ROLE SATISFACTION AND PSYCHOLOGICAL EMPOWERMENT AS DETERMINANTS OF TALENT MANAGEMENT

Ph.D. THESIS

by

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CANDIDATE'S DECLARATION

I hereby certify that the work which is being presented in this thesis entitled "**ROLE SATISFACTION AND PSYCHOLOGICAL EMPOWERMENT AS DETERMINANTS OF TALENT MANAGEMENT**" in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy and submitted in the Department of Management Studies, Indian Institute of Technology Roorkee, Roorkee is an authentic record of my own work carried out during a period from July, 2011 to July, 2014 under the supervision of Dr. Santosh Rangnekar, Associate Professor & Head, Department of Management Studies, Indian Institute of Technology Roorkee, Roorkee, India.

The matter presented in this thesis has not been submitted by me for the award of any other degree of this or any other Institute.

(RUBY SANGAR)

This is to certify that the above statement made by the candidate is correct to the best of my knowledge.

(Santosh Rangnekar)
Supervisor

Date:

The Ph.D. Viva-Voce Examination of **Ms. Ruby Sangar**, Research Scholar, has been held on…………………………………………………………………………………………...

Signature of Supervisor   Chairman, SRC   External Examiner

Head of Department/Chairman, ODC

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ABSTRACT

TM is considered to be of utmost importance in research studies as well as in organizations all over the world and the practitioners are concerned with identification of those determinants that can help in managing talent in the organization. The present research investigates the Role Satisfaction (RS), Psychological Empowerment (PE) and Talent Management (TM) of executives in select Indian organizations. Also, the study explores the effect of RS as well as PE on TM. The dimensions of RS are achievement, influence, control, affiliation and extension motives. The constructs of PE are meaning, competence, self-determination and impact cognitions. The factors which constitute TM are creativity, team building, entrepreneurship, leadership, learning abilities and inspirational capabilities. The selection of inimitable determinants i.e. RS and PE to determine talent management is the unique contribution of the present research. The said variables have been defined properly and discussed in detail on the basis of the extant literature available.

This study has taken a cross-sectional research design and has collected primary data using standardized scales. In totality 417 (junior, middle and senior level) participants responded to the questionnaire and after screening 351 questionnaires with complete data are found appropriate for analysis. The executives from various industries such as power, manufacturing, service and IT (information technology) have been targeted. SPSS 17.0 version is used for data analysis. Data is initially normalized which resulted in 351 samples. Then, factor analysis, reliability and validity analysis are performed. Further, descriptive are calculated, followed by correlation, ANOVA, independent sample t-test and regression analysis in order to test the research hypotheses.

The results highlighted that the average RS motive from maximum to minimum of Indian executives is extension, affiliation, achievement, influence and control. Similarly, from maximum to minimum the average PE of executives is competence, meaning, self-determination and impact. Likewise for TM, the factors from maximum to minimum are inspirational capabilities, team building, leadership, learning ability, creativity and entrepreneurship.

Significant variations are discovered in achievement motive across sector; in influence motive across industry and sector; in control motive across industry and sector and in extension motive across experience levels, industry and sector. These differences are also observed in PE cognitions such as in meaning cognition across experience levels; in self-determination cognition across sector and in impact cognition across industry, sector, education and experience levels. In the same way, TM factors are found to vary across gender, experience levels, industry and education. Both PE and RS are found to significantly predict TM. Achievement, influence, affiliation and extension motives as well as all the PE cognitions are found to predict TM positively and significantly.

The findings of the study are discussed in detail and are backed up by the literature. This discussion, thus helped in forming conclusions, over and above, facilitated in deriving implications. The scope for future research is also elaborated. The present research has considered RS and PE as determinants of TM which have not been considered in any of the earlier studies till present. Therefore, on the basis of mean value researches, this research offers empirical evidence that RS and PE independently explain significant variance in TM.

CONTENTS

LIST OF IMPORTANT ABBREVIATIONS

S No.	Abbreviation	Full form
1	ANOVA	Analysis of Variance
2	BA	Bachelor of Arts
3	BTS	Barlett's test of sphericity
4	CEO	Chief Executive Officers
5	CV	Control Variables
6	CVB	Core Value Behavior
7	EV	Eigen Value
8	GEDI	Global Entrepreneurship and Development Index
9	GMPOSP	Global Mindset on the Performance of Offshore Service Providers
10	HR	Human Resource
11	HRD	Human Resource Development
12	IT	Information Technology
13	KMO	Kaiser Meyer Olkin
14	MD	Mean Difference
15	OC	Organizational Commitment
16	PCA	Principal Component Analysis
17	PE	Psychological Empowerment
18	RMB	Role Model Behavior
19	ROI	Return On Investment
20	RS	Role Satisfaction
21	SBI	State Bank of India
22	SD	Standard Deviation
23	TM	Talent Management
24	VIF	Variance Inflation Factor

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INTRODUCTION

This section would discuss various definitions and notions associated with the variables in the research. Initially a short and concise background of the study is discussed so as to reveal the thought behind the study. Subsequently, a detailed description of the variables along with their dimensions is made. Before summarizing the chapter, the foundation, significance, scope and study questions are presented.

1.1 BACKGROUND OF THE STUDY

Nowadays, organizations have to operate in a dynamic, volatile & turbulent environment. Also, globalization has unlocked the gateway of knowledge (Goel and Tripathi, 2007). Since there's a lot of competition in the market as well as the unavailability of trained and talented people has further added to the problem of retention of capable people which has become the major concern for the organizations nowadays (Fegley, 2006). Even after the recession hit, most organizations invest their precious time and money on recognizing and budding talented employees (Yapp, 2008; CIPD, 2009). A study in India across various business sectors discovered that around 30-45% of the employee turnover takes place in business process outsourcing and information technology sectors on an annual basis (Bhatnagar, 2007). Furthermore, a survey in U.S. explored that almost 75% of the respondents consider Talent Management (TM) being amongst the top serious human resource (HR) concerns (Sandler, 2006). In such a situation the key to success is talent. Thus, this necessitates the existence of effective TM. In order to earn a maximum return on investment (ROI) organizations should invest in Talent Management. Making appropriate strategies is important for the growth and survival of the organization (Jain et al., 2007; Jain, 2007). As can be seen in the study by McKinsey, who found that organizations that implement TM practices outperformed rest of the organizations in an industry by 22% (Axelrod et al., 2002). It is the organizations talent that helps in staying one step ahead of their competitors. On surveying CEO's (chief executive officers) it was discovered that they spend majority of their time on TM issues (Economist Intelligence Unit, 2006). It was also ascertained that TM helps in propelling profitability and effectiveness of the organization, thereby increasing return-on-investment by additional 15.4% (Corporate Leadership Council, 2005). Since talent is turning out to be the scarcest resource, so it should be managed to the fullest extent possible. Talent Management can be seen as a critical factor to

organizational success. It is quite apparent from extant literature that identifying determinants for managing talent in the organization can be a proactive step in the direction of enhancing talent management. Therefore, this study's focal point is to predict TM by the following two determinants namely: Role Satisfaction (RS) and Psychological Empowerment (PE).

Role satisfaction is concerned with fulfilling individual motives through roles in their organizations. Every individual has different motives or needs. A motivational factor that proves to be motivating for one may not be necessarily be motivating to others. It requires having different motivational factors for different persons and their needs. These motives also affect individual performances at work. If satisfied leads to improvement in performance and vice-versa. The satisfaction of motives at work roles also decides the management of talent at work.

The concept of PE laid emphasis on personal understanding of empowerment, where opinion about the workplace depends on individual's values and work-setting experiences (Singh et al., 2013). When individuals experience PE at work, they have a propensity to have more demanding jobs, more decision-making authority, immediate feedback etc. Researches on empowerment have discovered that it not only contributes in successful running of the organization but also have significance at individual level (Singh et al., 2013). This means that when an individual has PE at job, it would result in constructive results which would improve efficiency, performance and will make the job more satisfactory (Spreitzer et al., 1997b; Spreitzer, 2008) and will ultimately act as a tool for organization to facilitate individual growth to achieve better outcomes and help in managing talent at work. Hence, it can be said that the study of both motive achievement and empowerment cognitions has significance.

All the organizations have some key members or employees whom they consider as talent. These talented employees may have varied motives and empowerment cognitions. The means of these motives and cognitions may help in managing the talent in the organization. Since these variables have never been examined in TM studies, so based on this ground this study is carried out. Also Indians are believed to have socialist orientation (affiliation motive), so this research will check the viability of these pre-conceived notions. Therefore, this research is an effort in the direction of examining whether role satisfaction and

psychological empowerment act as determinants of talent management of Indian executives or not.

1.2 ROLE SATISFACTION (RS)

1.2.1   Motives or Needs

Motives may be defined as the "precursors to motivation which may be defined as a propensity to behave in a particular manner" (Atkinson, 1958). McShane *et al*. (2006) propounded that motives are "deficiencies that trigger behaviors to satisfy the needs". Stronger the needs, the more motivated the person to satisfy them. Every individual values his or her motive distinctively because of difference in personality, education, culture etc (Gomes, 2011). Also, these motives may keep on changing with time for each individual. Satisfaction will be achieved once these motives are fulfilled. Individuals differ in their motives and values and individuals behaviors are directed towards satisfying their unmet motives (Alderfer, 1969). In the view of Carpenter *et al*. (2009), satisfaction can be achieved by giving a thoughtful consideration to needs of individuals. Motives crop up the moment there's an imbalance in the psychological or physiological needs. Even the same individual can have different motives at different times and situations. Realization of these needs directs individuals towards satisfaction.

1.2.2   Role Satisfaction (RS)

Roles in an organization help in structuring an individual's behavior. Also roles properly arrange the job tasks significantly (Turner, 2002). Merton (1957) described role as "a set of task related behaviors required of a person by his/her position in an organization". In addition, Ilgen and Hollenback (1992) defined work role as "an organized collection of behavioral expectations. In recent times, Pareek and Purohit (2009) detailed role as "the pose which one engages in a social system and functions one carries out in response to the stakeholders and one's own expectations from that position". Similarly, Robbins and Sanghi (2009) elucidated role as "a set of expected behavior pattern attributed to someone occupying a given position in a social unit". In an organization, the roles that have been assigned to the individuals should meet their expectations then only it can lead to satisfaction amongst them.

There are various psychological needs (such as achievement, power, affiliation etc.) which should be met so as to gain satisfaction. These needs exist in everyone; some of

these motives may be lower or higher than rest of the motives and individuals try to fulfill these motives in their roles in the organization. Subsequently, when a person gets a chance to meet his or her motives their organizational roles become more fulfilling. Pareek and Purohit (2010) defined RS as "the degree of satisfaction of psychological needs or motives in one's role in an organization". When an individual believes that he has been given plenty of chances to meet his motives, say affiliation, then he would not expect the organization to give him more opportunities and in that case he will be said to have attained RS for affiliation need. Conversely, when he believes that the organization doesn't offer him many chances to increase affiliation with others but he expects more opportunities, then in that case he would not experience RS for affiliation motive (Pareek and Purohit, 2010). When an individual's demands to achieve RS are not fulfilled, they detach themselves from their roles and circumstances by which they are surrounded (Goffman, 1961). Again, the amount of contentment attained from performing a role affects the individual's decision to work or leave the situation where the roles are to be performed (Becker, 1960). Fulfillment of any motive depends on an individual's personal capability and there have been no prescribed standards to meet them. Therefore, it totally depends on the individual's potential to meet one's needs or motives.

1.2.3   Role Satisfaction & Job Satisfaction

Both RS and job satisfaction have been seen being used in same contexts but rather they are two different concepts that are related to individuals in the organization. RS has been identified as the "gap between perceived and desired satisfaction of the main psychological needs in one's organizational role" (Pareek and Purohit, 2010). When individuals believe that they are given ample chances and situations to meet motives in their role in the organization, then they are said to have experienced RS for that particular motive. The concept of job satisfaction came into being during the early 1920's as a response of individual's sensitivity in the direction of their jobs. But with the passage of time this notion grew its value in mid 1930's. According to Locke (1976), job satisfaction can be described as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Spector (1997) elaborated job satisfaction as "how people feel about different aspects of their jobs". This means that it tells about what factors they like and hate in their job. Later, job satisfaction was explained as "a cognitive and/or affective evaluation of one's job as more or less positive or negative" (Brief and Weiss, 2002).

More recently in the view of Hausknecht et al. (2011), enlarging or lessening of job satisfaction depends on the individual's thinking-ability and their affective responses to job experiences that has developed over a period of time. It is quite apparent that the satisfaction level on the job keeps on changing with time but interestingly job satisfaction has been stated as a static variable (Lee et al. 2008). Also, individual satisfaction level on job helps in forecasting the possibility of turnover in the organization. Furthermore, it is imperative for the organizations in the sense that it influences behavior and adds to the level of well-being of individuals (George and Jones, 2008). Individuals who are happy with their jobs do well and contribute to their own performance, enhance commitment to the organization, reduce turnover intentions etc. On the other hand, those who are not satisfied with their jobs have pessimistic attitudes, become lethargic, frequent absenteeism, turnover etc. (Randolph 2005; Rue and Byars 2005). Thus, role satisfaction is concerned with satisfaction of roles in the organization whereas job satisfaction is concerned with cognitive evaluation of job.

1.2.4 Dimensions of RS

Richards (1984) measured RS by using four dimensions namely: work as an experience in itself, work as it relates to career plans, work as it relates to the individual's general needs and situation, and work as it affects the rest of life. RS has been further classified under five motives namely: achievement, influence, control, affiliation and extension (Pareek, 1993, 2000, 2002, 2008; Pareek and Purohit, 2010). So, the present study is based on those dimensions of RS that were developed by Pareek (1993, 2000, 2002, 2008) and Pareek and Purohit (2010). A noteworthy study has also been carried out using this scale (Krishnaveni and Ramkumar, 2006). So, the five motives are discussed below:

1.2.4.1 Achievement Motive

Achievement motive has been defined as "a desire to do well and to attain an inner feeling of personal accomplishment" (McClelland et al., 1953). This need encourages individuals to take risk and try hard to attain success with excellence. Pareek and Purohit (2010) also elaborated this motive as a "concern for excellence; competition in terms of the standards set by others or by oneself; the setting of challenging goals for oneself even if aware of the obstacles that might be encountered in attempting to achieve these goals and persistence in trying alternative paths to one's goals. It has been explored that this motive influences

individual's objectives (Matsui et al., 1982), performance (Steers, 1975a) and job satisfaction (Steers, 1975b).

McClelland (1961, 1965a) have identified few common features of individuals with high achievement motivation: set targets on their own, potential to predict future goals, acquire important powers and skills, set challenging goals, expect real feedback on their performance, take personal responsibility for performing a task, deliberately take on calculated risk, on arriving to a superior position they find it hard to hand over power to lower levels etc. In addition, Khan (2000) discovered few more traits of high achievers which are: doing better than competitors, attaining and surpassing a difficult goal, solving a complex problem, carrying out challenges successfully and developing a better way to do something. It was also stated that this motivation can be build up and enhanced using apt training underneath best possible situations (McClelland, 1961, 1965a, 1981). Moreover, achievement motive is admired for being behind entrepreneurial success (Miner *et al.*, 1994) and increase in national economic growth (McClelland, 1961).

1.2.4.2 Influence Motive
Influence motive and need for autonomy are the two notions which are found to have similar meanings on the basis of items in their respective registered scales. Thus, these two concepts are used interchangeably in this study. Influence motive is "concerned with people's desire to experience ownership of their behavior and to act with a sense of volition" (Deci & Ryan, 2000). They highlighted that this need wants to have independence and freedom at work. An individual can experience a feeling of volition when they are given a chance to choose from their preferences in order to complete an exterior request. Further, this motive has been elaborated as "the need to pursue activities in which individuals are motivated internally and experience joy as a result of having personal choice" (Jang et al., 2009; Reeve et al., 2003).
Pareek and Purohit (2010) explained that influence motive is "characterized by a concern for making an impact on others; a desire to make people do what one thinks is right; and an urge to change situations and develop people". This means that they want to fulfill their need to persuade others, have autonomy to work with freedom, offer others ways to improve, participate in major decision-makings and getting appreciation for the tasks they perform. Individuals who get fewer opportunities for freedom at job and contribution in making decisions tend to have poorer level achievement of influence motive.

1.2.4.3 Control Motive

Need for power, need for dominance and need for control are all one and the same concepts having similar meaning (Taormina, 2009). It is a motive to exercise power, control others and their activities. Control motive has been identified as the "disposition directing behavior toward satisfaction contingent upon the control of the means of influencing another person" (Atkinson, 1958). So, the individuals who have a high control need have the propensity to use the power to control others, be dominant and powerful. McClelland and Burnham (1976) discovered that control motive is an imperative notion for running an organization. Individuals can be motivated using power-related incentives, empowerment etc. (Spreitzer, 1996). If individuals high on this motive use their power in a negative way they can rupture the relationships but if used constructively they can develop better ways of doing things (McClelland, 1961). McClelland (1975) has explained the power need on the basis of three constituents: influence (develop and impact others); control (keep an eye on others activities and take curative actions as per requirement) and socialized power (utilizing powers to do good for everyone) also known as extension motive (Pareek, 1968a).

Control motive has been described as "concern for orderliness; a desire to remain informed; an urge to monitor events and to take corrective action when needed; and a need to display personal power (Pareek and Purohit, 2010). This motive has been characterized by having powers to punish those who don't obey the rules and regulations and do not perform, instruct juniors on how to carry out things, manage juniors and frequently take information on their work. Individuals who are get more opportunities in instructing and managing sub-ordinates are observed to experience high control motive through their roles in the organization.

1.2.4.4 Affiliation Motive

This needs main motive is to obtain social rewards by the means of good relations amongst the members of the organization (Murray, 1938). In the view of Veroff and Veroff (1980), affiliation motive is the "person's desire for social contacts or belongingness". Individuals high on this motive maintain long-term friendship, relationships and good bonding with others. Mutual co-operation is a must in this kind of motive. Sanghi (1998) cited that individuals high on affiliation motive are inclined towards social groups and extremely dislike being aloof. But this can prove detrimental to those people who have a lot to do with how others see them, when they have to rate others performance or punishing poor performers (McClelland, 1961). It has been further defined by Luthans (2002, 2008) as the

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"degree to which people seek approval from others, conform to others' wishes, and avoid conflict with others". People high on this motive seek for social approval from others and fulfilling this requires fitting in a group or team well. This motive is also found to have positive effects on performance at job (Richer *et al.*, 2002).

Affiliation motive is characterized by "concern for establishing and maintaining close, personal relationships, an emphasis on friendship, and a tendency to express one's emotion" (Pareek and Purohit, 2010). This means that individuals high on this motive are required to work with others who are affable and sociable, establish harmonious relations with others, share thoughts and sentiments with others, communicate with sub-ordinates and peers and work together with them on tasks unconnected with work.

1.2.4.5 Extension Motive

Socialized power has been termed as extension motive as both uses power for social development (Pareek, 1968). Thus, the two terms are used interchangeably in the present study. This motive of role satisfaction is concerned with "use of power for benefits of a large group such as society" (McClelland, 1975). Individuals who lack social powers at job won't be able to fulfill their extension motive whereas individuals, who consider themselves to be a member of a team, will be able to communicate their problems to others, or at times be helpful and supportive to others, co-operate and develop sub-ordinates and colleagues.

Extension motive is "characterized by a concern for others; interest in subordinate goals; and an urge to be relevant and useful to large groups, including society (Pareek and Purohit, 2010). This means individuals want to work as a part of team, want to develop, being helpful and useful to colleagues and assist others in a common work which helps in developing connection amongst the team or group members. In the absence of these, individuals feel a low realization of extension motive.

1.3 PSYCHOLOGICAL EMPOWERMENT

1.3.1 Motivation

Motivation is a Latin word which means to 'persuade to act' (Butkus and Green, 1999). Needs, motives, desires, wants, incentives are the few words that are quite common while defining motivation (Luthans, 2008). Motivation is a fundamental psychological procedure (Tella et al., 2007). In the view of Luthans (2002, 2008), motivation is defined as "a process that starts with a physiological and psychological deficiency or need that

activates a behavior or a drive that is aimed at a goal or incentive" (Figure 1.1). Motivation is thus a procedure in which individuals have to put in efforts to attain goals.

| NEEDS | → | DRIVES | → | INCENTIVES |

Figure 1.1: The Basic Motivation Process (Source: Luthans, 2008)

According to Pareek and Purohit (2010), motivation is thought to be a characteristic of personal efficacy. Those persons will be extremely motivated who have a high personal efficacy. The slit between the employees and organizations goals can be bridged when organization learn the skills of persuading employees behavior. An organization can succeed only when they understand what motivates their employees. Recognition, rewards, job security, training etc were few factors that help in motivating employees in the organization (Tripathi, 2002). This would directly have a positive influence on the performance of the employees and their satisfaction level only if their expectations are met fully. Again, Singh (2005) explored that though monetary and non-monetary rewards are good motivators, yet there is another factor which affects motivation level of the employees in the organization which is job situation (job settings, work culture and organizational climate).

1.3.2   Intrinsic and Extrinsic Motivation

Lee and Wilkins (2011) elucidated work motivation as the "attitudes that drive individual behavior towards work, i.e., the thread that employees follow to perform their work well, within the context of their organizations". Motivation has been categorized in two types (Deci and Ryan, 2000): intrinsic motivation ("a psychological force arising from personal enjoyment or the internalized value of work") and extrinsic motivation ("the impetus to act on acquiring externally administered rewards, including career advancement, prestige, and positive evaluations from others"). Intrinsic motivation is something that is present within a person and leads to motivation when there's an internal force to get motivated (Deci and Ryan, 2000) whereas extrinsic motivation occurs as a result of need to achieve certain results that has nothing to do with work and is short-term which would die out once the outcome is reached (Lopez et al., 2002).

When individuals are intrinsically motivated, they carry out definite behavior for the ensuing positive feeling. Contrary to this, extrinsic motivation requires individual to

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perform the specified action to get the results. This means that in intrinsic motivation individuals carry out tasks due to some internal desire (Example. autonomy, self-determination etc.) whereas in extrinsic motivation there has to be some exterior stimuli which influences individual to do the task (Example. performance bonuses, career progress etc.).

1.3.3 Empowerment

There is a huge transformation in the meaning of empowerment since 1890s (Simon, 1994). In the early 1950s, empowerment was considered to be a human relations factor; in 1960s it wanted managers to quickly respond to employees needs and in 1970s it demanded managers to take others point of view before making decisions (Singh et al., 2013). Empowerment is based on the theory of letting the individuals have the power to take the decisions and be held accountable for the same. Empowerment was regarded as "a process of enhancing feelings of self-efficacy among organizational members through the determination of conditions that foster powerlessness and through their removal by organizational adjustments" (Conger and Kanungo, 1988a). According to Bowen and Lawler (1992), empowerment is "sharing with front-line employees four organization ingredients: information about the organization's performance, knowledge that enables employees to understand and contribute to organizational performance, rewards based on the organization's performance and power to make decisions that influence organizational direction and performance". Later, the concept of employee empowerment was to found revolve around four factors: information-sharing (information should be shared with each person), knowledge development (to expand skills and knowledge of the employees), autonomy (taking decisions without taking others approval) and rewards (performance should be rewarded) (Choudhury and Gin, 2013).

In the past, the research on empowerment was first started by Mary Parker Follett in USA (Yang and Choi, 2009). She purported that integration helps in boosting 'power-with' and reducing 'power-over' amongst employees. A study, first of its kind, was conducted to investigate empowerment (Likert, 1967). He discovered various management styles: exploitive-authoritative (top management makes the decision); benevolent-authoritative (employees take decision); consultative system (top management takes general decisions whereas employees take specific decisions) and participative system (teams take decision). The fourth management style was considered to be the most appropriate management style.

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For making most out of empowerment, the top management requires to trust their employees (Ouchi, 1981). Using Follett's findings Barnard (1968) explored that to maintain a balance between the needs of the employees and the organization; it is required to have cooperation between the two for the organization's continued existence. Since the working environment is changing at a faster pace and the demand to have employee empowerment by managers would rise in the upcoming future (Drucker, 2002). This necessitates that the top management should know at what time they should order or collaborate with the employees. Later, Petter et al. (2002) developed a seven factor model for employee empowerment: power, decision-making, information, autonomy, creativity, knowledge and skills, and responsibility.

Further, Arneson and Ekberg (2006) put forward the definition of employee empowerment as the "delegation of power and responsibility from higher levels in the organizational hierarchy to lower level employees, especially the power to make decisions". On reviewing literature it was found that there are two types of empowerment (Mathieu et al., 2006): structural empowerment ("initiation of empowerment by top management, focusing on the delegation of authority and responsibility down the hierarchy" (Mathieu et al., 2006)) and psychological empowerment ("focuses on individual employees feelings and experiences of being empowered" (Spreitzer, 1995)).

1.3.4 Psychological Empowerment (PE)

According to Thomas and Velhouse (1990), empowerment is defined as "increased intrinsic motivation manifested in four cognitions that reflect an individual's orientation to his or her work role". They stated that empowerment is a compilation of certain mindsets that are produced by the work surroundings and not a permanent individual characteristic that is apparent across certain circumstances. These four cognitions are: impact ("the degree to which behavior is seen as `making a difference' in terms of accomplishing the purpose of the task"); competence ("the degree to which a person can perform task activities skillfully when he or she tries"); meaningfulness ("involves the individual's intrinsic caring about a given task") and choice ("involves causal responsibility for a person's actions"). Thus, it is considered a multi-dimensional construct by them.

Using the above model, Spreitzer (1995) developed an authenticated scale for measuring empowerment. She described PE as an "increased intrinsic task motivation manifested in a set of four cognitions which reflect an active, rather than passive, orientation to a work role

where 'active orientation' is manifest in individual desires and feelings that a person is able to influence his or her work role and context". These cognitions are: meaning ("the value of a work goal or purpose, judged in relation to an individual's own ideals or standards"), competence ("an individual's belief in his or her capacity to perform activities with skill"), self-determination ("autonomy in the initiation and continuation of work behaviors and processes") and impact ("the degree to which an individual can influence strategic, administrative or operating outcomes at work"). Individuals will be able to observe diverse levels of psychological empowerment at any point in time. The combination of these factors improves PE of the individuals but by being deficient in any of these cognitions will affect the overall amount of empowerment but won't remove it completely. When individuals experience PE at job, they are expected to have constructive outcomes such as propelled performance, more satisfaction, innovativeness, productivity on the job (Spreitzer et al., 1997a; Spreitzer, 2008). Similarly, Menon (2001) referred to PE as a "cognitive state characterized by a sense of perceived control ("includes beliefs about authority, decision-making, latitude and availability of resources, autonomy in scheduling, etc"), perceived competence ("reflects role mastery that in addition to successful completion of assigned tasks also requires coping up with the non-routine tasks") and goal internalization ("captures the energizing property of a worthy cause or exciting vision provided by the organization leadership").

1.3.5 Psychological Empowerment & Structural Empowerment

From the existing literature, it was established that there are mainly two approaches of empowerment which are quite interconnected but relatively different: psychological and structural perspectives. The psychological perspective has been elucidated by Thomas and Velhouse (1990) and Spreitzer (1995), as an "increased intrinsic motivation manifested in four cognitions (meaning, competence, self-determination and impact) that reflect an individual's orientation to his or her work role" whereas structural perspective is defined as "initiation of empowerment by top management, focusing on the delegation of authority and responsibility down the hierarchy" (Mathieu et al., 2006). This structural viewpoint pays attention to those activities which assists in handing over the power to make decisions to lower levels in the organization and also making necessary information and assets accessible to them. Moreover, individuals can enjoy empowerment by introducing required modifications at the lower levels (Dewettinck et al., 2003). Therefore, it is concerned with revamping the old practices followed by the management, handing over the decision

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making authority to lower levels and allocation of the resources, information and task responsibility to the lower levels as well. This decision-making, thus helps in reaching the best possible solution or option from a number of options available (Mahdavi et al., 2008; Fazlollahtabar, et al., 2011).

This structural view has been extracted from the theory of power given by Kanter (1982) who stated that the basis of empowerment in the workplace is formal systemic structures (job discretion, recognition, relevance of job responsibilities) and informal systemic structures (information and communication resources, rewards and incentives, autonomy, skills and knowledge, self- esteem and locus of control). Thus, this perspective supports in making authority available to the lower levels in the organization (Conger and Kanungo, 1988b).

1.3.6 Dimensions of PE

Researchers and practitioners across the globe have acknowledged the multidimensionality of PE and recognized numerous factors of PE. Thomas and Velthouse (1990) discovered impact, competence, meaningfulness and choice as constituents of PE. Continually, Spreitzer (1995) listed following factors of PE: meaning, competence, self-determination and impact which were quite similar to dimensions given by Thomas and Velthouse (1990). Later, Menon (2001) recognized perceived control, perceived competence and goal internalization as dimensions of PE. Hence, on reviewing the extant literature, the present study focuses on the dimensions listed by Spreitzer (1995). The characteristics of above mentioned dimensions are discussed below:

1.3.6.1 Meaning

Meaning is extracted out of the concept of 'experienced meaningfulness' from the Job Characteristics model (Hackman and Oldham, 1975). They defined it as "the agreement between the job's requirements and an individual's values". According to Thomas and Velthouse (1990), meaning is the "value of a work goal or purpose, judged in relation to an individual's own ideals or standards". Meaning in the work is to have a special relationship with the purpose of the job (Spreitzer, 1995). In addition, Fulford and Enz (1995) referred it to as "the congruence between one's value system and the goals or objectives of the activity in which one is engaged at work". According to Parashar et al. (2004), "values are motivating as internalized standards that reconcile a person's needs with the demands of

social life". Having a meaningful job makes the individual feel that their time and energy is worth spending in an organizational setting where they work (Appelbaum and Hongger, 1998). It entails having a proper match or linkage in the job responsibility and the attitudes, principles and behaviors (Brief & Nord, 1990). It facilitates in enhancing satisfaction (Spreitzer et al., 1997b) and commitment (Liden et al. 2000) towards the organization. Meaning signifies both emotional and cognitive aspects of PE (Spreitzer, 1992). Individuals should trust their opinions, principles and actions in relation to their job. One can find meaning in just about every assignment, work or business (Wrzesniewski, 2003).

1.3.6.2 Competence

Competence is analogous to the psychological state namely 'knowledge of results' in the model given by Hackman and Oldham (1975). They explained it as the "degree to which the employee knows and understands, on a continuous basis, how effectively he or she is performing the job".

In view of Gist (1987), competence is "an individual's belief in his or her capability to perform activities with skill". For Bandura (1989), competence is similar to organizations viewpoints and individual expertise. It is an individual's capacity to do a task proficiently (Thomas and Velthouse, 1990). This notion is related with individual capability, power and exceptional effort (Wyer and Mason, 1999). Empowerment level increases with the advancement in expertise, enthusiasm and removal of obstacles in the path of victory (Veten and Cameron, 2002). Individuals will not be able to experience empowerment when they find themselves deficient in certain skills and abilities. Individuals low on competence exhibit nervousness and try to stay away from the task that requires competence whereas individuals high on competence takes pleasure in doing the tasks and displays an instigating performance (Bandura, 1997). So, they should have faith in their abilities and execute the work with full efforts. It also helps in lessening anxiety and tensions (Thomas and Tymon 1994). This enhances satisfaction level of the individuals when they find themselves managing job-related task single-handedly.

1.3.6.3 Self-Determination

Self-determination as elucidated by Deci et al. (1989) is an "individual's sense of having choice in initiating and regulating actions". As per Thomas and Velthouse (1990), self-determination refers to the "feeling of having choice and control over one's work".

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Likewise, Spreitzer (1995) also confirmed that self-determination is independence for individuals in deciding about how to do their work. It also reveals independence in carrying out any sort of task behavior (Bell & Staw, 1989). It shows that how much necessary it is for individuals to work independently to get the best results. When there is freedom in making decisions in job-related tasks, it increases empowerment level of the individuals. But when they find themselves taking instructions from their seniors, their empowerment levels cascades due to lesser freedom. An individual is said to be self-determined when he carries on task or job willingly without any compulsion (Veten and Cameron, 2002). Spector (1986) cited that self-determined individuals have several powers to decide on when to begin and finish the work and how much effort to be applied. Vansteenkiste et al. (2006) put forward the view that self-determination pays attention to necessity for freedom to recognize what motivates individuals. It helps in increasing job satisfaction (Thomas and Tymon 1994).

