of information and identification of a richer set of possible solution’ (Lankua et al; 2007.,

Eisenhardt et al., 1997). Dissimilarity in skills diversity is likely to increase task conflict which might be functional for employees particularly, when they are involved in different jobs related. Lankua et al (2007) also noted that this can bring higher quality solutions. Carmeli and Tishler (2006) defined managerial skills as a “set of integrated complementary skills possessed by the organisation’s staff members”. It is also a strategic asset, especially when it comprises of unique managerial skills that are specific to organisational needs (Benneth. 2015). The effect of skills diversity on management could be positively/negatively affect organisations performance; the positive effect is somehow closely linked to collaborative behaviour. Boone and Hendriks (2009) defined collaborative behaviour as the degree to which the management team acts as a ‘real’ team with useful cooperation among the team members. Organisational senior management team diversity effects can materialize when executives share resources, information, and decisions (Hambrick 1994 and 2007). The negative effect tends to drag organisations backward because the employees hardly reach an agreement due to greater difference in values, knowledge-based and background exposures. Performance can be constrained by various factors. These predictors may have negative or positive effect on organisations performance.

Figure 1. Specific sources of hypotheses on TM/ skill diversity



It has been variously acknowledged that some skills are vital in management in this 21st century (Andrew et al. 2012). They noted that the following skills would make an impact on day-to-day management operations:

- Code switching between cultures
- Wielding digital influence and
- Dividing attention deliberately.

Codes switching between cultures: are skills that every 21st-century employee needs because of increases in demand (Benneth, 2015) since ‘companies/organisations are becoming more global and employee groups more diverse’. Organisations are becoming more collaborative than ever before, with the help of technological advancement/development. According to Andrew et al (2012) specific skills should be cultivated to handle new challenges. It has been argued that code switching between cultures can help employees in organisations. Andrew et al (2012) emphasised that, ‘to work well with foreign colleagues, you have to risk feeling inauthentic and incompetent’. For more extended discussion & scenario, see Benneth 2015).

Wielding digital influence is another skill employees need in the 21st –century. Online networking is a good platform for companies/organisations to use. This platform can break an organisational hierarchy. It has been variously stated that, as companies line networks will be crucial to success (Andrew, et al. 2012). A good example of digital influence comes from Andrew et al (2012): See also (Benneth, 2015).

The third skills employees need in this 21st-century is dividing attention deliberately. Andrew et al (2012) emphasised that, instead of battling distraction, embrace your brain’s proclivity for it. The web has become a source of creativity, rather than distraction, and the number of users has actually increased. Andrew et al (2012) state that, in the past, the number of users has gone from a total of 12 billion e-mails a day to 247 billion, (see Andrew et al. 2012 and Benneth, 2015 for more discussion).

Values of skills diversity in organisations

The effect of skills diversity in organisations may depend on the background values or cognitive base possessed by the employees. Some scholars had grouped diversity in two ways: surface

level diversity, this means (different in demographic characteristic) and deep-level characteristics. These are emotions, values and attitudes. Interest and personality are also included in this personality. Harison et al. (1998) and Priem et al (1999) noted that deep-level diversity is likely to have greater influences on social integration. That may not necessarily be the case since human beings have different values, interest and emotions. The difference in these characteristics may create conflict in the management operations in the organisations. Human beings do not display exactly the same characteristics at work place. This is happened due to variation in education received, linguistic background and cultural background. However, if we considered the negative effect on these, deep-level characteristic may be capable of hindering free-flow of information exchange in management because of the inequalities in functional background or reasoning. Oftentimes, these effects might be too precarious or expensive for organisations to handle, thereby decreasing the management performance. Values are strong characteristic that influences the extent of diversity and decision made by employees in organisation. It has been identified in employees' organisations culture as the critical element in the functioning of organisations (Schein, 1995). Various research had found two different measures of variation in values between employees' values in organisation and individual values- (Fit). Perceived fit is the extent of correspondence between employees' values and their perceptions of organisational values. Objective fit assesses the fit between the employee's values and other party's description of organisational values. It has also been variously acknowledged that organisational both fits are positively related to work group cohesion and employees' attitudes; however, perceived fit makes more impact in management than objective fit (Boxx et al., 1991; Verquer et al., 2003). As such, this study will test these hypotheses against the effect on management performance.

