Talent Management and Employee Engagement

دراسة حول إدارة المواهب وإنخراط الموظفين في العمل

By

Mohamed Musallam Aljunaibi

Dissertation submitted in partial fulfilment of

MSc in Project Management

Faculty of Engineering & IT

Dissertation Supervisor

Professor Abubakr Suliman

December-2014

I

DISSERTATION RELEASE FORM

Name	Student ID	Programme	Date
Mohamed M. Aljunaibi	**120176**	**MSc in Project Management**	**22/12/2014**

I warrant that the content of this dissertation is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that one copy of my dissertation will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make that copy available in digital format if appropriate.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my dissertation for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature

Abstract

In the last decade, Talent Management and Employee Engagement, and their impact on organizational performance have been widely studied in academic literature. As most of those studies were conducted in western contexts, this study aims to provide a comprehensive understanding of relationship of talent management and employee engagement and investigate the impact of talent management practices on employee engagement in semi-government organizations in Abu Dhabi, UAE.

To achieve the objectives of this research a literature review was conducted to provide a better understanding of the two concepts and to identify the main talent management factors that impact employee engagement. Moreover, to provide empirical evidences of the relationship of the concepts, a quantitative study was done by distributing a survey to employees working in the oil and gas industry. The Survey was divided into three main sections; demographic, Talent Management and Employee Engagement section. This structure aimed to have optimal understanding of the background of the respondents and to measure the elements that are relevance to the concepts targeted in this study.

The findings indicate that talent management factors such as talent development, recognition, and leadership support have a positive correlation with employee engagement. Thus, this study recommends that organizations interested in increasing levels of employee engagement need to establish proper talent management systems that focus on talent development, support from management, and simultaneously look into enhancing policies and working environments. Finally, the research provides some suggestions for future researchers to improve the understanding and impact of talent management practices on employee engagement.

Keywords: Talent Management, Employee Engagement, Strategic Human Resource Management, Talent Development

الملخص

من خلال الدراسة التي قام بها الباحث، فإنه قد تبين أن في العقد السابق قد تمت عدة دراسات أكاديمية تعنى بكلاً من مفهوم إدارة المواهب ومفهوم إنخراط الموظفين في العمل ومدى تأثير كل من المفهومين على أداء المؤسسات. علاوة على ذلك فإنه قد لوحظ أن أغلب هذه الدراسات قد تمت في البلدان الغربية، لذا فإن هذا البحث يهدف إلي تقديم دراسة عامه تعنى بعلاقة مفهوم إدارة المواهب مع مفهوم إنخراط الموظفين في العمل. بالإضافة إلى ذلك فإن هذه الدراسة تهدف كذلك إلى التحقق من تأثير ممارسات إدارة المواهب ومدى تأثيرها على إنخراط الموظفين العاملين في شركات شبه حكومية في إمارة أبوظبي في دولة الإمارات العربية المتحدة.

ومن أجل تحقيق هذه الأهداف فقد توجب القيام بدراسة البحوث الأكاديمية السابقة وذلك لتقديم تصور أفضل لعلاقة المفهومين وكذلك لتحديد العوامل الرئيسية الخاصة بإدارة المواهب ومدى تأثيرها على إنخراط الموظفين في العمل. بالإضافة إلى ذلك فإنه قد توجب القيام بدراسة "كمية" لتجميع البيانات وذلك لتقديم أدلة علمية على هذه العلاقة. فإنه قد تم تنفيذ ذلك من خلال توزيع إستبيان على عدة موظفين يعملون في شركات مختلفة في قطاع النفط والغاز. وقد تم تقسيم هذا الإستبيان إلى عدة أقسام (ديموغرافي، إدارة المواهب و إنخراط الموظفين في العمل) لفهم خلفية المشاركين في الإستبيان ولترتيب البيانات حسب كلاً من المفاهيم المعنية.

وقد أثبتت بوجود علاقة قوية وإيجابية بين الممارسات الخاصة بإدارة المواهب (تطوير المواهب، التقدير، دعم القادة، بيئة العمل) ومدى إنخراط الموظفين في العمل. لذا فإن هذه الدراسة تنصح المؤسسات التي ترغب في رفع مستوى إنخراط الموظفين بتأسيس نظام لإدارة المواهب يعنى بالتركيز على تطوير المواهب، تقديم الدعم المناسب من قبل القادة ووضع سياسات المطلوبة مع خلق بيئة عمل مناسبة. وفي ختام هذه الدراسة فإن الباحث قد تقدم ببعض التوصيات للباحثين في هذا المجال وذلك لمساعدتهم على فهم العلاقة والتأثير بين مفهومين إدارة المواهب وإنخراط الموظفين في العمل.

Dedication

To my parents for their sincere prayers and to my wife for her unconditional support.

Acknowledgement

Table of Contents

List of Figures

List of Tables

Chapter 1
Introduction

Chapter 1: Introduction

Talent management (TM) and Employee Engagement (EE) concepts have been extensively studied in management literature in the past ten years (Lewis & Heckman, 2006; Scullion, Collings & Caligiuri, 2010, Saks & Gruman, 2014). Both concepts have been an area of interest for both practitioners and academic researchers. Therefore, various studies have been conducted separately for each concept aiming to investigate their impact on organizational performance and competitive advantages which have been the main theme in literature (Amit & Shoemaker 1993; Barney, 1991; Collings & Mellahi, 2009; Lepak & Snell 1999; Saks & Gruman, 2014; Wernerfelt, 1984).

The present study explores the talent management and employee engagement by researching the relationship between the two concepts and investigating the impact of talent management practices on employee engagement. The reason for conducting this research is that most of the research in relation to this subject has studied the relationship between employee engagement and overall organizational performance. Moreover, it was clear from the literature review that most of the research in relation to this topic is more focused on the context of western countries and little research explores employee engagement in the Arab World. Therefore, this has triggered the need for further studies in the Arab world in general and specifically in the UAE context.

By conducting a quantitative method approach within oil and gas organizations in the emirate of Abu Dhabi in the United Arab Emirates (UAE), this research provides empirical evidence regarding the relationship between talent management and employee engagement, and in particular the impact of talent management factors on employee engagement.

This study aims to contribute to the body of academic literature in this field. First, it hopes to enhance the understanding of the relationship between talent management practices and employee engagement in the Arab world (UAE) and second, it aims to provide empirical evidence showing the positive impact of talent management practices on employee engagement.

1.1 Problem Statement

Over the last decade, both concepts of talent management and employee engagement have received some focus from practitioners and the academic field. A considerable amount of research has now been published on talent management and employee engagement in both academic journals and practitioner magazines. However, there is a dearth of research in management literature to study the relationship between the two concepts simultaneously. Over the years many of the oil and gas organizations in Abu Dhabi have invested in elements within both concepts of talent management and employee engagement such as employee development and employee satisfaction. However, to date, there is little evidence of empirical studies that shows the relationship between the two concepts, in particular, the impact of talent management on employee engagement. Therefore, this research aims to study this relationship within the oil and gas sector in Abu Dhabi, the UAE, by providing some empirical evidences.

1.1.1 Rationale of the Study

This present study aims to study talent management from a strategic perspective in the oil and gas organizations in the Emirate of Abu Dhabi, UAE. The oil and gas industry in Abu Dhabi is considered as one of the most mature sectors in the Emirate and the UAE in general. Most of the organizations within this sector have existed for more than 30-50 years and they have international shareholders with rich technical and management experiences, policies and practices (e.g. human resource management system and policies). This study aims to provide a better understanding of the concepts of talent management and employee engagement along with evaluating the impact of talent management practices on employee engagement factors within the oil and gas sector.

This topic is worthy of investigation due to a shortage of conceptual and empirical research on the topics of talent management and employee engagement, in particular, in the Middle East and especially in the UAE. Currently, the link between talent management and employee engagement has not received sufficient attention from researchers in the UAE. This is partly due to the recent development of the concept in the region as well as the fact that the gap between both fields requires in-depth study and investigation. The public domain still does not offer much information regarding specific studies of talent management and employee engagement dedicated to organizations in the UAE. This study, therefore, seeks to address this gap in both the talent management and employee engagement literature by conducting a

3

quantitative research study of oil and gas organizations in the Emirate of Abu Dhabi, United Arab Emirates.

1.2 Research Aim & Objectives

The purpose of this quantitative research study is first, to provide a general understanding and give an overview of talent management and employee engagement concepts and its relevant topics and then measure the impact of talent management practices on employee engagement factors.

The research first undertakes a broad literature review about the subject of talent management and relevant topics such as Strategic Human Resource Management, and identifies the relationship between talent management and other variables such as talent management practices, Human Resource systems and Architecture, and how they impact employee engagement.

Then, the quantitative study of oil and gas organizations in the UAE is described and analyzed in-depth. It reports the impact of talent management practices on employee engagement factors. Finally, the outcomes of the quantitative study will be used to examine the impact of talent management factors and employee engagement factors.

1.2.1 Research Questions

The objective of this study is to answer the following research questions:

1. Based on literature what is the academic understanding of talent management and employee engagement concepts?

2. What is the impact of talent management practices on employee engagement factors?

1.3 Structure of Dissertation

This dissertation comprises of five chapters including this introductory chapter. This chapter has outlined the background, rationale and objectives of the present study. The second chapter is a literature review which discusses the previous articles in relation to the main concepts of talent management and employee engagement. The literature review is divided into three main sections along with few subsections. The first section is on talent management and its subsections which cover: definition, overview of the talent management process, Strategic Human Resource Management (SHRM) along with its relevant models and theories. The second section is dedicated to understanding the employee engagement concepts and its subsections

such as definitions and its theoretical background. The third chapter describes the Methodology and explains the quantitative method as the chosen research approach, including research instrument, description of the sample, ethical considerations, and reliability and validity of the survey questionnaire. The fourth chapter gives the analysis of the data gathered, findings and discussion of the outcomes in relations to relevant literature. The last chapter presents the conclusion and implications of this study, limitations of research along with the recommendations for future research.

Chapter 2
Literature Review

Chapter 2: Literature Review

The literature review chapter is divided into three main sections along with its subsections. The first section is on talent management and its subsections which cover various definitions of talent management based on scholar's perceptions and their understanding of the concept. Then an overview of the talent management process is highlighted to have a high level understanding of the main elements of the process. This chapter will also discuss the subject of Strategic Human Resource Management (SHRM) along with its relevant theories and models in relation to talent management. The second section is dedicated to understanding the employee engagement concept, definitions and its theoretical background. The last section covers the relationship of talent management factors and their potential impacts on employee engagement.

2.1 Talent Management

2.1.1 Definition

Talent management has been the focus of practitioners and consulting companies more than in the academic field. However, lately, there is increasing interest and attention from researchers. There is some agreement among experts that there is inconsistency in TM definitions and lack of theoretical frameworks (Lewis & Heckman, 2006; Scullion, Collings & Caligiuri, 2010). Some of these common interpretations include that TM is a new term for human resources management practices; it is similar to succession planning, and it is more directed toward the management of talented employees (Lewis & Heckman, 2006). It is interesting to note that the term TM emerged from the HR field which has developed in modern societies. It began by targeting high management positions, attracting and recruiting competent and talented individuals, along with evaluating and rewarding management success (Miner, 1973).

Moving on to the strategic perspective of talent management, Collings and Mellahi (2009) created a strategic talent management (STM) model as shown in figure (1) and they define STM as ''activities and processes that involve the systematic identification of key positions that differentially contribute to the organization'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

organization'' (Collings & Mellahi, 2009, p. 304). Some scholars believe that a STM system must start by identifying the most critical roles. They encourage organizations to create a work motivation environment, organizational commitment, and higher performance among employees to maximize the return from their talent (Collings & Mellahi, 2009).