1.3.6.4 Impact

According to Ashforth (1989), impact is the "degree to which an individual can influence strategic, administrative, or operating outcomes at work. These strategic outcomes can help an incumbent firm in succeeding (Gupta et al., 2003). Martinko & Gardner (1982) considered impact as the reverse of learned helplessness ("an individual's psychological belief that he or she has little control over outcomes" (Seligman, 1975)). It is individual's perception that they can affect organization end-results. Similarly, Sagie and Koslowsky (2000) recognized it as having power to influence the whole work and its results. Impact can also result in major transformation along with creativity in the organization (Spreitzer and Quinn, 2001). When the impact level of individuals is high, they won't experience any kind of helplessness in their organization which would directly enhance their empowerment level. Therefore, these individuals believe that they can affect various organizational decisions, results and bring about a positive effect on the organization. This helps individuals to give their best performance so as to contribute to the success of the organization. So, top management should encourage completion of allocated work which would help individuals to influence their organizational end-results. Impact and locus of control are somewhat dissimilar concepts. Impact is dependant on the job situations while locus of control is a worldwide behavioral trait that endures across different circumstances (Wolfe & Robertshaw, 1982). Through extant literature it has been explored that impact boosts job satisfaction and effectiveness (Spreitzer et al., 1997a).

1.4 TALENT MANAGEMENT (TM)

1.4.1 Talent

The word "talent" has been defined by a number of researchers and academicians on the basis of varied outlook. According to Michaels et al. (2001) talent is "a code for the most effective leaders and managers at all levels who can help a company fulfill its aspirations and drive its performance, managerial talent is some combination of a sharp strategic mind, leadership ability, emotional maturity, communications skills, the ability to attract and inspire other talented people, entrepreneurial instincts, functional skills, and the ability to deliver results". Talent is basically an amalgamation of knowledge, skills and abilities of the employees. On taking full advantage of this talent, individuals outperform their work.

Talent is also described as "an individual who has the capability to make a significant difference to the current and future performance of the company" (Morton, 2004). Supporting this definition, Goffee and Jones (2007) defined talent as "a handful of employees' ideas, knowledge and skills which give them the potential to produce the disproportionate value from the resource they have available from them". Those people are considered talented who exhibit maximum potential and have the capability to positively affect the performance of the organization (CIPD, 2007). So, organizations must give utmost attention to the growth of talented individuals for their long-term success and wealth.

1.4.2 Approaches to Talent

There are various approaches to talent as explained by Meyers et al. (2013). For example, Talent as giftedness (individuals who exhibit exceptional abilities in a particular field (Vinkhuyzen et al., 2009)); Talent as strength (individuals having potential for excellence (Biswas-Diener, 2011) and uniqueness to carry out tasks excellently (Wood et al., (2011)); Talent as competencies (individuals having the required knowledge, skills abilities and other characteristics (Campion et al., 2011)); Talent as high potential (individuals who have spark to reach a better position than their current state (Silzer and Church, 2009)); Talent as high performance (individuals ability to attain outputs). Ultimately it is the organizations ability to utilize these approaches to get the best out of their talented employees.

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1.4.3 Talent Management (TM)

TM is considered to be of utmost importance in organizations all over the world especially when we talk about managers and knowledge workers/executives (Tymon et al., 2010). In fact, these organizations should invest in better ways to attract and retain the talented individuals in order to maximize their output and efficiency. These firms need talented employees to smoothen the progress of their success in the long run. This is where TM plays an important role and is well thought-out to be the management's chief concern (Michaels et al., 2002). Thus, TM helps in increasing the productivity, profits, performance, legitimacy and flexibility of the employees as well as that of the organization (Thunnissen et al., 2013).

TM has been defined by a number of researchers, yet there is no formal definition on which these authors agree and no conformity on which practices come under the label TM (Dries, 2013). Sloan et al. (2003) described TM as "managing leadership talent strategically, to put the right person in the right place at the right time". Duttagupta (2005) defined TM as the "strategic management of the flow of talent through an organization. Its purpose is to assure that a supply of talent is available to align the right people with the right jobs at the right time based on strategic business objectives". Jerusalim and Hausdorf (2007) underlined TM as "high potential identification and development (also known as talent management) refers to the process by which an organization identifies and develops employees who are potentially able to move into leadership roles sometime in the future". In other words, "it is anticipating the need for human capital and setting out a plan to meet it" (Cappelli, 2008). In the view of Chartered Institute of Personnel and Development (2009), TM is "the systematic attraction, identification, development, engagement/ retention and deployment of those individuals who are of particular value to an organization, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles". Silzer and Dowell (2010) explicated TM as an "integrated set of processes, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs". As it is quite clear from the literature that there is no consensus over the definition of TM which can be applied to all the facets of management.

On reviewing literature, four important perspectives on TM were observed namely exclusive-people perspective, exclusive-positions perspective, inclusive-people perspective

and social capital perspective as illustrated in Figure 1.2 (Iles et al., 2010). The exclusive-people approach focuses on those individuals who have the potential to create noteworthy changes in the existing and future organizational performance (Morton, 2005). This means that segmentation is the basis for talent i.e. employees have to be divided into segments who will be taken care of in a different manner. The exclusive-positions perspective is concerned with identifying the pivotal positions in the organization (Huselid et al., 2005). The people holding these positions will be considered as talented people and will be given extra finances for investment with wide range of chances to develop. The inclusive-people approach believes that every individual is talented and it is the responsibility of the organization to make these individuals perform well and deliver best outputs. The social capital perspective considers talent as a type of human capital. This approach relies much on the individualistic orientation.

EXCLUSIVE

key roles/ positions   key, selected people

POSITIONS   **PEOPLE**

social capital   wide   talent   pool

INCLUSIVE
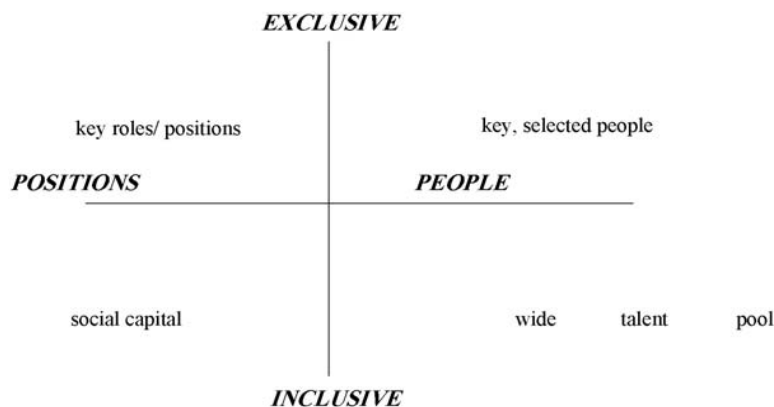
Figure 1.2: Perspectives on TM (Source: Iles et al., 2010)

Srinivasan (2011) focused on the dimensions of TM specifically retaining manifest talent and harnessing the unmanifest talent. There are various approaches to retain top talent such as giving opportunities for growth & advancement, adding moral content, work-life balance, woman friendly workplace, identifying individual uniqueness and lastly compensation. For harnessing the unmanifest talent, managers need to recognize the reasons behind underperformance and then either motivate them to perform well or create a challenging culture to induce improvement and provide supportive mentoring. These approaches would help in identifying and retaining the talent as well.

Cunningham (2007) elaborated the strategic choices on hand while managing talent: aligning people with roles i.e. assumes that there are established roles and the idea is to support people to adjust in those roles (selection, recruitment, placement and promotion,

learning and development, succession planning, career guidance) and aligning roles with people i.e. assumes that the roles are arranged in such a manner that are in line with people and their needs (organization design, role design, rewards/compensation and benefits, working environment, working methods). For any organization, the success and growth mantra is its people's skills and abilities (Ghosh and Geetika, 2007) which is nothing but their talent.

1.4.4 Constituents of TM for the present study

According to Tayal and Rangnekar (2009), TM may be understood in terms of following six practices: creativity, team building, entrepreneurship, leadership, learning ability and inspirational capabilities. Thus, TM is a combination of these practices. The characteristics of above mentioned practices are discussed below:

1.4.4.1 Creativity

Amabile (1996), Oldham and Cummings (1996) and Zhou and Shalley (2003) referred to creativity as the "development of ideas that are both novel and useful, either in the short or the long term". In the same way Blanchard (1999) defined creativity as "making use of mental capacity for creation of a new notion or idea". Likely, McKenna (2000) phrased it as a "process that enables a person to think outside the pre-assumed scope of what would be expected". Csikszentmihalyi (1996) viewed creativity as an "ability to produce work that is both new and valuable". Creative-thinking methods are inculcated to develop creativity and innovation. An ambience full of openness and trust can further induce creativity amongst individuals (McAllister, 1995). Creativity has been divided by Amabile (1998) into three elements as motivation, creative thinking skills and expertise. Creative individuals are an asset to any organization as creativity positively affects organizational performance (Phipps, 2011).

1.4.4.2 Team Building

In literature, team building, team development and group development are used interchangeably (Salas et al., 1999). Buller (1986) defined team building as a "planned intervention facilitated by a third-party consultant that develops the problem-solving capacity and solves major problems of an intact work group". Likewise, Klein et al. (2009) referred to team building as a "class of formal and informal team-level interventions that focus on improving social relations and clarifying roles, as well as solving task and interpersonal problems that affect team functioning". Further, Wienclaw (2014) viewed

team building as the "process of turning a group of individuals who work together from a collection of individuals doing related tasks to a cohesive unit where the efforts of the team members act synergistically to yield results that could not have been done by the individuals alone". To facilitate team building, team members should be supported in observing, identifying and analyzing their activities and interpersonal relationships (Schein, 1969, 1999). In the similar vein, it was found that defining responsibilities of team members, setting team goals and problem solving should be paid attention to build teams (McShane and Von Glinow, 2003). These team building exercises help in achieving the desired goal, increases communication as well as interaction amongst the team members. In Indian organizations, synchronous and asynchronous communication modes are quite common amongst the employees (Cho et al., 2008). Team building further aids in budding problem solving skills and escalates role clarity (DeMeuse and Liebowitz, 1981).

1.4.4.3 Entrepreneurship

Entrepreneurship as defined by Hisrich (1986) is a "process of creating new and different things of value by putting in time and effort, considering the financial, psychological, and social risks involved and aiming for material and individual gains". In addition, Smart and Conant (1994) described it as "goal-oriented process whereby an individual identifies marketplace opportunities using creative thinking, secures resources, and adapts to the environment to achieve desired results while assuming some portion of the risk for the venture". In the same way, Global Entrepreneurship and Development Index (GEDI) defines entrepreneurship as the "… is the dynamic, institutionally embedded interaction between entrepreneurial attitudes, abilities, and aspirations, by individuals, which drives the allocation of resources through the creation and operation of new ventures" (Acs et al., 2012). There are three traits related to entrepreneurship which are internal locus of control, risk taking propensity and need for achievement (Brockhaus 1982). Besides these traits, few entrepreneurial orientations explored were pro-activeness, risk-taking, innovativeness, autonomy and competitive aggressiveness (Lumpkin and Dess, 1996). Bhardwaj et al. (2007a) stated that entrepreneurial behavior in all types of organizations lead to better performance and competitive advantage. It has been well thought-out to be a booster of economic growth in many countries (Lee et al., 2006). There's ample evidence in literature which confirms that entrepreneurial competence is behind the growth and output enhancements of an economy.

1.4.4.4 **Leadership**

Leadership is a variable that is quite popular in academics because of discrepancies in models and theories (Volckmann, 2012). It is also considered one of the essential ingredients of the literature on management and organizational behavior with the passage of time (Emmanuel, and Lloyd, 2000). An individual is thought to be a leader when he exemplifies accountability, task fulfillment, dynamism and capability to persuade others actions (Stodgill, 1948). Leadership as defined by Hersey and Blanchard (1982) refers to a process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. Clark and Clark (1996) summed up leadership as "an activity or set of activities, observable to others, that occurs in group, organization, or institution and which involves a leader and followers who willingly subscribe to common purposes and work together to achieve them". Adding up to this, Ernst and Chrobot-Mason, (2011) described leadership as "the ability to create direction, alignment, and commitment across boundaries in service of a higher vision or goal". Organizations should have such type of leaders who can stimulate and trigger individuals in the direction of achieving challenging goals.

1.4.4.5 **Learning Ability**

In the preceding decade, both management and HRD focused on learning culture to achieve success and competitive advantage (Ellinger et al., 2002). In the existing literature learning ability and learning agility cannot be differentiated and thus are considered as synonyms (DeRue et al., 2012). Learning ability is seen as the "ability and willingness to utilize past experiences in novel situations" (De Muese et al., 2010). Learning ability of an individual reveals his or her capacity to get proficient in responding to varying difficulties related to work (Kolb, 1976). Learning ability requires a lot of traits and skills like openness to experience (LePine et al., 2000), intellect (Hunter and Schmidt, 1996), inspiration to learn (Spreitzer et al., 1997b) etc. Thus, learning ability is an elixir of traits and features of an individual which makes it possible for them to get expertise in their tasks because there is a constant change in work demands which necessitates developing performance as per the need.

1.4.4.6 **Inspirational Capabilities**

An initial perception of research on inspirational capabilities is that the distinction between motivation and inspiration is somewhat blurred (Searle and Hanrahan, 2010). Though the two words have minor differences, yet they are used interchangeably or sometimes in combination (e.g. inspirational motivation). Therefore this study also uses the two as synonyms. Inspirational level of the employees can be affected by many factors. For instance, when the employees come to know about the expectations of the supervisor, they are motivated to fulfill those expectations (Yuan and Woodman, 2010). Robbins (1998) defined motivation or inspiration as "the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts ability to satisfy some individual need". Chowdhury (2007) considered motivation as a "progress of move and support the goal achievement behavior". In addition, Shafiq et al. (2011) characterized inspiration as a "process of individual to put an effort in order to achieve the goals". Inspiration has been categorized into two groups by Deci and Ryan (2000) as intrinsic (psychological force arising from personal enjoyment or the internalized value of work) and extrinsic (impetus to act on acquiring externally administered rewards, including career advancement, prestige, and positive evaluations from others). Cho et al. (2007) cited that HRM (Human Resource Management) and knowledge management have positive relationship with each other. So, to have better linkages between organizational HRM system and motivation it is required to implement more HRM practices in the organization so that the human capital can be developed (Pathak et al., 2005). As for all the tasks same talent wouldn't work, similarly for performing all the tasks skillfully different inspirational elements are required. By identifying what inspires employees, management can use these elements to take the organization to reach new heights.

These six dimensions together help in managing talent in the organization. These dimensions are also somewhat interrelated. Figure 1.3 displays the TM components for the present study.
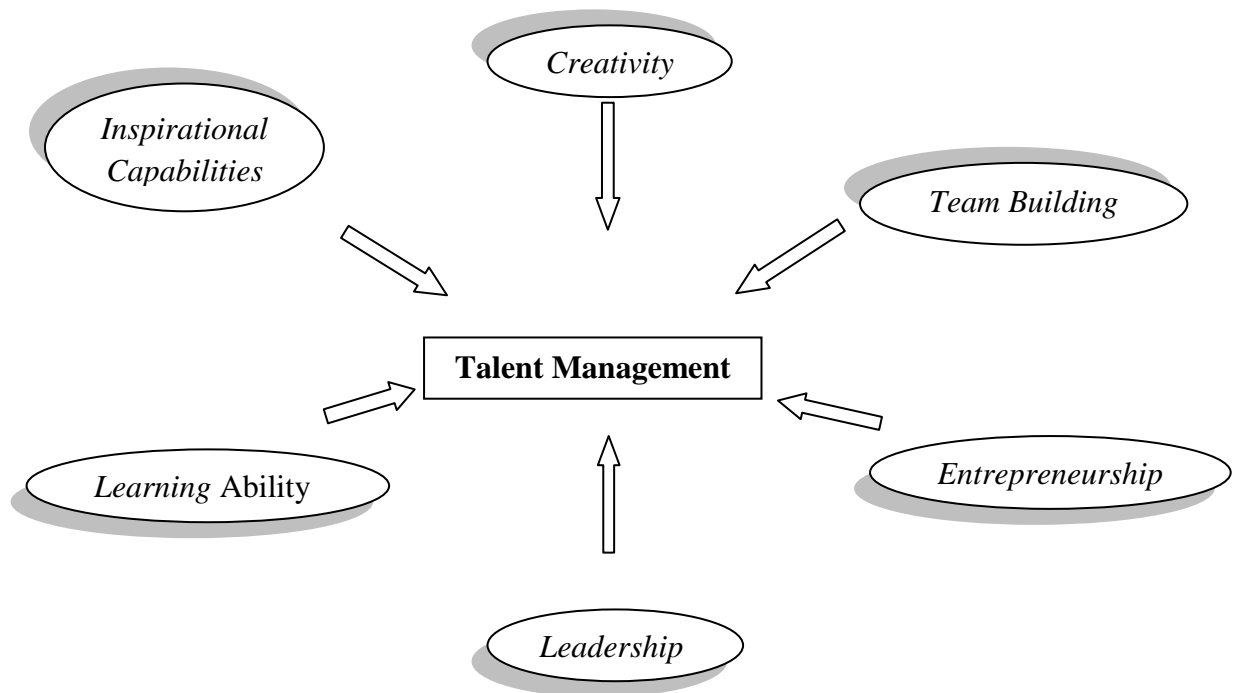
Figure 1.3: TM Components for the present study

1.5 RATIONALE OF THE STUDY

Across the globe, a huge number of human resource (HR) academicians, researchers and practitioners have explicitly mentioned in a variety of policy researches that in twenty-first century one of the most talked about HR challenge is TM (Ashton & Morton, 2005). So, the organizations have started realizing the importance to identify those factors that can help them in motivating, developing and especially retaining the talent for their long-term growth and success. Hence, this study will explore the predictors of TM by investigating the determining capability of RS and PE towards TM. This study would thus add on to the present literature on TM.

As already discussed, RS and PE to a large extent affects the employee's attitudes, actions and performance at various organizational levels and develop a sense of relatedness to their jobs which is why it is of value to practitioners and researchers nowadays. So, this study tries to check whether PE and RS are linked to TM or not. And if somehow they are interconnected, then in that case which cognition and needs are significantly related to management of talent in the organization. It seems that the world is talking about TM but shockingly very less number of empirical studies on TM are found which means the gap still persists (Lewis & Heckman, 2006). Even though there is a vast literature briefing the

perceptions of PE and RS, yet there is no research or study that elucidates the direct association of PE and RS with TM. For this reason, this study can be identified as an innovative research which examines the degree to which organizational key member's uniqueness in terms of motive patterns and cognition sets influence management of talent in an Indian framework. Thus, this research tries to bridge this gap and contributes to this dearth of knowledge in the extant literature. This research also investigated how demographic factors such as gender, educational qualification, industry, organizational sector and experience etc. influence the perceptions of psychological empowerment, role satisfaction and talent management. This would further add value to the research.

1.6 SCOPE OF THE STUDY

The present study targeted the key male and female executives (middle and senior) of various Indian organizations (private and public). The dimensions for the present study for RS are achievement, influence, control, affiliation and extension; for PE are meaning, competence, self-determination and impact; and for TE are creativity, team building, entrepreneurship, leadership, learning ability and inspirational capabilities. All the three variables will be investigated separately, also the effects on these variables by demographic variables will also be examined and lastly role satisfaction (RS) and psychological empowerment (PE) will be analyzed for their determining ability on talent management (TM).

1.7 RESEARCH QUESTIONS OF THE STUDY

The research questions based on the assumption that dimensions of RS and PE will act as determinants of TM are as follows:

1. Which role satisfaction motives exist among employees?
2. Which psychological empowerment cognitions exist among employees?
3. Which talent management dimensions exist among employees?
4. Do the role satisfaction perceptions vary with demographic variables (gender, education, industry, sector, and experience)?
5. Do the psychological empowerment perceptions vary with demographic variables (gender, education, industry, sector and experience)?
6. Do the talent management perceptions vary with demographic variables (gender, education, industry, sector and experience)?

7. Do the dimensions of role satisfaction and psychological empowerment determine talent management?

8. Which role satisfaction dimension determines talent management?

9. Which psychological empowerment dimension determines talent management?

1.8 CHAPTERIZATION

Chapter 1 gives insight into the background of the study. It brings to light various definitions of role satisfaction, psychological empowerment and talent management followed by rationale, scope and research questions. Chapter 2 draws attention to the scrupulous and related literature (both theoretical & empirical studies) on the three said variables and their dimensions. It highlights findings and observations from studies in India as well as from rest of the world. This chapter concludes with the proposed theoretical model of the research. Third Chapter includes methodology used for the study specifically the research design, study objectives with their hypothesis, sample. It also discusses the registered scales used for the study and confirms reliability and validity of those constructs. Fourth chapter discloses analysis of the data which will incorporate various tests (t-test, correlation, regression, CFA (Confirmatory Factor Analysis), ANOVA (Analysis of Variance), structural equation modeling etc.). Later results of the hypotheses will also be discussed. Chapter 5 discusses the reasons behind the results and will also be supported by the literature. Sixth chapter concludes the study and gives its practical implications. Chapter 7 talks about the drawbacks of the study and the scope for upcoming research.

1.9 CHAPTER SUMMARY

The main objective of this research is to explore that whether role satisfaction dimensions and psychological empowerment dimensions act as determinants of talent management dimensions or not. These concepts have been investigated in various researches. The notion of role satisfaction was initially introduced by Becker (1960). Later, this concept was nurtured by various researchers (Goffman, 1961; Pareek, 1987; Pareek, 1993; Pareek, 2000; Pareek, 2002; Pareek, 2008; Pareek and Purohit, 2010). The concept of psychological empowerment can be seen rooted back in 1990's by Simon (1994). With the passage of time this idea was further fostered by Conger and Kanungo (1988a), Thomas and Velhouse (1990), Bowen and Lawler (1992), Spreitzer (1995), Spreitzer et al. (1997), Menon (2001), Petter et al. (2002), Drucker (2002), Arneson and Ekberg (2006), Mathieu et al. (2006), Spreitzer (2008), Yang and Choi (2009). Talent management first came into being a decade

ago (Michaels et al., 2001) as 'war for talent' as being the topic of utmost concern. Afterwards, it blossomed by the work of Michaels et al. (2002), Sloan et al. (2003), Duttagupta (2005), Morton (2005), Huselid et al. (2005), Cappelli (2008), CIPD (2009), Tymon et al. (2010), Silzer and Dowell (2010), Iles et al. (2010), Srinivasan (2011) and Thunnissen et al. (2013).

Chapter 2
Literature Review

The preceding section gave the general overview of the three variables under study namely role satisfaction (RS), psychological empowerment (PE) and talent management (TM). Maintaining the flow, this chapter talks about the determinants and outcomes of RS, PE and TM and is organized into various segments. First part discusses the appropriate studies and researches related to RS along with its determinants and outcomes. Correspondingly, the next two segments on PE and TM are discussed. Also, these segments have included the studies that were based on Indian context. The final part sum ups the chapter.

2.1 ROLE SATISFACTION

McClelland precisely states with substantial proofs that motives or needs can be build up. In the early 1970's, Pareek (1974) offered two views on motivation and this is where RS came into existence for the very first time. He affirmed that work motivation can be understood either in terms of 'commitment' i.e. dedication towards work or 'role satisfaction' i.e. contentment achieved while fulfilling tasks at job. Afterwards, this notion had been used quite regularly in various researches and studies (Pareek, 1993, 2000, 2002, 2008; Krishnaveni and Ramkumar, 2006; Pareek and Purohit, 2010). This is basically a pleasure one earns during work in the organization. Here, the motive is used as a word which is need-based, particularly associated with a psychological need explicitly. This concept considers interaction of the person with that of the job setting. RS has been defined by Krishnaveni and Ramkumar (2006) as

> "satisfying one's requirements, needs or motives in his or her role in the organization".

This means that when one's needs or motives are satisfied by the means of their roles in their organization they achieve RS or work satisfaction. Thus, it is the maximum contentment one receives from his job or tasks. The work motivation or RS is majorly affected by an individual's role activities and his role performance. As this performance become more effectual, RS would also propel accordingly. For that reason, it is the role which helps in communication between the employee and his organization in an attempt to enlarge work motivation of these employees. Therefore, it can be said that understanding the roles of an individual in an organization should be kept at the first priority. Next, a

thoughtful consideration should be given to every employee and to organizational features. Then only this RS can be achieved which would positively and significantly boost organizational commitment of the employees (Pareek, 1974).

The fundamental human motives as recognized by McClelland (1968) are: dependence, influence, affiliation, achievement, extension and control. Every individual has one or many of these motives which they want to fulfill through their roles in the organization. These individuals may either have elevated or lower motives when compared to others. For instance, when an individual has higher achievement motive and if he gets an opportunity to satisfy his need by the way of his job roles, then he will demonstrate uplift in his performance (Hogue and Ali, 1998). So, when an individual gets additional chances to gratify his motives, his role becomes more gratifying. Also, individual's role efficacy (effectiveness) determines his performance. Pethe and Chaudhari (2000) did a study on 110 managers of Indian organizations, used the scales developed by Chaudhari (1999) and Chaudhari (2001) and explored that there exist a positive association among role efficacy and occupational self-efficacy which helps in achieving their preferred behavior at the workplace. This is why RS and role efficacy are found to be positively related to each other (Pareek, 1993). Hence, a better RS can be achieved by fulfilling the above mentioned motives in a given role in the job.

Many researches considering role satisfaction as a criterion and predictor variable have been carried out. For instance, Zurcher and Wilson (1981) did a study on naval reservists of whose RS was measured by already knowing their satisfaction at naval role and at the civilian occupational role and how they react on a new situation (Marine field exercise). They assumed that more the individuals were happy in their naval role the better they do in marine field exercise and the more they are happy in their civilian occupational role the less positively they do in the new situation. It was discovered that the individuals who had equilibrium of satisfaction in both the roles were shockingly found to have adverse opinions of the marine field exercise which lead to disproportionate RS. It was proposed that if the individual anticipation about RS are not fulfilled they detach themselves from the situation as well as from the role they are performing (Goffman, 1961). This means RS achieved from performing a role to which he or she is dedicated to results in either fulfilling the given role or moving away from the situation where the role is to be performed (Becker's, 1960).

Richards (1984) studied the causal relationship between employment outcomes (job fit, income and job stability) and RS of BA (Bachelor of Arts) graduates in 1st and 3rd year after

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graduation in a university in Boston. He explored that RS was reasonably associated with job stability in the 1st year but gradually this association reduced by the 3rd year. On the other hand, income rose with the passage of time but this lift in income cannot be associated with high RS unless the work was educationally apt. Again, job fit based on the educational training also impacts RS and this relationship also diminished with time. The study also cited that women had far above RS when compared to men.

Krishnaveni and Ramkumar (2006) considered RS as a criterion variable predicted by HRD (Human Resource Development) climate which ultimately influences the individual performance and organizational effectiveness. They put forward a supposition that HRD climate and RS level of individuals in the firm has a positive and significant connection between each other. 49 employees were targeted from various firms in different sectors in India. Of the five motives of RS (achievement, influence, control, affiliation and extension) extension motive was found to be the greatly contented. It was also stated that HRD climate had a significant connection with RS of employees. They cited that HRD climate dimensions explain 46 percent of variation in RS. So, in order to increase RS level of individuals it is necessary to improve upon HRD climate which will help in achieving better individual performance and organizational effectiveness.

Thorbjornsen and Supphellen (2011) have assessed the role of RS as a moderator between attitude toward stated core values, role model behavior (RMB) and core value behavior (CVB). They hypothesized that outlook towards declared core behaviors will be significantly determining CVB only when their RS is very low. Also, they considered that RMB of bosses will also significantly predict CVB only when their juniors have high RS. They observed that the stated hypotheses were accepted. Moreover, individuals who were not satisfied with their roles in the organization had higher CVB because of their attitude towards stated core values but were not affected by RVB. Individuals having low RS have high CVB for the reason that they have an optimistic outlook towards the values.

Based on the above arguments, it is quite clear that this concept has been studied globally as well as in India but this also highlights the fact that only few researches have been conducted on RS and have considered the same dimensions for study. RS has been inspected as a predictor of various individual and organization related outcomes. The researchers in India also studied RS quantitatively and empirically which focused both on self and firm related consequences. A range of appropriate and recent researches on various

factors of RS (achievement, influence, control, affiliation and extension) will be discussed in the forthcoming section.

2.1.1 Achievement

McClelland was the first one who made the move to instigate studies on need for achievement or achievement motive. He explicitly mentioned that this motive is majorly accountable for bringing about massive progress in economy and technology in whole society (McClelleand, 1961). He, along with his fellow researchers, secluded a desire for excellence from various motives and named it achievement motive (Pareek, 1968). Out of curiosity, they researched this motive in ancient and existing societies and explored that this motive enhances with the rise in economic motions.

The importance of achievement motive has been highlighted by its connection with various factors such as culture and gender (Query, 1975), managerial satisfaction and performance (Orpen, 1985), causal attributions (Dalal and Sethi, 1988), instrumental and supportive leadership behaviors (Mathieu, 1990), attributional styles (Nathawat et al., 1997), organizational commitment and job involvement (Park et al., 2008), managerial effectiveness (Kunnanatt, 2008), performance (Nandi, 2008), entrepreneurship (Rahman and Rahman, 2011), service quality and affective commitment (Chan et al., 2011), and budgetary slack (Chong and Ferdiansah, 2012) as illustrated in Table 2.1.

Table 2.1 Findings from a variety of researches on Achievement motive (Includes Indian perspective too)

Authors	Findings
Query (1975)	White children comparatively had higher achievement motive in contrast to Indian children in America. In addition, this motive was found to be far superior among boys than girls who show a distinction on the basis of culture and gender. Another important finding was that success was what motivates Indian boys to strengthen their achievement motives while for white children failure acts as a stimulus to fortify these motives.
Orpen (1985)	It highlighted that during job redesign it is noteworthy to make a distinction between managers those who have high or low need for achievement and independence. He found that high achievement motive

	leads to an improved relation between perceived job features, satisfaction and performance.
Dalal and Sethi (1988)	The results established a linkage between the individuals with high achievement motive and failure situation under the circumstances where there is a correlation between affective reactions and internal causes and anticipations. The findings declared that individuals high on achievement motive have a propensity to relate their success to hardwork they put in while their failures to dearth of hardwork and complexity in dealing with tasks.
Mathieu (1990)	Achievement motive moderated the impact of supportive and leadership activities on sub-ordinate fulfillment. High achievement motive individuals have a preference over Instrumental leadership than the supportive leadership style.
Nathawat et al. (1997)	This study stated that the high achievement motive positively affects the atrributional styles (achievement and affiliation conditions with positive outcomes) but low achievement motive leads to negative outcomes in affiliation and achievement conditions.
Park et al. (2008)	This exploratory research elucidated that achievement motive act as a determinant of job involvement and organizational commitment. Organizational stars were observed to have a high achievement motive as compared to the average employees.
Kunnanatt (2008)	The study revealed that the achievement motive is quite high amongst the Indian managers in banking sector. It also highlighted that being high on this motive contributes towards managerial effectiveness.
Nandi (2008)	This research investigated that whether Indian frontline managers possess achievement motive. It was disclosed that twenty-seven percent of these managers had high achievement motive and this directs them to exhibit excellent performance.
Rahman and Rahman (2011)	This research studied the need patterns of the entrepreneurs and explicated that they take on difficult work and undoubtedly accomplish goals.
Chan et al. (2011)	The article concluded that as achievement motive escalates the positive interrelationship between service quality and affective commitment plummet. Also, age and job experience merely causes any difference to

	the interrelationship between service quality and achievement motive.
Chong and Ferdiansah (2012)	This experiment revealed that in the presence of feedback control rule individuals having high achievement motive helps in diminishing the limp in the budget.