H₁ a Values on employees' skills diversity affects organisations performance

H₁ b TM/skills diversity constraints information exchange

H₁ c TM/Skills diversity strengthens organisational performance

H₁ d Negative effects of TM/skills diversity affect performance

H₁ f Positive effect of TM/skills enhances employees' performance

What makes the difference in TM/skills diversity and performance?

What makes difference is the precise design and successful implementation of strategic objective of the organisations carried out by a motivated and creative employee (s). So, these ideas really

suggest that what make difference in today's competitive market are the employees'/people. In other words, organisations with motivated and talented employees offering services to its numerous customers would get passed the competition (Herman, 2005). Today's market is flooded with a lot of information. People get quicker response of what they want through telephone calls and internet. High operating devices are being used to aid performance in organisations, these high-tech machines/devices does not operate itself. It is people or the employees in organisations that make these things happen; this also shows that only a competent individual can sustain competitive advantage of companies/organisations through his/her technical know-how, functional skills and background. Since performance management is a continuous process of identifying, measuring and developing performance in organisations (Herman, 2005), it might be important to link employees' performance, daily operations and objectives to the organisation's overall mission and goals. The authors acknowledged that the performance of an organisation depends on the performance of its people; regardless of its size, purpose and characteristics.

Skills diversity is central to organisational performance

Innovation is crucial in the organisations performance. It has been argued that useful information is important between internal innovation and the ability of an organisation to assimilate useful external innovation (Cohen, and Levinthal, 1990 and Piranfar et al. 2003). The ability of an organisation or firm to assimilate these external values was termed 'absorption capacity'. It has also been variously argued that 'the greater this capacity, the greater organisation's ability to imitate new product or process innovations and to exploit knowledge from external basic research findings' (Piranfar et al. 2003). It can be also partly argued that, this 'ability or absorption capacity' by an organisation was actually done by individual employees; the values and skills diversity possessed by the employees in organisation enabled them to assimilate useful external information which improved their ability and process innovation. Going by this, it can be argued that effect of skills diversity is central to internal learning component of absorption capacity in organisational adaptation. For an extended discussion; see (Piranfar et al.2003, pp.17), since the effective absorption capacity requires that individuals understand both the new technology and the internal structure of the organisation (Piranfar et al. 2003). There are some

concepts that determines/nurtures employees' skills diversity in organisational learning – originating from evolutionary learning.

Table: 1. Some determinants skills diversity in organisational learning –Evolutionary learning Adopted (Piranfar et al.2003). For full detail, see Piranfar et al (2003)

Concepts	Definition	Selected References
Random learning	Learning without plan	Hanan and Freeman 1984, and 1981.
Baldwin effect	Learning alters the search space in which evolution operates and thereby provides good evolutionary path towards sets of co-adapted alleles (different forms of the same gene)	Hinton and Nowlan, 1987.
Cost of learning	Increase average fitness in phenotypes (learning), blunts the genotypes differentiation this hindering the evolution (also called hiding effect)	Mayley (1997)
Classifier system (CS)	A system knowledge could be represented as a population of coming condition rule ('classifier'), subject to reproduction, variation, and selection resulting in gradual system improvement	Holland 1986, 1992); Wilson (1995, 1997) adds accuracy and generality to CS
Efficiency: Performance and aspiration	In the short run, efficiency results from failure, and innovation from success (slack). Performance in the long term is a function of search (learning) propensities and increased variations	March (1981) and Lant (1989)
Attainment discrepancy	An aspiration attributable to business optimism overtakes performance.	Lant (1989)
Exploitation and Exploration	Exploitation the situation in which one organism gains at the expenses of another. Exploration is search for new possibilities	March (1992) March (1993), Warglen (1995)