In light of their considerations, Collings and Mellahi (2009) also argue that the main difference between strategic human resource management and talent management is that the former focuses on all employees. However, strategic talent management tends to focus on "those incumbents who are included in the organization's pivotal talent pool and who occupy, or are being developed to occupy, pivotal talent positions" (Collings & Mellahi, 2009, p. 306). They further assert that it is difficult to distinguish between talent management and human resource management as they both focus on managing all employees except the former focuses on all talented employees (including poor as well as top performers). Therefore, they argue that strategic talent management focuses on strategic positions and key talents of selected employees, which could be a wiser choice to utilize organization resources (Collings & Mellahi, 2009). Figure 1 below illustrates Collings and Mellahi's perspectives:
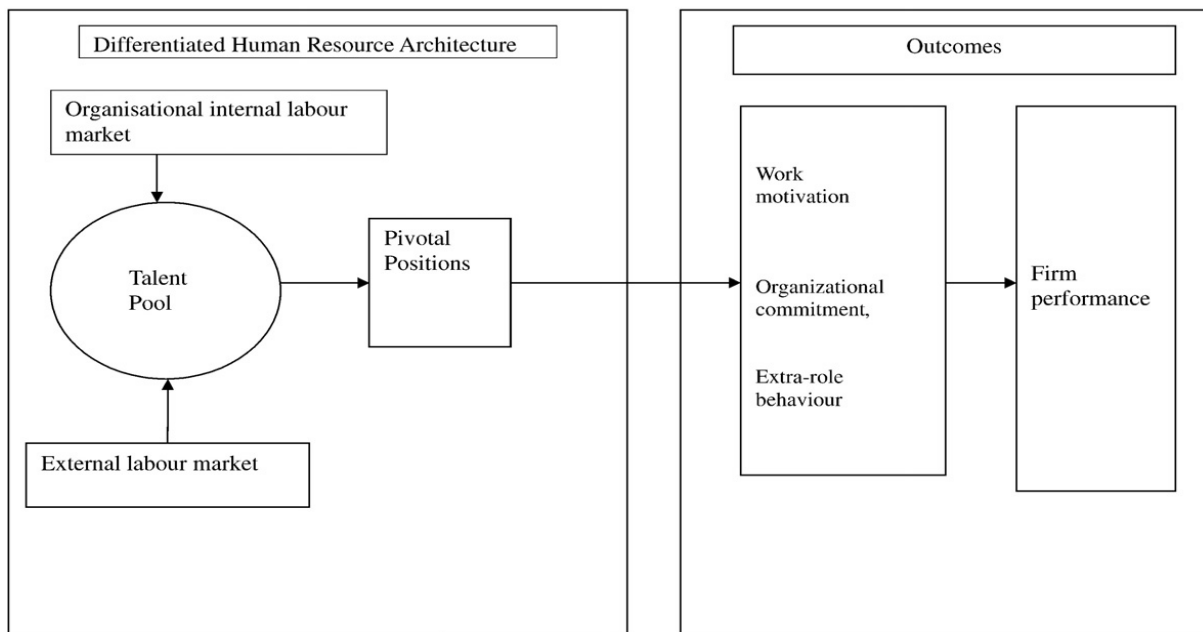
Figure 1: Strategic talent management. (adapted from Collings and Mellahi, 2009)).

Similarly, Parry and Tyson (2007) argue that organizations should not use a ready-made talent management system that is tailored and used by other organizations, or those

recommended by professional bodies such as the Chartered Institute of Personnel and Development (CIPD). In fact, talent management systems should be specifically customized to an organization's talent needs and the context in which they function. They further recommend that talent should be defined and linked to the HR strategy and the organization's business.

2.1.2 Overview of the Talent Management Processes

Building on the above arguments, Armstrong (2009) contends that there is a set of correlations and links between the talent management elements. Talent management processes are linked together like a strong chain as shown in Figure 2 below.
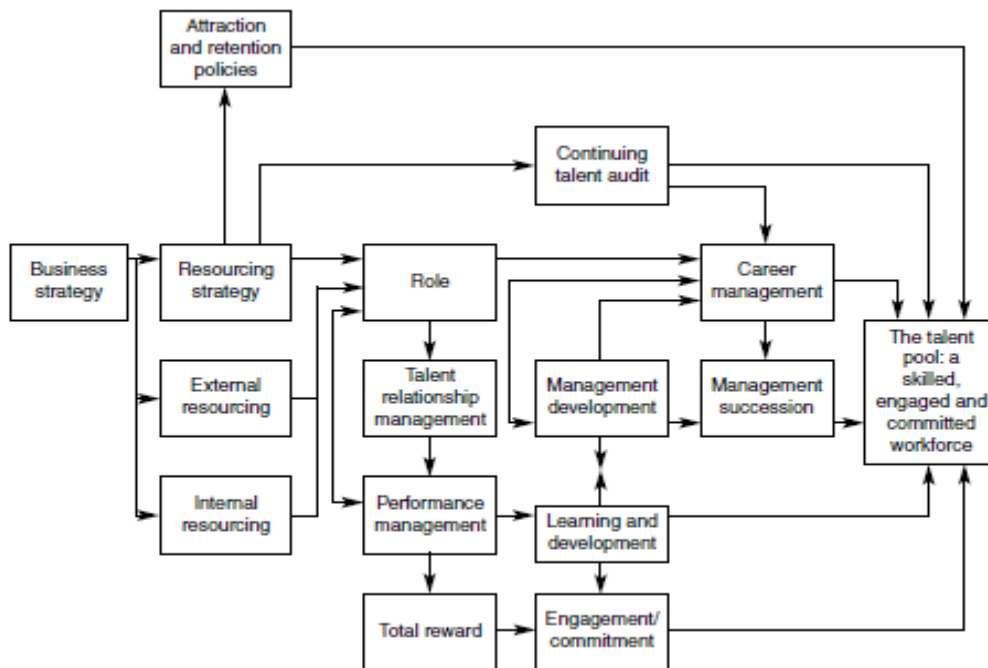
Figure 2: The elements of talent management
(Adapted from Armstrong, 2009, p. 582)

Figure (2) shows that talent management process begins with the business strategy developed by the organization targeting the required talent as well as developing and retaining them who are the core of this process. Below are the main elements of talent Management process:

The resourcing strategy

Business plan is the foundation of the HR planning which specifies the HR requirements. Internal resourcing focus on developing policies and programmes aiming to attract, maintain develop and promote talents.

Attraction and retention policies

Programmes and policies are created to make sure that organizations employee and maintain talent. Based on attraction and retention polices, external resourcing focuses on attracting and hiring potentials from outside the organization. On the other hand, retention polices needs need s to existing to keep committed employees. To sustain a talent flow such policies needs to exist within the organization.

Talent audit

Once the potential people are selected then the focus will be in ensuring they are developed and there is a clear career plan set for each one. Moreover, talent are provided with continues learning experience. At this stage organization is also concern with retaining the talent by identifying risks involved of leaving the organization and tries to avoid them by alternative retention scheme.

Role design

Talent management is concerned in filling each role with the right people. Therefore, role design is crucial in order to clarify responsibilities, ensure autonomy and create challenging job. Consequently engagement environment is produced. Moreover, talent Management policies ensure to create a room of flexibility for the talent to enhance and improve their roles.

Talent relationship management

The objective of this practice is encouraging commitment and increasing employee engagement. By ensuring a good relationship with the employees and generating an environment that make them feel treated fairly, have an opportunity to be developed and valued.

Performance management

Once the employee engagement objective is achieved, then this process is concern with creating and implementing a performance management culture through evaluation, feedback, reward and recognition systems.

Learning and development management

This talent management element is consider to be critical as it is dedicated to improve talent skills and capabilities based on their needs.

Management succession planning

Succession planning is important for the whole population of the organization. However, this process is concern with the management succession planning to make sure that the organization has the availability of the management team.

Career management

This component of talent management process exists to give the talent the opportunities for career progress and to assure the flow of talents required by the organization.

2.1.3 Strategic Human Resource Management

In order to effectively implement and sustain any talent management, effective human resource (HR) systems are essential to facilitate the talent management process. These processes include HR planning, competent selection of potential talent, career management processes, performance management and succession planning (McDonnell & Collings, 2011). Kaye (2002) advocates a three-way process for talent management/development (organization, manager and the employee), with each one having specific accountabilities. Firstly, organizations need to secure appropriate culture, values and tools. Then, managers need to assess talent development needs, explain and discuss objectives, give feedback, evaluate development and provide overall support. Thirdly, individuals need to look for development opportunity, set career goals and execute development plan. Therefore, for a talent management process to operate effectively, it would require comprehensive and differentiated HR infrastructures that support the 'talented' individual's needs from the time of joining to exiting the organization. Moreover, the role of each party within the organization is vital and solid coordination between them would enhance the talent management environment.

This following section will give an overview of the relevance of SHRM field within the concept of talent management. It will explore some definitions, concepts, perspectives of the HR architecture, human capital and resource based view theories. It will also shed some light on talent management and how it can be a source of a competitive advantage to organizations.

2.1.4 Human Resource Architecture & Theories

For an organization to decide to internally develop its talent, it would need some financial and strategic incentives. Lepak and Snell (1999) designed a differentiated HR architecture framework (see figure 3) to give organizations a tool to make proper human resource decisions in term of employment modes based on the potential value and uniqueness of employees' knowledge and skills to the organization. In the meantime, this framework also recommends to organizations whether to invest in employee development or to take different routes in acquiring the required knowledge and skill sets based on employment modes.

Lepak and Snell's framework is based on relevant theories concerning HR practices related to the internalization and externalization of employees. These are human capital and the resource-based view theory which all touch on the factors of uniqueness and strategic value of employees' knowledge and skills. They also based their framework on the 'transaction cost economics' theory which is not explored in this study.

To validate their HR Architecture, Lepak and Snell (1999) tested their framework with 148 companies and came up with four different employment modes. As visualized in Table 1 below, the first mode is knowledge-based employment, where potential employees are valuable and unique. Therefore, they are able to provide strategic value to the organization. In this employment mode, the organization is willing to invest in their development internally and have a long-term employment relationship (Lepak & Snell, 1999). The second mode is job-based, when potential employees have less uniqueness but might play a strategic role. These potentials will be hired internally as they might have some possible strategic contribution but their skills are not very crucial. The third mode can be outsourced, as it is neither strategic nor special. The last mode will take the form of alliances or partnership, when these employees are not strategic to the organization but they can be relatively unique. Lepak and Snell (1999) contend that their model helps organizations to make employment decisions based on strategic, and cost/benefit factors along with value and unique employment creating competitive advantage.

	Quadrant 4:	Quadrant 1:
High	Alliances / Partnerships Collaborative-Based HR Configuration	Knowledge Based Employment Commitment-Based HR Configuration
Uniqueness	Quadrant 3:	Quadrant 2:
Low	Contractual Work Arrangement Compliance-Based HR Configuration	Job-Based Employment Productivity-Based HR Configuration

<div align="center">Low   Strategic Value   High</div>

Table 1: Human capital characteristics and employment modes (adapted from Lepak & Snell,1999).

From a talent management perspective, Collings and Mellahi (2009, p. 307) argue that Lepak and Snell's (1999) framework "adopts a bottom up focus in their theory development emphasizing the idea that employees can contribute to the firm's strategic objective simply because of their value and uniqueness". They further emphasized that within an organization, a differentiated HR-architecture should be applied in accordance with the employee's contribution to the organization's performance (Collings & Mellahi, 2009). The latter also advocate a contingency approach and argue that organizations should select suitable HR practices that are appropriate to their respective context (Collings & Mellahi, 2009).

Before investigating deeper into the relevant theories, table 2 below presents the Lepak and Snell's theoretical perspective (1999, p. 34). For instance, human capital theory recommends to organizations to invest in employee development only when the returns of investments are acceptable in terms of potential productivity (Beker, 1964). On the other hand, the resource-based view perspective looks at the characteristics of employee skills and the potential value to their organizations and its effect on their performance (Barney, 1991).

Theoretical Perspective	Implications for Managing Employment	Key Constructs
Human capital theory	Emphasizes the labor costs relative to the return on investment (i.e., future productivity) for developing employee skills and knowledge (i.e., education and training); employees own their own human capital; firms seek to protect themselves from the transfer of their human capital investments to other firms; investments in the development of generic skills are incurred by workers, whereas investments in firm-specific training are incurred by the firm (Becker, 1964; Flamholtz & Lacey, 1981; Schultz, 1961).	Generic versus specialized skills; transferability of skills, Value, rareness, inimitability, non-transferability
Resource-based view of the Firm	Emphasizes the strategic relevance of knowledge based competencies in terms of their direct link to achieving and sustaining a competitive advantage; core competencies should be developed internally while others may be outsourced; core competencies are those that are valuable, rare, inimitable, and nontransferable (Barney, 1991; Prahalad & Hamel, 1990; Wernerfelt, 1984).	Value, rareness, inimitability, non-transferability

Table 2: Theoretical Background for the HR Architecture (adapted from Lepak and Snell,1999, p. 34).

The human capital and resource-based view theories presented in table 2 above are discussed in detail below.

2.1.4.1 Human Capital

Nafukho et al. (2004) reviewed economist and human resource development literatures to define 'Human Capital theory' and to explore the link between human capital theory and its effects for human resource development research and practice. Human capital theory began to be seen as human investment in the 1960s, and developed to embrace the growth theory in the late 1980s. From the late 1990s to the early 21st century, the theory has explored elements of talent, uniqueness and individuality. Based on the above definitions, Nafukho et al. (2004) generated their own definition for 'Human Capital theory' as "the main outcome from investment in people is the change that is manifested at the individual level in the form of improved performance, and at the organizational level in the form of improved productivity and profitability or at societal level in the form of returns that benefit the entire society" (Nafukho et al., 2004, p. 549).

2.1.4.2 Resource-Based View

In looking at Lepak and Snell's second theoretical perspective which is the resource-based view, some elements of the latter can be traced to earlier studies. Barney (1991) studied four empirical indicators: values, rareness, imitability and substitutability in order to assess the relationship between firm resources and sustained competitive advantages. In his research, he clarified the main relevant concepts, which are, firm resources, competitive advantage and

sustained competitive advantage. Firm resources can be classified into three resource categories: physical (Williamson, 1975), organizational (Tomer, 1987), and the last resource is human capital (Beger, 1964) which is the main interest of this present study. The second concept is competitive advantage and is defined by Barney (1991, p. 102) as "…implementing a value creating strategy not simultaneously implemented by any current and potential competitor". The last concept is sustained competitive advantage which is similar to the previous definition but with the added element of difficulty in being copied by other players in the market.