2.1.2 Influence

McClelland (1975) has identified influence motive as one of the element associated with power motive as a whole. This motive requires fulfillment of powers to impact others, freedom and independence at work and recognition for work done, contribution to decisions. The significance of influence motive can be seen by being a determinant of various dimensions (directly or indirectly) like job satisfaction, job involvement, contribution in decision-making and organizational commitment, employee outcome, transformational leadership & employee outcomes, empowering leadership style and leader efficiency, perceived job features, satisfaction & performance, psychological health of individuals (such as burnout), autonomous types of motivation, intrinsic motivation, generational differences and age. Table 2.2 discusses these dimensions in brief.

Table 2.2 Findings from a variety of researches on Influence motive

Authors	Findings
Orpen (1985)	It highlighted that during job redesign it is noteworthy to make a distinction between managers those who have high or low need for freedom or autonomy. He found that high influence motive led to an improved relation between perceived job features, satisfaction and performance.
Busch (2008)	From a sample of 128 employees from IT (Information Technology) organizations it was observed that younger employees were different from the elder employees in terms of need for recognition. This means need for recognition increases as the age of the individuals in the organization decreases. Thus, higher recognition motive is associated with employees having lower age in the organization.
Boezeman and Ellemers (2009)	The study confirmed that the fulfillment of the autonomy needs or influence motives leads to job satisfaction. It also suggested that if volunteers receive contentment in their assistance work, they will be happy with their job, achieve job satisfaction and ultimately would want to stay with the

	organization.
Sekhar (2011)	This research highlighted that influence motive at work is significantly linked with job satisfaction and involvement, contribution to decision-making process and organizational commitment.
Haivas et al. (2012)	This paper explored that when autonomy motives are fulfilled they definitely impact the autonomous types of motivation and thus helps in attaining work engagement and reduced the employee's intentions to leave the organization.
Kovjanic et al. (2012)	The fulfillment of this influence motive or need was found to act as a mediator between the transformational leadership and employee results (such as self-efficacy).
Kalaluhi (2013)	The findings discussed that autonomy motive has a moderating effect on empowering leadership style and leader effectiveness.
Dysvik et al. (2013)	A study of 1,254 employees from Norwegian organizations had shown that increase in the satisfaction of autonomy need is linked with intrinsic motivation. Also, it revealed that competency motive can be linked with this motivation only in the presence of high autonomy motive.
Trepanier et al. (2013)	When the influence or autonomy motives are unmet then it causes a negative mediation between the workplace bullying and work engagement but causes a positive mediation between workplace bullying and psychological health at work.

2.1.3 Control

Control motive was first referred by McClelland (1975). According to him, this motive was considered to be a constituent of need for power or power motive which was concerned with keeping an eye on activities of others and taking remedial actions accordingly. The importance of control motive is quite visible as it has been found as a predictor of many variables such as leadership status (Mann, 1959), leadership (Megargee et al., 1969), managerial positions (McClelland and Boyatzis, 1982), managerial performance and promotion (Stahl, 1983), conflict-handling behavior (Schneer and Chanin, 1987), sub-ordinate motivation and stress (Elangovan and Xie (1999), leadership tasks (Chan and Drasgow, 2001), organizational commitment and job involvement (Park et al., 2008), desire to achieve leadership positions (Van Iddekinge et al. (2009), personality and cultural

factors (Van Emmerik et al., 2010) and leadership role occupancy (Schuh et al., 2013). Table 2.3 has highlighted these linkages in a concise manner.

Table 2.3 Findings from a number of researches on Control motive

Authors	Findings
Mann (1959)	He investigated 12 studies that discussed the degree of association between dominance (control) motive and leadership status and explored that 73 percent of the studies had a positive interconnection between dominance motive and leader status while in 42 percent studies this connection turn out to be both positive and significant. He also stated that there is more probability for individuals having high dominance motive to become leaders.
Megargee et al., (1969)	They highlighted that when it was required from the employees to exhibit leadership traits during a virtual assignment, then only a few of them had shown these traits more than 90 percent of the times.
McClelland and Boyatzis (1982)	This research was conducted to identify the ambitions of employees to take up managerial positions. The finding revealed that individuals high on power motive tend to have elevated desires to acquire managerial or higher positions in their organization.
Stahl (1983)	This research investigated the linkage between power motive and managerial performance and promotion on a sample of 172 managers. It was explored that individuals having high power motive will perform better than other managers and will be subject to quicker promotions than their peers.
Schneer and Chanin (1987)	This study tried to check whether dominance motive act as an individual inclination towards conflict-handling behavior. The findings disclose that there exists a significant relationship between these two dimensions and thus helps in managing conflict among themselves and involvement in the organization.
Elangovan and Xie (1999)	This study checked the outcomes of linkage between subordinate inspiration and tension. The findings highlighted a positive relationship between control motive and motivation of subordinates but a negative relationship between control motivation and subordinate stress.

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Chan and Drasgow (2001)	An investigation was carried out to test the relationship between power motive and leadership tasks. The outcomes exemplified that individuals with elevated control motive are very determined in following leadership tasks. They take maximum advantage of opportunities available to them to develop themselves so that they can improve upon the knowledge, skills and abilities required to tackle leadership tasks.
Park et al. (2008)	This study discovered that lower power motive leads to job involvement and organizational commitment. Organizational stars were found to have a low power motive as compared to average individuals.
Van Iddekinge et al. (2009)	They researched on the issue that whether power motivation is linked with the desire to achieve leadership positions or not. Their results confirmed their affirmation that individuals high on power motive are likely to indulge in trainings related to leadership, consider flourishing leaders as their idols, hunt for chances to interact with these leaders etc.
Van Emmerik et al. (2010)	A study of 17,538 managers from 24 countries tried to examine the interconnections between control motive and personality dimensions and aggregate-level cultural factors. They found significant relationship among control motivation, cultural factors (performance and humane orientation) and personality dimensions. Also, they saw that cultural factors moderated the relation between the control motive and personality dimensions.
Schuh et al. (2013)	From a sample of 240 students, the study tried to find the relationship between gender and leadership role occupancy. The results reported a constant poorer power motivation amongst the women as compared to men. This finding helped power motive to mediate the connection between gender and leadership role occupancy.

2.1.4 Affiliation

In the early 1960's, this motive was first introduced by McClelland (1961). He and his fellow researchers developed a theory of needs of which need for affiliation was one of the needs. This need was concerned with maintaining friendly relationships with others. Also, it played an important role in human behavior (O'Connor and Rosenblood, 1996). This motive is also considered imperative because of its association with a number of factors like

culture (Query, 1975), sub-ordinate fulfillment (Mathieu, 1990), organizational identification (Wiesenfeld et al., 2001), managerial success (Winter, 2002), organizational socialization (includes domains such as training, colleagues support etc.) (Taormina, 2009), personality dimensions and aggregate-level cultural factors (Van Emmerik et al., 2010), goal commitment (Sandalgaard et al. (2011), informal accountability for others, embeddedness and conscientiousness (Royle, 2013). The above mentioned associations have been exemplified in the Table 2.4.

Table 2.4 Findings from a few selected studies on Affiliation motive

Authors	Findings
Query (1975)	Indian children in America had inferior affiliation motives when measured against white children, since they belong to different cultures.
Mathieu (1990)	Affiliation motive did not moderated the impact of supportive and leadership activities on sub-ordinate fulfillment. Also, high affiliation motive persons preferred having instrumental leader behaviors than the ones having low need for affiliation.
Wiesenfeld et al. (2001)	They tried to find the relationship between affiliation motive and organizational identification by examining 100 employees. The results of the research were in the favor of the hypotheses that this motive would act as a positive and significant predictor of organizational identification. They also stated that even when the employees have low affiliation motive but receive a lot of social help, they still may be high on organizational identification.
Winter (2002)	This study assumed that there exist a connection between affiliation motive and managerial success. He explored that lower this motive higher would be the managerial success. Those managers are considered best that have high power motive but low affiliation motive.
Taormina (2009)	This research examined the role affiliation need plays in organizational socialization on a sample of 156 employees. The results revealed that this motive significantly predicts organizational socialization.
Van Emmerik et al. (2010)	A sample of 17,538 managers was investigated to check the relationship between affiliation motive and personality dimensions and aggregate-level cultural factors. They found significant relationship among affiliation motivation, cultural factors (performance and humane orientation) and

	personality dimensions. Also, they saw that cultural factors moderated the relationship between the affiliation motive and personality dimensions.
Sandalgaard et al. (2011)	They inspected managers at Scandinavian regional bank to analyze the effect of affiliation motive with participative budgeting on goal commitment and discovered that managers with low affiliation motive have noteworthy impact of their participative budgeting on goal commitment.
Royle (2013)	A total of 187 adults from southeast US were targeted to examine the effects of affiliation motives on informal accountability for others, embeddedness and conscientiousness. On examining the data, embeddedness was found to mediate the linkages among affiliation motive, conscientiousness, and informal accountability for others.

2.1.5   Extension

Economic growth cannot only be credited to need for achievement but rather need to develop others or the society at large is again critical. Power motive was segregated into two types (McClelland, 1970; Winter, 1973): socialized power ("plans, self-doubts, mixed outcomes and concerns for others") and personalized power ("power for boosting own status and prestige"). This socialized power is also known as Personalized Power Inhibition which means that this motive is concerned with the development or progression of the whole organization rather than for personal enhancement (Chusmir and Parker, 1984). This socialized power was quoted by Pareek (1968) as extension motive. This motive was referred by him as a "need or concern to extend the self or the ego and to relate to a larger group and its goals". The foundation of this need is super-ordinate goals which helps in maintaining good relations and supports persistent growth of such motives amongst people for long-term enlargement and development. In the ancient times, people achieve extension motivation on the basis of religions which help in gaining ego to lend a hand to the society at large. In the Indian history, it is quite evidently noticeable that this individual's concern for others facilitated economic and social escalation. This motive also proved of worth for encouragement of freethinking, social reforms, non-economic development etc. which have helped in overall development of economy of India (Pareek, 1968). He also highlighted the importance of this motive during the times of freedom in the form of Indian leaders "speeches". Further, extension motive as defined by McClelland (1966) is "this theme of concern for others good….used by those countries that subsequently developed more rapidly. That is, their stories more frequently described people being influenced by the

wishes and needs of others". He entitled this motive as "concern for the common welfare of all".

Table 2.5 illustrates the findings of researches that reflected the connection of extension motive with a number of variables such as political skills (McClelland, 1973), job satisfaction (Chusmir and Parker, 1984), job commitment (Chusmir (1986), modesty and self-enhancement (Kurman and Sriram, 2002) and collective identity (Randel and Wu, 2011).

Table 2.5 Findings from a few selected researches on Extension motive

Authors	Findings
McClelland (1973)	He did a research on that perspective of need for power which has an inclination towards others i.e. socialized power. He tried to examine the connection between socialized power and political skills and the results confirmed that individuals high on socialized power were considered to be more politically capable than those who were more concerned about their own interest.
Chusmir and Parker (1984)	A study of 124 males and females at managerial levels had shown that females had higher level of social power motive as compared to the males. Also, this extension motive was found to be a strong determinant of job satisfaction for men only.
Chusmir (1986)	He conducted a study on professional males and females belonging to non-managerial positions to check the linkage between socialized power and job commitment. The results confirmed a positive and significant effect of extension motive on the level of job commitment for females but not for males for whom this relationship turned out to be a negative one.
Kurman and Sriram (2002)	This research inspected the linkages between horizontal collectivism (socialized power), modesty and self-enhancement on a sample of 437 high-school students. It was explored that socialized power did not act as a predictor of modesty and self-enhancement.
Randel and Wu (2011)	They studied the connection between socialized power, collective identity and political skills by examining 149 samples which was a mix of supervisors and employees. The outcomes discovered that collective

	identity act as a mediator between need for power and political skill. This means the individuals having high power motive with an inclination towards others would possess superior political skills.

2.2 PSYCHOLOGICAL EMPOWERMENT

The term empowerment has been derived from the human rights movement in the early 1950's (Elmuti, 1997). At that time the concept relate to the freedom at the workplace. Later in 1990's this term became one of the business buzzword (Hanold, 1997). Nowadays it is considered to be a valuable technique which makes possible creativity at workplace that helps in enhancing the organizational effectiveness. Mattews (2003) referred to PE as "an organic or bottom-up processing which maintains that empowerment is achieved only when psychological states produce a perception of empowerment within the employee". This concept does not believe in accentuating more on handing over decision making authorities to the individual but rather focuses on their motivational procedures which ultimately by the way of cognitions increase their inherent motivation (Yang and Choi, 2009). Resource allocation or handing over the authority is not the only way to empower individuals. It is required to stress upon the cognitive abilities and sentiments of individuals to boost PE.

The approaching section talks about the importance of PE by drawing attention to the results related to relevant and appropriate studies on PE. This variable has been studied globally and in India as well, so a wide-range of literature has been reviewed to recognize the trends in PE studies. This literature has been categorized under three orientations or rather reference points i.e. PE as criterion, mediating and predictor variable as illustrated in the Figure 2.1.
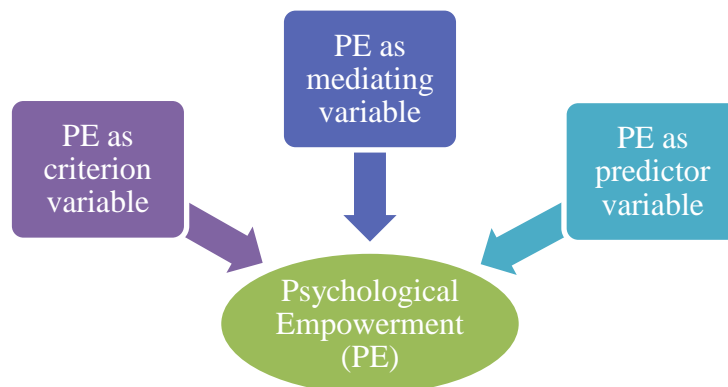
Figure 2.1 Major Trends in PE Research

On the basis of Figure 2.2, an extensive review of literature on PE was done and it was observed that it has been studied under three categories of variables namely **criterion variable** (PE is predicted by other factors), **mediating variable** (PE helps in improving the relationship or builds even a strong relationship between other two variables) and **predictor variable** (PE predicts other variables) which proved to be an interesting disclosure. It also highlighted that a large amount of researches on PE had incorporated quantitative investigation as depicted in the Table 2.6. Another imperative disclosure made was that PE acted as a consequence of certain variables, mediator between variables and also predicted varying variables.

Table 2.6 Existing Empirical Researches on Psychological Empowerment (PE)

Authors	Sample	PE as Criterion/Mediating/Predictor Variable
Spreitzer (1996)	393 middle managers from 50 fortune firms	Criterion Variable; Role ambiguity, span of control, sociopolitical support, access to information, access to resources and participative unit climate
Siegall and Gardner (2000)	203 employees from a manufacturing organization	Criterion Variable; Teamwork, concern for performance, communication with boss and general associations with organization
Robbins et al. (2002)	Qualitative analysis	Criterion Variable; Intervening perceptions and attitudes
Henkin and Marchiori (2003)	609 chiropractic faculty from colleges in U.S.	Predictor Variable; Organizational commitment (OC)
Seibert et al. (2004)	375 employees from Fortune 100 manufacturing firms in US	Mediating Variable; Between empowerment climate and individual performance and job satisfaction
Bhatnagar (2005)	607 employees from Indian organizations in national capital region	Predictor Variable; Organizational commitment

Moye and Henkin (2006)	2,000 employees from 500 manufacturing firms in USA	Predictor Variable; Interpersonal trust in managers
Krishna (2007)	235 software programmers in 7 software companies in India	Predictor Variable; Organizational commitment (OC)
Avey et al. (2008)	341 working adults from a university in USA	Mediating Variable; Between leadership and employee negativity
Chang and Liu (2008)	576 public health nurses	Predictor Variable; Job productivity
Jha and Nair (2008)	319 employees from 9 five-star hotels in India	Criterion Variable; Internal locus of control, job characteristics and superior-subordinate relationship
Boudrias et al. (2009)	359 non-managerial employees	Mediating Variable; Between supervisors management practices and employees behavioral empowerment
Kuo et al. (2010)	428 employees from high technology industrial firms in Taiwan	Mediating Variable; Between work redesign and employee commitment
Akbar et al. (2010)		Predictor Variable; Human resources productivity
Sharma and Kaur (2011)	400 employees from banks in North India	Predictor Variable; Structural empowerment and organizational effectiveness
Wilson (2011)	144 employees from a software company in U.S.A.	Predictor Variable; Self-leadership
Dewettinck and Van Ameijde (2011)	381 employees in 4 service firms	Mediating Variable; Between leadership empowerment behavior and job satisfaction and affective commitment

Bhatnagar (2012)	291 employees from various industries in India	Predictor Variable; Work engagement and innovation
Gkorezis and Petridou (2012)	258 nurses from 11 public and private hospitals in Greece	Criterion Variable; Financial incentives, promotion opportunities, organizational prestige, relations with supervisor and peers
Choong et al. (2012)	247 academicians from 4 private universities in Malaysia	Predictor Variable; Organizational commitment
Huang (2012)	203 full-time employees from 13 universities in Taiwan	Predictor Variable; Feedback-seeking behavior, trust and job performance
Mahama and Cheng (2012)	Middle level managers	Mediating Variable; Between costing systems and task performance
Malik et al. (2013)	280 employees from telecom sector in Pakistan	Predictor Variable; Organizational commitment
Singh et al. (2013)	242 IT professionals from 10 software and service companies in India	Criterion Variable; Lifestyle orientation and organizational functioning
Lin (2013)	239 cashiers from a life insurance company	Predictor Variable; Organizational citizenship behavior
Lin and Tseng (2013)	84 military training instructors	Predictor Variable; Job satisfaction
Jha (2013)	310 managers and executives from 3 Indian IT firms	Criterion Variable; Perception of customer satisfaction, leadership, self-efficacy and management practices
Namasivayam et al. (2014)	365 employees and 2915 customers at 40	Mediating Variable; Between leader empowering behaviors and

	units of a restaurant in USA	employee satisfaction which lead to sky-scraping OC and customer satisfaction
Siachou and Gkorezis (2014)	100 employees from 2 manufacturing firms	Predictor Variable; Absorptive capacity

A number of factors have been observed to be determinants of PE such as role ambiguity, span of control, sociopolitical support, access to information, access to resources and participative unit climate (Spreitzer, 1996), teamwork, concern for performance, communication with boss and general associations with organization (Siegall and Gardner, 2000), intervening perceptions and attitudes (Robbins et al., 2002), internal locus of control, job characteristics and superior-subordinate relationship (Jha and Nair, 2008), financial incentives, promotion opportunities, organizational prestige, relations with supervisor and peers (Gkorezis and Petridou, 2012), lifestyle orientation and organizational functioning (Singh et al., 2013) and perception of customer satisfaction, leadership, self-efficacy and management practices (Jha, 2013). PE has been identified as a mediating variable between empowerment climate and individual performance and job satisfaction (Seibert et al., 2004), leadership and employee negativity (Avey et al., 2008), supervisors management practices and employees behavioral empowerment (Boudrias et al., 2009), work redesign and employee commitment (Kuo et al., 2010), leadership empowerment behavior and job satisfaction and affective commitment (Dewettinck and Van Ameijde, 2011), costing systems and task performance (Mahama and Cheng, 2012) and leader empowering behaviors and employee satisfaction which lead to sky-scraping OC and customer satisfaction (Namasivayam et al., 2014). Organizational commitment (Henkin and Marchiori, 2003; Bhatnagar, 2005; Krishna, 2007; Choong et al., 2012; Malik et al., 2013), interpersonal trust in managers (Moye and Henkin, 2006), job productivity (Chang and Liu, 2008), human resources productivity (Akbar et al., 2010), structural empowerment and organizational effectiveness (Sharma and Kaur, 2011), self-leadership (Wilson, 2011), work engagement and innovation (Bhatnagar, 2012), feedback-seeking behavior, trust and job performance (Huang, 2012), organizational citizenship behavior (Lin, 2013), job satisfaction (Lin and Tseng, 2013) and absorptive capacity (Siachou and Gkorezis, 2014) were recognized as the outcomes of PE at workplace.

The preceding section clearly discussed the significance of PE in varied behavioral studies. As the Table 2.6 clearly demonstrates that a lot of researches on PE as a criterion, mediating and predictor variable have been conducted in India. Dwivedi (1998) cited that the notion of

PE is already incorporated in our Indian culture; however it might exist in different forms in different workplaces. He stated few case examples of Hindustan lever Ltd., Reliance industries, Mahindra & Mahindra, Eicher group etc which brought into light the importance of PE which is behind the success of Indian organizations.

Bhatnagar (2005) examined 607 managers from Indian organizations to determine the connection between their PE and organizational commitment (OC). The findings of the research revealed that all the hypotheses were supported and PE determines all the three dimensions of OC (continuance, normative and affective commitment). Singh et al. (2013) analyzed 242 information technology employees from ten service and software firms in India and disclosed that individuals high on resistive, individualistic and aggressive lifestyle orientation and organizational functioning have high PE. They stated that this will help firms in achieving better individual performance and consequently this would help in keeping a hold on those abilities and experience within the firm which will directly lead to competitive advantage. Mostly PE has been examined in the above mentioned studies in the context as defined by Spreitzer (1995) and according to her PE is constituted of meaning, competence, self-determination and impact. Accordingly, the current research also studies PE in the same aspect.

2.2.1 Literature on PE constituents for the Study

Table 2.7 highlights the concepts, findings and outcomes of meaning, competence, self-determination and impact factors of PE. This also illustrates the importance of these factors which acted as determinant of various outcomes at workplace such as managerial performance, affective commitment, implementation of task responsibilities, organizational commitment, work engagement, innovation, job satisfaction, education on interpersonal-level trust, conscientiousness and civic virtue positively, absorptive capacity, structural empowerment, organizational effectiveness, job productivity, teamwork, performance, communication with boss and general associations with organization, feedback-seeking behavior, trust and job performance, organizational knowledge and organizational trust.

Table 2.7 The dimensions of PE for the present study and its associated concepts and findings

PE Constituents	Concepts/ Findings	References
Meaning	Increases managerial	Hall (2008); Mahama and Cheng (2012)

(work is important, job activities are personally meaningful and tasks are meaningful)	performance	
	Helps in enhancing affective commitment	Mento et al. (1980); Liden et al. (2000); Cropanzano and Mitchell (2005); Dewettinck and Van Ameijde (2011)
	Leads to better implementation of task responsibilities	Spreitzer (1995); Spreitzer et al. (1997); Mahama and Cheng (2012)
	Raises focus of energy on job related tasks; propels commitment	Kanter (1983); Spreitzer (1995); Liden et al. (2000); Mahama and Cheng (2012)
	Work engagement; Innovation	May et al. (2004); Saks (2008); Gregory et al. (2010); Bhatnagar (2012)
	Improves organizational commitment	Allen and Meyer (1990); Thomas and Velthouse (1990)
	Propels job satisfaction	Herzberg et al. (1959); Hackman and Oldham (1980); Gorn and Kanungo (1980); Thomas and Tymon (1994); Menon, (1995); Spreitzer et al. (1997); Liden et al. (2000); Sparks and Schenk (2001); Carless (2004); Dewettinck and Van Ameijde (2011); Lin and Tseng (2013)
	Related to education on interpersonal-level trust.	Moye and Henkin (2006)
	Influences conscientiousness and civic virtue positively	Lin (2013)
	Increases absorptive capacity	Song et al. (1999); Stubart (1989); Van den Bosch et al. (1999); Roberts and O'Reilly III (1974)
	Improves structural empowerment; Enhances organizational effectiveness	Varoglu and Eser (2006); Sharma and Kaur (2011)

	Positive influence on job productivity	Laschinger et al. (2001); Spreitzer (1996)
	Related to teamwork	Randolph (1995); Quinn and Spreitzer's (1997); Siegall and Gardner (2000)
	Related to concern for performance, communication with boss and general associations with organization	Siegall and Gardner (2000)
	Amplifies feedback-seeking behavior, trust and job performance	Huang (2012)
Competence (confidence in ability to do job, self-assured about capabilities to perform task and expert in skills required to do the job)	Better effort exertion, high goal expectations, persistence in challenging situations	Ozer and Bandura (1990); Gist and Mitchell (1992); Spreitzer (1995); Mahama and Cheng (2012)
	Helps in carrying out job tasks easily	Spreitzer (1995); Spreitzer et al. (1997); Mahama and Cheng (2012)
	Raises job satisfaction	Liden et al. (2000); Walumbwa et al. (2003); Carless (2004); Lin and Tseng (2013)
	Negatively related to interpersonal trust	Moye and Henkin (2006)
	Affects conscientiousness, sportsmanship and courtesy positively	Lin (2013)
	Related to environmentally influenced perceptions of support	Ford & Fottler (1995); Lawler (1992); Walton (1985); Conger and Kanungo (1988a)
	Positively influences	Conger and Kanungo (1988b);

	work effectiveness	Manojlovich (2005); Gist and Mitchell (1992); Sigler and Pearson (2000)
	Contributes to organizational knowledge and increases absorptive capability	Barney et al. (2001); Minbaeva et al. (2003); Lilleoere and Hansen (2010); Lin and Huang (2010)
	Leads to job performance, loyalty, reduces stress and strain	Thomas and Tymon (1994); Fulford and Enz (1995); Liden et al. (2000)
	Develops structural empowerment; Augments organizational effectiveness	Fulford and Enz (1995); Liden et al. (2000); Sharma and Kaur (2011)
Self-Determination (have autonomy at job, decide on your own how to carry your tasks and opportunity to do job with freedom)	Boosts learning, enhances flexibility and curiosity in tasks	Spreitzer (1995); Mahama and Cheng (2012)
	Results in better attempts, stretches one's ability to change according to circumstances and develop better work approaches	Miller & Monge (1986); Deci and Ryan (1987); Thomas and Velthouse (1990)
	Affects sportsmanship, courtesy and altruism significantly	Lin (2013)
	Helps in transferring knowledge	Lyles and Salk (1996); Ahanotu (1998); Lane et al. (2001)
	Related to communication with boss, concern for performance and general associations with organization	Siegall and Gardner (2000)

	Improves job satisfaction	Thomas and Tymon (1994)
	Related to organizational trust	Hart, Capps, Cangemi, & Caillouet (1986); Whitener, Brodt, Korsgaard, & Werner (1998)
	Significantly influences interpersonal trust	Moye and Henkin (2006)
	Gives independence in selecting how to take on the work	Quinn and Spreitzer (1997)
	Enhances satisfaction and effectiveness at work	Thomas and Tymon (1994); Spreitzer et al. (1997)
	Increases organizational effectiveness and structural empowerment	Sharma and Kaur (2011)
Impact (impact on department is large, control over activities in department and influence over departmental activities)	Easily handles complicated circumstances; elevated job performance	Ashforth (1989); Spreitzer (1995); Liden et al. (2000); Mahama and Cheng (2012)
	Influences organizational commitment	Chen & Chen (2008); Nabila (2008)
	Related to environmentally influenced perceptions of opportunity	Blau (1987); Mowday & Sutton (1993); Spreitzer (1996); Torbert (1991); Thomas & Velthouse (1990); Spreitzer (1995)
	Persuades sportsmanship, civic virtue and altruism positively	Lin (2013)
	Affects decision making procedures, increases absorptive capacity	Spreitzer (1995); Edmondson (1999); Vinding (2000); Daghfous (2004); Kang et al. (2007);
	Related with teamwork	Randolph (1995); Quinn and Spreitzer's (1997); Siegall and Gardner

		(2000)
	Propels job satisfaction	Ashforth (1989); Thomas and Tymon (1994); Dewettinck and Van Ameijde (2011)
	Improves satisfaction and effectiveness at work	Spreitzer et al. (1997)
	Related to communication with boss and general associations with organization	Siegall and Gardner (2000)
	Boosts organizational effectiveness; Heightens structural empowerment	Sharma and Kaur (2011)

2.3 TALENT MANAGEMENT

The concept of TM became well-known when McKinsey introduced "war for talents" by employers and the existing employment situations made it complicated to recruit and retain talented individuals a decade ago (Collings and Mellhai, 2009). The concept of TM is considered to be important for strategic success of the organization (Boudreau, 2005). All over the globe the concept of TM has become the chief priority for the organizations (Bhatnagar, 2008) but there is still a dearth of robust quantitative researches on TM (Collings and Mellhai, 2009). A lot of researches have considered different approaches for studying TM but mostly it has been studied in the context of "an integrated set of processes, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs" (Silzer and Dowell, 2010, p. 18).

The concept of TM has been investigated by the way of varying approaches, perspectives and consequences which requires a comprehensive review of literature on TM. For this purpose a theoretical framework is developed which is based on **perspectives or approaches** used for studying TM (such as systemic, strategic, holistic, scientific, integrated, top-down, push-pull, contingency, holistic, path-analytic, inclusive, exclusive, competency-based, philological, economic inquiry, workforce segmentation, egalitarian,

theoretical and pluralistic) and **level of outcomes** (i.e. individual, organization and societal outcomes).
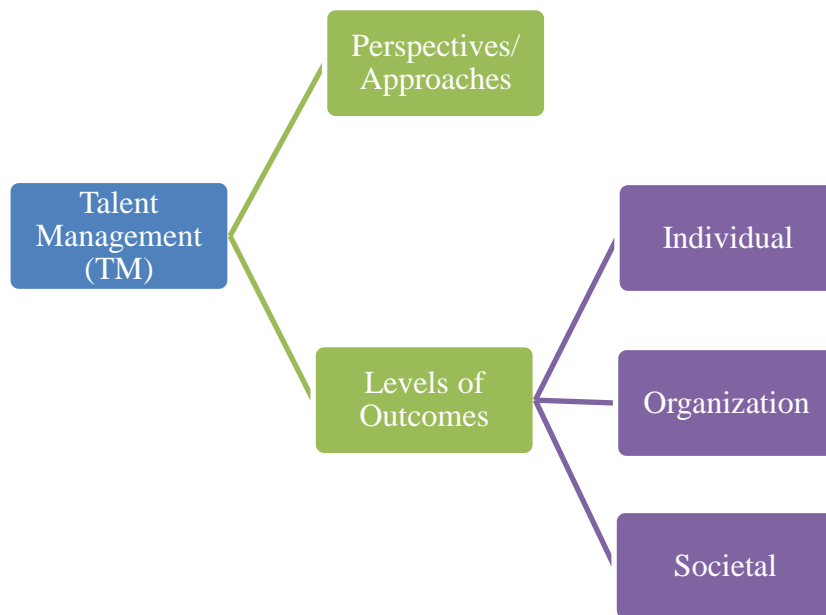
Figure 2.2 Major Trends in TM Literature

A snapshot of the above mentioned framework is depicted in the Figure 2.2. The trends in the TM literature have been studied keeping in mind the above discussed framework. Now, the studies related to TM are discussed in detail in the Table 2.8.