Convergence and Reorientation	Long-term incremental change and adaptation, which elaborate structures, systems controls and resources towards increased co-alignment	Tushman and Romaneli (1985) Lant & Mezia 91992)
Fermentation and congruence	Technological breakthroughs trigger a discontinuous but relatively short period of competition between alternative technological regimes (fermentation). This era closes when social and political dynamics select a dominant product design from among competing alternatives	Utterback & Abernathy. 1975). For an interesting application see (Rosekopf and Tushman, 1994.
Metric learning	Partial or completed imitation of other forms in contrast to creating novel organisational forms as re-combinations of existing forms	DiMaggio and Powell, 1993: Lant and Mezas, 1990, 1992); (Mezas and Lant, 1994), Modifying them slightly. Hannan & Freeman, (1989).
Docile Learning	Simon (1996) believes that a simple and robust mechanism, based on human docility and bounded rationality can account for the evolutionary success of genuinely altruistic behaviour.	Simon (1996)
Evolutionary Engineering	The use of genetic –algorithm-based models to make normative judgements on how to more effectively guide the evolution of complex modern firms.	Bruderer, (1993); March, (1994); Van de Ven and Grazman (1994)

Source: Adopted Piranfar et al. (2003)

However, to examine the effect of TM/skills diversity in organisations performance, this methodological approach was followed.

II. Methodology and Model

Data are known facts according to Collis and Hussey (2009). The authors used primary data collection method that tends to generate information from original sources. Therefore, a questionnaire and self-administered Web-based survey was used to get the opinions of the employees on effect of skills diversity in organisation's performance in developing country (Nigeria). Similarly, secondary data collection process was also used; in this process the authors' collected known fact from existing sources using published articles/publication. Sample was drawn from a number of employees who participated in answering the questionnaires, in Schneider Electric Company. The employees were mix of private and public companies as well as not-for profit organisations and agencies. A total of 300 staff were shared the questionnaires and 240 employees responded. These employees were sent a questionnaire two months after they had consented to participate. The employees were told to give their fair opinions on the questions while addressing the effect of TM/skills diversity on performance evaluation. They were also informed that their feedback is vital to this research. At the end, 240 reasonable and useable responses were received by email. The questionnaires cut across both the employees and the line managers. The sample for this study consisted of 80 senior members and 160 staff employees. These organisations included demographical classification where the participants specified their age, gender, education level, functional background skills and number of years employed by the organisations. The least educational qualification possessed by the employees who participated is highest national diploma (HND). Data deduction was used to ensure the reliability and validity of facts. Before the actual data analysis, questionnaires were checked for completeness and consistency and be analysed using descriptive and inferential statistical techniques such as frequency distribution and percentages (Benneth, 2015). Data deduction was used to ensure consistency. Data reduction is "a form of data analysis that sharpens, sorts, focuses discards and reorganises data" (Miles and Huberman, 1994). This allowed the researcher to reorganise data in such a way that conclusions could be statistically verifiable. Multiple regression analysis was used to establish the relationship between (Y) performance or dependent variables (DV) and other independent variables (IV) factors influencing (Xi) using independent variables. The result of the analysis is presented using tables.

Multiple regression analysis:

Once data was collected, the multiple regression test was established as the statistical test suitable for the study. The reason being that multiple regression is a reliable technique used to predicting unknown value of variables from two or more known variables. The authors used this principle to explain ‘model/regression functions’ that is, determining the quantitative association between variables. Adopted the following ideas from (Benneth, 2015):

The regression function or model was written as: $Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + e$

Where $Y = b_0$ ($b_1 X_1 + b_2 X_2 + \dots + b_5 X_5$) represent Predictors (Independent Variables),

And Target $Y = b_0$ stands for (Target), in this case –performance)

Where ($b_1 X_1 + b_2 X_2 + \dots + b_5 X_5$) represent all the five predictors used to predict targets, that is, (independent variables used to predict dependent variables)

Independent Variables are:

X_1 = Effect of TM on employees’ skills diversity and performance

X_2 = Skills diversity constraints information exchange

X_3 = TM/skills diversity strengthens organisational performance

X_4 = Negative effect of TM/skills diversity affects employees’ performance

X_5 = Positive effect of TM/skills diversity affect employees’ performance

Therefore, $b_0, b_1, b_2, b_3, b_4,$ and b_5 represent five (5) parameters for the dependent variables which were predicted in findings, table 2.