Barney (1991) argues that to understand the source of competitive advantage, it is assumed that a firm's resources may be heterogeneous and immobile with four potential attributes. The first characteristic is that the resource must be valuable in terms of executing the organizational strategy efficiently and effectively. The second attribute is the resource should be rare and not possessed by current and future competitors. Imitability is the third resource attribute which means that not only competitors do not have them but also cannot obtain them. The last characteristic is substitutability which means that the resource cannot be copied and there are no possible alternative options with other firms (Barney, 1991).

To illustrate this relationship between firm resources and sustainable competitive advantage, Barney (1991) developed a resource based model figure 3 which can be used by organizations to analyze its resources with the potential of generating a sustainable competitive advantage. Most importantly, to effectively execute this model, the human factor is essential because only talented individuals with appropriate competencies can understand, describe and analyze all types of resources and their applicability to the evaluation criteria.

```
              ┌──────────────┐
              │    Value     │
┌──────────────┐            │              │              ┌──────────────┐
│ Firm Resource│            │  Rareness    │              │  Sustained   │
│ Heterogeneity│  ──▶       │              │   ──▶        │ Competitive  │
│              │            │  Imperfect   │              │  Advantage   │
│ Firm Resource│            │  Imitability │              │              │
│  Immobility  │            │              │              │              │
└──────────────┘            │   History    │              └──────────────┘
                            │  Dependent   │
                            └──────────────┘
```
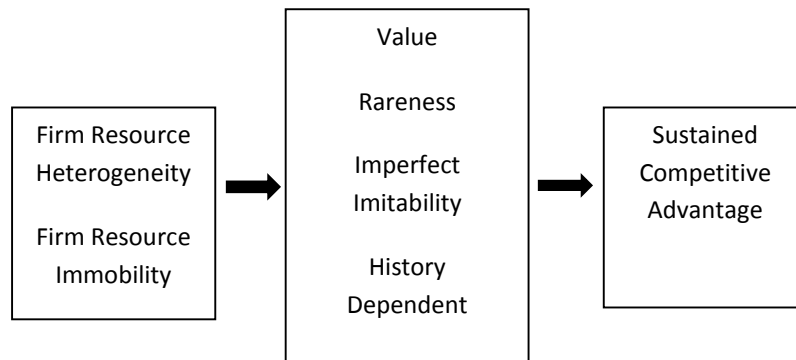
Figure 3 -The Relationship Between Heterogeneous and Immobile, Value, Rareness, Imperfect Immobility, Sustainability and Sustainable Competitive advantage (adapted from Barney, 1991).

Human capital can be at its optimum level in a context where it is nurtured and developed (Lepak & Snell, 1999). Nevertheless, Hatch and Dyer (2004) argue that competitors can neither quickly nor cost effectively create alternative or duplicate resources for the value of firm-specific human capital. They also advocate that management of learning could generate sustainable competitive advantage. Based on their study conducted in the semiconductor manufacturing industry, they found that "investments in firm-specific human capital have a significant impact on learning and firm performance…..[D]evelopment through training and deployment significantly improve learning by doing, which in return improves performance" (Hatch & Dyer, 2004, p. 1155). They also claim that competitors in some industries may be disadvantaged by hiring experienced individuals as their knowledge and skills are firm-specific which requires the recruiting organization to redevelop them to prepare them for the new environment (Hatch and Dyer, 2004). Interestingly, Hatch and Dyer (2004), concluded their research with the affirmation that could be of use for any organization striving to obtain a sustainable competitive advantage: "firms that employ effective human resource selection, training, and deployment processes that facilitate learning by doing may enjoy the only truly sustainable advantage; the ability to learn (and improve) faster than competitors" (Hatch & Dyer, 2004, p 1174). Thus, this study has built on the above affirmation to advocate that engaged employees can be a good cause of creating competitive advantage to their companies, as explained by the resource-based view theory of the firm (Joo & Mclean, 2006), and therefore there is a need to constantly engage employees. Joo

and Mclean (2006) claim that engaged employees can be considered as valuable assets that obtain a competitive advantage. Amit and Shoemaker (1993) describe a strategic asset as "the set of difficult to trade and imitate, scarce, appropriable and specialized resources and capabilities that bestow a firm's competitive advantage" (Amit & Shoemaker, 1993, p. 36). Thus from resource-based perspective engaged employees are unique to their organization and not easy to imitate.

2.2 Employee Engagement

The concept of employee engagement, work engagement and job engagement which are used interchangeably in the literature has been a commonly studied subject in management literature in the past ten years (Saks & Gruman, 2014). It has been an area of interest for both practitioners and academic researchers. One common reason for such importance is due to the many claims that employee engagement is considered to be a main reason for obtaining a competitive position which is the main theme emerging from the literature (Saks & Gruman, 2014, p. 155). Towers Perrin (2006) argues that numerous studies make a persuasive case for how engagement leads to success. No single one has proved this beyond doubt, as proving causality would require comparators where all factors are the same, which is impossible to achieve.

Leading organizations in the field of market research and recruitment such as Gallup and Towers Watson, advised that companies which ranked high in employee engagement have better profit and operating margins in comparison to companies with lower level of employee engagement (Towers Perrin, 2006). Moreover, Caplan (2013) argues that employee engagement can result in better employee productivity and performance; enhance team work environment; minimize absenteeism and lower level of employee's turnover without extra operational cost i.e. salary costs.

Singh et al. (2012), in their study of the GCC countries, found that engaged employees are ready to give more effort and take further action in order to improve the performance of their organizations. Moreover, the same authors argue that "achieving higher levels of employee engagement in the Middle East matters significantly especially as it is one of the fastest growing regions in the world, economically and demographically" (Singh et al., 2012, p. 101).

On the other hand, Saks and Gruman (2014) argue that even with great attention from practitioners and much research effort by academics, there still remains lots of challenges, ambiguity and inconsistency with regards to the meaning, theories and values of employee engagement.

2.2.1 Definition

There are various definitions and meanings of employee engagement that can be attributed to the theoretical background of the definition, whether it stems from psychosocial conditions by Khan (1990) or job burnout theory by Maslach et al. (2001).

As Khan (1990) was the first scholar to introduce the concept of employee engagement, it makes sense to start with his definition of employee engagement and that is "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (Khan, 1990, p. 694). Engagement is the "simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performance" (Khan, 1990, p. 700). Personal disengagement refers to "the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances" (Khan, 1990, p. 694).

The second definition of employee engagement introduced by Maslach and Leiter (2008) was based on job burnout theory (Maslach et al., 2001), and views employee engagement as "an energetic state of involvement with personally fulfilling activities that enhance one's sense of professional efficacy" (Maslach & Leiter, 2008, p. 498). They characterized engagement by energy, involvement, and efficacy which are the direct opposites of the burnout dimensions of exhaustion, cynicism, and inefficacy.

The above two definitions can be considered as the main definitions of employee engagement in the academic literature, with reference to Kahn (1990), and Maslach and Leiter (2008). According to Saks and Gruman (2014), both definitions share the basis of being a motivational state but they differ in other aspects. For example, Khan (1990) includes the notion of personal agency, which involves placing the complete self in the role and individuals decide on how much of true selves they will put in the performance of a role (Saks and Gruman, 2014).

According to Gibbons (2006) "employee engagement is a heightened emotional and intellectual connection that an employee has for his/her job, organization, manager, or co-workers that in turn influences him/her to apply additional discretionary effort to his/her work" (Gibbons, 2006, p. 5). Another definition of employee engagement comes from Looi, Marusarz and Baumruk (2004). According to the them, engagement is:

> Engaged employees are those who initiate action with passion to advance organizational performance. They stay, say, and strive-stay with and are committed to the organization, say positive things about their workplace, and strive to go above and beyond to deliver extraordinary work (Looi et al., 2004, p. 12).

2.2.2 Theoretical background

Similar to the case of the definitions, the concept of employee engagement is also based on the grounded theories of Khan's (1990) ethnographic research on personal engagement and disengagement, and Maslach and Leiter's (1997) job burnout and employee well-being theory.

The first theory of engagement and disengagement was introduced by Khan (1990) after he conducted his exploratory study where he interviewed counselors in a temporary summer camp and members of an architecture firm. The purpose of these interviews was to explore participants' experiences and level of engagement and disengagement at work. Khan (1990) found that the psychological conditions of a person affect the level of engagement at work. He categorized these conditions into three different types: psychological meaningfulness, psychological safety and psychological availability. Moreover, Khan (1990) argued that individuals assess their psychological condition prior to making a decision of how much of themselves they are willing to engage in a role. Therefore, when a person feels a greater amount of psychological meaningfulness, safety and availability, he or she will be more engaged in his or her work role.

Khan (1990) has defined the three psychological conditions. First, meaningfulness is when people feel valuable, worthwhile, useful and when they derive meaning from their work (Khan, 1990). Second, psychological safety is when employees feel they can express their true feelings without worrying about their work status, career and self-image (Khan, 1990). The last psychological condition is the availability of resources such as the physical, emotional and psychological that are required to perform his or her work role (Khan, 1990).

The second theory of engagement is based on the job burnout literature. As Maslach (2001) claims, employee engagement is the opposite of burnout. Moreover, Maslach (2001) argued that when mismatch between a person and six areas of organizational life, the greater the possibility of work burnout. The six areas are workload, control, rewards and recognition, community and social support, perceived fairness, and values (Maslach, 2001). On the other hand, employee engagement can appear when the there is a match between a person and these six areas of organizational life (Maslach, 2001).

Based on the job burnout theory, Demeroutiet et al. (2001) have developed an employee engagement model called Job Demands-Resources model of burnout (JD-R). As shown below in figure (4), the model splits the working conditions into two main categories: job demands and job resources. Job demands refer to those "physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (e.g., exhaustion)" (Demeroutiet et. al., 2001, p. 501). Examples of job demand types are work overload, job insecurity, role ambiguity, time pressure, and role conflict. On the other hand, job resources refer to "physical, psychological, social, or organizational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands at the associated physiological and psychological costs; (c) stimulate personal growth and development" (Demeroutiet et al., 2001, p. 501).

Demeroutiet et al. (2001) further argue that burnout can develop through the following two main processes. First, burnout can be a consequence of high job demands that could lead to exhaustion. Second, disengagement can come from lack of job resources. On the other hand, job resources activate a motivational process that can cause a lower potential for burnout, increase the possibility of work engagement, improve well-being and encourage positive attitudes (Bakker & Demerouti, 2007; Crawford et al., 2010).

Bakker and Demerouti, (2007) believe that job resources can come from various sources. One type can come from the organization itself such as pay, career opportunities and job security. Another type is interpersonal and social relations, for instance, supervisor and coworker support, and team climate. Moreover, job resources can come from the organization of work (e.g., role clarity, participation in decision making). Job resources can also be obtained from the task itself for example, skill variety, task identity, task significance, autonomy, and performance feedback) (Bakker & Demerouti, 2007).
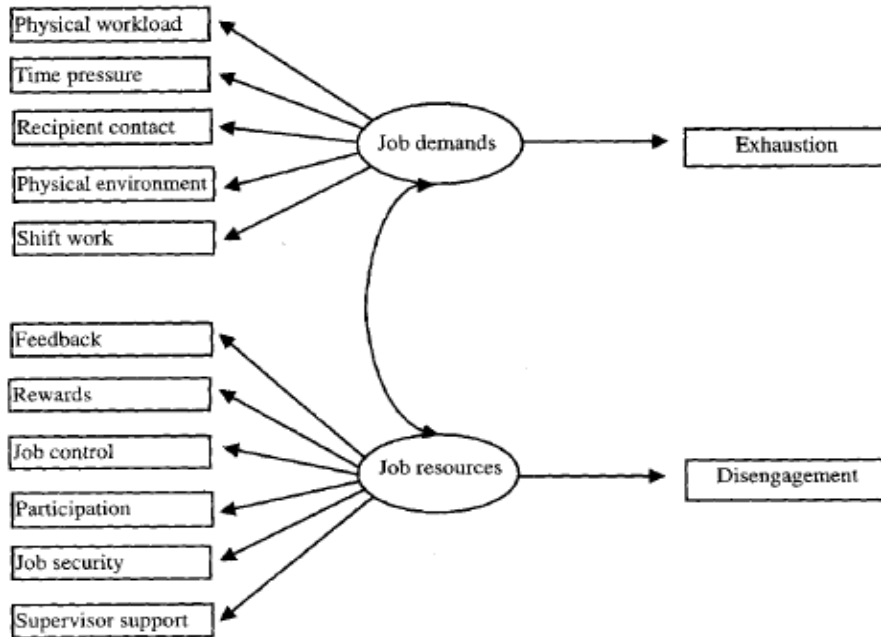
Figure 4: The Job-demand resource model of burnout
(Adapted from Demerouti et. al., 2001, p. 502)

Various studies demonstrate consistently that development opportunities, performance feedback, and colleague support associate positively with work engagement (Salanova & Schaufeli, 2008). Bakker and Demerouti (2008) observe that "[S]upportive colleagues and performance feedback increase the likelihood of being successful in achieving one's work goals" (Bakker and Demerouti 2008, p. 212).