Table 2.8 Studies on Talent Management (2004-2013)

Authors	Perspectives/Approaches	Outcomes
Mucha (2004)	Approach: Systemic	Individual (aligning performance appraisals with development of those methods that recognizes potential) and organizational level outcomes (increased performance, organizational excellence)
Glen (2006)	Approach: Holistic	Individual (work-life balance, rewards and recognitions) and organizational level outcomes (team engagement, retention, motivation)
Lewis and Heckman (2006)	Approach: Scientific	Organizational level outcomes (profitability, industry peer comparisons, engaged leaders

		and team members, improved business performance)
Pepe (2007)	Approach: Systemic	Individual level outcomes (personal growth, learning and development, rewards and recognitions)
Orr and McVerry (2007)	Approach: Integrated and top-down	Individual level outcomes (rewards, recognition, career path opportunities, comprehensive training, informal mentoring)
Scott and Revis (2008)	Approach: Strategic	Individual (succession planning) and organizational level outcomes (improves organizational practices)
Williams-Lee (2008)	Approach: Integrated	Organizational level outcomes (organizational commitment, business success, development culture)
(2009)	Approach: Push-pull	Individual level outcomes (develop employees for extended positions, internal promotions)
Collings and Mellahi (2009)	Approach: Contingency	Organizational level outcomes (increase in motivation level, organizational commitment, extra-role performance)
(2010)	Approach: Scientific	Organizational level outcomes (endures employee loyalty, interdepartmental cooperation)
Morgan and Jardin (2010)	Approach: Strategic	Individual (enlarge employees personal, technical and professional capacities) and organizational level outcomes (enlarge organizational and leadership capacities)
Iles et al. (2010)	Perspectives: Exclusive/Inclusive-people/positions	Organizational level outcomes (employee engagement and commitment)
Areiqat et al. (2010)	Approach: Holistic, integrated and systemic	Organizational level outcomes (improved retention, satisfaction)
Durdova and	Approach:	Individual (individual motivation, career

Horvathova (2010)	Systemic	management, systematic development) and organizational level outcomes (retention of key employees)
Tymon Jr et al. (2010)	Approach: Path-analytic	Individual level outcomes (career success, satisfaction with firm, performance management practices)
Caplan (2010)	Approach: Inclusive	Organizational level outcomes (employee engagement, business success)
Piansoongnern and Anurit (2010)	Approach: Strategic	Individual level outcomes (performance appraisal)
Little (2010)	Approach: Competency-based	Organizational level outcomes (improves business performance by having a performance-driven culture that pays only for performance, improves talent productivity, creates pipeline for key positions)
Hartmann et al. (2010)	Approach: Integrated	Organizational related outcomes (employee engagement)
Vimala (2011)	Perspective: TM challenges	Organizational related outcomes (coherent corporate culture)
Srinivasan (2011)	Approach: Retain manifest talent and harness unmanifest talent	Individual (ample opportunities for development, work-life balance, compensation), organizational (develops a culture of challenging goals, continuous improvement) and societal level outcomes (adds social content to work)
Yarnall (2011)	Approach: Talent pool	Individual related outcomes (more cross-organizational support)
McDonnell (2011)	Approach: Multifaceted and integrated	Organizational level outcomes (talent identification, management of talent, identifies pivotal positions in the organization)
Orr and McVerry (2007)	Perspective: Philological	Individual (recognition, advancement, rewards, job satisfaction, work-life balance),

		Organizational related outcomes (emotional and rational commitment, employees discretionary effort)
Nagpal (2012)	Perspective: Economic inquiry	Societal level outcomes (talent economics, macro talent economics and micro talent economics)
Couch (2012)	Approach: Holistic	Individual (differentiates employees, transparency) and organizational level outcomes (performance management and improvement)
Guerci and Solari (2012)	Approach: Workforce segmentation	Organizational related outcomes (organizational commitment)
Deshpande (2012)	Approach: Holistic	Organizational related outcomes (Organization's success)
Moczydłowska (2012)	Approach: Egalitarian	Individual level (develops employee's potential) and organizational level outcomes (strengthens learning culture of the organization)
Thunnissen et al. (2013)	Approach: Pluralistic	Individual (financial rewards, job security), organizational (profitability, organizational flexibility) and societal level outcomes (economic condition, social responsibility)
Tansley et al. (2013)	Approach: Contingency	Societal level outcomes (ensures social competitiveness, profits)
Ross (2013)	Approach: Holistic	Individual level outcomes (personal success)
Egerova (2013)	Approach: Holistic and integrated	Individual level (competitive advantage for employees) and organizational level outcomes (competitive advantage for organization, competitiveness)
Dries (2013)	Perspective: Theoretical	Individual and organizational level outcomes
Meyers et al.	Perspective:	Individual (succession planning, training and

(2013)	Theoretical	development) and organizational level outcomes (retention management)

The Table 2.8 talks about the existing researches on TM. TM has been measured on the basis of various approaches and perspectives and has resulted in various work related outcomes or consequences. As discussed earlier that the notion of TM lacks empirical studies even though practitioners and researchers have recognized certain perspectives and approaches of TM. These approaches which lead to TM are systemic (Mucha, 2004; Pepe, 2007; Areiqat et al., 2010; Durdova and Horvathova, 2010), strategic (Scott and Revis, 2008; Morgan and Jardin, 2010; Piansoongnern and Anurit, 2010), holistic (Glen, 2006; Areiqat et al., 2010; Couch, 2012; Deshpande, 2012; Ross, 2013; Egerova, 2013), contingency (Collings and Mellahi, 2009; Tansley et al., 2013), pluralistic (Thunnissen et al., 2013), egalitarian (Moczydłowska, 2012), workforce segmentation (Guerci and Solari, 2012), multi-faceted (McDonnell, 2011), talent pool (Yarnall, 2011), retain manifest talent and harness unmanifest talent (Srinivasan, 2011), integrated (Orr and McVerry, 2007; Williams-Lee, 2008; Areiqat et al., 2010; Hartmann et al., 2010; McDonnell, 2011), competency-based (Little, 2010), inclusive (Caplan, 2010), path-analytic (Tymon Jr et al., 2010), scientific (Lewis and Heckman, 2006; 2010), push-pull (2009), top-down (Orr and McVerry, 2007) and perspectives which lead to TM are theoretical (Dries, 2013; Meyers et al., 2013), economic inquiry (Nagpal, 2012), philological (Orr and McVerry, 2007), TM challenges (Vimala, 2011) and exclusive/inclusive-people/positions (Iles et al., 2010).

The literature also showed one more attractive disclosure according to which the individual and organizational level outcomes were very high as compared to the societal level outcomes which means that TM does not much focus on the societal level outcomes and thus is of less importance to the current researchers and practitioners.

Piansoongnern and Anurit (2010) assessed 400 employees and interviewed 40 HR practitioners in Thailand for examining the HR practitioners approach towards TM definitions and understanding and recommended few dimensions that leads to TM in Thailand. They found that succession planning as one of the tool to enhance TM in firms and the interviews highlighted that HR practitioners want to manage employee's talent but have no concrete ways to do it which depresses them to take any step towards TM. Performance appraisal was found to be an effective tool towards improving TM in the organizations. This study leads to individual level outcomes.

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Bano et al. (2010) researched on the relationship between TM, employee attitudinal consequences (turnover avoidance) and organizational effectiveness (employee work engagement and value addition). Results of the analysis found that TM is positively and significantly linked with turnover avoidance, value addition and employee work engagement. This research resulted in both individual and organizational level outcomes.

Raman et al. (2013) examined the influence of partnership quality on the relationship between TM and global mindset on the performance of offshore service providers (GMPOSP) on 68 employees in IT sector in India. It was explored that partnership quality strongly mediates the connection between TM and GMPOSP. The findings also highlighted that the advantages of GMPOSP can be fully reaped only when the firms have fully developed TM. This study leads to organizational level outcomes.

Majeed (2013) tested 100 employees from 25 firms in Pakistan and confirmed that TM mediates the relationship between business process reengineering, talent pool development and organizational performance. This study resulted in organizational level outcomes. Since TM has been considered of ample significance, so as a result of this Indian researchers have also studied the concept in an Indian context. Chahal and Kumari (2013) studied quarterly reports of SBI (State Bank of India) from 2006-2010 and confirmed a positive and significant relationship between TM (audit committee, ownership structure) and business performance. Here, a corporate governance scale was used as a proxy measure to determine TM and resulted in an organizational level outcome.

Sita and Pinapati (2013) investigated the influence of competency management on TM of 660 employees and managers in IT (Information Technology) sector in four big cities in India. They observed that competency management acted as a tool for TM only when the employees were aware of their competencies and apply these to fulfill the major HR (human resource) functions. Also it is required to design a suitable competency model which helps in collecting information, decision making, assessment etc. so that TM occurs in organization appropriately. This study focused on the individual level outcomes.

Indian studies too have focused on either individual or organizational level outcomes as was seen in studies across the globe which means these two outcomes are the major consequences of TM than the societal level outcomes. Therefore, in this research both individual and organizational level outcomes will be focused. A variety of appropriate and recent researches on various practices or factors of TM (creativity, team building,

entrepreneurship, leadership, learning ability and inspirational capabilities) will be discussed in the forthcoming section.

2.3.1 Creativity

Innovation-specific culture is observed in various Indian organizations such as Nicholas Primal Ltd., Standard Motors India etc. which helps in enhancing employee's creativity and risk-taking skills (Jain et al., 2004). The importance of creativity has been highlighted by its connection with various factors such as intrinsic motivation and innovation style, meaningfulness, close mentoring, uncooperative climate, aversive leadership, pro-active personality, self-efficacy, optimism, abusive supervision, leadership style, surface acting, job ambience and personality traits as illustrated in Table 2.9.

Table 2.9 Findings from studies on creativity

Authors	Findings
Muñoz-Doyague et al. (2008)	A Spanish organization was targeted to recognize those features that help in enhancing employee creativity. This study validated that creativity can be increased through inherent motivation and innovative style. Also, these attributes when taken together helped in fostering creativity to a larger extent.
Cohen-Meitar et al. (2009)	This research investigates whether meaningfulness affects employee creativity. The findings revealed a positive connection among the above mentioned variables. If employees have positive psychological experiences in the organization than this will automatically enhance their creativity level.
Choi et al. (2009)	This research draws attention to those variables that act as negative determinants of employee creativity. They gathered 123 samples from organizations in Canada and determined that close mentoring had positive impact whereas uncooperative climate in firms and aversive leadership had negative impact on employee creativity.
Kim et al. (2010)	They hypothesized that proactive personality will be related to employee creativity and on analyzing 157 subordinate-supervisor dyads their results indicated a significant relationship between them when the employees receive support from their supervisors for creativity.
Rego et al.	They examined 507 retail employees to see the inter-linkages between

(2012)	their self-efficacy and employee creativity and they discovered that hope, self-efficacy and positive effect significantly determines employee creativity. They also recommended that in order to encourage creativity amongst the employees they need to develop an ambience which automatically builds their hope and self-efficacy.
Rego et al. (2012)	The linkages between optimism and creativity were examined by inspecting 595 employees and it was found that there was a positive and significant relationship between the two and there exists a curvilinear relationship between positivity ratio and creativity.
Gong et al. (2013)	They targeted 761 key employees from technology organizations to study the effect of creativity on organizational performance. They concluded that when risk was more they negatively connected with each other but when absorptive capability was more they positively linked with each other.
Lee et al. (2013)	This study investigated 203 supervisor-subordinate groups to see the linkages between abusive supervision and employee creativity. This highlighted that the two had a curvilinear associations.
Herrmann and Felfe (2013)	A study on 241 students was conducted to examine the relationship between leadership styles and creativity. The research discovered that transformational leadership led to better creativity than transactional leadership style.
Liu et al. (2013)	They surveyed 424 subordinate-supervisor groups in China and explored negative linkages between surface acting and sub-ordinate creativity whereas positive linkages exist among deep acting and employee creativity.
Hsu (2013)	Specifically a clothing industry was chosen to analyze the interconnection among job ambience, personality traits and creativity on a total of 86 samples. A positive and significant association was found amongst them.

2.3.2 Team Building

The significance of team building has been emphasized by its interconnection with various variables such as peer-review process, performance, firm's attributes, process, cognitive and affective results, open communication channels and cohesion as shown in Table 2.10.

Table 2.10 Findings from studies on team building

Authors	Findings
Waters (1997)	The author took responses from private sector organizations and concluded that peer-review process and team building are positively correlated and peer-review process helps in flourishing team building.
Salas et al. (1999)	This study stated that team building affects performance in a positive manner only in the presence of subjective measures but it has a non-significant affect in the presence of objective measures. In addition, an activity which leads to role clarification in teams help in enhancing performance.
Svyantek et al. (1999)	It was hypothesized that firm's attributes and team building will be linked and the outcomes showed that team building does not significantly relate to productivity but top management's support was behind the flourishing growth of team building.
Ford and Elkes (2009)	It was identified that if the business student's course curriculum includes building teams, communication and interpersonal skills it will help students to take real estate as a profession. This means that if these skills are taught during the course it can lead to success of these students in real estate industry.
Klein et al. (2009)	It was inspected how team building helps in increasing performance and found that it relates positively with performance, process, affective and cognitive results. Thus, it proved that team building lends a hand in enhancing team results.
Chen et al. (2009)	The aim of this research was to find out those factors that can improve team building efficiency in military units. They explored that the respondents already had acquired skills and expertise needed for team building and set clear and measurable goals etc. It was concluded that on developing open communication channels they can progress

	outstandingly upon team building efficiency.
Bruner et al. (2013)	They emphasized the significance of cohesion in team building. It is considered a vital constituent in development of teams which ultimately enhances team effectiveness.

2.3.3 Entrepreneurship

Though entrepreneurship is found to have an increase in its quantitative researches but still there exists a slit between theoretical and quantitative understanding about the useful ways to carry out corporate entrepreneurship (Bhardwaj et al., 2007b). Entrepreneurship has been found low among female workforce because of the discouraging national legal code in Turkey (Gurol, 2002a; Gurol, 2002b). The importance of entrepreneurship has been emphasized by its relationship with various factors such as idea formation, risk taking ability and pro-activeness perceptions, knowledge acquisition and performance, firm's financial performance, internal factors (recognize opportunities, having knowledge and social networks) and external factors (fear of failure, media impact) as shown in Table 2.11. Innovation strategy as possessed by IT (information technology) entrepreneurs is considered to be of prime importance to the sustainability of the firms (Savetpanuvong et al., 2011; Tanlamai and Soongswang, 2011b).

Table 2.11 Findings from studies on entrepreneurship

Authors	Findings
Sebora and Theerapatvong (2010)	They considered 105 upper managers from Thai organizations to study the interactions of their idea formation, risk taking ability and pro-activeness perceptions with corporate entrepreneurship and explored a significant relationship among them.
Bojica and Fuentes (2012)	A study on information and communication technology sector in Spain SME's, they tried to evaluate the interrelationships between corporate entrepreneurship, knowledge acquisition and performance. They observed a significant outcome of knowledge acquisition and corporate entrepreneurship on performance but the connection among corporate entrepreneurship and performance was moderated negatively by knowledge acquisition.
Karacaoglu et al.	They attempted to illustrate the association between corporate

(2013)	entrepreneurship and firm's financial performance and revealed a positive association between the two. Only few dimensions of corporate entrepreneurship (pro-activeness, risk-taking and innovation) had interactions with financial performance whereas competitive aggressiveness and autonomy had no interactions with firm's financial performance.
Urbano and Turró (2013)	The research took into consideration two factors namely internal (recognize opportunities, having knowledge and social networks) and external (fear of failure, media impact) to check their relationship with corporate entrepreneurship. The results showed a positive association with internal but not with external factors.

2.3.4 Leadership

The significance of leadership has been accentuated by its association with various variables such as employee performance, creativity, knowledge sharing, employee trust an engagement, turnover intentions, behavior and social exchange mechanisms, employee voice behavior, organizational culture and employee commitment and ethical climate as depicted in Table 2.12.

Table 2.12 Findings from studies on leadership

Authors	Findings
Abbas and Yaqoob (2009)	This measured the influence of leadership development (delegation, empowerment) on employee performance and concluded that there was a positive relationship between the said variables.
Carmeli et al. (2010)	A sample of 150 employees was collected and examined to determine whether leadership and creativity were interlinked or not. This demonstrated that inclusive leadership (accessibility, openness) significantly determines employee creativity (participation in innovative work). Moreover, psychological safety turned out be the mediator between the above mentioned variables.
Carmeli et al. (2011)	In a knowledge oriented organization, a research was done to check the influences of leadership on knowledge sharing on a sample of 203 employees working in technological assignments. A positive linkage

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	existed among them and leadership acted as a mediator between organizational identification and knowledge sharing.
Wang and Hsieh (2013)	They proposed that employee trust would act as a mediator between leadership and engagement. For this purpose they gathered samples from 386 employees in manufacturing and service sector in Taiwan. The findings highlighted that employee trust positively influences employee engagement and the hypotheses was also accepted.
Herrmann and Felfe (2013)	In this study a total of 241 students were asked to develop thoughts as trainees in consulting organizations so as to check the associations between employee's creativity and leadership styles. They observed that transformation as compared to transaction leadership leads to fostering of employee creativity in these organizations. Additionally, task novelty and personal initiative acted as moderators between the two said variables.
Tse et al. (2013)	They examined how leadership affects employee turnover by studying a sample of 490 employees belonging to a huge telecommunication organization which disclosed that transformational leadership was linked with turnover intentions and behavior as well as with social exchange mechanisms. Affective commitment was also found to mediate the relationship between leadership and turnover intention.
Chin (2013)	Organizational harmony was assumed to be a mediator between ethical leadership and employee voice behavior in this study which was verified by the results. This gives foreign industrialists an improved knowledge about kind of leadership is followed in China.
Awan et al. (2014)	University libraries (both public and private) in Pakistan were chosen to recognize the association among leadership style of head librarian, organizational culture and employee commitment. In private sector universities, there exists a positive relationship between leadership style and organizational culture but not in public sector. Further, a significant linkage exists between culture and commitment but not among leadership style and employee commitment in both types of universities.
Park and Kang (2014)	Within a firm the linkage among ethical leadership of owner of firm and ethical climate as supposed by employees was investigated on a sample

	of 728 employees. This divulged that the two variables were interlinked in a significant manner.

2.3.5 Learning Ability

The importance of learning ability has been highlighted by its relationship with various factors such as firm's performance, workplace learning and professional development, e-portfolio achievement and CEO immediacy, total compensation, career growth trajectory and leadership competence as illustrated in Table 2.13.

Table 2.13 Findings from studies on learning ability

Authors	Findings
Park and Jacobs (2011)	They collected data from South Korean firms using a human capital corporate survey to identify the association between workplace learning (both formal and informal) and firm's performance. This led to the outcome that when the organization spends in workplace learning it enhances firm's performance.
de Laat and Schreurs (2013)	This study tried to develop various informal professional social groups that will help in informal learning which will foster learning at the workplace and professional development. They assisted in budding certain methodologies which will aid in identifying these groups, giving them the opportunity to brush up their learning abilities and letting the organization know about their outcomes more unambiguously.
Cheng and Chau (2013)	The research measured the role of self-regulated learning ability of the students on their e-portfolio achievement in a training program. This study retrieved high-level cognitive skills, meta-cognitive control strategies and collaborative learning strategies as important constructs of e-portfolio achievement and considered these dimensions as an expression on e-portfolio achievement.
Dai et al. (2013)	They carried out a study to test the learning agility (ability), CEO immediacy, total compensation, career growth trajectory and leadership competence and concluded that learning ability highly associated with the above focused dependent variables.

2.3.6 Inspirational Capabilities

The significance of inspirational capabilities has been shown by its association with various variables such as task performance and goal-setting (goal commitment, personal goals and self-efficacy), life satisfaction, preventive controls, intra-individual and contextual factors, self-efficacy and autonomy given by managers, perceived control of information handling and gathering and demographic variables as shown in Table 2.14.

Table 2.14 Findings from studies on inspirational capabilities

Authors	Findings
Hinsz and Jundt (2005)	This study inspected the relationship between motivational or inspirational capabilities and task performance and goal-setting (goal commitment, personal goals and self-efficacy). The results confirmed the assumed relationships between them i.e. the stronger the motivational capabilities the better would be the performance at the tasks and achievement of personal goals and self-efficacy.
Peklar and Boštjančič (2012)	The study tried to uncover the fact the whether work motivation gets affected by job, gender etc. and do it influences life satisfaction. On collecting samples from both public and private sectors, the authors explored that motivation level of the employees in both the sectors does not vary in sectors, job etc. and work motivation was found to significantly determine life satisfaction.
Liu et al. (2012)	In a study of both private and public sector companies in China, the authors corroborated that public sector employees experience better public service motivation (commitment to public interest and public policy-making) than their private sector counterparts. For this purpose they scrutinized two independent samples, one from public sector and the other from private sector companies.
Christ et al. (2012)	Their study revealed that individuals having preventing controls do better on tasks than when having detective controls. This also contributed to the fact that preventive controls diminish intrinsic motivation for the work which is affected by a number of job settings.
Gillet et al. (2013)	On a sample of 735 workers (both males and females) it was tested that motivation at work will determine intra-individual and contextual

64	factors. The work motivation was discovered to be a determinant of the above said variables leading to work satisfaction reduces turnover intentions.
Jungert et al. (2013)	They tried to determine the inter-linkages amongst self-efficacy, autonomy given by managers and work motivation on a sample of 343 workers in study 1 and 98 workers from the same sample in study 2. The findings revealed that in study 1, autonomy given by managers had a positive and significant result on work motivation, whereas in study 2, self-efficacy was found to be associated with work-motivation but no change in autonomy given by managers was observed.
Chen et al. (2013)	They analyzed intrinsic motivation among 320 employees in different firms in China and concluded that perceived control of information handling mediates the relationship between perceived control of information gathering and intrinsic motivation significantly only for men but not for women.
Kukanja (2013)	They examined the motivational factors across catering industries in Piran and explored that these factors were significantly influenced by demographic variables. Once it is clear that which variable affects which motivational factor, it is easy to motivate employees with different characteristics.

2.4 ROLE SATISFACTION (RS) AND TALENT MANAGEMENT (TM)

The maximum studies on TM were found to be emphasizing on individual and organizational traits, abilities and capabilities. RS also focuses on satisfaction of individual psychological needs in one's role in the organization i.e. emphasizes on fulfillment of individual motives rather than organizational motives. Based on the above statements there might exist some association between the two variables i.e. RS and TM since they both are somehow concerned with realization of individual motives in the form of their attributes, skills and abilities by the way of their roles at the workplace. Therefore, this section discovers the interconnecting linkages between the factors of RS and TM practices in order to support the supposition that RS determines TM.

2.4.1 Achievement and Talent Management

Achievement motive is basically concerned with setting up difficult objectives for oneself. Once this motive is satisfied through the role in the organization, one can become more effective in the job tasks allocated to them and will ultimately perform better which might help in their TM in the organization. Corroborating with this argument Wallach (1983) and Koberg and Chusmir (1987) indicated that individuals high on achievement motive are considered to enhance innovation in their organizations. In contrast, individuals who were high on achievement need and were important for the growth of the organization were not found to make extreme creative modifications for their firm (Veroff, 1982). Thus, it can be said that achievement motive might lead to creativity in the organization. Further, people high on achievement motive were reported to have interest in their personal work and not interested in persuading others to work well i.e. in teams (Verma et al., 2011). In addition, a study was conducted in India with the purpose of growing achievement motive amongst the sample of entrepreneurs during an achievement motivation improvement program (McClelland (1965a). It was discovered that the program helped in propelling the entrepreneurial actions of the participants. This illustrates that motives can be build. Similarly, it was stated that individuals having high achievement motive prefer those professions which offers them more power, feedback and has certain risk involved (McClelland, 1985). Correspondingly, it was brought into being that relatively high achievement motive exists among charismatic leaders (House, 1977). The present literature verifies that individuals having high achievement motive favor that kind of superior actions that elucidates the passage to achievement (Mathieu, 1990). This means that they expect the leader to clear the paths for them so that they can put in their full efforts on job accomplishment. Gee and Burke (2001) focused on the vital role manager's play in motivating their employees. They advised the managers to take into account the requirements of the individuals, their ambitions and sense of achievement. Furthermore, achievement motive was found to relate positively with managerial motivation (Stahl, 1986).

2.4.2 Influence and Talent Management

Influence motive is concerned with having freedom at work and getting recognition for the work done. Entrepreneurs want themselves to be placed in such an environment where there is free will and autonomy (Rauch et al. 2009). Need for autonomy leads to innovation, freedom, liberty to act which builds entrepreneurial behavior that helps in increasing the

organizational effectiveness (Burgelman 2001; Brock 2003). Support from management, rewards and no restrictions at work leads to the development of entrepreneurship climate (Marzban et al., 2013). Researches show that individuals take on self-leadership (Yun et al., 2006), empowering-leadership (D'Intino, 2007) when they have an elevated need for independence and autonomy or else they are pleased with controlled settings when they have low need for autonomy and independence. Importantly, leaders have realized the significance of recognition along with non-cash incentives for the reason that cost-effective incentive structures are gaining value in the current businesses. It is quite apparent in the researches that leaders aspire to guide. Leaders also yearn to have an impact on others (Malos, 2011). Furthermore, eagerness to take on accountability is very common trait amongst the leaders. In addition, this need was reported to relate positively with managerial motivation (Stahl, 1986).

2.4.3   Control and Talent Management

Control need is basically a variety of need for power in which individuals are bothered about their control over others in the form of monitoring events and taking appropriate actions as per requirement. It was explored that employees who were high on power motive were behind the remarkable creativity in the organizations (Street and Bishop, 1991). Again, O'Reilly et al. (1991) cited that one of the individual needs i.e. need for power was found to be significantly related to creativity. As per the available studies and researches it has become quite visible that the need for power results in entrepreneurial effectiveness (Brockhaus 1982; Brockhaus and Horowitz 1986) since there's a lot of risk associated with new ventures which directly or indirectly influences end results. In line with this finding many more researchers and scholars found a connection between power motive and entrepreneurial tendencies (Rauch and Frese, 2000; Hansemark, 2003; Chelariu et al., 2008; Babalola, 2009). In charismatic leadership researches, initially it was observed that power motive is somewhat low (House, 1977) but on the other hand it was asserted that there exists an affirmative association between power motive and charismatic leadership (DeHoogh et al., 2005). This also confirms the notion that high impulse control, low affiliation motive and high power motive are few prerequisites to become a successful and efficient leader (McClelland and Boyatzis, 1982).

2.4.4 Affiliation and Talent Management

Importantly, Amabile (1983, 1996) discovered that affiliation need or motive have a positive impact on employees creativity. A study on human needs was performed and it was discovered that achievement need was significantly and positively related to creativity in those organizations where creativity is a behavioral norm (Koberg & Chusmir, 1987). It was demonstrated that the reason behind the success of entrepreneurs in Japan was their high affiliation motive (Howard et al., 1983). However, there are many researches that have highlighted inconsistent views on relationship between affiliation motive and entrepreneurship (Baron and Markman 2000; Zhao and Seibert 2006). These studies indicated that social skills are very much the basic requirement to achieve entrepreneurship. Again members of the team having high affiliation motive may not encourage entrepreneurial activities (Elenurm et al., 2007). Likewise, DeHoogh et al. (2005) explored an inverse connection between affiliation motive and charismatic leadership. Conversely, a study highlighted that cadets with high affiliation motive desire to have a leader who personally care for their colleagues and makes societal relations possible amongst cadets (Mathieu, 1990). For instance, a renowned leader Gandhi stimulated affiliation motivation amongst Indians by appealing for love and acceptance.

2.4.5 Extension and Talent Management

Extension motive is concerned with working in teams and help others or society at large in a common task. Employees identify themselves low on this motive when above mentioned situations are missing. When these social powers are missing, individuals experience low extension need. Entrepreneurs too have a behavior that forces them to stay away from groups or teams and they prefer working single-handedly (Cooper and Saral 2013).

It is quite clear from the above findings that there exists a connection between dimensions of RS and TM but as such no study was found that has directly related RS and its dimensions with TM. This means that TM was unobserved in the extant literature associated with RS. This is where the gap exists and the present research is meant to bridge this gap. By studying the vast literature on RS and TM, only a small number of researches were chosen that drew associations between RS factors and TM factors on the basis of which it is presumed that RS can determine TM significantly.

2.5 PSYCHOLOGICAL EMPOWERMENT (PE) AND TALENT MANAGEMENT

Dwivedi (1998) stated that PE is already incorporated in our Indian culture and cited few case examples of Hindustan lever Ltd., Reliance industries etc. which considered PE as the source of success of Indian organizations. This section discusses the linkages of PE with the dimensions of TM.

2.5.1 PE and Creativity

Nearly every organization admits that they need employees who are psychologically empowered, who have authority to take decisions immediately without having to take permission from supervisors, who consider their job as a personal job and as a consequence they turn up with creative ways of solving the issues. When individuals believe that they are empowered to take decisions and also they have risk associated with project they are involved in, they will generate such creative ideas that would not only improve the effectiveness of their department but also of the organization as a whole (Max, 2001). Empowered employees, no matter to which level they belong to can enhance the efficiency of the firm by applying their creative skills and abilities at all times (Karakoc & Yilmaz, 2009). Fernandez & Moldogaziev (2013) conducted an empirical study in public sector and explored that empowerment on the whole helped in promoting employees towards creativity. Furthermore, Simons (1995) cited that efficient supervisors should empower the organization all together because they consider that this would help employees to become more creative and innovative. Also, Ayob (2011) did a survey on medium manufacturing firms in Malaysia. He explored that in order to smoothen the enhancement of creativity employee empowerment is an important strategy. Relationship of psychological empowerment and creativity has been avowed conceptually and practically in many countries. On the other hand, this relationship is not investigated in an Indian framework.

2.5.2 PE and Team Building

Empowerment is turning out to be a critical factor for both individuals and teams since more and more firms consider team-based formats as more reliable (Parker, 1994). Therefore, psychological empowerment can be an essential ingredient for organizations working in a team environment. Additionally, Cohen et al. (1996) assented that in order to develop efficient teams in the firm that manage their work on their own it is required by managers to give employee empowerment the first priority. Further, the firms that want to enhance their performance should develop the teams that are empowered (Ketchum and

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Trist, 1992). It was also explored that there are three ways by which individuals can be empowered namely teamwork, communication of vision and information sharing (Randolph, 1995). Furthermore, team members should believe that their views would be considered while solving problems so that they can take empowered actions.

2.5.3 PE and Entrepreneurship

Empowerment has been linked with entrepreneurship in various studies when underprivileged groups are considered (O'connor and Ramos, 2006). Uncertainty is considered to be an opportunity by entrepreneurs (Bratnicki et al., 2007). On the basis of this viewpoint, scholars and researchers believe that empowerment is of much significance as it persuades individuals to figure out their own innovative energy and initiative (Kuratko et al., 2001; Venkataraman, 1997). In conventional firms entrepreneurial behaviors are obstructed and their duties are also restricted. This further reduces suppleness and strangles communication among employees. To facilitate entrepreneurial behaviors it is a must to introduce empowerment as it helps in eradicating all kinds of tangible or intangible hurdles that comes in its way (Bratnicki et al., 2007). Empowerment helps in intrinsically motivating individuals to exhibit entrepreneurial behavior (Eylon and Bamberger, 2000; Klagge, 1998).

2.5.4 PE and Leadership

Empowered people are not dependent on others to provide direction; instead, they take their own decisions and shape and influence their work environment. We used researches on charismatic leadership to develop the link between empowerment and inspiration. Charismatic leaders inspire followers through pride, respect, confidence and trust (Bass, 1990; Conger, 1989; Conger and Kanungo, 1988a). House (1977) suggests three leader characteristics that are in line with dimensions of empowerment which helps in inspiring subordinates. First, leaders should have clear sense of their own value system. With this value system (consistent with the meaning dimension of empowerment), empowered leaders would show passion which inspires followers. Second, leaders must show a sense of self-confidence or competence (Conger and Kanungo, 1988b). Subordinates will be inspired by the leader's vision if they perceive the leader to competent in implementing the vision (Conger, 1989). Third, leaders must be willing to exert influence (consistent with the impact dimension of empowerment) and personal control (consistent with the self-determination dimension of empowerment) (Conger and Kanungo, 1988b). Subordinates believe that

charismatic leaders are the ones who can make a difference. Shamir, House and Arthur (1993) found that charismatic leaders can align follower's efforts with a collective identity leading to increase in intrinsic meaning. They also suggested that charismatic leaders can enhance personal and collective feelings of self-efficacy by increasing subordinates effort-accomplishment expectancies (consistent with competence dimension of empowerment). Also they found that charismatic leaders can increase the possibility that subordinates will attribute their behavior to personal choices and decisions by increasing intrinsic sources of motivation which further enhances subordinates self-determination. Employees feel more resourceful and innovative when they believe that the leader in work empowers them.

2.5.5 PE and Learning Ability

Bandura (1990) stated that high employee empowerment results in better organizational commitment. It was also observed that PE leads to enhanced learning culture (Thomas and Velthouse, 1990). This growing competition and globalization has inspired today's modern management to build up such practices that can improve employee's learning ability. So, organizations should empower its human resources, the most important asset, so as to propel their learning abilities. Furthermore, empowerment improves the individual's learning ability at the job so that they can easily confront difficult situations (Gherardi, 2006). This further improves performance of the individuals as well as their flexibility to adapt to changing surroundings.