Measures: Skills diversity value dissimilarity

The employees were asked to indicate their levels of agreement ranging from “1 strongly disagrees to 5” strongly agree. The ‘Statistical Software Package for Social Science (SPSS)’ was used to generate descriptive statistics and establish relationships between dependent and independent variables on the effect of skills diversity and performance in operations management.

III. Findings:**Table: 2. shows statistical significance of independent variables to dependent variable**

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	9.705	3.640		5.391	.020	1.400	16.009
	Effect of TM on employees skills diversity & organisations performance	2.231	.160	2.287	3.441	.156	-.091	.552
	Skills diversity constraints information exchange	3.281	.137	3.380	3.047	.046	-.556	-.006
	TM/Skills diversity strengthens organisational performance	2.246	.086	2.489	2.872	.006	1.074	2.418
	Negative effects of TM/skills diversity affects performance	-.038	.192	-.027	-2.801	.842	-.423	.346
	Positive effect of TM/skills diversity affect performance	-.040	.128	-.044	3.313	.755	1-298	.217
a. Dependent Variable: organisations performance, employees' performance, skills development & relationship								

IV. Discussion and Summary

Empirical result indicated that the effect of TM/skills diversity is significantly statistical to organisational performance. Five independent variables (IV – the predictors) were used to predict dependent variable (DV –the targets). Five criterion variables were run on statistical test (SPSS). The model above shows the quantitative association between the variables. In statistic, a Beta coefficient is an estimate from an analysis performed on variable which has been standardized such that it will have variance of 1. Beta coefficient reveals the independent variables that have a greater effect on target, particularly when multiple regressions are used. Unstandardized coefficients indicates the degree at which when dependent variables varied within an independent variables when other independent are held constant. Therefore, the correlation association between unstandardized coefficient (B) and Standardized coefficient (Beta) was ascertained as =0.056(2.287-2.231) respectively, see table 2.

Unstandardized coefficient B_1 was used to examine the effects of skills diversity and its significance on values of employees' skills diversity in organisations performance, and this was equal to 2.231 in table 2.

An X independent variable was used to test the statistical significance of each X = (Predictor) on Y(Target) . The test shows whether unstandardized or standard coefficients are equal to 0 in the population. If p values are less than .05, that is, $p \leq .05$, -2 or +2, then the coefficient is neutral or negatively or positively statistically significant. The t – value and corresponding P- value are stated respectively in table 2

The research test: $Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + E$

The test in table 2 shows that: $Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5$ are statistically significant in terms of performance. Therefore, $Y = b_0 + b_4 X_4$ which is negative effects of skills diversity affects performance is also statistically significant to performance, though in the negative. This shows that effect of TM/skills diversity in performance can affect organisations performance, employees' performance, development and relationship in organisations.

Finally, a test was carried out on $Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + E$, and five predictors (independent variables) were used to make predictions (dependent variables). The t – value test result in table 2 indicates that (Skill diversity) $Y = b_0 + b_1 X_1 + b_2 X_2 + b_4 X_4 + b_5 X_5$ are statistically significant to organisations performance, employee performance, development and relationship in organisation. The statistical test indicated that five hypotheses tested are significant to performance.

Summary

The Findings of this research support the belief that TM/skills diversity enhances employees' performance in organisations. An examination of significance of skills diversity in organisations support the observation made by Cameli and Tishler that 'skills that are required to manage people are found to be more important to organisations performance than intellectual abilities'; also Whetten and Cameron (2001, p.5) state that "successful organisations have managers with well-developed skills".

The study contributes to the body of knowledge by providing empirical support that TM/skills diversity is important to employees and organisations performance. Second, we are suggesting that the five variables used to predict the targets should be incorporated into business management as vital issues. This research simultaneously tests the significance of a set of predictors (TM/skill diversity) on targets (performance measure).

V Limitation and future research:

The methodology of this is based on published materials and structured questionnaire in the management sciences; the number of organisations covered are small to compare with thousands other organisations not investigated, hence, the data and results need to be interpreted with caution. Therefore, further research should be conducted, in Nigeria as well as in other countries, to extend and generalised this study.

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