2.3 Talent Management and Employee Engagement

Hughes and Rog (2008) argue that in addition to what talent management strategy is already contributing with effective recruitment, development and retention of employees, an organization should also contribute to employee engagement. In line with that, Gibbons (2006) identified the top drivers of employee engagement which culminated from 12 major research studies done by Gibbons (2006, p. 6). These include:

- trust and integrity – this when employees feel that the leaders of the organization listen, care and meet their needs, , is trustworthy, and 'lead by example;
- nature of the job – the level of people's involvement and independence;
- the link between employees and organizational performance – the degree to which employees recognize the objectives of the organization, required level of performance, and what is expected of them;
- career growth opportunities – the degree to which have the chance to progress in their career and get a promotion.
- pride about the company – the level of self-esteem from obtained from their roles;
- coworkers/team members – behavior and perceptions of team members towards their work and the organization;
- employee development – how much effort and resources are allocated from the organization for the development of the employee's competencies; and
- people's relationship with their leadership – the degree to which this relationship is valued

2.3.1 Talent Management Factors Affecting Employee Engagement

According to the recommendation of Hughes and Rog, (2008) and the findings of Gibbons (2006), this project aims to study the relationship and impact of four talent management factors (talent development, recognition, leadership support, Talent policy) on employee engagement within the oil and gas organizations in the UAE.

2.3.1.1 Talent development: (Growth and learning opportunities)

Talent development is defined by Garavan et. al., (2011) as "planning, selection and implementation of development strategies for the entire talent pool to ensure that the organi[s]ation has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organi[s]ational talent management processes" (Garavan et. al., 2011, p. 6). Hoglund (2012) examined the relationship between human capital and human resource management practices from the lens of psychological contract within a talent management system. He concluded that "talent management can function as a framework within which to define, communicate and engender the development of qualities considered important for the achievement of present and future organizational goals" (Hoglund, 2012, p. 136).

As such, Ready, Conger and Hill (2010) describe the characteristics of high potentials as being able to master new kinds of expertise quickly, credibly and consistently deliver strong outcomes, and recognize the importance of behavior. Ready et al. (2010) also propose that high potential talent have the motive to attain excellence with enterprising spirit, a capability to make careful calculations of risk, and a clear focus on learning. Therefore, 'talent' can be viewed as referring to a limited pool of organizational members who possess unique managerial and leadership competencies.

Some organizations use talent development potentially for the entire workforce. Other large organizations dedicate the development only for leadership positions. Although organizations can recruit talent from external labour markets, it is more likely that organizations obtain great advantages and can be competitive from an internal development approach and therefore, they would need to develop firm-specific knowledge and skills (Lepak & Snell, 1999).

There are different approaches for talent development as advised by empirical evidence. One of them which is more common is the exclusive approach that focuses on leadership development (CIPD, 2011). The other approach is inclusive, which suggests that all employees are considered as possessing immense talent given their potential to produce creative ideas (Christensen et al., 2010). The last approach is the hybrid because it enables organizations to obtain the benefits of both approaches. (Van der Sluis & Van de Bunt-Kokhuis, 2009). Ford et al.

(2010) concur that this approach to talent development could be more suitable in terms of fairness and employee motivation. For the objective of this research which focuses on employee engagement, it could be more suitable to adapt the hybrid approach to cover both leadership and employee level position based on business needs in order not to limit the development to certain positions and base it on individual and business needs.

Caplan (2013), believes that strategic talent development, which includes everyone in the workforce, is essentially linked to employee engagement. This is clear because they share many of the same indicators. Moreover, Caplan explains strategic talent development as the process that provides the organization with its required capabilities; determine potential competences; ensures team capabilities; generates innovation; strive for people's creativity and actively communicates. Caplan proceeds to identify some talent development indicators of success that are also common to employee engagement. The most relevant example in this study is that it delivers capabilities that the organization needs, when and where it needs. This requires a review of the needs of the organization and its goals in order to identify those needs, but that is not enough–it also demands dialogue with employees to answer their questions such as: What is expected of me? How am I doing? How will I be rewarded? What does the future hold? How will I get there? How are we doing as a team?

Caplan (2013) theorises that this process is concern with the broader issues of retaining, recognizing and developing people in order to meet organizational needs. Along with understanding and matching the individual's competencies, potential and ambition to organizational objectives.

These issues relate to employee engagement indicators such as:

- 'Being fulfilled with your role and achievements.'

- 'Feeling appreciated and getting fair pay, work security and other benefits.'

- 'Feeling supported and getting enough opportunities for career progress and personal development.'

2.3.1.2 Recognition: (Compensation and Benefits)

Berger and Berger (2010) argue that there is a correlation worth noting between recognition and engagement. While reward and recognition are important to engagement, they are by no means the most important. On the other hand, Berger and Berger (2010) claim that simply increasing rewards and recognition for employees is unlikely to help an organization meet its engagement challenges in any meaningful way.

Interestingly, three decades earlier, Reif (1975) found correlations among recognition, age of employee, and education level. He also found that older employees and employees with higher education are more satisfied with organizational rewards in comparison to young, lower-educated workforces. Financial recognition is more important for younger generations; older employees appreciate non-financial recognition such as flexible working time (Reif, 1975).

A number of studies suggest financial recognition is not among the most important drivers of employee engagement (Markos et al., 2010). Reif (1975) tested intrinsic and extrinsic motivators, and their influence on job and organizational performance. He argues that financial recognition does not form a basis for employee satisfaction, once the individual becomes financially independent, then autonomy and self-actualization become more important. Similarly, Leat and El-Kot, (2009) agree that trust and autonomy in performance of daily work activities, and manager/ employer commitment and recognition, are extremely relevant.

Within the scope of employee recognition, Woodruffle (2006) suggests that nonfinancial recognition needs to be offered to employees to sustain employee engagement. He stresses the importance of praise when it is due, training and development, and advancement opportunities. Therefore, it makes sense that organizations need to consider having either all or combinations of the elements of talent management in order to maximize the level of its employee engagement.

2.3.1.3 Talent Culture: (Work Environment and Policies)

According to Berger and Berger's (2010) study, creating a positive work culture is the third most important group driver of engagement. Thus, the emphasis is on treating people with respect, valuing diversity and empowering the individual. Engagement is definitely enriched when people are stimulated to come up with proper changes and make things differently, to be creative in doing things effectively, and to achieve creativity and innovation. To ensure that a better work environment is embedded within the organizations, it is vital that HRM policies and practices incorporate engagement in its policies.

Caldwell and Fairhurst (2010) claim that organizations define well-being in different ways, it generally moves beyond physical health and wellness to embrace important psychological and social components. The World Health Organization today describe health as the absence of sickness and disease, along with a better physical, mental, and social well-being. Caldwell and Fairhurst (2010) argue that employees who are positive, enthusiastic, feel connected to their co-workers have better opportunities to perform better than those who feel frustrated, unhappy and isolated from colleagues.

Perceptions in the western world of what engages employees from organizational culture or work environment perspectives may not reflect what influences engagement in Arab countries. Abdelkarim (2001) argues that organizational culture is usually not considered in GCC countries and engaged and committed workforces have not been developed fully in this region. Therefore, this study will try to shed some light on this subject in one of the Arab countries.

2.3.1.4 Leadership Support: (Management Support)

Kerfoot (2007) believes that good leadership is contagious, resulting in a sense of engagement. Welbourne (2007) claims that in order for organizations to change its performance through people, they would need to encourage its leadership team to initiate engagement among themselves. Then leaders would need to get engaged with their people, by being role models for their direct reports, who would then be inclined to replicate that behavior. Woodruffle (2006) suggests that organizations should pay attention to employee engagement at all levels despite potential and capabilities while giving more attention to exceptional talent, and those who drive organizational performance. Welbourne (2007) also confirms that leaders and managers are vital drivers of employee engagement. She has conducted studies on employee engagement and the influence of leaders on employee efficiency (Welbourne, 2007). She suggests overworked, exhausted leaders influence the productivity of their teams; they create a nonconductive environment, eventually leading to employee dissatisfaction and resignation. Whittington et al. (2010) support this observation by claiming that leaders are a primary reason for employee turnover.

In their study Hughes and Rog (2008) claim that many employee engagement initiatives are coming from leadership philosophy. As leaders expect to show integrity, respect their people, communicate effectively, deal professionally with their subordinates, get involve with decision making and being proud of their role and achievements. In supporting these arguments, Gibbons (2006) concluded that "emotional drivers such as one's relationship with one's manager and pride in one's work had four times greater impact on discretionary work effort than did the rational drivers, such as pay and benefits" (Gibbons, 2006, p. 6). This indicates that organizations should pay attention to the process of selecting, recruiting, developing, evaluating and recognizing their leadership as it has major influence in implementing those drivers and obtaining the employee engagement.

Based on this literature review, it is clear that most studies in relation to this topic were more focused in the western countries context and little literature explores employee engagement in the Arab World. A literature search revealed that there are only thirteen academic articles on talent management and employee engagement in the Arab World, and only a handful of these actually conducted research on employee engagement. Out of these, only one study was related

to the Gulf Countries Council (GCC). Therefore, this niche demands the need for further studies in the Arab world in general, and specifically for the UAE context.

Another reason for conducting this research is that most of the research in relation to this subject studied the correlations and associations between employee engagement and the overall organizational performance. This study will take the two-way approach by focusing on the impact of talent management practices on employee engagement.

The next chapter presents the data collection procedures for this study of talent management and employee engagement in oil and gas organizations in the UAE with the objective of testing the following hypotheses:

Hypothesis 1: A positive and strong relationship exists between "talent management" and "employee engagement."

Hypothesis 2: There is a positive and strong relationship between "growth and learning opportunity" and "organizational support".

Hypothesis 3: A positive and strong relationship exists between "compensation and benefits" and "career planning and incentives".

Hypothesis 4: A positive and strong connection exists between "work environment and policies" and "career planning and incentives".

Hypothesis 5: There is a positive and strong connection between" management support" and "organizational culture".

Chapter 3
Methodology

Chapter 3: Methodology

This chapter presents the research methodology adopted in this study. It outlines the research approach, research instrument, description of the sample, ethical considerations, and reliability and validity of the survey questionnaire.

3.1 Research Approach

As stipulated earlier, this study aims to explore the relationship of two concepts of talent management and employee engagement through research questions that seek to investigate academic understanding of the said concepts, and investigate the impact of talent management practices on employee engagement factors. Thus, the quantitative approach, in particular, adopting an exploratory model, is deemed most appropriate for this study. As such, primary sources were used for the data collection purpose. The data was collected through survey questionnaires with closed-ended questions. Respondents find it easier to answer closed-ended questionnaires as they allow only the prescribed responses. The survey questionnaire was divided into three main sections. The first one was the demographic section, then talent management which is the independent variable and the last section had questions related to employee engagement which acts as the dependent variable.

In one hand, for many people questionnaires consider to be more manageable than other methods (Phillips, 2001). For example, the cost of questionnaires are much less than other methods, they don't need the availability of the researcher. Moreover, data can be gathered and collected in more structured approach as they follow specific design of the questionnaires and electronic survey is example of this.

On the other hand, questionnaires can have disadvantages; such as their structure may have some flaws that may confuse the respondents. The common format of answers can sometimes be repetitive and annoy respondents. In some cases where the respondents cannot read and understand the questions, their responses may become ambiguous and affect the findings.

The researcher organized and distributed the survey link to 350 respondents. The participants were randomly selected and contacted by sending them the electronic survey via e-

mail. The survey had an introduction section that clearly stated the purpose of this study, reassuring the participants about the confidentiality and anonymity of their responses.

3.2 Research Instrument

The instrument used was selected based on the theories and concepts identified in the literature review. To measure employee engagement and the impact of talent management practices in oil and gas organizations in Abu Dhabi, survey was designed consisting of closed-ended questionnaires (Appendix I). The questionnaire framed for the research study is a structured questionnaire and it is divided into three main sections. The first is the demographic section requiring details such as age, gender, education level, and marital status. The second section focused on talent management questions which were replicated from Tiwari and Shrivastava's (2013) questionnaire that was used to study the impact of talent management strategies and practices on employee retention in organization based in India. This section consisted of 19 questions (Appendix I) such as:

- My organization is concerned about my career development and growth opportunities for future.
- Overall I am satisfied with this organization as a place to work compared to other places.

The last section of the survey was about employee engagement which was replicated from the Gallup organization, containing 12 questions which were a result of various focus groups conducted over 2,500 organizations. The questions were validated by using factor-analyses and confirmatory factor analyses (Bhatnagar, 2007). Examples of these questions (Appendix I) are:

- Do I know what is expected of me at work?
- At work do I have opportunity to do what I do best every day? (see Buckingham & Coffman, 1999).

The last two sections were written in a way so that the answers would reflect the ideas and believe of the respondents. The scales used to evaluate questions were Likert 5 point scale ranging from "strongly disagree" to "strongly agree".

Based on these scales, the research instrument attempted to probe employees about the dimensions of employee engagement through measuring main factors such as career planning

and incentives, organizational culture and organizational support. In terms of talent management practices, other related factors were measured such as growth learning and opportunities, compensations and benefits, work environment and policies.

For designing the survey and collecting the data, a system called Qualtrics was used to take advantage of the reliability and efficiency of technology. Using this system has placed the effort upfront on the researcher as it required some time and effort to design a simple and clear survey to encourage respondents to simply click and choose their responses. In general, using the software had some advantages especially in distributing and gathering data.