2.5.6 PE and Inspirational Capabilities

Drake *et al.* (2007) found that motivated employees attribute to the long-lasting success of most of the organizations. Further, to be able to take proficient decisions, employees at lower level should be empowered by delegating them the authority to make decisions so as to propel their motivation (Conger and Kanungo, 1988a; Thomas and Velthouse, 1990). In addition, researchers have found that motivation can be improved through empowerment (Drake *et al.*, 2007). Also in the balance scorecard theory, various management theorists have considered empowerment as the core reason behind enhancement of the employee's motivational level, their knowledge, and development (Kaplan and Norton 1992, 1996). Again, psychological empowerment was assumed to direct towards intrinsic task motivation (Thomas and Velthouse, 1990). Furthermore, meaningfulness was reported to relate positively with intrinsic task motivation (Gagne *et* al., 1997). Importantly, it has been observed that self-determination, one of the dimensions of psychological empowerment;

significantly predict intrinsic motivation (Koestner *et al.*, 1984). Many researches have also revealed that psychological empowerment leads to higher task motivation which is the reason behind better managerial efficiency and performance (Thomas and Velthouse 1990; Koberg *et al.* 1999). These arguments led us to believe that there exists an important role of inspirational capabilities in determining TM.

This section evidently stated the significance of PE in terms of its association with dimensions of TM in organizational investigations. But it is quite apparent from the above literature that relationship between PE and TM is still underexplored. A lot many researches were gone through to outline the assumption that PE influences TM. Based on this argument it is supposed that PE can determine TM significantly. This investigation would then give some information that will certainly offer ways to improve the practices by which TM occurs in the organization.

2.6 THE PROPOSED RELATIONSHIPS

Figures 2.3, 2.4 and 2.5 illustrate the proposed relationships among the three variables. The succeeding chapter will then develop hypotheses to study the said variables separately in addition to predictive relationships between them which would then highlight whether the relationships are moving in positive or negative direction.
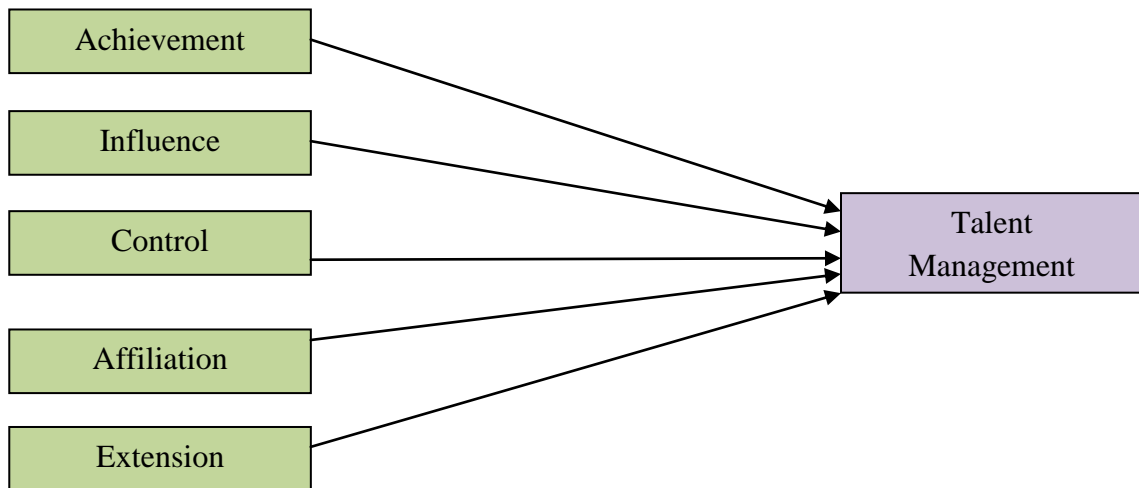
Figure 2.3: Relationship of RS with TM
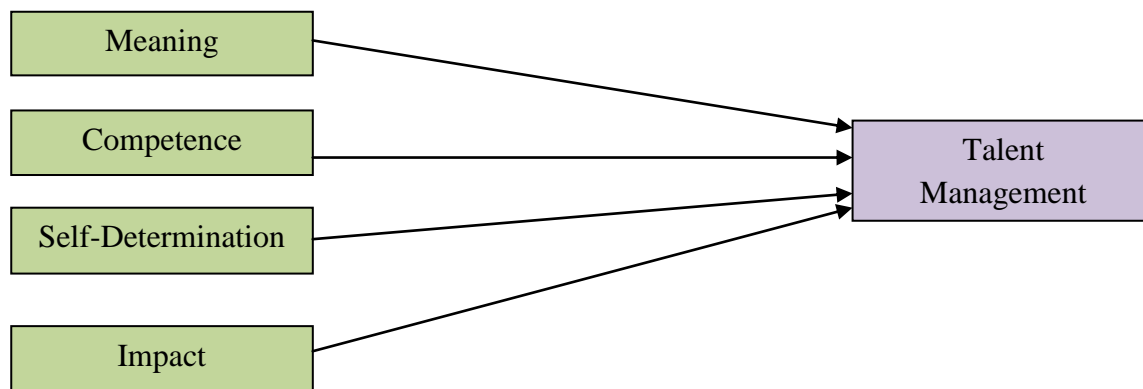
Figure 2.4: Relationship of PE with TM
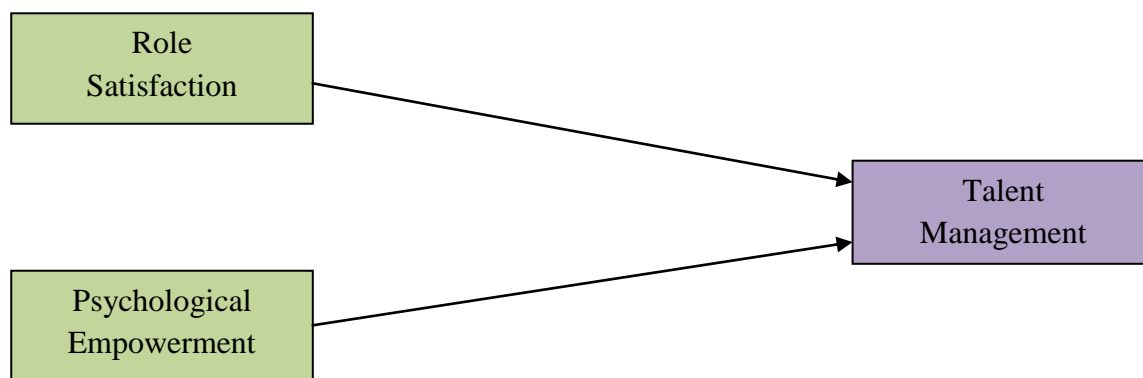
Figure 2.5: Relationship of RS as well as PE with TM

2.7 CHAPTER SUMMARY

An all-inclusive review of appropriate literature has been done of the study variables namely role satisfaction, psychological empowerment and talent management. The sub-dimensions of the research (i.e. achievement, influence, control, affiliation, extension, meaning, competence, self-determination, impact, creativity, team building, entrepreneurship, leadership, learning ability and inspirational capabilities) have been examined thoroughly. This chapter also brings into light the earlier and recent researches on RS, PE and TM with global as well as Indian perspective. Towards the end the chapter highlighted the anticipated associations between the research variables via diagrams. This chapter tried to identify the gaps in the literature related to the study variables. The ensuing chapter will frame hypotheses on the basis of literature examined hitherto.

METHODOLOGY

The preceding chapter facilitated recognition of various factors that were related to research variables. This chapter depicts the research methodology pursued for the study. It begins with objectives of the research and then framing hypotheses accordingly. Next, it will talk about population, respondents, sample and instruments used for the study, methods used for data collection and the techniques applied for analyzing the data. The study considers TM (creativity, team building, entrepreneurship, leadership, learning ability and inspirational capabilities) as a consequence of RS factors (achievement, influence, control, affiliation and extension) and PE factors (meaning, competence, self-determination and impact) so as to investigate the said hypotheses in an Indian framework.

3.1. THE OBJECTIVES

The objectives of the present research are mentioned below:

Objective 1 (O1): To examine the role satisfaction (RS) perception of executives in organizations.

Objective 2 (O2): To assess the psychological empowerment (PE) perception of executives in organizations.

Objective 3 (O3): To study the talent management (TM) practices in organizations.

Objective 4 (O4): To assess RS as determinant of TM.

Objective 5 (O5): To assess PE as determinant of TM.

Objective 6 (O6): To open new vistas of research.

3.2 THE HYPOTHESES

For each and every objective hypothesis are generated on the basis of literature studied in the preceding chapter. The hypotheses are mentioned below:

3.2.1. Hypotheses within O1

Various researchers have cited a significant association of achievement and power motive with positive actions or behaviors of individuals (Baruch et al., 2004; Sandalgaard et al., 2011). Extension motive was found to be highly satisfied motive among the various motives of role satisfaction, followed by achievement and affiliation motive, whereas influence and control motives were the least satisfied motives of the employees in organizations in India (Krishnaveni and Ramkumar, 2006). Again, affiliation motive helps in improving work

related behaviors and actions (Van der Vegt and Bunderson, 2005; Solansky 2011). According to Verma (1985), individuals are believed to have high affiliation motive especially in a country like India which has a collectivist culture. On the basis of these statements, it is hypothesized that:

H1: **Extension, achievement, affiliation motives are higher amongst the executives as compared to influence and control motive.**

It is quite prominent in the literature that the motives are related and multiple motives may exist at the same time (Greenstein, 2000; Gomes, 2011). Therefore, it is hypothesized that:

H2: **The dimensions of RS are mutually correlated.**

The literature also highlights that every individual has a different set of motives and it keeps on changing with the situations (Gomes, 2011). Hence we assume that these motives also fluctuate according to various demographic variables such as gender, educational qualification, experience, industry and organizational sector. Thus, it is hypothesized that:

H3a: **Executive's motives fluctuate due to educational qualification.**
H3b: **Executive's motives fluctuate due to difference in nature of industries.**
H3c: **Executive's motives fluctuate across public and private sector.**

3.2.2. Hypotheses within O2

According to Spreitzer (1995), competence was found to be highest amongst the employees, followed by meaning and self-determination whereas impact was found to be the least perceived cognition. Therefore, it is hypothesized that:

H4: **Competence will be the major perceived cognition among the executives, followed by meaning and self-determination whereas impact will be the least perceived cognition.**

It can be seen in the literature that the cognitions are related with each other (Spreitzer, 1995). Therefore, it is hypothesized that:

H5: **The dimensions of PE are mutually correlated.**

Various researches have observed a difference in cognition perceptions across individuals and varying circumstances (Speer et al., 2013; Rashkovits and Livne, 2013). Hence, it is hypothesized that:

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H6a: **Executive's cognitions fluctuate due to educational qualification.**

H6b: **Executive's cognitions fluctuate due to work experience.**

H6c: **Executive's cognitions fluctuate due to difference in nature of industries.**

H6d: **Executive's cognitions fluctuate across public and private sector.**

3.2.3. Hypotheses within O3

On the basis of literature Indian executives are presumed to have creativity, team building, entrepreneurial behavior, leadership, learning ability and motivation (Bhatnagar, 2006; Gowrishankar, 2008; Bhardwaj and Momaya, 2011; Gupta et al., 2012; Singh, 2012; Bhat et al., 2012; Patel et al., 2012; Gupta and Singh, 2013; Gupta and Singh, 2014). Also, these factors are expected to lead to TM effectively. Accordingly, hypotheses are:

H7a: **Creativity of substantial level (above 60%) is found among executives.**

H7b: **Team building of substantial level (above 60%) is found among executives.**

H7c: **Entrepreneurial behavior of substantial level (above 60%) is found among executives.**

H7d: **Leadership of substantial level (above 60%) is found among executives.**

H7e: **Learning abilities of substantial level (above 60%) are found among executives.**

H7f: **Inspirational capabilities of substantial level (above 60%) are found among executives.**

The factors of TM have been found to have some inter-linkages with each other as stated by many researchers (Darling et al., 2006; Ling et al., 2008; Liang and Dunn, 2008; Gabrielsson et al., 2009; Gong et al., 2009; Zhang and Bartol, 2010; Phan et al., 2010; McGowan et al., 2012; Smith et al., 2012; Kacperczyk, 2012; Hon, 2012; Gong et al., 2013; Yidong and Xinxin, 2013). In line with this, the hypothesis is:

H8: **The dimensions of TM are mutually correlated.**

On reviewing literature it has been explored that the dimensions of TM have been affected by the difference in perceptions of individuals and vary across situations (Griffin et al., 2011; Folbre, 2012; Schuh et al., 2013; Nandamuri, 2013; Díaz-García et al., 2013). Therefore, it is hypothesized that:

H9a: **Executive's creativity varies among males and females.**

H9b: **Executive's creativity varies due to educational qualification.**

H9c: **Executive's creativity varies due to work experience.**

H9d: **Executive's creativity varies due to difference in nature of industries.**

H9e: **Executive's creativity varies across public and private sector.**

H9f: **Executive's team building varies among males and females.**

H9g: **Executive's team building varies due to educational qualification.**

H9h: **Executive's team building varies due to work experience.**

H9i: **Executive's team building varies due to difference in nature of industries.**

H9j: **Executive's team building varies across public and private sector.**

H9k: **Executive's entrepreneurial behavior varies among males and females.**

H9l: **Executive's entrepreneurial behavior varies due to educational qualification.**

H9m: **Executive's entrepreneurial behavior varies due to work experience.**

H9n: **Executive's entrepreneurial behavior varies due to difference in nature of industries.**

H9o: **Executive's entrepreneurial behavior varies across public and private sector.**

H9p: **Executive's leadership behavior varies among males and females.**

H9q: **Executive's leadership behavior varies due to educational qualification.**

H9r: **Executive's leadership behavior varies due to work experience.**

H9s: **Executive's leadership behavior varies due to difference in nature of industries.**

H9t: **Executive's leadership behavior varies across public and private sector.**

H9u: **Executive's learning abilities vary among males and females.**

H9v: **Executive's learning abilities vary due to educational qualification.**

H9w: **Executive's learning abilities vary due to work experience.**

H9x: **Executive's learning abilities vary due to difference in nature of industries.**

H9y: **Executive's learning abilities vary across public and private sector.**

H9z: **Executive's inspirational capabilities vary among males and females.**

H9aa: **Executive's inspirational capabilities vary due to educational qualification.**

H9ab: **Executive's inspirational capabilities vary due to work experience.**

H9ac: **Executive's inspirational capabilities vary due to difference in nature of industries.**

H9ad: **Executive's inspirational capabilities vary across public and private sector.**

3.2.4. Hypotheses within O4

In the preceding chapter, the section 2.4 evidently drew attention to the linkages between the dimensions of RS and TM on the basis of which it is hypothesized that:

H10 : **Role satisfaction significantly predicts talent management.**

H10a: **Achievement motive positively determines talent management.**

H10b: **Influence motive positively determines talent management.**

H10c: **Control motive positively determines talent management.**

H10d: **Affiliation motive positively determines talent management.**

H10e: **Extension motive positively determines talent management.**

3.2.5. Hypotheses within O5

Similarly in the previous chapter section 2.5 highlighted inter-linkages among dimensions of PE and TM. Thus, the hypotheses are:

H11 : **Psychological empowerment significantly predicts talent management.**

H11a: **Meaning cognition positively determines talent management.**

H11b: **Competence cognition positively determines talent management.**

H11c: **Self-determination cognition positively determines talent management.**

H11d: **Impact cognition positively determines talent management.**

3.3 ACCOMPLISHING OBJECTIVES

For fulfilling the objectives various tools will be applied to test the said hypotheses as shown in the Table 3.1.

Table 3.1 Tools and techniques for accomplishing objectives via hypotheses testing

Goals	Postulations	Tools
O1	*H1*	Mean and standard deviation
	H2	Correlation
	H3b, H3c, H3d	ANOVA
	H3a, H3e	Independent sample t-test
O2	*H4*	Mean and standard deviation
	H5	Correlation
	H6b, H6c, H6d	ANOVA
	H6a, H6e	Independent sample t-test
O3	*H7a, H7b, H7c, H7d, H7e, H7f*	Mean and standard deviation

	H8	Correlation
	H9b, H9c, H9d,H9g, H9h, H9i, H9l, H9m, H9n, H9q, H9r, H9s, H9v, H9w, H9x, H9aa, H9ab, H9ac	ANOVA
	H9a, H9e, H9f, H9j, H9k, H9o, H9p, H9t, H9u, H9y, H9z, H9ad	Independent sample t-test
O4	*H10, H10a, H10b, H10c, H10d, H10e*	Regression
O5	*H11, H11a, H11b, H11c, H11d, H11e*	Regression

3.4 POPULATION AND SAMPLE OF THE STUDY

For data collection, Indian organizations with an annual turnover of atleast 100 crores INR (Indian National Rupees) or more are targeted. The population includes junior (< 5 years of experience), middle (5-10 years of experience) and senior (> 10 years of experience) level executives who are either graduates, postgraduates or doctorates performing professional, managerial or administrative work in an administrative setting (comprising both males and females) from 38 public and private sector industries with varying nature such as IT (Information Technology), power, manufacturing and service industries located in mainly northern and central India. Few example designations held by these employees along with their experience are Senior software engineer (5-8 years), Legal head(10-15 years), HR executive (2-4 years), Marketing manager (10-15 years) and many more. In totality 417 participants responded to the questionnaire and after screening 351 questionnaires with complete data are found appropriate for analysis.

Table 3.2 The demographic profile of the respondents

Demographics (Number, %)		Male (296, 84%)	Female (55, 16%)	Public (183, 52%)	Private (168, 48%)
Educational Qualification	Graduate (200, 57%)	165	35	111	89
	Postgraduate (142, 40%)	123	19	66	76
	Doctorate (9, 3%)	8	1	6	3
Level (based on work experience)	Junior (102, 29%)	75	27	33	69
	Middle (68, 20%)	53	15	32	36
	Senior (181, 51%)	168	13	118	63
Industry	Manufacturing (144,	126	18	36	108

	41%)				
	IT (34, 10%)	33	1	1	33
	Power (144, 41%)	123	21	141	3
	Service (29, 8%)	14	15	5	24

Table 3.2 highlights the demographic summary of the participants. The sample has 84% males and 16% females with an average age and total work experience of the sample being 36 years and 13 years. On the basis of participants work experience, there are 29% junior, 20% middle and 51% senior level executives. As far as educational qualifications are concerned 57% respondents hold bachelor's degree, 40% respondents hold master's degree and 3% respondents hold doctoral degree. Industry-wise, there are 41% manufacturing, 10% IT, 41% power and 8% service industry participants. There are in all 53% participants from public sector and 47% participants from private sector.

3.5 INSTRUMENTS FOR DATA COLLECTION

Standardized questionnaires are adopted for collecting data from respondents. The details of the three scales are given below:

3.5.1   Role Satisfaction Scale

The present study has adapted the scale developed by Pareek and Purohit (2010). The scale has in all 25 items with five factors namely: **achievement** (5 items; item number 1, 6, 11, 16 and 21), influence (5 items; item number 2, 7, 12, 17 and 22), **control** (5 items; item number 3, 8, 13, 18 and 23), **affiliation** (5 items; item number 4, 9, 14, 19 and 24) and **extension** (5 items; item number 5, 10, 15, 20 and 25). Respondents are asked to fill in their responses on a 5-point Likert scale ranging from 1 (no opportunity) to 5 (great deal of opportunity). The sum of the items gives the score for factors as well as for whole RS.

3.5.2   Psychological Empowerment Scale

The study employed the scale developed by Spreitzer (1995a). The scale comprises of 12 items with 4 factors which are: **meaning** (3 items; item number 1, 2 and 3), **competence** (3 items; item number 4, 5 and 6), **self-determination** (3 items; item number 7, 8 and 9) and **impact** (3 items; item number 10, 11 and 12). This is also a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The sum of the items gives the score for factors as well as for whole PE.

3.5.3 Talent Management Scale

The current study adopted the TM scale developed by Tayal and Rangnekar (2009). The scale consists of 30 items with 6 factors namely: **creativity** (5 items, item number 1, 2, 3, 4 and 5), **team building** (5 items, item number 6, 7, 8, 9 and 10), **entrepreneurship** (5 items, item number 11, 12, 13, 14 and 15), **leadership** (5 items, item number 16, 17, 18, 19 and 20), **learning ability** (5 items, item number 21, 22, 23, 24 and 25), and **inspirational capabilities** (5 items, item number 26, 27, 28, 29 and 30). This is again a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The sum of the items gives the score for factors as well as for entire TM.

3.6 METHODS AND APPROACHES FOR DATA COLLECTION

In order to achieve the said objectives primary data is collected using the above stated scales. To collect data, purposive sampling technique is used. Data is collected by personally visiting the prospective respondents (mostly by training sessions). Adequate time was given to respondents to fill the three scale questionnaire. The respondents were asked to fill in their responses along with their demographic data (i.e. gender, education, experience, industry etc.). The participants were assured that their personal details will not be disclosed.

3.7 DATA ANALYSIS APPROACH
3.7.1 Determining aptness of data

A total of 417 participants responded to the questionnaire. The responses that were having missing demographics and a large number of items unanswered were not taken into consideration. This reduced the sample size to 378. A small number of questionnaires were having missing values of the items in which case mean imputation approach was applied (Tabachnick and Fidell, 2007). Next, normality was checked using skewness and kurtosis. The scores were within the acceptable range (±1 standard deviation) which confirmed the normality of data. Then the outliers (values that were far from the centre of data) were discarded which further diminished the sample size to 351.

3.7.2 Tools applied for data analysis

SPSS 17.0 version is used for analyzing the data. Initially all the three scales will be tested for their reliabilities and validities. Next, factor analysis of RS, PE and TM scales will be done. The reason behind doing this analysis is that though RS and TM scales are developed

in Indian context yet there is a need to check that whether the scales reproduces the same original factor arrangement or not. Similarly, PE scale has to be checked for confirming its original factor composition with the present data since the scale has been developed considering a Non-Indian framework. Then, descriptive statistics (means, standard deviations and standard means of error) will be computed.

Further, the hypotheses will be examined by applying various techniques such as correlation (between the dimensions and variables), independent sample t-test (between 2 groups; example gender, public and private sector), one-way ANOVA (more than 2 groups; example experience, education etc.) and regression (between RS, PE and TM).

3.8 CHAPTER SUMMARY

Here, the methodology applied on the research is discussed in detail. This chapter highlighted that this is a cross-sectional study. It began with development of objectives and hypotheses. Then it talked about the population, sample, scales used, methods of data collection and the tools used for data analysis. The forthcoming chapter will apply the tests as mentioned in this chapter to analyze the data.

ANALYSIS AND RESULTS

This chapter does the analysis of the results that will be obtained by applying various tests on data for normality and non-multicollinearity. After that, PCA (principal component analysis) will be applied for analyzing factors of all the three instruments and also their reliabilities and validities will be investigated. Next, descriptive statistics will be calculated and examined. Subsequently, hypotheses will be investigated by computing correlation. Later, the difference in study variables will be detected across demographic variables such as gender, sector, work experience etc. Lastly, regression analysis will be done to check the predictions. Finally, the chapter is wrapped up with its summary.

4.1. SCREENING OF DATA

On application of mean imputation approach and elimination of outliers, the final sample size turned out to be 351 which will be subjected to normality and non-multicollinearity analyses in order to further screen the data. The normality (skewness and kurtosis) and multicollinearity (VIF) coefficients are shown in the Table 4.1. These coefficient values clearly highlights that all the three variables are negatively skewed but these values were within one standard deviation of the mean. Thus, these values do not affect the normality of the data. Further, the variance inflation factor (VIF) values were below 10 which means that the data was non-multicollinear.

Table 4.1: Normality and Non- multicollinearity Coefficients

Scale	Normality				Non-Multicollinearity
	Skewness		Kurtosis		VIF
	Statistic	SE	Statistic	SE	
RS	-.981	.130	1.233	.260	1.08
PE	-.342	.130	-.310	.260	1.15
TM	-.823	.130	.787	.260	1.26

Note: N = 351 (samples), SE= Standard Error, VIF=Variation Inflation Factor at p< 0.05

4.2. FACTOR ANALYSIS OF THE SCALES

This analysis helps in categorizing the items into few factors. In the study, it is done using the Principal component analysis (PCA) which investigates the unidimensionality of the dimensions i.e. the items that belong to a particular dimension measures the same thing.

This PCA method considers that number of factors which has eigen values greater than one (Netemeyer and Bearden, 2003) and each factor has one such eigen value that is more than one which permits all the items under that factor to have as much variance on that factor. On applying varimax rotation in PCA of all the three scales i.e. RS, PE and TM, it is brought into being that these instruments are unidimensional. Also, none of the item has been dropped because they have high factor loadings so the original factor structure of the scales will be retained as discussed in the next section.

4.2.1. Factor analysis of Role Satisfaction (RS) scale

When factor analysis is applied on any scale its applicability depends on the values of Kaiser Meyer Olkin Measure of Sampling Adequacy (KMO) and Barlett's test of sphericity (BTS) values. According to Kaiser (1974), KMO values range from 0-1.0 where values above .5 are considered acceptable, between .5 -.7 are good and above .7 are excellent. Also Tabachnick and Fidell (2007) cited that BTS should be significant ($p < .001$) which means that items are uncorrelated and each item correlates entirely with oneself with correlation coefficient equal to 1. On applying factor analysis on RS scale, it is found that KMO value is 0.935 which is excellent and BTS too turned out to be significant ($p < .001$). This truly justifies applicability of factor analysis. The cronbach's alpha, eigen values, percentage of variance explained on each factor by its corresponding items and factor loadings of items in factors are illustrated in Table 4.2.

Table 4.2: Reliability co-efficients, eigen values, % of variance and factor loadings for RS

Item No.	Factors	Items(Symbolic rep. of full statements)	Cronbach alpha (α)	Eigen values	% of Variance	Factor Loadings
1	Ach.	Do challenging work	.785	10.169	6.563	.723
6		Feedback on performance				.734
11		Set standards of excellence				.580
16		Efficiency can be rewarded				.451
21		Stretch skills				.739
2	Inf.	Impact on others	.782	1.641	5.381	.524
7		Have autonomy				.453
12		Give ideas to superiors				.612
17		Contribute in major decisions				.546

22		Recognition for work				.845
3		Punish for non-conformance				.480
8		Instruct people				.730
13	Con.	Control people	.785	1.345	4.448	.808
18		Punish for non-performance				.572
23		Get reports				.572
4		Work with friendly people				.469
9		Develop personal relations				.657
14	Aff.	Share feelings with others	.754	1.112	3.662	.732
19		Interact with colleagues				.538
24		Interact on non-task matters				.575
5		Do useful for others				.668
10		Develop sub-ordinates				.803
15	Ext.	Help others	.818	1.029	2.563	.478
20		Cooperate with others				.438
25		Work in teams				.572
		RS (α)	.938	TV	40.675%	

Note: Ach. = Achievement, Inf. = Influence, Con. = Control, Aff. = Affiliation, Ext. = Extension, RS = Role Satisfaction, TV = Total Variance

Those factor loadings are considered significant which have a value greater than 0.4 (Stevens, 1992). As can bee seen from the Table 4.2 all the factor loadings are above 0.4, so none of the items has been dropped and therefore the original factor structure of RS has been retained. Also, the cronbach's alpha values for each factor and the overall scale have been mentioned in the Table 4.2 which shows quite high reliability of the factors as well as that of the scale. In all five factors are extracted having a 40.675 percent of total variance as determined by the rotated component matrix. Achievement (Factor 1) has eigen value (EV) = 10.1169 and variance (V) = 6.563; Influence (Factor 2) has EV = 1.641 and V = 5.381; Control (Factor 3) has EV = 1.345 and V = 4.448; Affiliation (Factor 4) has EV = 1.112 and V = 3.662 and Extension (Factor 5) has EV = 1.029 and V = 2.563.

4.2.2. Factor analysis of Psychological Empowerment (PE) scale

On applying factor analysis on PE scale, it is found that KMO value is 0.841 which is again excellent and BTS is also significant (p < .001). Similarly in this case also aptness of factor

analysis for PE is justified. The outcomes of factor analysis for PE scale are highlighted in Table 4.3. This table demonstrates that all the factor loadings are above .6 and hence all the items are included and the factor structure of the scale is retained as original.

Table 4.3: Reliability co-efficients, eigen values, % of variance and factor loadings for PE

Item No.	Factor	Items (Symbolic representation of full statements)	Cronbach alpha (α)	Eigen values	% of Variance	Factor Loadings
12	Impact	High Influence over department	.833	5.041	13.026	.871
11		Control over department				.861
10		Has impact on department				.638
6	Com.	Mastered skills for job	.770	1.563	9.476	.813
5		Ability to perform job tasks				.791
4		Confident of abilities				.728
3	Mea.	Work is meaningful	.814	1.137	8.470	.860
1		Work is important				.793
2		Job activities are meaningful				.817
9	SD	Freedom at work	.777	1.016	4.961	.902
7		Autonomy in doing job				.760
8		Decide on own how to do job				.746
		PE (α)	.873	TV	42.005%	

Note: Mea. = Meaning, Com. = Competence, SD = Self-Determination, PE = Psychological Empowerment TV = Total Variance

Altogether four factors are extracted having a 42.005 percent of total variance as determined by the rotated component matrix. All the four factors and the overall scale have high reliability measures. Three items loaded on impact (Factor 1) with EV = 5.041 and V = 13.026; three items loaded on competence (Factor 2) with EV = 1.563 and V = 9.476; three items loaded on meaning (Factor 3) with EV = 1.137 and V = 8.470 and three items loaded on self-determination (Factor 4) with EV = 1.016 and V = 4.961.

4.2.3. Factor analysis of Talent Management (TM) scale

The KMO = 0.932 for TM scale and BTS is also significant ($p < .001$) which justifies the appropriateness of factor analysis for TM scale. Table 4.4 shows the results of factor analysis for TM scale and reveals that all the factor loadings of the items are above 0.4 and all the items will be included. Thus, the TM's scale original factor structure is retained.

Table 4.4: Reliability co-efficients, eigen values, % of variance and factor loadings for TM

Item No.	Factor	Items(Symbolic representation of full statements)	Cronbach's alpha (α)	Eigen values	% of Variance	Factor Loadings
1		Ability to deploy creativity				.597
2		Receptive to new ideas				.686
3	Cre.	Creative approaches to setbacks	.740	9.887	5.109	.577
4		Express ideas freely				.539
5		Encourage creative ways				.486
6		Considers teams viewpoint				.610
7		Settle conflicts rationally				.493
8	TB	Honesty exists in teams	.721	1.533	4.553	.462
9		Targets met on time				.549
10		Act as initiator in team				.439
11		Skills different from others				.575
12		Engage in growth programs				.426
13	Ent.	Intrinsic motivator	.743	1.366	3.964	.565
14		Set objective based on situation				.583
15		Utilize entrepreneurial skills				.619
16		Help subordinates				.476
17		Ensure proper activities				.415
18	Lea.	Strong team leading ability	.832	1.189	3.957	.501
19		Help in reaching potential				.709
20		Achievement oriented				.732
21	LA	Have strong attentive power	.708	1.187	3.553	.793

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22		Interact with supervisors				.657
23		Punctuality				.432
24		Participate in various events				.531
25		Converting powers of learning				.728
26		Have high self-esteem				.521
27		Inspire friends				.508
28	IC	Inspiration with performance	.750	1.066	3.231	.536
29		Lead by example to others				.494
30		Act as a mentor				.457
		TM (α)	.928	TV	32.957%	

Note: Cre. = Creativity, TB = Team Building, Ent. = Entrepreneurship, Lea. = Leadership, LA = Learning Ability, IC = Inspirational Capabilities, TM = Talent Management, TV = Total Variance

On the whole six factors are extracted having a 32.957 percent of total variance as determined by the rotated component matrix. All the six factors and the overall scale have high reliability measures (above 0.7). Creativity (Factor 1) has EV = 9.887 and V = 5.109; Team Building (Factor 2) has EV = 1.533 and V = 4.553; Entrepreneurship (Factor 3) has EV = 1.366 and V = 3.964; Leadership (Factor 4) has EV = 1.189 and V = 3.957; Learning Ability (Factor 5) has EV = 1.187 and V = 3.553 and Inspirational Capabilities (Factor 6) has EV = 1.066 and V = 3.231.

4.3. INSTRUMENTS RELIABILITY

Reliability as defined by Babbie and Mouton (2001) is "the degree to which the instrument gives consistent results on repeated trials" and its coefficient is considered to be the "correlation between scores on two administrations of the same scale" (Cook and Beckman, 2006) and its value lies between 0-1 (Traub and Rowley, 1991). Internal consistency, split-half, inter-rater etc. are few techniques used to determine reliability but for the present study internal consistency method is applied to assess reliabilities of the various scales. This method calculates Cronbach alpha (α) which shows the factors reliability i.e. all items in a factor determines the same factor and there exists strong inter-correlation among the items (Cronbach, 1951). Cronbach alpha values of above 0.7 are considered satisfactorily reliable but for exploratory researches a somewhat lower value is still acceptable (Hair et al, 2005).

The α coefficients of RS is 0.938, PE is 0.873, TM is 0.928 and their factors reliabilities are shown in the Tables 4.2, 4.3 and 4.4 respectively.

4.4. INSTRUMENTS VALIDITY

Validity of an instrument determines that "the instrument measures what it claims to measure" (Kline, 1986). Validity can be assessed on the basis of three techniques namely content, construct and criterion related validity (Groth-Marnat, 1997). These techniques help in checking that factors fit the measures or not.

4.4.1. Content based validity (face and content validity)

This validity evaluates the "representativeness and relevance of scales of variable". According to Groth-Marnat (1997), expert's judgment is the basis for content validity whereas test users ascertain the face validity. The three instruments in the present study have both content and face validity since they all are standardized scales.

4.4.2. Construct based validity (convergent and discriminant validity)

Trochim (2006) defined this validity as "conversion of a thought into working reality" and it is investigated on the basis of convergent (high correlation among items of a factor) and divergent validity (low or negative correlation among items of different factors). Toth et al (2005) regarded an average correlation ($r \geq 0.40$) among an item and its factor as acceptable for convergent validity but a high correlation among item and other factor represents a scaling error (SE). On the basis of above statement, the factors of RS, PE and TM are found to have both convergent and discriminant validities.

Table 4.5: Validity (convergent & divergent) of RS scale on the basis of few selected items

Item No.	Items (Factor)	Ac	I	C	Af	E
1	Do challenging work (Ac)	**.726**	.027	.182	-.037	-.148
2	Impact on others (I)	.147	**.681**	.138	.085	.089
3	Punish for non-conformance (C)	-.064	.142	**.741**	.190	.173
4	Work with friendly people (Af)	.124	.056	.082	**.745**	.084
5	Do useful for others (E)	.073	.127	.041	.094	**.694**

Note: Ac = Achievement, I = Influence, C = Control, Af = Affiliation, E = Extension

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Table 4.5, 4.6 and 4.7 clearly demonstrates that items and its factors are having high correlation whereas items of a factor and other factors have no high correlation. For instance, items of achievement and achievement factor itself are highly correlated (Table 4.5), items of meaning do not correlate highly with competence factor (Table 4.6), items of team building and team building factor itself are highly correlated (Table 4.7) and so on.

Table 4.6: Validity (convergent & divergent) of PE scale on the basis of few selected items

Item No.	Items (Factor)	M	C	SD	I
1	Work is important (M)	**.747**	.189	.078	.180
4	Confident of abilities (C)	.030	**.741**	.168	.076
7	Autonomy in doing job (SD)	.121	.208	**.734**	.067
10	Has impact on department (I)	.046	.176	.111	**.703**

Note: M = Meaning, C = Competence, SD = Self-Determination, I = Impact

Table 4.7: Validity (convergent & divergent) of TM scale on the basis of few selected items

Item No.	Items (Factor)	C	TB	E	L	LA	IC
1	Ability to deploy creativity	**.724**	.134	.142	.108	.059	.101
6	Considers teams viewpoint	.038	**.651**	.057	.132	.108	.098
11	Skills different from others	.021	.106	**.736**	.038	.035	.060
16	Help sub-ordinates	.105	.104	.122	**.766**	.110	.130
21	Have strong attentive power	.168	.098	.107	.071	**.623**	.064
26	Have high self-esteem	.182	.055	.053	.116	.060	**.792**

Note: C = Creativity, TB = Team Building, E = Entrepreneurship, L = Leadership, LA = Learning Ability, IC = Inspirational Capabilities

For all the three scales these two validities are ascertained. Therefore, on the basis of these validities together, the validities of the three scales are confirmed.

4.4.3. Criterion based validity

This validity is estimated by the correlation between test measure and external referents (Drost, 2011) and is used by researchers who develop their own instruments specifically for some research. Since, the present study has used the scales that are standardized, so the scales are not required to be checked for criterion validity.

4.5. DESCRIPTIVE STATISTICS

4.5.1. On the basis of dimensions

Table 4.8 states the descriptives i.e. mean (M) and standard deviation (SD) scores of all the scales of the present research. The average score for RS scale is 89.13/125 (71.3%), for PE scale is 47.67/60 (79.45%) and for TM scale is 122.31/150 (81.54%). For RS amongst the factors the maximum to minimum scores are of extension (18.91/25=75.64%), affiliation (18.27/25=73.08%), achievement (17.80/25=71.2%), influence (17.51/25=70.04%) and control (16.63/25=66.52%). For PE amongst the factors the maximum to minimum scores are of competence (12.96/15=86.4%), meaning (12.84/15=85.6%), self-determination (11.48/15=76.53%) and impact (10.39/15=69.27%). Similarly for TM (122.31/150=81.45%) the scores of factors from maximum to minimum are of inspirational capabilities (20.87/25=83.48%), team building (20.64/25=82.56%), leadership (20.59/25=82.36%), learning ability (20.43/25=81.72%), creativity (20.20/25=80.8%) and entrepreneurship (19.56/25=78.24%). Amongst the factors of RS, maximum variation is found on extension (SD = 3.57) and minimum deviation is on affiliation (SD = 3.29). Similarly amongst the constituents of PE, maximum deviation is found on impact (SD = 2.48) and minimum variation is on competence (SD = 1.81). Again in the dimensions of TM, the one which has highest deviation is leadership (SD = 2.84) and lowest variation is inspirational capabilities (SD = 2.51). The overall mean and deviation of RS is M = 89.13 and SD = 15.03, PE is M = 47.67 and SD = 6.59 and TM is M = 122.31 and SD = 12.77.

Table 4.8: Descriptives of RS, PE and TM scales

Factors/ Variables	Total No. of items	Least total score for a participant	Highest total score for a participant	Mean	SD
Achievement	5	5	25	17.80	3.48
Influence	5	5	25	17.51	3.45
Control	5	5	25	16.63	3.56
Affiliation	5	5	25	18.27	3.29
Extension	5	5	25	18.91	3.57
Role Satisfaction	25	25	125	89.13	15.03
Meaning	3	3	15	12.84	2.15
Competence	3	3	15	12.96	1.81

Self-Determination	3	3	15	11.48	2.15
Impact	3	3	15	10.39	2.48
Psychological Empowerment	12	12	60	47.67	6.59
Creativity	5	5	25	20.20	2.83
Team Building	5	5	25	20.64	2.55
Entrepreneurship	5	5	25	19.56	2.62
Leadership	5	5	25	20.59	2.84
Learning Ability	5	5	25	20.43	2.55
Inspirational Capabilities	5	5	25	20.87	2.51
Talent Management	30	30	150	122.31	12.77

Note: N = 351, SD = Standard Deviation and all the scales have range from 1 to 5

4.5.2. On the basis of items

The scores on all the items of RS, PE and TM scales are depicted in the Tables 4.9, 4.10 and 4.11 respectively.

Table 4.9: Item-wise scores of RS scale (N = 351)

Item No	Items	Factor	1	2	3	4	5
1	Do challenging work	Achievement	18	46	199	39	49
6	Feedback on performance		24	65	103	118	41
11	Set standards of excellence		25	39	96	124	67
16	Efficiency can be rewarded		26	46	104	118	57
21	Stretch skills		23	36	102	121	69
2	Impact on others	Influence	24	53	133	110	31
7	Have autonomy		15	53	111	130	42
12	Give ideas to superiors		13	45	83	139	71
17	Contribute in major decisions		27	51	111	113	49
22	Recognition for work		25	49	110	111	56
3	Punish for non-conformance	Control	10	103	138	76	24
8	Instruct people		22	46	96	127	60
13	Control people		24	49	100	118	60
18	Punish for non-performance		13	89	129	85	35
23	Get reports		26	74	114	96	41

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4	Work with friendly people		16	23	86	146	80
9	Develop personal relations		23	45	83	130	70
14	Share feelings with others	Affiliation	13	64	110	113	51
19	Interact with colleagues		21	16	74	137	103
24	Interact on non-task matters		23	62	105	123	38
5	Do useful for others		22	37	99	120	73
10	Develop sub-ordinates		21	44	85	116	85
15	Help others	Extension	23	19	92	123	94
20	Cooperate with others		33	20	114	115	69
25	Work in teams		24	40	77	119	91

As shown in Table 4.9, the topmost extension motive (75.64%) is rated high on quite a good deal of opportunity (scored 4) for helping others by most participants (123/351 = 35.04%), followed by doing useful for others (120/351 = 34.2%), then working in teams (119/351 = 33.9%). The next topmost affiliation motive (73.08%) is ranked high on quite a good deal of opportunity for working with friendly people (146/351 = 41.6%), followed by interaction with colleagues (137/351 = 39.03%), then developing personal relations (130/351 = 37.04%). The next in the topmost hierarchy is achievement motive (71.2%) which is ranked highest on some opportunity (scored 3) for doing challenging work (199/351 = 56.7%), next rated high on quite a good deal of opportunity for setting standards of excellence (124/351 = 35.33%), followed by stretching skills (121/351 = 34.48%). Inferior to the above motives came influence motive (70.04%) which is rated high on quite a good deal of opportunity for giving ideas to superiors (139/351 = 39.6%), then having autonomy (130/351 = 37.04%) and next to contribution in major decisions (113/351 = 32.19%). The least rated is control motive (66.52%) which is rated high on some opportunity for punishing others for not conforming (138/351 = 39.32%), next is punishing others for not performing (129/351 = 36.65%), then ranked high on quite a good deal of opportunity for instructing people (127/351 = 36.18%).

Table 4.10: Item-wise scores of PE scale (N = 351)

Item No.	Items	Factor	1	2	3	4	5
1	Work is important	Meaning	13	11	27	103	197
2	Job activities are meaningful		25	14	59	124	129

3	Work is meaningful		26	14	38	119	154
4	Confident of abilities		17	28	15	105	186
5	Ability to perform job tasks	Competence	16	18	16	107	194
6	Mastered skills for job		30	16	63	162	80
7	Autonomy in doing job		26	26	89	140	70
8	Decide on own how to do job	Self-Determination	32	27	60	139	93
9	Freedom at work		31	27	85	146	62
10	Has impact on department		25	33	111	129	53
11	Control over department	Impact	30	75	105	114	27
12	High Influence over department		34	68	106	120	23

Table 4.10 highlights that competence cognition (86.4%) scored highest and majority participants strongly agreed (scored 5) on abilities to perform task (194/351 = 55.27%) followed by confidence in abilities (186/351 = 52.99%). The next highest is meaning cognition (85.6%) with majority participants strongly agreeing to the fact that the work is important to them (197/351 = 56.13%) and next is work is meaningful to them (154/351 = 43.87%). The next in hierarchy is self-determination (76.53%) which is rated highest on agreeing (scored 4) to have considerable opportunity for independence & freedom in how I do my job (146/351 = 41.6%) followed by having significant autonomy in determining how I do my job (140/351 = 39.89%). The least ranked is impact cognition (69.27%) being rated high on agreeing to having impact over the department (129/351 = 36.75%) and after that is agreeing to having influence over the department (120/351 = 34.19%).

Table 4.11: Item-wise scores of TM scale (N = 351)

Item No	Items	Factor	1	2	3	4	5
1	Ability to deploy creativity		13	16	65	159	98
2	Receptive to new ideas		20	7	33	134	157
3	Creative approaches to setbacks	Creativity	21	10	64	200	56
4	Express ideas freely		15	20	77	135	104
5	Encourage creative ways		12	18	67	142	112

6	Considers teams viewpoint		20	8	30	178	115
7	Settle conflicts rationally		35	11	67	170	68
8	Honesty exists in teams	Team Building	11	16	43	118	163
9	Targets met on time		12	15	34	165	125
10	Act as initiator in team		22	21	74	134	100
11	Skills different from others		11	17	66	175	82
12	Engage in growth programs		21	13	101	140	76
13	Intrinsic motivator	Entrepreneurship	20	14	63	200	54
14	Set objective based on situation		16	14	81	180	60
15	Utilize entrepreneurial skills		25	12	85	153	76
16	Help subordinates		25	8	42	161	115
17	Ensure proper activities		21	14	52	154	110
18	Strong team leading ability	Leadership	29	10	62	150	100
19	Help in reaching potential		31	7	61	146	106
20	Achievement oriented		16	17	52	160	106
21	Have strong attentive power		15	17	43	187	89
22	Interact with supervisors		21	16	17	161	136
23	Punctuality	Learning Ability	30	12	28	135	146
24	Participate in various events		25	38	93	127	68
25	Converting powers of learning		29	19	79	153	71
26	Have high self-esteem		11	11	37	152	140
27	Inspire friends		25	14	51	161	100
28	Inspiration with performance	Inspirational Capabilities	21	17	36	159	118
29	Lead by example to others		14	17	72	156	92
30	Act as a mentor		16	14	45	132	144

Table 4.11 shows that inspirational capabilities (83.48%) scored the highest with most participants agreeing (scored 4) to inspiring friends (161/351 = 45.87%) and the least participants strongly disagreed (scored 1) and disagreed (scored 2) with having high self-esteem (11/351 = 3.13%). The next highest in hierarchy is team building (82.56%) with most participants agreeing to giving consideration to team members viewpoint (178/351 = 50.71%) and very few disagreed with the same item (8/351 = 2.28%). The next highest is

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leadership (82.36%) with most participants agreeing to helping sub-ordinates (161/351 = 45.87%) and very few disagreed that they create culture that allows group to fulfill its potential (7/351 = 2%). On comparison with the above TM practices learning ability has been ranked lower (81.72%) with majority agreeing to have strong attentive powers (187/351 = 53.28%) and few disagreed that they are punctual to all assignments (12/351 = 3.42%). Next lower ranked practice is creativity (80.8%) with major agreements on having creative approaches to obstacles (200/351 = 56.98%) whereas few disagreed that they are receptive to new ideas (7/351 = 2%). The least rated TM practice is entrepreneurship (78.24%) where major agreements are on being an intrinsic motivator (200/351 = 56.98%) whereas few disagreed that they utilize entrepreneurial skills (12/351 = 3.42%).

According to the results achieved from descriptive statistics, extension, affiliation and achievement are the three major motives and influence as well as control motives have been ranked the least among the five motives of role satisfaction (RS). This outcome matches with the pattern of RS as hypothesized in the previous chapter (Support for H1: Extension, achievement, affiliation motives are higher amongst the Indian executives as compared to influence and control motive). Similarly in PE cognitions, competence is the highest cognition followed by meaning and self-determination while impact is found to be the least rated cognition as hypothesized (Support for H4: Competence will be the major perceived cognition among the Indian executives, followed by meaning and self-determination whereas impact will be the least perceived cognition). Also, TM practices such as creativity, team building, entrepreneurship, leadership, learning ability and inspirational capabilities are found in substantial levels (above 60%) among Indian executives as hypothesized (Support for H7a: Creativity of substantial level (above 60%) is found among executives, H7b: Team building of substantial level (above 60%) is found among executives, H7c: Entrepreneurial behavior of substantial level (above 60%) is found among Indian executives, H7d: Leadership of substantial level (above 60%) is found among executives, H7e: Learning abilities of substantial level (above 60%) are found among executives, H7f: Inspirational capabilities of substantial level (above 60%) are found among executives).

4.6. CORRELATION ANALYSIS

According to Levin and Rubin (2008), this analysis determines the extent of interrelationship between variables. Its value lies between -1 and +1. In the present study, this analysis is performed using Pearson product moment correlation co-efficient and the results have been shown in the Table 4.12.

The Table 4.12 highlights that there exists a positive significant correlation of gender (0-male, 1-female) with experience (0-junior, 1-middle, 2-senior, p<.01) and TM (p<.01). Gender is also negatively correlated with affiliation (p<.01) and learning abilities (p<.01). This means that females belong to middle and senior levels i.e. have higher experience and have higher TM than males. Also, males are found to have low affiliation motive and learning abilities than females. Experience has positive significant correlation with education (0-graduate, 1-postgraduate, 2-doctorate, p<.05), industry (0-power, 1-service, 2-manufacturing, 3-IT, p<.01), sector (0-private, 1-public, p<.01) and meaning (p<.01). This result indicates that postgraduates and doctorates in manufacturing and IT industries belonging to public sector have more experience i.e. belong to middle and senior levels and also from junior to senior level executives meaning cognition rises. Education has positive significant correlation with industry (p<.05) and impact (p<.05). This means that manufacturing and IT industries have more postgraduates and doctorates i.e. have highly educated executives. Also, from graduates to doctorates impact cognition rises. Industry has positive significant correlation with control, extension (p<.01) and meaning (p<.05). Industry also has negative significant correlation with sector (p<.01) and affiliation (p<.05). These results indicate that control, extension motives and meaning cognition are higher in manufacturing and IT industries. Also, majority of power and service industries belong to public sector whereas most of the manufacturing and IT industries belong to private sector.

Achievement has positive significant correlation (p<.01) with meaning and TM. These outcomes reflect that meaningfulness and TM at work increase with the increase in achievement motive. Influence has positive significant correlation (p<.05) with TM. This states that TM in the organization boosts with rise in influence motivation. Control has positive significant correlation with affiliation (p<.05), extension (p<.01), meaning (p<.05), TM (p<.01) and has negative significant correlation with creativity (p<.05). Results point out that affiliation and extension motives as well as meaningfulness and TM at work are elevated with the growth in control motivation but it reduces creativity at work. Extension has positive significant correlation (p<.01) with meaning. This shows that meaningfulness at work grows with increase in extension motive. Meaning and competence both have positive significant correlation (p<.05) with self-determination, impact and TM.

Table 4.12: Correlation coefficients amongst control variables and various dimensions of the study

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Gen	1																			
2	Exp	.238**	1																		
3	Edu	.058	.12*	1																	
4	Ind	.028	.379**	.19*	1																
5	Sec	.058	.287**	.056	-.67**	1															
6	Ach	.031	.060	.019	.081	.122	1														
7	Inf	.020	.057	.017	.100	.170	.788	1													
8	Con	-.034	-.024	.051	.206**	.152	.639	.659	1												
9	Aff	-.16**	-.018	.090	-.18*	.134	.630	.645	.656*	1											
10	Ext	-.093	.068	.019	.142**	.241	.717	.727	.647**	.765	1										
11	Mea	.008	.233**	.082	.136*	.080	.309**	.302	.208*	.205	.290**	1									
12	Com	-.017	.114	.072	-.028	.051	.156	.179	.105	.138	.176	.468	1								
13	SD	.074	.007	.052	.064	.124	.340	.430	.296	.297	.328	.450	.403	1							
14	Im	-.077	.141	.11*	.081	.195	.292	.434	.379	.275	.301	.44*	.35*	.542	1						
15	Cr	.020	.108	.043	-.020	-.0.75	.472	.460	-.383*	.395	.437	.35*	.31*	.348	.384	1					
16	TB	-.112	.193	.004	-.147	.056	.337	.295	.323	.368	.413	.361	.345	.300	.338	.620	1				
17	Ent	.009	.093	.026	-.057	.072	.303	.341	.253	.264	.284	.263	.359	.318*	.364	.537	.529	1			
18	Lea	-.14**	.209	.050	-.075	.083	.310	.328	.328	.325	.354	.349	.309	.287	.380	.605	.634	.638	1		
19	LA	.016	.046	.017	-.086	.057	.304	.318	.171	.245	.312	.332	.327	.259	.295	.592	.568	.534	.539	1	
20	IC	-.031	.114	.082	-.060	.088	.294	.295	.260	.298	.331	.282	.316	.199	.266	.53*	.585	.54*	.568	.57*	1
21	TM	.158**	.160	.008	-.091	.067	.421**	.425*	.359**	.395	.444	.403*	.407*	.357	.423	.813**	.815	.785**	.833	.787**	.784

Note: **p < .01, *p < .05, Gen = Gender, Exp = Experience, Edu = Education, Ind = Industry, Sec = Sector, Ach = Achievement, Inf = Influence, Con = Control, Aff = Affiliation, Ext = Extension, Mea = Meaning, Com = Competence, SD = Self-Determination, Im = Impact, Cr = Creativity, TB = Team Building, Ent = Entrepreneurship, Lea = Leadership, LA = Learning Ability, IC = Inspirational Capabilities, TM = Talent Management

Enhancement of meaning and competence cognitions propels self-determination, impact and TM. Self-determination has positive significant correlation (p<.05) with entrepreneurship. It demonstrates that self-determination and entrepreneurship increase hand in hand. Lastly, creativity, entrepreneurship, learning abilities have positive significant correlation with inspirational capabilities (p<.05) and TM (p<.01). This symbolizes that increase in creativity, entrepreneurial behavior, learning abilities leads to improvement in inspirational capabilities and TM. As can be seen from results discussed above various RS motives have correlation with each other which provides support for H2 (The dimensions of RS are mutually correlated), correlations among PE cognitions have fetched support for H5 (The dimensions of PE are mutually correlated) and correlation among various TM practices obtained support for H8 (The dimensions of TM are mutually correlated).

4.7. ANALYZING THE EFFECTS OF DEMOGRAPHICS ON VARIABLES

The previous section discussed association between the variables but it is also required to test the actual differences amongst the groups of demographic variables. For this purpose, independent sample t-test is applied to test the differences between two groups whereas one-way ANOVA (Analysis of Variance) is applied to recognize the differences among 3 or more groups. The variations among different groups are illustrated in the Table 4.13.

Achievement motive significantly varies across sector i.e. public sector has higher achievement motivation as compared to private sector (t = -2.290, p<.05). Influence motive is higher in power than service industry (MD = -1.132, p<.05) and in public than private sector (t = -3.225, p<.01). Respondents belonging to service (MD = -1.326, p<.01) & IT (MD = -2.478, p<.01) industries have higher control motivation than the power industry. Also, public sector has better control motivation than private sector (t = -.2.869, p<.01). Likewise, middle level executives have higher extension motive than junior level executives (MD = -1.216, p<.05). Again, extension motive is higher power (MD = 1.942, p<.01) and service than IT industry (MD = 1.255, p<.01) and in public than private sector (t = -4.094, p<.01). Middle (MD = -.789, p<.01) and senior (MD = -1.176, p<.01) level executives find their job more meaningful and important than the junior level executives. Public sector has better self-determination than the private sector (t = -3.721, p<.01). Impact cognition is found better in senior than junior level executives

(MD = -.804, p<.05), in postgraduates than graduates (MD = -.667, p<.05), in service than power sector (MD = -1.333, p<.01) and in public than in private sector (t = -3.701, p<.01).

Table 4.13: Sub-groups with significant differences

Factors	Differences across	F/t	i-j (Subgroup Codes with names)	MD (i-j)
Achievement	Sector	t = -2.290*	0-1 (Private & Public)	-
Influence	Industry	F = 2.793*	1-0 (Service & Power)	-1.132*
	Sector	t = -3.225**	0-1 (Private & Public)	-
Control	Industry	F = 6.248**	0-1 (Power & Service)	-1.326**
			0-3 (Power & IT)	-2.478**
	Sector	t = -2.869**	0-1 (Private & Public)	-
Extension	Experience	F = 2.483*	0-1 (Junior & Middle)	-1.216*
	Industry	F = 4.256**	0-3 (Power & IT)	1.942**
			1-3 (Service & IT)	1.255**
	Sector	t = -4.094**	0-1 (Private & Public)	-
Meaning	Experience	F =10.254**	0-1 (Junior & Middle)	-.789**
			0-2 (Junior & Senior)	-1.176**
SD	Sector	t = -3.721**	0-1 (Private & public)	-
Impact	Experience	F = 3.513*	0-2 (Junior & Senior)	-.804*
	Education	F = 3.050*	0-1 (Graduate & Post Graduate)	-.667*
	Industry	F = 7.547**	0-1 (Power & Service)	-1.333**
	Sector	t = -3.701**	0-1 (Private & Public)	-
Team	Gender	t = -2.105*	0-1 (Male & Female)	-
Building	Experience	F = 8.300**	0-1 (Junior & Middle)	.417**
			0-2 (Junior & Senior)	.804**
	Industry	F = 3.929**	0-2 (Power & Manufacturing)	1.634**
Entrepreneur-	Education	F = 5.000**	0-2 (Graduate & Doctorate)	2.515**
ship			1-2 (Post Graduate & Doctorate)	2.796**
Leadership	Gender	t = -2.535*	0-1 (Male & Female)	-
	Experience	F = 7.923**	2-0 (Senior & Junior)	1.365**
Learning	Education	F = 3.625*	0-2 (Graduate & Doctorate)	-2.047*

Ability			1-2 (Post Graduate & Doctorate)	-2.308*
IC	Education	F = 5.491**	0-1 (Graduate & Post Graduate)	-.740**
Talent	Experience	F = 5.091**	2-0 (Senior & Junior)	4.886**
Management	Education	F = 4.375*	0-2 (Graduate & Doctorate)	-10.063*
			1-2 (Post Graduate & Doctorate)	-12.129*

Note: **p<.01, *p<.05, MD = Mean difference, SD = Self-Determination, IC = Inspirational Capabilities, only significant differences have been shown

Team building is found better in females than males (t = -2.105, p<.05), in junior than middle (MD = .417, p<.01) and senior (MD = .804, p<.01) level executives and in power than manufacturing industry (MD = 1.634, p<.01). Entrepreneurial behavior has been discovered as better in graduates (MD = 2.515, p<.01) and postgraduates (MD = 2.796, p<.01) than doctorates. Leadership qualities are found higher in females than males (t = -2.535, p<.05) and in senior than junior level executives (MD = 1.365, p<.01). Both graduates (MD = -2.047, p<.05) and post graduates (MD = -2.308, p<.05) have lower learning abilities than doctorates whereas postgraduates have better inspirational capabilities than graduates (MD = -.740, p<.01). Talent Management (TM) is better in senior than junior level executives (MD = 4.886, p<.01) and in doctorates than graduates (MD = -10.063, p<.05) and postgraduates (MD = -12.129, p<.05).

From the above results it has been confirmed that affiliation motive vary across educational qualification (Partial support for H3a: Executive's motives fluctuate due to educational qualification); influence control and extension varies across nature of industries (Partial support for H3b: Executive's motives fluctuate due to difference in nature of industries) and all the motives under RS varies across sector (Support for H3c: Executive's motives fluctuate across public and private sector). It is also determined that impact cognition vary across educational qualification (Partial support for H6a: Executive's cognitions fluctuate due to educational qualification); meaning and impact cognitions vary across work experience (Partial support for H6b: Executive's cognitions fluctuate due to work experience); impact cognition vary across industry (Partial support for Executive's cognitions fluctuate due to difference in nature of industries) and self-determination and impact vary across sector (Partial support for H6d: Executive's cognitions fluctuate across public and private sector). Further, team building vary across gender, experience and industry (Support for H9f: Executive's team building varies

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among males and females; H9h: Executive's team building varies due to work experience and H9i: Executive's team building varies due to difference in nature of industries). Entrepreneurial behavior varies across educational qualification (Support for H9l: Executive's entrepreneurial behavior varies due to educational qualification). Leadership qualities vary across gender, work experience and nature of industry (Support for H9p: Executive's leadership behavior varies among males and females; H9r: Executive's leadership behavior varies due to work experience and H9s: Executive's leadership behavior varies due to difference in nature of industries). Both learning abilities and inspirational capabilities vary across educational qualification (Support for H9v: Executive's learning abilities vary due to educational qualification and H9aa: Executive's inspirational capabilities vary due to educational qualification).

4.8.   REGRESSION ANALYSIS

This analysis tells the extent of relationship between dependent and independent variables and the direction as well i.e. their predictive association. According to Levin and Rubin (2008), this analysis determines if the independent variable changes then to what extent it will affect or change the dependent variable. In the present study multiple regression analysis is applied since there exists more than one variable. The previous section discussed the correlation analysis which has demonstrated association between various factors such as achievement, influence and control have shown positive relationship with TM, meaning and competence also have positive relation with TM, control has shown a negative relationship with creativity, meaning and competence have shown positive relationship with creativity, self-determination has shown positive relationship with entrepreneurship etc. Also, both role satisfaction motives and psychological empowerment cognitions have shown mutual inter-relationships. Regression analysis helps in determining to what extent TM is affected by RS and PE. Variance inflation factor (VIF) shows co-linearity i.e. shows the significant association among RS and PE. Various demographic variables such as educational qualification, experience, gender etc. have been controlled during the regression analysis as they were found influencing the predictive variables. Regression analysis results in three important values namely F-value (determines significance of the proposed theoretical model), Coefficient of Determination or R^2 (shows how much independent variable contributes towards dependent variable) and Beta coefficient or β (shows the hypotheses related to prediction).

4.8.1. Overall analysis

Table 4.14 shows the results of regression analysis in the form of three models i.e. Model 1 (determination of TM through control variables), Model 2 (determination of TM through control variables and RS) and Model 3 (determination of TM through control variables and PE). In the Model 1, the control variables namely experience (β= -.247, p<.01), education (β= .149, p<.05) and industry (β= -.199, p<.01) have major effects (significant) on TM. These control variables (CV) have created 6% of variance in TM (R^2=.060, p<.01). Once these variables are controlled in Model 1, Model 2 is achieved with controlled effects of control variables on TM and RS predicted TM. In this model, achievement (β= .117, p<.01), influence (β= .095, p<.05), affiliation (β= .096, p<.05) and extension (β= .148, p<.05) positively and significantly predicted TM. These CV and RS have created 27.5% of variance in TM (R^2= .275, p<.01). On the other hand, the unique contribution of RS towards TM is 21.4% (ΔR^2 = .214, p<.01). Similarly Model 3 predicts TM through controlled CV's and PE. All the PE cognitions namely meaning (β= .125, p<.05), competence (β= .222, p<.01), self-determination (β= .083, p<.05) and impact (β= .230, p<.01) positively and significantly predicted TM. These CV and PE have created 29.6% of variance in TM (R^2= .296, p<.01). Also, the unique contribution of PE towards TM is 23.6% (ΔR^2 = .236, p<.01).

Table 4.14: Prediction of TM through control variables, RS and PE

Determinants		Control variables	Control variables & RS	Control variables & PE	VIF
		Model 1 (β)	Model 2 (β)	Model 3 (β)	
Control Variables (CV)	Gender	-.032	-.021	-.036	1.068
	Experience	-.247**	-.167**	-.104*	1.841
	Education	.149*	.097	.045	1.259
	Industry	-.199**	-.236**	-.143*	1.973
	Sector	-.019	-.022	-.049	1.020
RS	Achievement	-	.117**	-	3.122
	Influence	-	.095*	-	3.303
	Control	-	.089	-	2.294
	Affiliation	-	.096*	-	2.857

			β		VIF
	Extension	-	.148*	-	3.634
PE	Meaning	-	-	.125*	1.663
	Competence	-	-	.222**	1.379
	SD	-	-	.083*	1.682
	Impact	-	-	.230**	1.660
F		4.425**	12.870**	15.955**	
ΔF		-	20.091**	28.598**	
R^2		.060**	.275**	.296**	
Adjusted R^2		.047**	.253**	.278**	
ΔR^2		-	.214**	.236**	

Note: **p < 0.01; *p < 0.05, β = Standardized beta values, SD = Self-Determination, Dependent Variable = Talent Management (TM), ΔR^2=Change in R^2, ΔF=Change in F

It can be concluded on the basis of the results that achievement, influence, affiliation, extension, meaning, competence, self-determination and impact positively predicts TM and control motive do not significantly predict TM. The VIF values obtained are below 10 which show that multicollinearity does not exist (Kutner, 2004). Of various CV's only experience, educational qualification and industry significantly affected TM.