In terms of analyzing the data, the statistical software SPSS –Statistical Package for Social Sciences applied in Windows 20.0 was used as it is one of the most well-known and reliable tools for such purposes. The SPSS software allowed complicated statistical tests through simple selection of the available options. Examples of the statistical tests applied in this study are reliability, frequency, correlation and linear regression test. Variables are measured through the SPSS thus offering the base for theoretical analysis (Singleton & Straits, 2005).

3.3 Sample

The participants in this research are all currently employees working in various oil and gas organizations in Abu Dhabi. Employees included both males and females ranging from different position levels such as first level management and second level management. The response rate was around 34% as the total number of completed surveys was 118 out of 350 possible respondents. The justification for this sample size was to have as much reliability of the outcomes as possible considering time and resource constraints.

3.4 Ethical Considerations

Throughout the process of collecting the data, ethical rules were followed to ensure that the privacy of the respondents were respected and integrity of the information was maintained. Moreover, the respondents were given absolute freedom in terms of filling out the questionnaires. At the beginning of the questionnaire, the purpose of the research study was clearly stated and emphasis on participants' privacy was also assured.

3.5 Reliability and Validity

The Demographic survey items were adapted from Professor Abu Baker Sulaiman which have been validated and used extensively by other researchers. The second section of the survey focused on talent management questions which was adapted from Tiwari and Shrivastava's (2013) questionnaire that was used to study the impact of talent management strategies and practices on employee retention in organization based in India. This section consisted of 19 questions which were validated by the researchers using factor analysis test (Appendix I).

The last section of the survey was the employee engagement section which was adapted from Gallup Workplace Audit (Gallup Organization, 1993–1998) that was developed and validated by Gallup. This survey is considered to be the most used survey for measuring employee engagement and it has been extensively used by the consulting industry. The validity and reliability of these 12 items have been constantly tested and confirmed by organizations from different industries with good samples size. The base of this tool is the idea that engagement can be obtained based on the following main antecedents:

Clarity of purpose and availability of resources "what do I get?", feelings of value adding to the organization "what do I give?", being attached to work and organization "do I belong?", and having opportunities to grow and progress "how can we grow?" (Harter et al., 2002, 2003).

After the survey was disseminated, data was collected and analyzed. The proceeding chapter presents the results of the administered survey and discusses them in light of previous work done.

Chapter 4
Analysis, findings and discussion

Chapter 4: Analysis, findings and discussion

This chapter provides statistical analyses and discussion of the relationship and the impact of talent management factors on employee engagement factors. Not every element of talent management process/practices impacts engagement equally. In terms of a hierarchical order, the 4 categories already mentioned correlate with engagement as follows:

Growth, learning and opportunities (Talent development)
- Compensation and Benefits (Reward ad Recognition)
- Work Environment and Policies (Talent Policy)
- Management Support (Leadership Support)

Later in this chapter and based on the developed hypothesis, an analysis of regression test will be conducted to examine the relationship between variables (independent and dependent), along with the discussion of the findings in relation to the previous studies covered in the literature review.

For the sake of analysis of this study, the items of both sections of the survey (Appendix I) Talent management and employee engagement have been grouped into main factors based on their relevance as shown in table (3) below.

Factors	Question number
Global Independent Factors (Talent Management)	1-19
Growth and learning opportunities	1,3,7,12,16
Compensation and Benefits	4,8,10,14
Work Environment and Policies	2,5,9,11,13,15,18
Management Support	6,17,19
Global Independent Factors (Employee Engagement)	1-12
Career planning & Incentives	3,4,6,11,12
Organizational Culture	5,7,9,10
Organizational Support	1,2,8

Table 3: Questionnaire items grouped into factors

4.1 Demographic Statistics

The gender of the respondents who participated in the study is presented in Table 4 below using the frequency distribution test.

The gender of the respondent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	84	71.2	71.2	71.2
	Female	34	28.8	28.8	100.0
	Total	118	100.0	100.0	

Table 4: Frequency Distribution of the Gender of the respondent
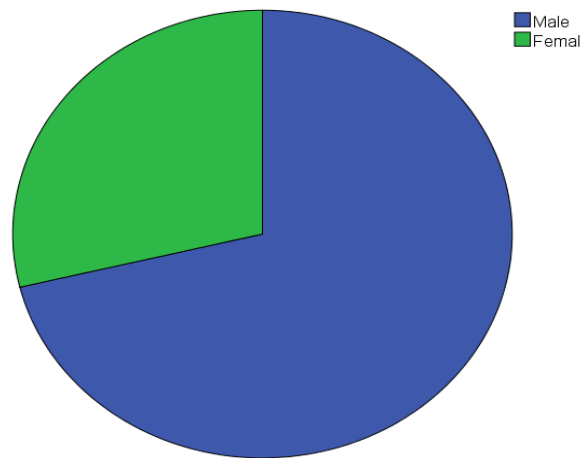
Figure 5: Pie chart of the Gender of the respondent

As presented in Table 4 and Figure 5, nearly 71% of the participants were male and 29% of them were female employees.

36

The marital status of the respondents who participated in the study is presented in Table 5 below using the frequency distribution test.

The Marital Status of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	89	75.4	75.4	75.4
	Un Married	29	24.6	24.6	100.0
	Total	118	100.0	100.0	

Table 5: Frequency Distribution of the Marital Status of the respondent
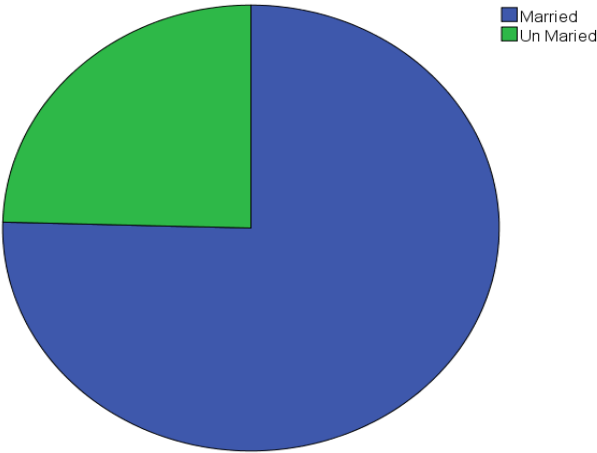
Figure 6: Pie chart of the Marital Status of respondents

As presented in Table 5 and Figure 6, it is clearly shown that nearly 75% of the employees are married and 25% of the employees are single.

The educational level of the respondents who participated in the study is presented in Table 6 below using the frequency distribution test.

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	4	3.4	3.4	3.4
	College Degree	9	7.6	7.6	11.0
	Graduate Degree	71	60.2	60.2	71.2
	High Diploma	5	4.2	4.2	75.4
	Master or Above	29	24.6	24.6	100.0
	Total	118	100.0	100.0	

Table 6: Frequency Distribution of the Level of Education of respondents
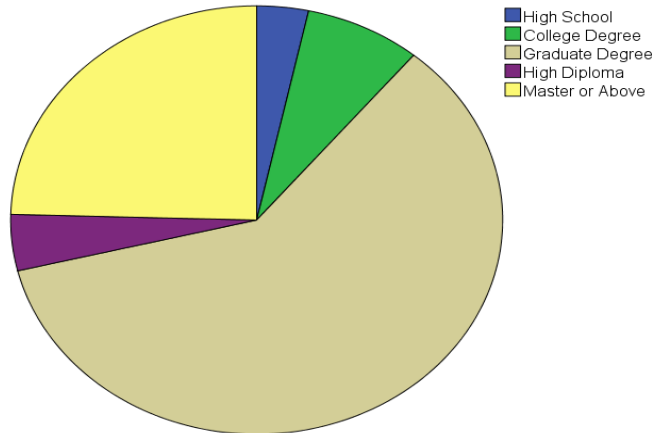
Figure 7: Pie chart of the Level of Education of respondents

As shown in Table 6 and Figure 7, it can be seen that approximately 60% of the participants are qualified with university degree certificates, and 25% of them are master degree holders or higher qualifications.

The age of the respondents who participated in the study is presented in below Table 7 below using the frequency distribution test.

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	1	.8	.8	.8
	25 - 35	80	67.8	67.8	68.6
	36 - 46	26	22.0	22.0	90.7
	46 - 57	8	6.8	6.8	97.5
	58 or above	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

Table 7: Frequency Distribution of the Age of respondents
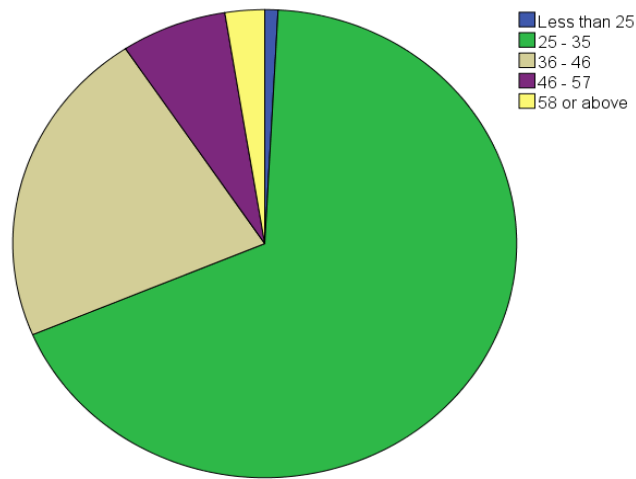
Figure 8: Pie chart of the Age of respondents

As presented in Table 7 and Figure 8 it can be noticed that around 68% of the respondents are in the age group of 25 and 34 years and 22% of them are in the age group of 35 and 46 years. This reveals that majority of the respondents in this research are from the younger generation.

The number of years the respondents worked in the current organizations is showing in Table 8 given below using the frequency distribution test.

Number of years worked in current organization		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or less	13	11.0	11.0	11.0
	2 to 7	50	42.4	42.4	53.4
	8 to 13	33	28.0	28.0	81.4
	14 to 19	9	7.6	7.6	89.0
	20 or above	13	11.0	11.0	100.0
	Total	118	100.0	100.0	

Table 8: Frequency Distribution of the Number of years worked in current organization
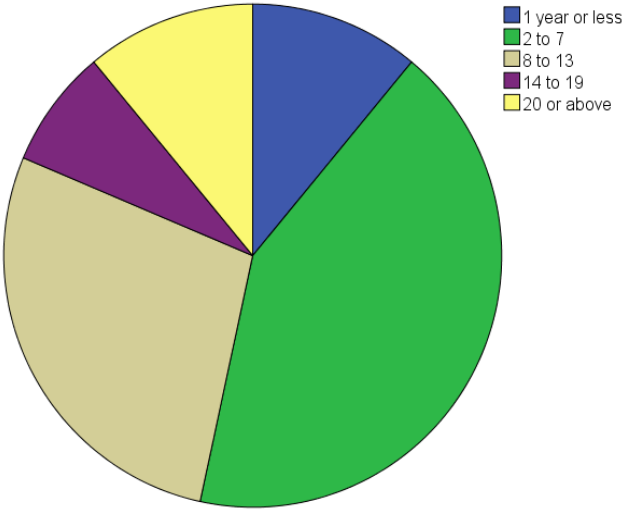
Figure 9: Pie chart of the Number of years worked in current organization

As presented in Table 8 and Figure 9 it is clear that 42% of the respondents have 2 to 7 years of experience, 28% of the respondents have 8 to 13 years of experience and 11% of the respondents have 20 or above years of experience and similarly for those who have 1 year or less years of experience.

The number of years of the respondents worked in the current position or job is presented in below Table 9 using the frequency distribution test.

Number of years worked in the position or job		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or less	23	19.5	19.5	19.5
	2 to 7	70	59.3	59.3	78.8
	8 to 13	17	14.4	14.4	93.2
	14 to 19	2	1.7	1.7	94.9
	20 or Above	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

Table 9: Frequency Distribution of the number of years worked in the position or job
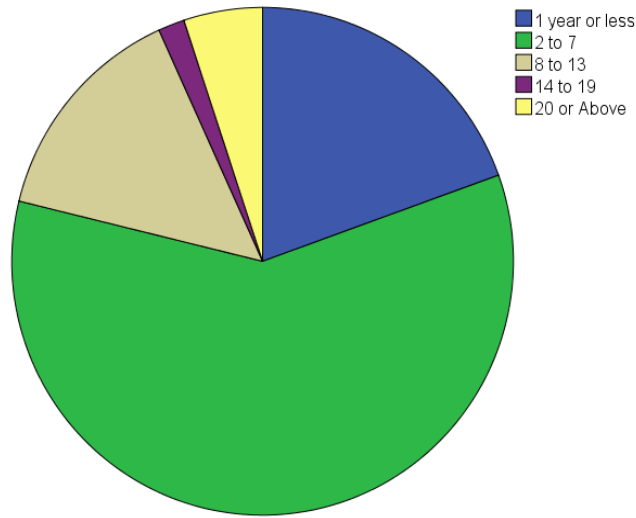
Figure 10: Pie chart of the number of years worked in the position or job

Table 9 and Figure 10 show that almost 59% of the participants worked in the same position for 2 to 7 years, and nearly 20% of the participants worked in the same position for 1 year or less.

The job status of the respondents in the study is presented in Table 10 given below using frequency distribution test.