4.9. DETERMINATION OF TM DIMENSIONS

4.9.1. Determination of TM dimensions by RS

Table 4.15 depicts that RS explains significant variance (R^2) in all factors of TM namely achievement positively predicts creativity, entrepreneurship, leadership and inspirational capabilities; influence positively predicts creativity, entrepreneurship, leadership and learning abilities; control predicts entrepreneurship, leadership and learning abilities positively; affiliation predicts team building, entrepreneurship and leadership positively and extension positively predicts creativity, team building, learning abilities and inspirational capabilities.

Table 4.15: Prediction of TM dimensions through RS

	Creativity	TB	Entre	Leadership	LA	IC
Ach	.219**	.104	.162**	.117*	.116	.167**
Inf	.150*	-.118	.238**	.181**	.186*	.056
Con	.043	.074	.209**	.122*	.152*	.019
Aff	.055	.199**	.147*	.163**	.013	.176
Ext	.237*	.267**	.025	.056	.182*	.171*
R^2	.255**	.185**	.122**	.147**	.128**	.121**
AR^2	.244**	.173**	.109**	.135**	.116**	.108**
F	23.592	15.658**	9.581**	11.924**	10.144**	9.470**

Note: Coefficients are standardized beta values (β), **$p<.01$, *$p<.05$, Ach = Achievement, Inf = Influence, Con = Control, Aff = Affiliation, Ext = Extension, AR^2 = adjusted R^2, TB = Team Building, Entre = Entrepreneurship, LA = Learning Ability, IC = Inspirational capabilities

4.9.2. Determination of TM dimensions by PE

Table 4.16 depicts that PE explains significant variance (R^2) in all factors of TM namely meaning positively predicts all the factors of TM except entrepreneurship; competence positively predicts all the TM factors except team building and inspirational capabilities; self-determination positively predicted only creativity and impact positively predicted only entrepreneurship and leadership.

Table 4.16: Prediction of TM dimensions through PE

	Creativity	TB	Entre	Leadership	LA	IC
Mea	.150*	.177**	.008	.165**	.169**	.128*
Com	.118*	.080	.236**	.134*	.186**	.114
SD	.120*	.060	.099	.027	.036	-.023
Imp	.036	.062	.222**	.243**	.103	.106
R^2	.212**	.199**	.199**	.199**	.165**	.138**
AR^2	.203**	.189**	.190**	.190*8	.156**	.128**
F	23.219**	21.428**	21.510**	21.473**	17.146**	13.811**

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Note: Coefficients are standardized beta values (β), **p<.05, *p<.05, Mea = Meaning, Com = Competence, SD = Self-Determination, Imp = Impact, AR^2 = adjusted R^2, TB = Team Building, Entre = Entrepreneurship, LA = Learning Ability, IC = Inspirational capabilities

4.10. RESULTS OF HYPOTHESES

Table 4.17: Summary of results of hypotheses

Hypothesis	Result
H1: Extension, achievement, affiliation motives are higher amongst the executives as compared to influence and control motive.	Supported
H2: The dimensions of RS are mutually correlated.	Supported
H3a: Executive's motives fluctuate due to educational qualification.	Partially Supported
H3b: Executive's motives fluctuate due to difference in nature of industries.	Partially Supported
H3c: Executive's motives fluctuate across public and private sector.	Partially Supported
H4: Competence will be the major perceived cognition among the Indian executives, followed by meaning and self-determination whereas impact will be the least perceived cognition.	Supported
H5: The dimensions of PE are mutually correlated.	Supported
H6a: Executive's cognitions fluctuate due to educational qualification.	Partially Supported
H6b: Executive's cognitions fluctuate due to work experience.	Partially Supported
H6c: Executive's cognitions fluctuate due to difference in nature of industries.	Partially Supported
H6d: Executive's cognitions fluctuate across public and private sector.	Partially Supported
H7a: Creativity of substantial level (above 60%) is found among executives.	Supported
H7b: Team building of substantial level (above 60%) is found among	Supported

executives.	
H7c: Entrepreneurial behavior of substantial level (above 60%) is found among executives.	Supported
H7d: Leadership of substantial level (above 60%) is found among executives.	Supported
H7e: Learning abilities of substantial level (above 60%) are found among executives.	Supported
H7f: Inspirational capabilities of substantial level (above 60%) are found among executives.	Supported
H8: The dimensions of TM are mutually correlated.	Supported
H9a: Executive's creativity varies among males and females.	Not Supported
H9b: Executive's creativity varies due to educational qualification.	Not Supported
H9c: Executive's creativity varies due to work experience.	Not Supported
H9d: Executive's creativity varies due to difference in nature of industries.	Not Supported
H9e: Executive's creativity varies across public and private sector.	Not Supported
H9f: Executive's team building varies among males and females.	Supported
H9g: Executive's team building varies due to educational qualification.	Not Supported
H9h: Executive's team building varies due to work experience.	Supported
H9i: Executive's team building varies due to difference in nature of industries.	Supported
H9j: Executive's team building varies across public and private sector.	Not Supported
H9k: Executive's entrepreneurial behavior varies among males and females.	Not Supported
H9l: Executive's entrepreneurial behavior varies due to educational qualification.	Supported
H9m: Executive's entrepreneurial behavior varies due to work experience.	Not Supported
H9n: Executive's entrepreneurial behavior varies due to difference in nature of industries.	Not Supported
H9o: Executive's entrepreneurial behavior varies across public and private sector.	Not Supported
H9p: Executive's leadership behavior varies among males and females.	Supported
H9q: Executive's leadership behavior varies due to educational qualification.	Not Supported
H9r: Executive's leadership behavior varies due to work experience.	Supported

H9s: Executive's leadership behavior varies due to difference in nature of industries.	Supported
H9t: Executive's leadership behavior varies across public and private sector.	Not Supported
H9u: Executive's learning abilities vary among males and females.	Not Supported
H9v: Executive's learning abilities vary due to educational qualification.	Supported
H9w: Executive's learning abilities vary due to work experience.	Not Supported
H9x: Executive's learning abilities vary due to difference in nature of industries.	Not Supported
H9y: Executive's learning abilities vary across public and private sector.	Not Supported
H9z: Executive's inspirational capabilities vary among males and females.	Not Supported
H9aa: Executive's inspirational capabilities vary due to educational qualification.	Supported
H9ab: Executive's inspirational capabilities vary due to work experience.	Not Supported
H9ac: Executive's inspirational capabilities vary due to difference in nature of industries.	Not Supported
H9ad: Executive's inspirational capabilities vary across public and private sector.	Not Supported
H10: Role satisfaction significantly predicts talent management.	Partially Supported
H10a: Achievement motive positively determines talent management.	Supported
H10b: Influence motive positively determines talent management.	Supported
H10c: Control motive positively determines talent management.	Not Supported
H10d: Affiliation motive positively determines talent management.	Supported
H10e: Extension motive positively determines talent management.	Supported
H11: Psychological empowerment significantly predicts talent management.	Partially Supported
H11a: Meaning cognition positively determines talent management.	Supported
H11b: Competence cognition positively determines talent management.	Supported
H11c: Self-determination cognition positively determines talent management.	Supported
H11d: Impact cognition positively determines talent management.	Supported

4.11. CHAPTER SUMMARY

Analyses and results were presented in this chapter. It begun with screening of data and then factor, reliability and validity analysis were performed. Descriptives were then calculated followed by correlation analysis, independent sample t-test, ANOVA and regression analyses were then applied. Later, prediction of TM through RS and PE was done. Finally the hypotheses were summarized in the end of the chapter. The succeeding chapter will talk about the reasons behind the achieved results.

DISCUSSION

According to the results achieved in the preceding chapter, this chapter will discuss the reasons behind those results. It initiates with the presentation of accomplishment of various objectives i.e. O1, O2, O3, O4 and O5. Subsequently the relevant hypotheses within them will be discussed in detail. The chapter is then summarized in the end.

5.1. INTRODUCTION

All the three scales have been found to be retaining their original factor structure. This makes the explanation of the results very easy. Again, these scales were analyzed for their reliabilities which too came very high in all the three cases. In addition, these scales are observed to have confirmed their content and convergent validity. Now, the upcoming sections will discuss the achieved results in detail.

5.2. ACCOMPLISHMENT OF OBJECTIVE 1 (O1)
O1: To examine the role satisfaction (RS) perception of executives in organizations.
5.2.1. AVERAGE RS

Becker (1960) stated that the level of gratification attained from performing a role affects the individual's decision to work or leave the situation where the roles are to be performed. Also, Goffman (1961) cited that when an individual's demands to achieve RS are not fulfilled, they detach themselves from their roles and circumstances by which they are surrounded (Goffman, 1961). The motives that lead to RS thus become a focal point for managing talent in the organization.

It has already been discussed that more than one need can exist at the same time. So on the basis of mean scores, Indian executives are having higher extension motives followed by affiliation and achievement motives whereas the least found motives are influence and control. In conformity to the above result, it was found that of the five motives extension motive was highly satisfied among the individuals followed by affiliation and achievement motive and lastly the influence and control motives (Krishnaveni and Ramkumar, 2006). This shows that these executives prefer doing something useful for others, develop their junior colleagues, help others, cooperate with others and work in teams. This also helps in maintaining good relations

and supports persistent growth of this motive amongst executives for long-term enlargement and development. This is how they satisfy their extension motive. Moreover, majority of the participants belong to senior level which shows that they have the skills and the expertise to help others. According to McClelland (1973), this motive is seen positively by supervisors. Further, McClelland and Burnham (1976) stated that this motive is found high among good managers. The next highest affiliation motive reflects that the executives favor working with friendly people, developing close personal relations, sharing feelings and emotions with others, interaction with colleagues and others on non-task matters. This result is quite expected from a country like India where a collectivist society exists i.e. individuals are group oriented. They like socializing with others. Individuals high on this need are inclined towards social groups and extremely dislike being aloof (Sanghi, 1998). This need also leads to sub-ordinate fulfillment (Mathieu, 1990). When we take a team into consideration, individuals with affiliation need turn out to be helpful teammates (Elenurm et al. 2007).

The next in the hierarchy is achievement motive which shows that executives perform challenging tasks, get immediate feedback on their performance, set standards of excellence, show that efficiency can be rewarded and can stretch their abilities and skills. McClelland (1961, 1965a) posited that high achievers set targets on their own, have potential to predict future goals, acquire important powers and skills, set challenging goals, expect real feedback on their performance, take personal responsibility for performing a task, deliberately take on calculated risk, on arriving to a superior position they find it hard to hand over power to lower levels etc. Also, Kunnanatt (2008) did a study on banking sector in India and found high achievement motive amongst the executives. India is nowadays developing at a very fast pace which provides numerous opportunities and thus increases achievement motive amongst people. Sanghi (1998) cited that achieving success, more responsibilities, better performance than competitors are few traits found in Indian executives. Executives belonging to manufacturing industries were found to have high achievement motive (Harrell and Stahl, 1981) and in the present study also the majority of the participants are from manufacturing industry. The second least influence motive signified that executives have fewer chances to influence others, have autonomy and freedom, give ideas to superiors, make contributions to important decisions and get recognition for work done. Yet, 70% influence drive is still seen amongst the executives. This percentage still highlights that executives have higher tendency to

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make an impact on others. This is possibly due to the existence of greater part of the participants belonging to the senior levels having higher positions in the organizations. The least control motive signified that executives have very less intent to punish those who do not conform or perform and instruct and control the people below them. Still 66.52% control tendency exists among the executives. Still a good number of respondents have agreed to possess control motive. If individuals high on this motive use their power in a negative way they can rupture the relationships but if used constructively they can develop better ways of doing things (McClelland, 1961).

5.2.2. CORRELATION AMONGST RS

Since there exists a correlation amongst the motives so it reveals that these motives are related with each other and individuals can possess a number of these motives at the same time (Gomes, 2011).

Here control and affiliation motive correlate with each other which symbolizes that executives are concerned with establishing and maintaining friendly relationship with others. Their control motive is helping them to maintain friendly relations with others and such affiliation tendency relates their control motive with affiliation motive. Verma (1985) explored a more group identification amongst the Indians with more power. Thus, it can be said that affiliation motive is a source of control motive for Indian executives. Also, the positive association of control and extension motive indicates that executives with an urge to help and be useful to others, cooperate with others and work in teams. This reveals that their control motive is helping them to be useful and helpful to others and letting them work in teams and such extension disposition relates their control motive with extension motive. The above results are consistent with the findings of Sangar and Rangnekar (2014a) who stated that control motive correlates positively with affiliation and extension motive.

5.2.3. VARIATION IN RS
5.2.3.1.   Variation in Achievement Motive

The public sector has higher achievement motivation as compared to private sector. The reason behind this could be the fact that the Indian public sector jobs are more secure than the private sector i.e. government jobs give 100% job security for lifetime which the other sector does not

provide. This means that an individual in public sector can set challenging goals for oneself without having the fear of failure because even if he fails nobody can take away his job but in private sector if anyone dares to take up difficult goals and gets failed then he is held responsible for his outcomes and this may lead to job loss.

5.2.3.2.   Variation in Influence Motive

Influence motive is found higher in power than service industry. Respondents of power industry are typically from public sector with most of them belonging to senior levels whereas those of service industry are by and large from the private sector and mainly are at junior levels. This indicates that since there are mostly senior level executives in the power industry they have more powers and experience to make an impact on others. Also, they have autonomy and independence in carrying out their work. They too have huge contributions in the major decisions. Whereas in the case of service industry, the majority respondents are junior level executives who usually do not have powers to make significant decisions, have less freedom as compared to the senior level executives. Again, public sector has been found to have higher influence motive than private sector. The reason stated above can also be applied in this case also.

5.2.3.3.   Variation in Control Motive

Respondents belonging to service & IT industries have higher control motivation than the power industry. This draws attention to the fact that both service and IT industries have to deal in work settings where proper attention has to be paid to each and every detail while handling the customers. A single mistake can be risky as it can lead to rejection by the client. Thus, in these industries the control motive is high as compared to the power industry because it is necessary to punish those who do not conform or perform and direct and control the people as this would help in minimizing the mistakes and reducing the client loss which is a huge loss in these industries.

Also, public sector has better control motivation than private sector. In India, public sector has strict rules and regulations which have to be followed and in order to make their employees follow them they are required to have high control motivation so as to instruct and control

employees to avoid chaos. Though the private sector too has rules and regulations but not as strict as the public sector. Thus, control motive is higher in public than in private sector.

5.2.3.4. Variation in Extension Motive

It is interesting to note that middle level executives have higher extension motive than junior level executives. This could be possibly due to the fact that middle level executives have higher experience as compared to the junior level executives i.e. former are senior to latter. Since middle level executives have more experience, skills and expertise, so they can easily help and develop their colleagues and sub-ordinates. Also, juniors learn from their seniors.

Again, extension motive is higher in power and service industry than IT industry which shows that mostly power industries belong to public sector which has majority of senior level executives who have high experience to teach and help others in development whereas most of the IT industry's belong to private sector having majority of junior level executives who have very less experience and thus not have learned much skills and expertise as compared to the senior level executives. Further, public sector is found to have better extension motive than private sector. Public sector has more number of doctorates which are highly qualified than the private sector. This implies that since doctorates have higher qualification i.e. competencies and skills, they will be able to help others to develop more beneficially than other graduates and post-graduates.

5.2.3.5. Variation in Overall RS

The overall variation in complete RS can be drawn on the basis of above discussed findings. Thus, it has been seen that RS varies across sector (majorly across private and public), industry (majorly across service, power and IT) and levels of experience (majorly across junior and middle). These variations rose mainly because of the difference in the nature of jobs and work environments. As can be seen in the case of private sectors which are less bothered about the control motivation than the public sector. Similarly, in industries such as IT and power industries operate in complete different work settings i.e. the former work in a virtual online environment whereas the former operate in a physically existing environment. Besides this junior levels have lesser experience and capabilities as compared to their senior counterparts who have richer experience, better work profiles and deals with important decisions.

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5.3. ACCOMPLISHMENT OF OBJECTIVE 2 (O2)

O2: To assess the psychological empowerment (PE) perception of executives in organizations.

5.3.1. AVERAGE PE

PE is considered to be a valuable technique as it leads to creativity at workplace which helps in enhancing the organizational effectiveness. When individuals experience PE at job, they are expected to have constructive outcomes such as propelled performance, more satisfaction, innovativeness, productivity on the job (Spreitzer et al., 1997a; Spreitzer, 2008). Thus, the cognitions that lead to PE also become a focal point for managing talent in the organization.

It has been clearly highlighted that competence cognition is the highest achieved cognition by the Indian executives. Consistent with this result, Uner and Turan (2010) who did a study on 421 samples in Turkey observed that participants have highest competence cognition. Also, in the present study majority of the participants belong to senior levels which signify that with experience they have learned majority of the skills and expertise that are required to do the tasks skillfully. Empowerment level increases with the advancement in expertise, enthusiasm and removal of obstacles in the path of victory (Veten and Cameron, 2002). Individuals high on competence take pleasure in doing the tasks and display an instigating performance (Bandura, 1997). It enhances satisfaction level of the individuals when they find themselves managing job-related task on their own. This further leads to job performance, loyalty and also reduces stress and strain (Liden et al., 2000). Moreover, it raises job satisfaction (Lin and Tseng, 2013) and helps in carrying out job tasks more easily (Mahama and Cheng, 2012).

The next highest in the queue is meaning cognition which illustrates that executives in Indian organizations find their jobs more meaningful and personally important. Similarly meaning cognition was found next highest to competence cognition amongst samples in a study (Uner and Turan, 2010). Having a meaningful job makes the individual feel that their time and energy is worth spending in an organizational setting where they work (Appelbaum and Hongger, 1998). It entails having a proper match or linkage in the job responsibility and the attitudes, principles and behaviors (Brief & Nord, 1990). Additionally it increases managerial

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performance and leads to better implementation of task responsibilities (Mahama and Cheng, 2012) as well as improves teamwork (Siegall and Gardner, 2000).

The next highest is self-determination cognition which reveals that Indian executives have considerable autonomy in doing their job, can decide themselves how to carry out their work and have freedom to do the tasks independently. It was found that self-determination is somewhat low as compared to competence and meaning cognition (Uner and Turan, 2010). From the present sample it is quite evident that majority of the participants are from public sector wherein there is a lot of freedom and autonomy in deciding how to do the job. This is in line with the outcome as stated above. Spector (1986) cited that self-determined individuals have several powers to decide on when to begin and finish the work and how much effort to be applied. This thus results in better attempts, stretches one's ability to change according to circumstances and develop better work approaches (Thomas and Velthouse, 1990). Furthermore, it increases organizational effectiveness (Sharma and Kaur, 2011).

Impact cognition (69.27%) has been observed to be the least amongst Indian executives reflecting that they have less influence over what happens in their department and lower control on various activities happening in the department. The sample reveals that the greater parts of the respondents are from public sector where the right to influence the overall department comes in from the higher authority and also this sector follows the top to bottom approach i.e. centralized approach to decision making is pursued. Uner and Turan (2010) cited that impact cognition is the least found cognition out of all the PE cognitions. When the impact level of individuals is low, they would experience some helplessness in their organization and ultimately thus affects or lowers their empowerment level. High impact cognition improves satisfaction and effectiveness at work (Spreitzer et al., 1997b) but when this is low it affects these outcomes adversely.

5.3.2. CORRELATION AMONGST PE

There is a correlation found between various cognitions which reveal that there exists interrelationship between cognitions (Sangar and Rangnekar, 2014c). As can be seen that meaning and impact cognitions positively correlate with each other. This highlights that Indian executives want to have high influence over their department along with a lot of control over the activities happening in the department. This is in line with the findings of Sangar and

Rangnekar (2013b) who observed a significant interrelationship between meaning and impact cognition. Their meaning cognition is helping them to have impact on their department and such impact tendency relates their meaning with impact cognition. This shows that one should first of all himself find a proper match between his values and job requirements then only he can uncover meaningfulness in the job and ultimately can influence the rest of the employees in his department. Additionally when one is able to influence various activities in his department then automatically he will find his job personally meaningful because his impact over the department is large and such influence will satisfy his need to have a fit between his beliefs and job prerequisites.

Competence and impact have been observed to have positive association with each other which points out that when an individual has the essential skills and abilities to the do the tasks skillfully then he will be able to influence his colleagues, sub-ordinates as well as his superiors with his excellent work outcomes. In this way he can influence his overall department with his expertise in the tasks he performs. This finding is in conformance with the outcomes of a study on Indian sample who found that competence and impact correlate with each other (Sangar and Rangnekar, 2012a).

5.3.3.   VARIATION IN PE
5.3.3.1.   Variation in Meaning Cognition

The middle level executives find their jobs more meaningful and important than the junior level executives. The reason behind this could be the fact that the middle level executives are more experienced than the junior level executives. Since experience brings in more expertise, skills and dedication towards the work so middle level executives will find their work more meaningful and personally important than the juniors who are lesser experienced than them.

Moreover, senior level executives also find their jobs more meaningful and important than the junior level executives. The same reason as mentioned above can also be applied here that the seniors are more experienced and experts in their fields than the juniors which ultimately enhanced meaning in their work role.

5.3.3.2. Variation in Self-Determination Cognition

Public sector has been found to have better self-determination than the private sector. Respondents of public sector mostly belong to senior levels whereas those of private sector are mainly are at junior levels. It has been stated that senior level executives usually have been found to have more autonomy and freedom to do their job while juniors have been given less freedom and autonomy to carry out their tasks independently (Sangar and Rangnekar, 2013a). Similarly in this case also seniority brings in more autonomy and independence to fulfill the job requirements.

5.3.3.3. Variation in Impact Cognition

Impact cognition has been found superior in senior than junior level executives. Since seniority comes with experience and also the seniors have worked for higher tenure, so they have more control and influence over their departments. Whereas juniors have less than 5 years of experience and thus have worked for lesser period of time, so they have less influence over their departments. This reflects the reason why juniors consider themselves having less impact as compared to the seniors.

Impact cognition is higher in postgraduates than graduates. It has been illustrated that higher the education the better would be the learning ability which will further help the individuals in succeeding in important organizational issues (Rashkovits and Livne, 2013). This illustrates that higher degrees helps in achieving better impact cognition than the lower education. Postgraduates will depict improved learning behavior which facilitates achievement of impact in their department.

Further, service industry has more impact cognition than the power industry. Service industries have to work in such a milieu where proper attention has to be paid to each and every detail while handling the customers. Clients can take back the assignment owing to few mistakes. Therefore, service industry's employees are required to have influence on the clients and customers as compared to power industry because this would help in hiding the minor mistakes and would thus reduce the client loss which is a major loss in these industries.

It is interesting to note that public sector has higher impact cognition than private sector. The reason behind this could be the fact that majority of the respondents in public sector are at

senior levels that have more say in their departments, moreover their influence and control over their department is again high when compared with junior levels. Whereas private sector has greater number of junior levels who have less influence due to their lesser experience and tenure in the company.

5.3.3.4. Variation in Overall PE

The variation in overall PE can be drawn on the basis of above discussed findings. Thus, it has been seen that PE varies across sector (majorly across private and public), industry (majorly across service and power), education (majorly across graduates and postgraduates) and levels of experience (majorly across junior, middle and senior). These variations arouse mainly due to the difference in the nature of jobs, educational level and work environments. Private sectors are less bothered about the impact cognition than the public sector. Similarly, in industries such as service and power industries operate in complete different work settings i.e. the former work in a face-to-face interaction with customers whereas the latter operate in a physically existing environment. Besides this junior level executives having lesser experience, job tenure and expertise as compared to their middle and senior counterparts who have richer experience, better influence, control over their departments. Moreover, postgraduates have better learning abilities than the graduates.

5.4. ACCOMPLISHMENT OF OBJECTIVE 3 (O3)

O3: To study the talent management (TM) practices in organizations.

5.4.1. AVERAGE TM

On the basis of the results, it has been found that the various TM practices i.e. creativity (80.8%), team building (82.56%), entrepreneurship (78.24%), leadership (82.36%), learning ability (81.72%) and inspirational capabilities (83.48%), all are found to be of substantial levels (above 60%) amongst Indian executives. These results are in line with the findings of Tayal and Rangnekar (2009) who observed that these practices exist among Indian executives in a sufficient amount.

Though creativity is somewhat on the higher side yet there is a possibility for additional enhancement. This moderate level of creativity amongst executives is probably due to their

ability to deploy full intelligence at workplace, receptivity to new ideas, giving adaptive and creative responses to setbacks as well as obstacles and encouraging creative ways for getting new projects. This is in agreement with the findings of Gupta and Singh (2013) which stated that the Indian executives are highly creative and they have developed certain behaviors that further enhance employee creativity such as independence, intrinsically satisfying task etc. This reflects that the executives in India have creativity imbibed in them. Also, a study in India highlighted the fact that considerable creativity exists amongst organizational employees which can further be influenced by exploring the role of employee perceptions (Gupta et al., 2012). This can be further enhanced by being accessible to new ideas, handling difficult situations creatively and developing ways that can help getting those projects that requires creativity.

Similarly team building did turn out to be at good intensity but more of it can still be reached. The reasons behind such good intensity of team building amongst executives are that they consider views of other team members while solving the problems, settling down all the conflicts rationally and effectively, integrity and honesty exists among team members, targets are achieved on time as well as they play the role of initiator in the team. It has been seen that there is presence of higher team building among the Indian executives (Sangar and Rangnekar, 2012b).

There is presence of somewhat lower entrepreneurial behavior when compared with rest of the TM practices among the Indian executives. This can be attributed to the few skills in the executives that set them apart from others, their involvement in development programs that help them in succeeding as an entrepreneur is less, less intrinsically motivated, not modifying objectives as per the situation and less utilization of their entrepreneurial skills. Corroborating with these results Sangar and Rangnekar (2014b) cited that entrepreneurial behavior has been seen among the Indian executives but at lower levels. So, there's much scope to enhance entrepreneurial behavior to improve overall TM.

Similarly leadership behavior exists amongst Indian executives in a considerable amount. The probable reasons for such level of leadership behavior among executives are that they help subordinates in developing their strengths and making their weakness irrelevant, ensure that appropriate activities are carried out for achieving the set targets, their team leading abilities are strong, they create a culture that allows group to fulfill their potential and their leadership style

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is also achievement oriented. Cappelli et al. (2010) interviewed various senior executives across the largest Indian firms and found that leadership, inspirational capabilities, entrepreneurial behavior etc. exists in them. This clearly highlights that leadership skills are found in executives in Indian organizations.

On an average basis, learning ability has been perceived to be at higher levels by the Indian executives. This reflects that they have strong attentive power, have interaction with their immediate bosses, punctual to all their assignments, participation in work related events conducted outside their organization and have high converting powers of their learning. Thus, it can be deduced that there is presence of learning ability amongst Indian executives. Also, Bhatnagar (2006) affirmed that organizational learning capability exists amongst the managers of Indian organizations. Still there is a possibility to improve learning abilities of the Indian executives so as to improve whole TM.

Lastly, inspirational capabilities too have been found in higher levels in the executives of Indian organizations. This demonstrates that they have high self-esteem, they inspire their friends, their inspiration is highly related with their performance, lead by example to others and act as a mentor for those who seek their help and guidance. The reported levels of inspirational capabilities are in conformity with the findings of Sangar and Rangnekar (2013b) who stated that these capabilities are present in substantial levels among the Indian executives. This moderate level of inspirational capabilities show that still there is a scope for further improvement.

Overall TM of Indian executives turn out to be 81.45% which is quite good yet there is a scope for improvement. Sangar and Rangnekar (2014a) have explored even better TM than the present study which reflects that still there is a scope for improvement in TM. The process of getting right individuals at right time, to benefit them and the organization as well, is turning out be quite difficult nowadays (Geetika and Ghosh, 2006). So, in order to further enhance TM of Indian executives all TM dimensions have to be improved. Firms should help employees in improving upon their creativity, entrepreneurial behavior, learning abilities etc. so that the employees can demonstrate their finest performance and in the end help in managing talent within them. Besides this, TM has been observed to have high standard deviation which might be due to the assorted sample of the present study i.e. the respondents belong to different fields

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which might change their perception towards TM. The process of getting right individuals at right time, to benefit them and the organization as well, is turning out be quite difficult nowadays (Geetika and Ghosh, 2006).

5.4.2. CORRELATION AMONGST TM

From the results it is found that creativity and inspirational capabilities are positively interrelated with each other. This result is in line with the findings of Hon (2011) and Grant and Berry (2011) who stated that creativity and motivation are correlated with each other. Both creativity and inspirational capabilities lead to TM. This signifies that when executives illustrate creativity then they will show better inspirational capabilities and vice versa. Also, entrepreneurship and inspirational capabilities are found to be interrelated as confirmed by the findings of Estay et al. (2013) and McGowan et al. (2012). This reflects that when executives show entrepreneurial behavior they will have better inspirational capabilities and vice versa. Moreover, learning abilities too have been found to have positive correlation with inspirational capabilities. This finding is also observed by Carette and Anseel (2013) and Haynes et al. (2009). This shows that executives with learning abilities also exhibit inspirational capabilities and vice versa.

5.4.3. VARIATION IN TM DIMENSIONS
5.4.3.1. Variation in Team Building

Team building is found better in females than in males. This can be attributed to the fact that out of 351 samples only 55 samples are of female which shows a lack of female representation in the sample. Females are observed to have greater affiliation motive than the males which can also be seen while working in a team. Females will demonstrate better team building qualities than males. Also, females are found to be more dependent on others than males which show that females will perform better in a team than alone.

Also, junior level executives have superior team building than middle level executives. Since middle level executives have more experience and expertise than juniors so they prefer working with autonomy and independence. They don't like working in teams. Whereas junior level executives neither have much experience nor they have the expertise to do the tasks independently. They prefer working in teams where they can groom themselves with the help

of teammates and can solve the problems with the help of others. Similarly, junior level executives have been found to have better team building than senior level executives. The same reason as mentioned above can be applied here also. Moreover, power industry has been observed to have superior team building than manufacturing industry. Power industry has more number of females than the manufacturing industry. This shows that females will perform better in a team in power industry than the manufacturing industry as explained above.

5.4.3.2. Variation in Entrepreneurship

Entrepreneurial behavior has been discovered as better in graduates than doctorates. The reason behind this could be the fact that graduates are younger than doctorates and are ready to face more risks and challenges than the doctorates who are much more matured and who will take more of calculated risks than any risk. This shows that entrepreneurial behavior will be much more illustrated by the ones who are ready to take risks and in this case these are graduates. Similarly, postgraduates are found to illustrate better entrepreneurial behavior than doctorates and the same reason as mentioned above can also be applied here.

5.4.3.3. Variation in Leadership

Leadership behavior is found better in females than males. Contrary to this Schuh et al. (2013) stated that females demonstrate lower power motivation and leadership behavior than males. Also, the female's samples are pretty low as compared to the male's number which shows a lack of female representation in the sample. Thus, this can be a result of underrepresentation of the females in sample. Additionally, senior level executives are found to show superior leadership behavior than junior level executives. Since majority of the respondents in senior levels are males and as stated by Schuh et al. (2014), males illustrate better leadership behavior and motivation as compared to females. As can be seen that greater part of females belong to junior levels which shows that junior levels will depict lower leadership behavior in comparison to males. Furthermore, service industry shows better leadership behavior than manufacturing industries.

5.4.3.4. Variation in Learning Abilities

Both graduates and post graduates have been observed to have lower learning abilities than doctorates. This can be explained in the light of higher educational level which leads to better

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learning abilities. Confirming the above result it was explored that the higher the educational level the better would be the learning abilities (Sangar and Rangenekar, 2012a). The higher educational level brings in more knowledge and skills that further enhance the learning capabilities of the employees.

5.4.3.5. Variation in Inspirational Capabilities

Lastly, inspirational capabilities have been found better among postgraduates than graduates. The higher educational level increases awareness and knowledge. This knowledge can help postgraduates to identify the stimulus that can attract others and make them do the tasks willingly that they want others to do (Sangar and Rangenekar, 2013b). Hence, it can be said that the higher education brings in better inspirational capabilities.