Job Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First level	21	17.8	17.8	17.8
	Middle level	86	72.9	72.9	90.7
	Lower level	11	9.3	9.3	100.0
	Total	118	100.0	100.0	

Table 10: Frequency Distribution of the Job Status of respondents
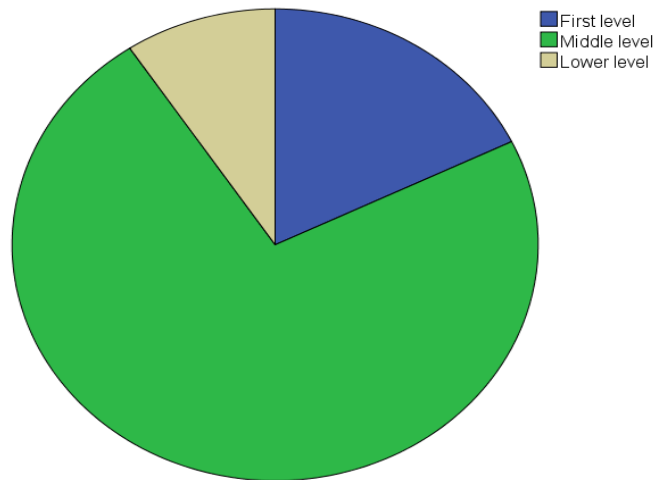
Figure 11: Pie chart of the Job Status of respondents

As presented in Table 10 and Figure 11 around 73% of participants are in middle level management, 18% of them are in first level management and the rest of them are in the lower level.

The nationality of the respondents is presented in Table 11 given below using the frequency distribution test.

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UAE National	88	74.6	74.6	74.6
	Non UAE National	30	25.4	25.4	100.0
	Total	118	100.0	100.0	

Table 11: Frequency Distribution of the Nationality of respondents taken for study
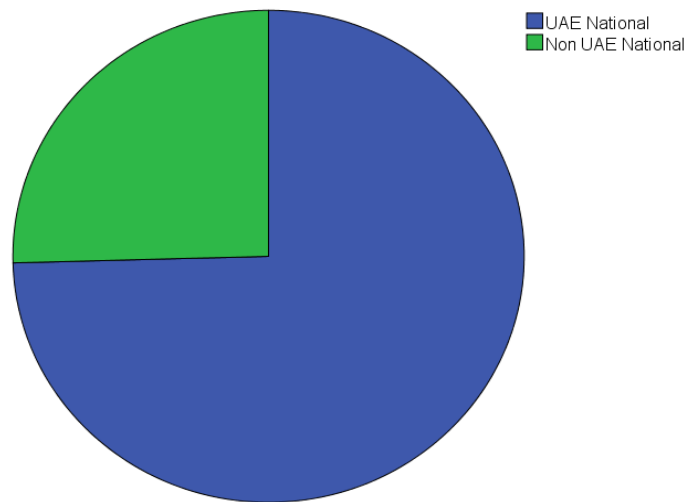
Figure 12: Pie chart of the Nationality of respondents

As presented in Table 11 and Figure 12 indicate that 75% of the respondents are of UAE Nationality, and only 25% of the participants are Non-nationals.

4.2 Reliability Statistics

To make sure that the data gathered are reliable data it was necessary to conduct the reliability test. Table 12 below shows the various values of the results. The Cronbach's Alpha values resulted in different ranges between 0.65 - 0.91, based on these Cronbach Alpha values the data can be considered reliable.

Variable	Cronbach's Alpha	Number of Items
Global Independent Factors (Talent Management)	0.91	19
Growth and Learning Opportunities	0.68	5
Compensation and Benefits	0.72	4
Work Environment and Policies	0.83	7
Management Support	0.71	3
Global Independent Factors (Employee Engagement)	0.83	12
Career planning & Incentives	0.65	5
Organizational Culture	0.68	4
Organizational Support	0.69	3

Table 12: Reliability test of the study responses

4.3 Correlation Statistics

Variables		Talent Management	Employee Engagement	Growth Learning Opportunity	Compensation Benefits	Work Environment Policy	Management Support	Career Planning incentive	Organization Culture
Employee Engagement	Pearson Corr.	.781**							
	Sig. (2-tailed)	.000							
Growth Learning Opportunity	Pearson Corr.	.855**	.681**						
	Sig. (2-tailed)	.000	.000						
Compensation Benefits	Pearson Corr.	.781**	.518**	.547**					
	Sig. (2-tailed)	.000	.000	.000					
Work Environment Policy	Pearson Corr.	.944**	.738**	.742**	.654**				
	Sig. (2-tailed)	.000	.000	.000	.000	.			
Management Support	Pearson Corr.	.794**	.718**	.619**	.458**	.708**			
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
Career Planning incentive	Pearson Corr.	.713**	.917**	.602**	.506**	.665**	.657**		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
Organization Culture	Pearson Corr.	.627**	.871**	.526**	.366**	.617**	.616**	.684**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
Organization Support	Pearson Corr.	.660**	.739**	.642**	.448**	.605**	.546**	.544**	.505**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
**.Correlation is significant at the 0.01 level (2-tailed).				*. Correlation is significant at the 0.05 level (2-tailed).					

Table- 13: Correlation Matrix

A correlation analysis was performed to evaluate the relationship among different variables and to assess the strength of the relationship. The above table (13) shows the results of the correlation test. It indicates that all talent management variables (growth and learning opportunities, compensation and benefits, work environment, and policies and management support) are found to be highly significant and positively related to employee engagement. All significant values accounted for .000, thus the variables are significant at 0.01, which means that the same correlation will occur if this study was repeated.

4.4 Regression Statistics

In this section, a regression analysis test was undertaken to help in analyzing the relationship between variables (independent and dependent). Moreover, it is used to make a decision of wither to accept or reject the hypothesis that was developed for this research study. In order to accept such hypothesis, the significant value should be between 0.01 and 0.05 confidence intervals. The following are the regression tests for each Hypothesis.

Hypothesis 1: A positive and strong relationship exists between "Talent Management" and "Employee Engagement".

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781[a]	.610	.607	3.87496
a. Predictors: (Constant), Talent Management				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2725.038	1	2725.038	181.484	.000[b]
	Residual	1741.776	116	15.015		
	Total	4466.814	117			
a. Dependent Variable: Employee Engagement						
b. Predictors: (Constant), Talent Management						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.251	1.539		4.061	.000
	Talent Managt.	.443	.033	.781	13.472	.000
a. Dependent Variable: Employee Engagement						

Table 14: Test for Talent. Management and Employee Engagement Regression

Table 14 presents the outcomes of correlation between talent management and employee engagement. The significant value is .000 and the adjusted R-square value was accounted for .61, which means that 61% of employee engagement depends on talent management factors. From the outcomes of the analyses of each questions posed to the respondents with regards to talent management factors and employee engagement factors will be covered in detail in the following sections allocated for each hypothesis from 2-5. It can be considered that Hypothesis 1 is accepted because talent management is highly correlated with employee engagement.

Hypothesis 2: There is a positive and strong relationship between "Growth and Learning Opportunity" and" Organizational Support".

Model Summary				
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square
1	.642[a]	.407	1.27577	.412
a. Predictors: (Constant), growth and learning opportunity				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	132.294	1	132.294	81.283	.000[b]
	Residual	188.799	116	1.628		
	Total	321.093	117			
a. Dependent Variable: organizational support						
b. Predictors: (Constant), growth andlearning opportunity						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.862	.460		4.047	.000
	growth and learning opportunity	.368	.041	.642	9.016	.000
a. Dependent Variable: organizational support						

Table 15: Test for Growth and Learning Opportunity and Organizational Support Regression

Table 15 presents the outcomes of correlation between "growth and learning opportunity" and "organizational support". The significant value is .000 and the adjusted R-square value was accounted for .41 which means that 41% of organizational support effectiveness, which is an employee engagement group of related factors, depends on "growth and learning opportunity" factors.

To go into more detail of the findings that is to the level of questions asked to the respondents under the "Growth and Learning Opportunities" factor, it was found that around 67% of the employees agree (who score "agree" or "strongly agree" on a five-point scale) that

their organization is very concerned about their career development and growth opportunities for the future; 60% also agreed that training programmes provided by their organization are adequate for their development; 84% of the respondents agreed that apart from financial benefits, career growth, work culture and international opportunities are also important to them and around 63% of the employees think their jobs are challenging to fully utilize their capabilities.

Moreover, by looking at the outcomes of the analysis of the "Organizational Support" factors, the findings showed that 92% of the employees agreed that they know what is expected of them at work, 86% of them believe they have the materials and equipment needed to do their work right and 74% think that the mission or purpose of their company makes them feel their job is important. Such findings are supported by Caplan (2013) as he believes that strategic talent development is essentially linked to employee engagement. Caplan (2013) also identified that some talent development indicators of success are common in employee engagement. Therefore Hypothesis 2 is accepted because "growth and learning opportunity" is highly correlated with organizational support.

Hypothesis 3: A positive and strong relationship exists between "Compensation and Benefits" and "Career Planning and Incentives".

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506[a]	.256	.249	2.69992
a. Predictors: (Constant), compensation and benefits				

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	290.281	1	290.281	39.821	.000[b]
Residual	845.592	116	7.290		
Total	1135.873	117			
a. Dependent Variable: career planning and incentives					
b. Predictors: (Constant), compensation and benefits					

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.130	.925		6.624	.000
compensation and benefits	.558	.088	.506	6.310	.000
a. Dependent Variable: career planning and incentives					

Table 16: Test for "Compensation and Benefits" and "Career Planning and Incentives" Regression

Table 16 shows the result of correlation between "compensation and benefits" and "career planning and incentives". The significant value is .000 and the adjusted R-square value accounted for .25 which means that 25% "career planning and incentives" effectiveness, which is an employee engagement group of related factors, depending on "compensation and benefits" factors.

Further analyses of the "Compensation and Benefits" questions show that 64% of the employees believe that their salary is adequate, 71% of them indicated that their organization offer bonus & incentives, and 61% said that they are extremely satisfied with the salary and

benefits package received from their organizations. However, only 31% said that they get frequent salary increments.

Looking at the "Career Planning and Incentives" factors, the findings presented that 67% of the employees believe they have the opportunity to do what they do best every day, 70% indicated that there is someone at work who encourages their developments, 62% said that in the last six months, someone at work has talked to them about their progresses and 70% revealed that in the last year, they have had opportunities at work to learn and grow. However, only 47% said that in the last seven days, they have received recognition or praise for doing good work.

Even though there is a low percentage of 31 % of the employees who are satisfied with their salary increments and 47% responded that have been recognized within the week of their work. The general results indicate that among the participant organizations, employees are getting the adequate recognition for their effort and their organizations are providing them with good opportunities to progress and grow in their careers. Such findings are supported with various literature, such as Markos et. Al's (2010) study which suggests that financial recognition is not among the most important drivers of employee engagement. Moreover, Woodruffle (2006) believes that nonfinancial recognition needs to be offered to employees to sustain employee engagement and he stresses the importance of praise when it is due, complemented with training and development, and advancement opportunities. Therefore, according to the outcomes of the study and the support from literature, it can considered that Hypothesis 3 is accepted because "Compensation and Benefits" correlates with "Career Planning and Incentives".

Hypothesis 4: A positive and strong connection exists between "Work Environment and Policies" and "Career planning and Incentives".

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665[a]	.442	.437	2.33709
a. Predictors: (Constant), work environment and policies				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	502.284	1	502.284	91.960	.000[b]
	Residual	633.589	116	5.462		
	Total	1135.873	117			
a. Dependent Variable: career planning and incentives						
b. Predictors: (Constant), work environment and policies						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.123	.824		5.002	.000
	work environment and policies	.439	.046	.665	9.590	.000
a. Dependent Variable: career planning and incentives						

Table 17: Test for between "work environment and policies" & "career planning and incentives" Regression.

Table 17 shows the result of correlation between "Work Environment and Policies" and "Career planning and Incentives". The significant value is .000 and the adjusted R-square value accounted for .44 which means that 44% of the "Career planning and Incentives" effectiveness, which is an employee engagement group of related factors, depends on "Work Environment and Policies" factor.

Additional analyses of the "Work Environment and Policies" items, first by looking at the work environment part, reveal that almost 80% of the employees overall are satisfied with their organizations as a place to work compared to other places, 73% of them find themselves comfortable with the organization culture,, and around 51% of the respondents say that their

organizations are concerned about their quality of life. In terms of Policies, 53% consider their policies and rules are uniformly applied to all employees. However, 44% feel that human resources policies are effective to keep employees motivated and retained within the organization. From these results, it can be noticed that the oil and gas companies are doing relatively well in terms of providing a good working environment and culture. On the other hand, there is room for improvements in the policy part such as communicating and applying their policies fairly on all employees.

Again, as the results highlighted previously under hypotheses 3 section, it is clear that the "Career Planning and Incentives" outcomes revealed that most of the employees feel engaged with their work. Such outcomes are reinforced with some findings from the literature, such as Berger and Berger (2010) who found that creating a positive work culture is the third most important group driver of engagement. Their emphasis is on treating people with respect, valuing diversity and empowering the individual. Berger and Berger (2010) also argue that for organizations to ensure a better work environment, it is important to embed these values into the HRM policies and practices. Moreover, Caldwell and Fairhurst (2010) agree that employees who are positive, enthusiastic, feel connected to their co-workers have more opportunities to perform better than those who feel frustrated, unhappy and isolated from colleagues. Therefore, according to the findings of the study and scholarly research, it can be considered that Hypothesis 4 is accepted because "work environment and policies" is highly correlated with "career planning and incentives".

Hypothesis 5: There is a positive and strong connection between "Management Support" and "Organizational Culture".

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616[a]	.380	.375	1.90531
a. Predictors: (Constant), management support				

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	258.013	1	258.013	71.073	.000[b]
Residual	421.106	116	3.630		
Total	679.119	117			
a. Dependent Variable: organizational culture					
b. Predictors: (Constant), management support					

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.005	.595		6.733	.000
management support	.665	.079	.616	8.431	.000
a. Dependent Variable: organizational culture					

Table 18: Test for management support and organizational culture Regression

Table 18 shows the result of correlation between "Management Support" and "Organizational Culture". The significant value is .000 and the adjusted R-square value accounted for .38 which means that 38% of organizational culture effectiveness, which is an employee engagement group of related factors, depends on management support factors.

Considering the outcomes of the research of the "Management Support" factor, it was found that 70% of the employees feel that their work is often recognized and praised by their superiors; around 62% of them believe that their senior managers are concerned about them and they care about them, and almost 60% said that their management obtains regular feedback from them.

Looking at the impact of talent management factor "Management Support" on employee engagement factor "Organizational Culture", it was found that 77% of the employees feel that their supervisors, or someone at work, seem to care about them as a person; over 70% of them said that at work, their opinions seem to count; 73% said that their associates or fellows employees are committed to doing quality work and 73% believe that they have a best friend at work.

These results are in line with Hughes and Rog's (2008) recommendations, as they reiterate that managers at all levels of the organization should build a relationship with their employees based on respect, have a better communicate with them, include their opinions in the in decision making process, , and create a pride in work culture. As per the outcomes of the findings and the support from literature, Hypothesis 5 is accepted as "Management Support" is highly correlated with "Organizational Culture".

In summary of the above five hypothesizes and without running a statistical analysis tests such as Chi-square test to measure the associations of demographic results and findings of talent management along with employee engagement. It is still possible to see the relationship between some demographic items such as marital status, education level, age and job status with talent management and employee engagement factors.

For example, it has been noticed that majority of the participants are married 75% who are usually considered to be responsible and interested in the aspect of work life balance and the quality of life and they would expect that from their organizations. Results from the talent management elements indicate that only 51% of the participants responded that their organization is concern about their quality of life. Therefore, if the organization aims improves the impact of their practice of encouraging a work life balance concept that might enhance the their employee's perceptions about quality of life at work then this could have a positive effect on employee engagement as associations between those variable were already identified.

Moreover, results showed that around 85% of the respondents are well educated holding bachelor and master degree. As found by Reif (1975) highly educated people are more satisfied with organizational rewards in comparison to young, lower-educated workforces. Different studies (Markos et al., 2010, Woodruffle 2006) also suggest that financial reward is not among the top drivers of employee engagement. Therefore, nonfinancial recognition such as

appreciation, personal development, and career growth opportunities needs to be offered to employees to keep high level of employee engagement. In line with those studies, this research found that 88% of the participants stated that career growth, work culture and international opportunities are more important apart from financial benefits. Moreover, almost 60% said that training programmes provided by this organization are adequate for their development and 70% advised that in the last year, they had opportunities to learn and grow. Hence, organizations that have well educated employees and would like to maximize their engagement need to be creative in finding alternative options of rewarding and recognizing their staff.

In term of age, most of the participants (66%) are from a young generation ranging from 25 to 35 years old and as Reif, (1975) found that financial recognition is crucial for younger generations comparing with older generation. Based on this study, the participating organizations seem to realize this fact as 65% of the respondents who work for them revealed that they feel their salaries is adequate and 71% said that their organizations offer bonus & incentives.

Although the majority of the participating employees are young generation, 73% of them are handling middle level roles and 18% are top leaders. In total, over 90% of the respondents are holding management to leadership positions. The results showed that those leaders are playing a good leadership role which could improve employee engagement. For example, 62% of the employees agreed that senior managers are concerned and care about them and 70% believe that their work is often recognized and praised by their leaders.

Based on the above findings, it can be concluded that oil and gas organizations have realized the importance of selecting well educated talents, provided them with opportunities to grow, recognize them for their efforts and develop and empowering them with management positions in order to ensure their commitment and retention. This shows that these organizations are implementing appropriate talent management practices which resulted in the outcomes of high level of employee engagement.

It is worth mentioning that the fact that this study has found that talent management practices have impact on employee engagement within the context of oil and gas organizations is not surprising. Because the oil and gas companies are very mature in many aspects as they have rich multinational experiences and well developed talent management systems that was adapted from international companies e.g. (Shell, British Petroleum, and Total) who have major shares in most of the oil and gas companies in Abu Dhabi.

Chapter 5

Conclusion

Chapter 5: Conclusion

This Chapter presents the conclusion achieved based on the study of literature review, analysis of primary data, finding and discussion of the results, followed with the identified limitation of current research and recommendations for future researchers.

5.1 Conclusion

Organizations that are implementing main practices of talent management can appreciate a positive impact on the level of their employee's engagement. This claim is supported throughout this research by linking fragmented arguments from various academic sources based on their relevance to different factors of talent management practices. Moreover, this claim is reinforced with empirical evidences obtained from primary source data.

This study was conducted in organizations from the oil and gas industry existing in the United Arab Emirates. A quantitative approach was used by conducting questionnaires to collect primary data. The survey was distributed electronically and randomly to around 350 participants working in different oil and gas companies in the emirate of Abu Dhabi and out of this number 118 employees successfully completed the questionnaires.

As covered in chapter two, the first aim of this study was achieved by providing in-depth literature review to provide a better understanding of the relationship of talent management on employee engagement. The second objective was to investigate the impact of talent management practices on employee engagement. To attain this goal, global hypothesis was tested along with four other hypotheses related to employee engagement. All of the five hypotheses were accepted based on evidence from literature and empirical findings which revealed a positive and strong relationship among the tested variables.

Majority of the participating employees showed a high percentage of employee engagement in the different attributes of the talent management factors. For instance, when the talent Management factor of "Growth and Learning Opportunity" was tested, around 67 % of the employees agreed that their organizations are concerned about their career development and growth opportunities for future" and 60% agreed that training programmes provided by their organizations are adequate for their development. Based on the statistical test of regression, 41% of "organizational support" effectiveness, which is an employee engagement group of related

factors, depends on "growth and learning opportunity". This is in line with what Caplan (2013) claims when he said that strategic talent development is essentially linked to employee engagement.

Moreover, finding showed that 44% of "Career planning and Incentives" effectiveness, that is an employee engagement factor, influenced by talent management practice of "Work Environment and Policies". This has an implication to organizations concerned about enhancing their employee engagement. By creating a positive work culture, respecting their employees, and appreciating diversity organizations could obtain employee engagement (Beger, 2010).

Even though 25% of the "career planning and incentives" effectiveness, which is an employee engagement factor, depends on talent Management factor of "compensation and benefits" factors. It can be considered the lowest correlation percentage between the two concepts throughout this study. This could indicate to organizations that they should not allocate all their resources and effort toward only the reward and recognition factor. However, they should increase their focus and initiatives toward other talent management practices such as talent development, work environment and leadership support.

According to the findings of this study from the context of oil and gas organizations, it can be suggested that organizations that are interested in advancing the level of its employee engagement ought to implement a proper talent management with the focus in the main practices such as talent development, leadership support and enhancing their polices and working environment.

5.2 Limitations of Current Research

Talent management and employee engagement are very important concepts. Therefore, future research in these subjects would require more considerations. Like many other studies, certain limitations have been identified within this current study. Firstly, the survey was conducted in one city, in one Arab country (UAE) only. In order to be representative of the Arab world, participants from across Arab countries would be necessary.

Moreover, even though this survey was conducted in the emirate of Abu Dhabi which is one of the seven emirates in UAE, it is cannot be representative of the whole country as it is limited by geographical location. Secondly, all the populations in this survey come from oil and gas industry and exclusively from the semi-private sector. Therefore, the public and fully private

sectors are not represented at all. Given these obvious limitations, this study still represents one of the most important sectors in the UAE. Given the size of the sample, the current research still gives considerable insights for those who are interested in the subject researched in this study.

5.3 Recommendations for Further Research

Future research in the same area can focus on gathering more representative sample by extending the geographical location and investigating the concepts in other Arab countries. Moreover, a research that compares Arab world to western world might give different perspectives. In addition, other researchers could also study the employee engagement level in the private and public sectors. A cross industrial comparison of the UAE organizations in the context of talent management practices and its impact on employee engagement is also likely to provide an enhanced understanding on the subject of employee engagement.

Future scholars could also explore the impact of talent management practices on employee engagement with a mediator variable such as demographic aspect e.g. (age, gender, level of education and position). Such studies will provide important information that could improve organizational understanding of other important factors that may affect employee engagement.

References

Abdelkarim, A. (2001). UAE Labor Market and Problems of Employment of Nationals, an Overview and Policy Agenda. *TANMIA*, Dubai.

Amit, R. & Schoemaker, P. J. H. (1993). Strategic assets and organizational rent. *Strategic Management Journal,* vol. 14, pp. 33-46.

Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice* (11th Edn). London: Kogan Page Ltd.

Bakker, A. B. & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, vol. 22, pp. 309–328.

Bakker, A. B. & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, vol. 13, pp. 209–223.

Barney, J.B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, vol. 17 (1), p. 99–120.

Becker, G. S. (1964). *Human capital*. New York: Columbia University Press

Berger, L.A. & Berger, D.R. (2010) (Ed). *The Talent management handbook*. New York: McGraw-Hill.

Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: key to retention. *Employee Relations*, vol. 29 (6), pp. 640-663.

Buckingham, M. & Coffman, C. (1999). *First Break all the Rules*. London: Simon & Schuster

Caldwell, M. & Fairhurst, D. (2010). Building A Sustainability Culture through Employee Engagement, in L.A. Berger & D.R. Berger (eds), *The Talent Management Handbook*. New York: McGraw-Hill. Chapter 6.

Caplan, J. (2013). *Strategic Talent Development: Develop and engage all your people for business success*. London: Kogan Page.

Christensen, C.M., Johnson, C.W. & Horn, M.B. (2010). *Disrupting class: How disruptive innovation will change the way the world Learns* (Expanded edn). New York: McGraw Hill.

Collings, D.G. & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, vol. 19(4), pp. 304–313.

Crawford, E. R., LePine, J. A. & Rich, B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of*

Applied Psychology, vol. 95, pp. 834–848.

Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2001). The job demands resources model of burnout. *Journal of Applied Psychology*, vol. 86, pp. 499–512.

Ford, J., Harding, N. & Stoganova, D. (2010), Talent Management & Development: An Overview of Current Theory and Practice. *Bradford Centre for Managerial Excellence*, Bradford, pp. 1-17.

Garavan, T.N., Carbery, R. & Rock, A. (2012), Mapping talent development: definition, scope and architecture. *European Journal of Training and Development*, vol. 36(1), pp. 5–24.

Gibbons, J. (2006). Employee Engagement: A Review of Current Research and Its Implications. *The Conference Board*, New York, pp. 1-21.

Harter, J. K., Schmidt, F. L. & Hayes, T. L. (2002). Business-unit level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, vol. 87, pp. 268–279.

Hatch, N.W. & Dyer, J.H. (2004). Human capital and learning as a source of sustainable competitive advantage. *Strategic Management Journal*, vol. 25 (12), pp. 1155-1178.

Hoglund, M. (2012). Quid pro quo? Examining talent management through the lens of psychological contracts. *Personnel Review*, vol. 14(2), pp. 126–142.

Hughes, J. C. & Rog E. (2008) Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations, *International Journal of Contemporary Hospitality Management*, vol. 20 (7), pp. 743-757.

Joo, B.-K. (Brian) & Mclean, G.N. (2006). Best employer studies: a conceptual model from a literature review and a case study. *Human Resource Development Review*, vol. 5(2), pp. 228-57.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, vol. 33(4), pp. 692–724.

Kaye, B. (2002). *Up is not the only way: A Guide to developing workforce talent*. Palo Alto, CA: Consulting Psychologists Press.

Kerfoot, K. (2007). Staff Engagement: It Starts With the Leader, *Nursing Economics*, Vol. 25(1), pp. 47-48.

Leat, M. & El-Kot, G. (2009). Interpersonal trust at work, intrinsic motivation, work-related tension and satisfaction in Egypt. *International Journal of Workplace Health Management*, vol. 2 (2), p. 180-194.

Lepak, D.P. & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *The Academy of Management Review*, vol. 24 (1), pp. 31-48.

Lewis, R.E. & Heckman, R.J. (2006), Talent management: A critical review. *Human Resource Management Review*, Vol.16 (2), p. 139–154.

Looi, P.W., Marusarz, T. & Baumruk, R. (2004). What Makes a Best Employer? Insights and Findings from Hewitt's Global Best Employers Study. *Hewitt Talent and Organization Consulting* [online]. [Accessed 1 July 2014]. Available at: https://ceplb03.hewitt.com/bestemployers/canada/french/pdfs/bestemployer.pdf

Markos, S. & Sridevi, M.S. (2010). Employee engagement: The Key to Improving Performance, *International Journal of Business and Management*, vol. 5 (12), pp. 89-96.

Maslach, C. & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. San Francisco, CA: Jossey-Bass.

Maslach, C. & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, vol. 93(3), pp. 498–512.

Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, vol. 52, pp. 397–422.

McDonnell, A. & Collings, D.G. (2011). The identification and evaluation of talent in MNEs, in H. Scullion & D.G. Collings (Eds), *Global Talent Management*. London: Routledge, pp. 56-76.

Miner, J.B. (1973). The management consulting firm as a source of high-level managerial talent. *Academy of Management Journal*, vol.16(2), p. 253–264.

Nafukho, F.M., Hairston, N. & Brooks, K. (2004), Human capital theory: implications for human resource development. *Human Resource Development International*, vol.7(4), p. 545–551.

Parry E. & Tyson S. (2007). *UK Talent Report*. London: Capital Consulting and Cranfield School of Management.

Phillips, T. (2001). 'E Training in a Different Class'. *The Guardian*. 7 June.

Ready, D.A., Conger, J.A. & Hill, L.A. (2010). Are you a high potential? *Harvard Business Review*, vol. 88 (6), pp. 78-84.

Reif, W.E. (1975). Intrinsic versus extrinsic rewards: resolving the controversy. *Human Resource Management*, vol.14 (2), pp. 1-10.

Saks, A. M. & Gruman, J. A. (2014). What do we really know about employee engagement? *Human Resource Development Quarterly*, vol. 25(2), pp. 155-182.

Salanova, M. & Schaufeli, W. B. (2008). A cross-national study of work engagement as a mediator between job resources and proactive behavior. *International Journal of Human Resources Management*, vol. 19(1), pp. 116–131.

Scullion, H., Collings, D.G. & Caligiuri, P. (2010), Global talent management. *Journal of World Business*, Vol. 45(2), p. 105–108.

Singh, A., Jones, D.B. & Hall, N. (2012) Talent Management: A Research Based Case Study in the GCC Region. *International Journal of Business and Management*, Vol. 7 (24), pp. 94-107.

Singleton, R., A. & Straits, B., C. (2005). *Approaches to social research* (Fourth ed). New York: Oxford University Press.

Tiwari, U. & Shrivastava, D., (2013). Strategies And Practices Of Talent Management And Their Impact On Employee Retention And Effectiveness. *The International Journal of Management*, vol. 2(4), pp. 1-10.

Tomer, J. F. (1987). *Organizational capital: The path to higher productivity and wellbeing*. New York: Praeger.

Towers Perrin. (2006). 'Winning Strategies for a Global Workforce: Attracting, Retaining, and Engaging Employees for Competitive Advantage', Towers Perrin Global Workforce Study, *Executive Report TP449-05*, Towers Perrin, Stamford, CT.

Van der Sluis, L. & Van de Bunt-Kokhuis, S. (Eds) (2009). *Competing for Talent*. Assen: Koninklijke Van Gorcum.

Williamson, O.E. (1975). *Markets and hierarchies*. New York: Free Press.

Welbourne, T.M. (2007). Employee Engagement: Beyond the fad and into the executive suite. *Executive Forum*, pp. 45-51.

Whittington, J. L. & Galpin, T. J. (2010). The engagement factor: building a high-commitment organization in a low-commitment world. *Journal of Business Strategy*, Vol. 31(5), pp. 14-24.

Woodruffle, C. (2006).The crucial importance of employee engagement. *Human Resource Management International Digest*, Vol. 14(1), pp. 3-5.

Appendix I: Survey Questionnaire

QUESTIONNAIRE	ا ستبيــا ن
Dear Sir/ Madam, This questionnaire gives you the opportunity to express your views on a wide range of issues related to the work conditions. Please note that there is no right or wrong answer. The questionnaire will be used to collect the primary data needed for a research study. Therefore, we seek your assistance to be as open, fair, honest as possible as you can in your responses. The researcher assures you that no individuals will be identified from their responses and there are no requests for confidential information included in the questionnaire. The results of the analysis will be strictly used by the researcher for study purposes only. The questionnaire comprises three parts: 1. General information 2. Talent Management & Employee Retention 3. Employee engagement Thank you **Researcher**	سيدي/سيدتي إن هذا الاستبيان يعطيك الفرصة لعرض وجهة نظرك لمجموعة من المواضيع التي تتعلق بأجواء العمل. الرجاء ملاحظة أنه ليس هناك إجابة خاطئة أو صحيحة. سيتم استخدام هذا الاستبيان لجمع البيانات الأولية لعمل دراسة بحثية. عليه نطلب مساعدتكم في الإجابة على الأسئلة بكل وضوح وحرية وصدق وأمانة قدر المستطاع. يؤكد لكم الباحث بأنه لن يتم التعريف أو الإشارة إلى الأفراد من خلال الإجابات المقدمة ولن يكون هناك أية إجابات تستوجب السرية يتضمنها الاستبيان. سيتم استخدام نتائج التحليل من قبل الباحث لأغراض الدراسة فقط. يتكون الاستبيان من ثلاثة أقسام: 1. معلومات عامة 2. إدارة المواهب والحفاظ عليها 3. إنخراط الموظف في العمل مع الشكر الباحث

PART ONE: GENERAL INFORMATION *Please tick one box for each question:*			الجزء الأول : معلومات عامة الرجاء وضع علامة لكل سؤال:
A. Sex (1) Male ( ) (2) Female ( )	( ) ( )		أ – الجنس: (1) ذكر (2) أنثى
B. Marital Status: (1) Married ( ) (2) Unmarried ( )	( ) ( )		ب- الحالة الاجتماعية: (1) متزوج/متزوجة (2) غير متزوج/غير متزوجة
C. Education: (1) Less than high school ( ) (2) High school ( ) (3) College Diploma degree ( ) (4) Bachelor degree ( ) (5) Post Graduate Diploma ( ) (6) Masters or above ( )	( ) ( ) ( ) ( ) ( ) ( )		ج- المرحلة التعليمية: (1) أقل من الشهادة الثانوية (2) الشهادة الثانوية (3) خريج/خريجة دبلوم (4) متخرج/متخرجة بكالوريوس (5) دبلوم جامعي (6) الماجستير أو أعلى
D. Age: (1) Less than 25 ( ) (2) 25 - 35 ( ) (3) 36 - 46 ( ) (4) 47 - 57 ( ) (5) 58 or above ( )	( ) ( ) ( ) ( ) ( )		د- العمر: (1) أقل من 25 عاماً (2) 25 - 35 (3) 36 – 46 (4) 47 – 57 (5) 58 وأكثر
E. No. of years worked in current organization: ( ) (1) One year or less ( ) (2) 2 - 7 ( ) (3) 8 - 13 ( ) (4) 14 - 19 ( ) (5) 20 years or above	( ) ( ) ( ) ( ) ( )		هـ ـ عدد السنوات التي قضيتها في منظمتك الحالية: (1) سنة أو أقل (2) 2 – 7 (3) 8 – 13 (4) 14 – 19 (5) 20 سنة أو أكثر
F. No. of years worked in the position: (1) One year or less (2) 2 - 7 ( ) (3) 8 - 13 ( ) (4) 14 - 19 ( ) (5) 20 years or above ( ) ( )	( ) ( ) ( ) ( ) ( )		و ـ عدد سنوات الخدمة في نفس الوظيفة: (1) سنة أو أقل (2) 2 – 7 (3) 8 -13 (4) 14 – 19 (5) 20 سنة أو أكثر
G. Job Status: (1) First level ( ) (2) Middle level ( ) (3) Lower level	( ) ( )		ز – المستوى الوظيفي: (1) ادارة عليا (2) ادارة وسطى (3) ادارة دنيا
H. Nationality: (1) UAE National ( ) (2) Non UAE National ( )	( ) ( )		ح – الجنسية: (1) مواطني دولة الإمارت العربية المتحدة (2) غير مواطني دولة الإمارات العربية المتحدة

PART TWO: TALENT MANAGEMENT& EMPLOYEE RETENTION											الجزء الثاني : إدارة المواهب والحفاظ على الموظف
This part measures the talent management practices. Please tick one box for each question which best describes your opinion:						يقيس هذا الجزء درجة الرضى من اجراءات إدارة المواهب. برجى وضع علامة (X) أمام الإجابة التي تراها مناسبة.					
To what extent do you agree with the following statements?	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	إلى أي مدى توافق على العبارات التالية:
1. My organization is much concern about my career development and growth opportunities for future.											1. تهتم مؤسستي بتطويري الوظيفيي وإتاحة فرص النمو في المستقبل.
2. Over all I am satisfied with this organization as a place to work compared to other places.											2. بشكل عام أنا راضا عن مؤسستي كمكان للعمل مقارنة بأماكن أخرى.
3. Training programmes provided by this organization are adequate for my development.											3. البرامج التدريبية المقدمة من قبل المؤسسة كافية لتطويري
4. My salary that I receive is adequate.											4. يعتبر الراتب الشهري كافي بالنسبة لي
5. HR policies are effective to keep employee motivated and retained with the organization.											5. تعتبر سياسات الموارد البشرية فعالة لتحفيز الموظف والحفاظ عليه
6. Senior managers are much concern about me and they care about me.											6. تحيطني الإدارة العليا بالرعاية والإهتمام
7. Apart from financial benefits, career growth, work culture and international opportunities are important for me.											7. بصرف النظر عن المزايا المالية، فإن النمو الوظيفي، بيئة العمل وفرص العمل الدولية تعتبر مهمة بالنسبة لي.
8. I get frequent salary increments.											8. أحصل على زيادات متكررة علي الراتب.

9. My organization is much concern about my quality of life.										9. تعتني المؤسسة بجودة حياة الموظف
10. My organization offer bonus & incentives.										10. تقدم المؤسسة حوافز ومكافأت
11. Management treats all employees as equal.										11. تعامل المؤسسة جميع الموظفين بقدر من المساواة.
12. I think my job is challenging to fully utilize my capabilities.										12. أعتقد أن عملي يحتوي علي تحديات تساعدني علي إستخدام قدراتي
13. I am getting required support from my superior and concerned authority.										13. أنني أحظى بقدر كافي من الدعم من قبل مديري والأدارة المعنية.
14. I am extremely satisfied with the salary and benefits package I receive.										14. أنا راضي تماما عن الراتب والمزايا الأخرى.
15. Policies and rules are uniformly applied to all employees.										15. يتم تطبيق السياسات والقوانين بشكل موحد على جميع الموظفين.
16. I believe that my job is purposeful for attaining the objectives of the organization.										16. أعتقد أن وظيفتي تهدف لتحقيق أهداف المؤسسة.
17. My work is often recognized and praised by my superiors										17. غالبا يتم تقدير عملي من قبل الإدارة.
18. I find myself comfortable with the organization culture.										18. أجد نفسي مرتاحا لبيئة وجو العمل.
19. Management takes regular feedback from the employees.										19. تقوم الإدارة باخذ أراء الموظفين بشكل منتظم.

| PART THREE: EMPLOYEE ENGAGEMENT | | | | | | الجزء الثالث: إنخراط الموظف في العمل | | | | | |

| This part measures your *engagement within your organization*. Please tick one box for each question which best describes your opinion: | | | | | | يقيس هذا الجزء درجة مشاركتك في الشركة التي تعمل بها. يرجى وضع علامة (X) أمام الإجابة التي تراها مناسبة. | | | | | |

To what extent do you agree with the following statements?	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	إلى أي مدى توافق على العبارات التالية:
1. I know what is expected of me at work.											1. أعرف ما هو المطلوب/ المتوقع مني في العمل.
2. I have the materials and equipment I need to do my work right.											2. لدي كافة المواد والمعدات اللازمة لأداء عملي بشكل صحيح.
3. At work, I have the opportunity to do what I do best every day.											3. في العمل، تتوفر لي وبشكل يومي الفرصة لتقديم الأفضل.
4. In the last seven days, I have received recognition or praise for doing good work.											4. خلال الأيام السبعة الماضية حصلت على تقدير لأدائي الجيد.
5. My supervisor, or someone at work, seems to care about me as a person.											5. أحظى/ أتمتع كشخص باهتمام من قبل مسؤولي أو زميلي في العمل.
6. There is someone at work who encourages my development.											6. في العمل، يوجد من يشجعني على التطور.
7. At work, my opinions seem to count.											7. تؤخذ آرائي بعين الاعتبار في العمل.
8. The mission or purpose of my company makes me feel my job is Important.											8. رسالة المؤسسة والهدف منها يشعراني بأن عملي مهم.
9. My associates or fellow											9. زملائي في

employees are committed to doing quality work.										العمل ملتزمون بأداء عملهم.
10. I have a best friend at work.										10. لدي صديق عزيز في العمل.
11. In the last six months, someone at work has talked to me about my progress.										11. خلال الشهور الستة الماضية تحدث لي أحد الزملاء في العمل عن تطور ادائي.
12. This last year, I have had opportunities at work to learn and grow.										12. خلال السنة الماضية أُتيحت لي فرص للتعلم والنمو.