5.4.3.6. Variation in TM

The variation in talent management (TM) is quite analogous to the variation in various dimensions of TM such as TM is found higher in senior than junior level executives, in doctorates than graduates and postgraduates and in service than manufacturing industry. The reasons for these are discussed in detail in the above sub-section of variations in various dimensions of TM.

5.5. ACCOMPLISHMENT OF OBJECTIVE 4 (O4)
O4: To assess RS as determinant of TM.
5.5.1. OVERALL ANALYSIS

When the regression analysis is performed taking dimensions of RS as independent variable and TM as dependent variable after controlling the effects of control variables (ΔR^2=21.4%), the results highlighted that achievement, influence, affiliation and extension motives positively determine TM. This can be attributed to the findings of Shalley *et al.*, (2009) who cited that the psychological motives of individuals are significant in shaping their response to their work context. Though it has been seen that control motive too has shown existence of direction of relationship but since it gives insignificant value it has not been taken into consideration.

The existence of positive and significant association of achievement motive (urge to face challenging and difficult goals) with TM reveals that higher the achievement motivation higher would be TM. This reflects that when executives set up challenging targets on their own and

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acquire the important powers and skills they tend to enhance their achievement motive and in turn will improve upon their TM. Thus, it can be said that having high achievement motive can be the finest approach to manage talent in the organization. Similarly, when influence motive increases, TM also increases. This signifies that when executives are able to fulfill their need to persuade others, achieve autonomy to work with freedom as well as participate in major decision-makings, they will be able to improve TM in the organization. Hence, influence motive should be enhanced in order to attain better TM. Similarly, affiliation motive also contributes positively towards TM. When executives are more affiliation oriented they tend to work with others who are more affable and sociable, establish harmonious relations with others, then they ultimately enhance TM. Therefore, firms must understand the importance of affiliation motivation better to manage the talent within them. Likewise, extension motive also add on to TM when used in right direction. When executives have more extension tendency they try to work in teams, develop others and be useful and helpful to colleagues which helps in making TM even better. So, the organizations should realize the significance of these motives in improving overall TM.

As can be seen from the list of determinants of TM, it can be concluded that achievement is the most significant positive determinant of TM followed by extension, affiliation and influence motive. These four motives will help in improving TM; over and above these should be used in such a manner that one can reap highest advantage from them. RS explains 27.5% of variance in TM (Adjusted $R^2 = 25.3\%$) i.e. 27.5% part of TM is explained by RS. By far only the initial regression analysis has been discussed which has controlled the effects of control variables. The upcoming sections will discuss in detail the effects of RS dimensions on TM dimensions.

5.6.   ACCOMPLISHMENT OF OBJECTIVE 5 (O5)
O5: To assess PE as determinant of TM.
5.6.1.   OVERALL ANALYSIS

When the regression analysis is performed taking dimensions of PE as independent variable and TM as dependent variable after controlling the effects of control variables ($\Delta R^2=23.6\%$), the results highlighted that all the cognitions positively and significantly determine TM.

Meaning, competence, self-determination, impact, all the four cognitions have positive impact on TM. According to the results, impact cognition has been found to have highest impact on

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TM followed by competence, meaning and self-determination. As can be seen in the literature that having a meaningful job makes the individual feel that their time and energy is worth spending in an organizational setting where they work (Appelbaum and Hongger, 1998). So, when the job is considered as meaningful by the employees their talent will be managed in the organization automatically. Meaning cognition facilitates enhancement of satisfaction (Spreitzer et al., 1997a) and commitment (Liden et al. 2000) towards the organization. This again would improve TM in the organization. Meaning includes both emotional and cognitive facets of PE (Spreitzer, 1992). One can find meaning in just about every assignment, work or business (Wrzesniewski, 2003). If the employees are able to do so they can ultimately contribute towards TM in their organization. Therefore, this meaningful orientation is considered to be a determinant of TM as it improves TM.

Competence is found to be associated with better job performance (Fulford and Enz, 1995; Liden et al., 2000), organizational effectiveness (Liden et al., 2000; Sharma and Kaur, 2011) as well as job satisfaction (Walumbwa et al., 2003; Carless, 2004; Lin and Tseng, 2013). So, when the executives have high competence cognition they tend to improve their TM. Now when the employees feel that they have the required skills and expertise to do the job skillfully they ultimately enhance their TM in the organization. This cognition also helps in lessening anxiety and tensions (Thomas and Tymon 1994). This enhances satisfaction level of the individuals when they find themselves managing job-related task single-handedly. Hence, this cognition is found to contribute towards TM of executives in Indian organizations.

Self-determination cognition relates to improvement in learning, enhances flexibility and curiosity in tasks (Spreitzer, 1995; Mahama and Cheng, 2012), satisfaction and effectiveness at work (Thomas and Tymon, 1994; Spreitzer et al., 1997b) as well as improves organizational effectiveness (Sharma and Kaur, 2011). This reflects that the more the executives are self-determined the more they contribute towards management of talent in the organization. If an individual is s self-determined he carries on task willingly without any compulsion (Veten and Cameron, 2002). Also, Spector (1986) cited that these self-determined individuals have several powers to decide on when to begin and finish the work and how much effort to be applied. Further, Vansteenkiste et al. (2006) put forward the view that this cognition pays attention to necessity for freedom to recognize what motivates individuals. Therefore, it can be said that self-determination cognition contributes towards TM.

Impact cognition relates to improvement in job performance (Liden et al., 2000; Mahama and Cheng, 2012), satisfaction and effectiveness at work (Spreitzer et al., 1997a) in addition to it affects decision making procedures (Daghfous, 2004; Kang et al., 2007). It is recognized that this cognition has power to influence the whole work and its results (Sagie and Koslowsky,2000). Also, it can result in major transformation in the organization (Spreitzer and Quinn, 2001). Therefore, the executives who believe that they can affect various organizational decisions, results and bring about a positive effect on the organization can enhance TM. Hence, it can be said that higher the impact cognition higher would be the TM in the organization.

So, from the results it can be concluded that all the four cognitions will help in improving TM. PE explains 29.6% of variance in TM (Adjusted R^2 = 27.8%) i.e. 29.6% part of TM is explained by PE. As only the initial regression analysis has been discussed so the next section will discuss the effects of PE dimensions on TM dimensions.

5.7. PREDICTION OF TM DIMENSIONS

5.7.1. RS as determinant of TM dimensions (Objective O4)

Creativity dimension of TM is observed to be influenced by three dimensions of RS namely achievement, influence and extension motives. This is similar to the findings of Wallach (1983) and Koberg and Chusmir (1987) who indicated that individuals high on achievement motive are considered to enhance creativity and innovation in their organizations. This could be possible only when individuals have the ability to achieve difficult goals, receive opinions of seniors on their task performance, perform efficiently to get rewards and broadens his or her skills and abilities. Now, when individual's achievement motive is favorably attained they have the tendency to do extremely well and take risks and show creative activities. The discussion so far advocates the statement of Hon and Leung (2011) who observed that when employees think that their firm provides them an innovative environment along with empowerment, they are persuaded to design creative methods to solve problems and find resolutions (Kristor-Brown et al., 2005 and Hon and Rensvold, 2006) and finally triggered to be more creative (Kim et al., 2009). With the aim of being more effective, mangers must become highly adaptive to the workplace (Chauhan et al., 2005).

Indian executives' influence is also found to have a significant impact on their creativity. This finding affirms the proposal of Srivastava (2008) who advocated that when education level

goes high, more employees are readily available to help others and few are left to get helped in the organizations. However, in this study approximately 57 percent of the employees have low educational level (i.e. graduates) which implies that fewer employees are available to make an impact on others and more are available to get influenced in the organization. Thus, it can be said that influence contribute towards creativity in the present sample of Indian organizations. Control dimension did not significantly predicted creativity in the present sample. The reason behind it could be the fact that employees might not be having powers to instruct or control their junior colleagues, or punish those who do not perform. For instance, Buelens & Broeck (2007), observed that control motivates individuals in such a way that they take on the power to make decisions without any kind of restriction from management. Now when employees find no autonomy it is difficult for them to be creative and come up with new ideas at their workplace.

The affiliation dimension also didn't predicted creativity significantly. Nandi (2008) explored that individuals high on affiliation undermine goal orientation and objectivity in decision-making. Being high on affiliation deviate employees from their goal path and also detaches them from decision-making which in the end undermines creativity. Also, extension dimension is found to significantly predict creativity. Srivastava (2008) asserted that highly educated persons have tendency to work alone and not in teams and this ways extension would grow weaker as educational level grows. Since greater portion of the sample are just graduates, so they have low educational level which means there are less people who are competent to help others and want to work in teams to get the help and this propels their creativity level as they get help readily. Hence it may be concluded here that achievement, influence and extension motives could be a basis for superior creativity and ultimately contribute to TM in Indian organizations.

Interestingly, team building has been found to be positively affected by affiliation dimension of RS which means that the employees have a concern for establishing and maintaining close and personal relationships with other team members. This ensures that views of other team members will be considered while solving problems. Also, it helps in solving conflicts effectively and rationally and honesty amongst the team members is also maintained. Extension dimension is also found to positively contribute towards team building. These findings are consistent with the results of Krishnaveni and Ramkumar (2006), who conducted a study on 49

samples from five medium-sized organizations from different sectors. They found that the individuals are highly satisfied with the need for extension i.e. showing concern for others, interest in sub-ordinate goals and the urge to be relevant and useful to others. The fact that the achievement dimension of role satisfaction did not predicted team building significantly implies that executives under study while working as a team are not interested in only personally doing well rather they influence others to do well. Their behavior is not directed towards competition with team members to reach the goals, instead they work together to reach common goals. These findings are supported by Verma (2011), who found that people with high need for achievement are interested in personally doing well and they are not into influencing others to do well. Further, Dhar et al. (1999) stated that work groups as well as teams are important as they help in improving the functioning of whole of the organizational team. Managers have realized the importance of strategic plans to take complex decisions (Hadighi and Mahdavi, 2011) which also helps in team building as teams also participate in decision making process.

Moreover, entrepreneurship is predicted positively by all the factors of role satisfaction except extension motive. This can be attributed to the fact that entrepreneurs high on achievement motive tends to receive feedback on their work performance (Rauch and Frese, 2000). In addition, a lot of difficult goals are set up by entrepreneurs who require the existence of achievement motivation amongst them to accomplish those goals (Lee, 1997). Further, entrepreneurs are required to have high achievement motive so as to overcome problems and make the maximum use of their developing abilities (McClelland, 1965b). These entrepreneurs are believed to have this motivation that comes from the culture they are working in (McClelland 1978). Again, Rauch et al. (2009) cited that autonomy and independence are the two traits that entrepreneurs put emphasis on. Freedom and autonomy are explored to be the factors that motivate employees to become entrepreneurs (Lee, 1997). It has further been observed that entrepreneurial behavior is shown by the employees when they have high control motivation (Pandey and Tewary, 1979). Control and affiliation motives are the sole reason behind the successful running of the businesses of the entrepreneurs (Hansemark 2003). Decker et al. (2012) revealed that entrepreneurs expect affiliation from peers and sub-ordinates which reflect that they are not interested in getting support from them rather they can expand their social contacts for more networking as well as to add on from other experiences. The extension

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motive did not predicted entrepreneurship significantly because it is stated in the literature that there are few characteristic features of entrepreneurs that expect them to work on their own rather than in teams (Cooper and Saral, 2013). Firms can be brought into being as a small entrepreneurial venture and many more partners can be added to convert it into a global corporation with many areas of activities (Sushil, 2012).

All the motives of RS except extension motive are found to positively predict leadership behavior which symbolizes that Indian executives are concerned with exhibiting leadership behaviors. In due course of time, leadership did turn out to be an indispensable element for management and organization (Ogbonna and Lloyd, 2000). Misumi and Seki (1971) observed that high achievement motivation among leaders help in improving maintenance and performance. Also, Hansemark (2003) indicated that individuals having higher achievement motivation try to fulfill those goals that are achievable in addition to challenging. This could be possible only when individuals have the ability to achieve difficult goals, receive opinions of seniors on their task performance, perform efficiently to get rewards and broadens his or her skills and abilities. Moreover, it is theorized that high achievement motivation among career-oriented females leads them towards exemplifying leadership behavior (Harlan and Weiss, 1982). In addition, Malos (2011) suggested that leaders crave for higher achievement motivation and this motivation is imperative for being successful. So, if these leaders desire to reach higher positions in their organizations they should take up difficult tasks which facilitates in expanding his or her skills and abilities. The discussion so far advocates the statement of Mathieu (1990) who observed that individuals with high achievement motivation favor that kind of leadership behavior which elucidates passageway leading to accomplishment and converting their hard work into performance. Now, when individual's achievement motive is favorably attained they have the tendency to do extremely well and take risks and demonstrate leadership behavior. So, from the above discussion we can infer that executives under study in Indian firms are determined to make roles satisfactory so as to attain the notions of leadership behavior. Furthermore, these executives also give the impression that they are familiar with this postulation and this truly justifies our assumption that achievement motive positively affects leadership behavior and indirectly contributes to TM.

Influence at the workplace helps in impacting on others, contributing to major decisions, giving ideas to bosses, autonomy, work independence and recognition which can assist leaders in

working more effectively and efficiently. Leaders should discover the ways to influence and work all the way with others to lead efficiently. According to Valle (2006), leaders can persuade their sub-ordinates only when they have an intention of influencing others. The study also discovered that a leader can turn out to be more effective when he becomes more agile in his preference of influencing behaviors. Moving ahead, the results of control dimension clearly indicates that it positively and significantly affects leadership behavior in the present study. The reason behind it could be the fact that employees would be having powers to instruct or control their junior colleagues, or punish those who do not perform or conform. For instance, Bennis and Nanus (2003) asserted that control motive is the one which helps leader in accomplishing their tasks by the way of instructing and delegating powers to others. So, leaders should let their sub-ordinates know how and what they should do and appropriately use their powers. Now when employees get such powers at their workplace it promotes leadership behavior amongst them. This is in corroboration with the findings of Sosika and Dingerb (2007) who stated that as and when control motive increases it propels leadership tendencies of the employees. The probable explanation for the positive relationship between control and leadership behavior could be the fact that control motive helps the employees in controlling and instructing the people below them which facilitates in carrying out the activities smoothly. Now, when the tasks are done effortlessly the employees are further intrinsically motivated which encourages leadership behavior. Mathieu (1990) cited that one with high affiliation motive illustrates better leadership behavior. Contrary to this, McClelland and Boyatzis (1982) explored that when a leader has a high affiliation motivation, he is more worried regarding to his personal connections with others. This would lead to biased decisions which would ultimately harm the organization. Affiliation motive is concerned with interaction with others to develop close relations and work in a friendly environment. This would help leaders in getting along with others and learning from their experiences.

Moving ahead, the study findings also emphasize the importance of role satisfaction for enhancing inspirational capabilities. Moreover, out of the five factors of role satisfaction, only achievement and extension are found to enhance inspirational capabilities in our sample. This is similar to findings of Satyawadi and Ghosh (2012) who indicated that individual's achievement highly leads to inspirational capabilities. The organizations have a correct blend of education and experience based employees. It signifies that the surveyed executives can solve difficult

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problems, carry out challenging tasks effectively etc. All such favorable attainment of achievement motive helped in enhancing inspirational capabilities in the Indian organizations. Since their achievement of doing better than competitors in their organizations has already been fulfilled, so this leads to higher inspirational capabilities of these employees. They get to work on their own and fulfill their desire to excel in competition since there is a culture of independence in especially public sector organizations (Biernat, 1989). The discussion so far advocates the statement of Guerrero and Seguin (2012) who cited that when achievement motive is high, motivation is reinforced because employees feel that their tasks can serve both organizational goals and the need for personal achievement as challenging tasks are completed.

Indian executives influence has no significant impact on their inspirational capabilities. Though majority of the employees are graduates, yet they are at senior levels because of their work experience. This finding affirms the proposal of Srivastava (2008) who advocated that when education level goes high, more employees are readily available to help others and few are left to get helped in the organizations. Hence it can be concluded that influence does not contribute towards inspirational capabilities in the present sample of Indian organizations. The association of control and inspirational capabilities is in congruence with many other researches. For instance, Buelens and Broeck (2007) observed that control motivates individuals in such a way that they take on the power to make decisions without any kind of restriction from management. They can also gain control over information and resources and influence other individuals to modify their outlook and activities (Khan, 2000). Control helps in acquiring status and reputation to gain satisfaction from exercising their influence (McClelland, 1987). Employees high on control have a tendency to pursue their own individualistic aspirations, such as attaining management and political positions (Hon and Rensvold, 2006; House et al., 1991). But in the present case, majority of the organizations are public sector firms where no decision can be made without seeking the approval of higher authorities. These organizations are controlled by a small number of individuals who are required to give their final approval on all decisions (Pareek, 2004). Hence, the control motive doesn't predict inspirational capabilities in this study.

The non-predictability of affiliation towards inspirational capabilities is in corroboration with the findings of McClelland and Boyatzis, (1982). They cited that manager's low on affiliation can even take intricate decisions without taking care of that he might be hated for this later on. Steers (1987) observed that individuals with high affiliation enjoy being with other people,

make friends, and maintains personal relationships. This is very well in line with the study of Khan (2000) who stated that high affiliation helps in maintaining harmonious relationships and avoids conflicts as well as helps in working with people who are friendly and co-operative. Individuals high on affiliation undermine goal orientation and objectivity in decision-making (Nandi, 2008). But the same usually don't happen in public sector organizations. This could be possibly because in these organizations usually the higher authority manages all the issues, and they possess their own internal people, who are loyal to them (Srivastava, 2008). Therefore, it can be said that affiliation does not contribute towards inspirational capabilities in the current sample. Also, extension is found to significantly predict inspirational capabilities. This is in accordance with the past literature which says that when both extension and education are high, a number of persons are available who are capable enough to lend a hand to others and who can work on their own (Srivastava, 2008). He also asserted that highly educated persons have tendency to work alone and not in teams and this ways extension would grow weaker as education level grows. Since majority of the employees are graduates, so employee's education level is found to be low. This indicates that there are less people who are competent to help others and can work on their own. They are more likely to work in teams to get the help and this propels their inspirational capabilities as they get help readily. It can also be attributed to the fact that as the education level builds up, the number of employees demanding help reduces and the more highly skilled employees happen to be available to help. This shows that extension is escalating in the organization, as needy gets help readily. Hence it may be concluded here that extension could be a basis for superior inspirational capabilities in Indian organizations. Therefore, role satisfaction is essential for better inspirational capabilities which in turn contribute to TM in the organizations.

5.7.2. PE as determinant of TM dimensions (Objective O5)

Creativity in the present study has been found to be positively affected by many dimensions of PE namely meaning, competence and self-determination cognitions. These results corroborate the findings of Alge et al. (2006), Ayob (2011) and Ghorbani and Ahmadi (2011) who observed that dimensions of psychological empowerment i.e. meaning, competence, impact and self-determination have positive relationships with creativity of individuals. They proposed that supervisors can encourage creativity in the organizations by removing the restrictions which limits creativity. Importantly, the relationship between psychological empowerment and

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creativity has been considered a complementary one (Velthouse, 1990). In addition, Amabile et al. (1996) and Spreitzer (1995) recommended that psychological empowerment can contribute towards individual creativity if it positively affects individual's intrinsic motivation. Their findings are in congruence with the theory given by Amabile (1996) and Shalley et al. (2004) which explored that intrinsic motivation has been found to predict creativity. A study on employees of US federal government discovered that a variety of empowerment techniques can help in propelling creativity amongst them (Fernandez and Moldogaziev, 2013). Creativity can be enhanced when employees believe that they have the ability to deploy full creativity and intelligence at work place, receptive to new ideas, giving adaptive and creative responses to setbacks and obstacles, expressing ideas freely and encouraging creative ways to get new projects. This is possible when individuals have free access to information, choice of making decisions etc., which are associated with PE of the employees, which will lead to creativity in the organization (Ghorbani and Ahmadi, 2011).

The competence dimension is also found to determine creativity which shows that the employees in organizations under study might be having full confidence to do the job skillfully, self-assurance about the capabilities to do work activities and mastered the skills required to do the job well. Competencies such as critical thinking, authority in decision making, self-manageability etc. should be focused and taken care of for the purpose of enhancing creativity (Ghorbani and Ahmadi, 2011). Moreover, meaning is found to boost creativity in the present sample. Here, results are according to Karakoc and Yilmaz (2009), who asserted that employees feel satisfied when they find their jobs important and meaningful and which is why meaning is considered to be an important element to stimulate creativity in the organizations. This finding is also supported by Sun et al. (2012) who cited that when employees recognize that their job tasks are meaningful, they can enhance their creativity in their organizations. Once the employees feel that their jobs are meaningful they can help in preventing wastage of their capabilities. Again, significant scores for self-determination corroborate with the findings of Amabile and Gitomer (1984) which stated that self-determination helps in generating creativity. Psychologically empowered employees think that they can work independently, have an impact on others and have less control over them. Now, since these employees have freedom they can develop new thoughts and have a self-belief that their thoughts will be appreciated. Thus, it is quite clear from the above discussion that higher scores on psychological

empowerment will lead to enhanced creativity (Sun et al., 2012) and finally contribute towards overall TM.

Team building is observed to be determined positively by only meaning cognition of PE. Team members sense meaning in the job they do which makes them feel less empowered. The work they do makes sense to the team or rather it benefits other team members. Demitriades (2005) argued that to be successful in a dynamic environment, an organization should strive to become one large empowered team. The self-determination dimension of PE did not determined team building significantly implies a certain lack of the ability to take initiative, problem-solving skills, confidence, creativity and accountability for decisions in the organizations under study. This could be due to the fact that if employees perceive that they follow orders given by their managers or above authorities, they will not feel empowered. And if they have low self-determination they will find it difficult to work as teams with their subordinates. Furthermore, Psoinos and Smithson (2002) found that employee empowerment is a strategy used to enhance teams in organization, so that they can be effective in performing the activities of the organization. For instance, Reliance Industries owners, Anil and Mukesh, have made it clear that even senior managers must be prepared to work in teams. Reliance requires empowered managers to take decisions fast (Dwivedi, 1998). Gurol (2007) stated that the key behind the effective teamwork is to develop a work setting that promotes development of new ideas, formulations, ways and means. Hence, the team members should be empowered which would help in achieving objectives of the organization. So, in all PE offers many benefits to team building as well as TM in the organization.

Leadership is observed to be positively determined by meaning, competence and impact cognitions of PE. The reason behind this could be the fact that empowered leaders inspire their subordinates to a greater extent because inspiration would be a behavioral norm in the organizations under study. Or, these leaders spend most of their time and energy in ensuring that those activities are performed that are meaningful, requires competence and which helps the subordinates in fulfilling their goals as well as reach their potential. Also, willingness to get inspired on part of the subordinates could again be a reason for this positive relationship. This finding is in congruence with the research done by Spreitzer et al. (1999) on 393 mid-level supervisors where PE cognitions are positively associated with inspiration of subordinates. They found that supervisors who reported higher levels of empowerment are seen by their

subordinates as more inspirational. Thus, it is the effective communication, positive attitude, encouragement for creativity or to make contributions and high motivation to followers which is contributing towards high-quality leadership behavior.

Learning abilities is found to be positively determined by meaning and competence. This could be due to the fact that employee's PE is explored to be an important part of firm's practices that helps in allocating authority, information, incentives etc. to the employees lower in the hierarchy (Bowen and Lawler, 1995). This clearly reflects that higher the authority, information, incentives, knowledge etc. are provided to the individuals higher would be the motivation towards learning (Krishna, 2007). Employees who perceive high psychological empowerment at work are more concerned with learning abilities, such as mastering their job skills, understanding the organizational values, norms and culture, maintaining relations with peers for resources and information. It has further been observed that PE helps in adding to the confidence an individual has on the sub-ordinate networks and the horizontal structures of the firm (Koberg et al., 1999; Pfeffer, 1994) which leads to learning. Interestingly, Zimmerman (1995) stated that PE helps in improving learning abilities of the employees by augmenting individual's alertness regarding the ambience in the firm (i.e. political or social), information regarding the procedure of obtaining the desired resources, opportunity for talent growth as well as contribution towards firm's major decisions.

Again, meaning and competence are found to positively and significantly predict learning abilities. The reason behind this could be the fact that if the employees find meaning in their job, they have more value fulfillment and satisfaction at work and will share similar values with co-workers and peers. They'll be more punctual with assignments given to them leading to strong learning ability. If the employees have high competence, this means that they have high self-efficacy, adaptability, personal-mastery and strong attention power to learn the skills which automatically improves the learning abilities and they should convey the same to all the employees. Also, organizations understudy encourages interaction of people with supervisors and motivates them to participate in work related events organized within and outside the organization which helps in propelling the learning abilities of all the employees. It can also be seen that self-determination and impact are not found significant; the rationale behind this could be less motivation to work as well as learn and not working much hard to influence organizational outcomes. Tanlamai and Soongswang (2011a) stated that individual's inherent

style of learning is behind their way of thinking, learning and how they visualize things. Thus, it is the effective encouragement for interaction amongst employees, strong attentive power and participation in work related events inside and outside the organization which is contributing towards high-quality learning abilities.

Inspirational capabilities is explored to be positively and significantly determined by only meaning dimension of PE. These results corroborate the findings of Spreitzer (1995a, 1996) and Thomas and Velthouse (1990) who observed that inspirational capabilities and PE have positive inter-relationship with each other. Also, the results obtained in the present study are in congruence with the theory given by many researchers and practitioners that those individuals who perceive elevated PE are extra motivated than those who perceive lower empowerment or no empowerment (Rose, 2007; Spreitzer and Quinn, 2001; Thomas, 2000). Empowered employees can motivate their subordinates, peers to a greater extent because motivation would be a behavioral norm in the organizations under study. Or, these employees spend most of their efforts in ensuring that those activities are performed which helps the subordinates in fulfilling their goals as well as reach their potential. In addition, this finding is also in congruence with the research done by Spreitzer et al. (1999) on 393 mid-level supervisors where empowerment cognitions are positively linked with inspiration of subordinates. They brought into being that supervisors who are high on empowerment are considered highly inspirational.

The reason behind the obtained results could be the fact that sample has majority of executives who belong to senior levels. Such qualified and knowledgeable persons usually find their job meaningful, have professional expertise or competence, have necessary skills, abilities and knowledge to perform the job and have a large impact on the activities conducted in their organization. On the other hand, majority of the employees have a work experience of more than 10 years, in addition to it greater part of the sample are very much skilled. With such a combination of work experience, higher levels and educational know-how, the PE of employees has significant impact on inspirational capabilities. Perhaps, all these demographic variables contributed towards prediction of inspirational capabilities by PE in Indian firms.

Moreover, meaning was found to enhance inspirational capabilities in our sample. Here, results are according to Liden et al. (2000) who asserted that the employees who find their tasks meaningful and on completion of their tasks they can influence others in the organization are

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well inspired to do further well. The fact that the competence, self-determination and impact dimension of PE have a lower score implies a certain lack of the availability of inspirational environment in true sense in the organizations under study. This could be due to the fact that if individuals recognize that they follow orders given by their managers or above authorities, they will not feel empowered. And if they have low competence, self-determination and impact they will find it difficult to inspire their subordinates. Furthermore, employees who feel empowered have some sort of autonomy to do their job which automatically inspires them to fulfill their job more responsibly. Also, when these employees believe that there is a sense of meaning in what they do, helps them in feeling that they are contributing something useful and purposeful to the growth of the organization. However, these empowered employees cannot inspire their colleagues or sub-ordinates until they inspire themselves. So, first of all, they need to create an inspirational environment for themselves first in order to inspire others.

5.8.   OVERVIEW ON ACCOMLISHMENT OF OBJECTIVE 6 (O6)
O6: To open new vistas of research.

On the basis of the results of the present study, this research objective is bothered about the new areas opened for research. The present study has analyzed their perceptions of role satisfaction and psychological empowerment. The present research has clearly studied the personalities of the participants. A more in-depth knowledge and facts about talent management, role satisfaction and psychological empowerment of the Indian executives have been explored. Further, the study has added on to the existing literature of the variables. This objective will be discussed in detail in the following chapter under the heading 'scope for future research' and thus be accomplished there.

5.9.   CHAPTER SUMMARY

The chapter basically answered the research questions mentioned in the first chapter and also presented the successful achievement of the various research objectives. The chapter discussed the average RS, correlation amongst RS and variation in RS in detail. Similarly the discussion continued for the other two variables i.e. PE and TM. Next, it discussed the prediction of RS as well as PE independently on TM. Later, the prediction of RS and PE on TM dimensions was presented. Lastly, a brief overview of the objective 5 was given.

Indian executives have been found to be very achievement-oriented with a lot of extension and affiliation tendencies. Also, they find job meaningful as well consider themselves competent enough to do their job skillfully. This signifies that they prefer helping and being useful to others. They wish to maintain friendly environment in the workplace. Also, they prefer setting challenging and difficult goals for themselves. Thus, it can be said that their talent management can further be made better via offering them more influence, control, self-determination and impact in the organization.

The study also explored variations in RS, PE and TM across various demographic variables which might be attributable to the fact that different individuals perceive things differently especially when they belong to different gender, industry, education-levels, experience-levels as well as sectors.

CONCLUSION, LIMITATIONS, IMPLICATIONS AND FUTURE SCOPE

This chapter presents the conclusions and implications for the present study on account of the existing literature, results and discussion. It further discusses the limitations as well as the scope for future research (accomplishment of sixth objective in detail).

6.1. CONCLUSION

Executives from select Indian organizations were taken into consideration for the present study. This research reported their role satisfaction (RS), psychological empowerment (PE) and talent management (TM). The amount of contentment attained from performing a role affects the individual's decision to work or leave the situation where the roles are to be performed (Becker, 1960). The respondents were asked to answer the questions in the standard questionnaire according to their perceptions of role satisfaction, psychological empowerment and talent management practices. It was found that these executives are having high extension motivation followed by affiliation and achievement motivations. Their role satisfaction was least from the perspective of influence and control motivation. It is recommended that they improve their extension motives to make themselves useful to others, enhance affiliation motives in order to work in a friendly environment which leads to more positive outcomes, increase achievement motivation to strengthen their ability to take up more challenging tasks, improve influence and control motives so as to contribute to major decisions and to take corrective measures whenever required (Sangar and Rangnekar, 2014a). The five motives were also observed to be correlated which signifies that these motives are mutually interrelated.

Competence was explored to be the highest PE cognition amongst Indian executives because those who are high on this cognition take pleasure in doing their tasks and display an instigating performance (Bandura, 1997). Therefore, this cognition is considered to be of utmost importance to the executives in Indian organizations as it helps in improving their performance and thus leading to their TM. Next to it was meaning cognition followed by self-determination and impact cognition. This reflects that Indian executives find their job meaningful and personally important to them. But it also shows that they have been given less autonomy, independence and their influence on their department is very low and insignificant.

Similarly inspirational capabilities were found to be the highest talent management practice amongst the Indian executives followed by team building but the least scored TM practice were learning abilities and entrepreneurship. This suggests that not just inspirational capabilities and team building can help in managing talent in these organizations but it is also required to have learning abilities and entrepreneurial behavior being demonstrated by these executives which can help in contributing towards TM in the organizations. It is suggested that they improve their learning abilities and entrepreneurial behaviors in order to have better talent management in the organizations. The study stated the areas in which these executives were weak as well as proposed certain approaches to improve overall TM of these executives. The study also reported variations in RS and PE which states that there is a need to focus on various personal and related factors such as education level, gender, sector etc. It was cited in the extant literature that it is the responsibility of the management to expand the exclusive potentialities of the individuals instead of focusing on one goal for all the employees (McGregor, 1960). So, it is the job of the management to come up with ways to broaden their individual potentialities to the fullest.

The present research has considered RS and PE as determinants of TM which have not been considered in any of the earlier studies till present. The selection of inimitable determinants to determine talent management is the unique contribution of the present research. For the purpose of identifying the determining relationship of RS as well as of PE with TM individual scores on an average basis were used. Moreover, the research elucidates the fact that RS and PE independently explain significant variance in TM via empirical substantiation. Further, PE was found to generate more variance in TM than RS.

Extension, affiliation and achievement motives as well as competence and meaning cognitions have been explored to have positive and significant determination towards TM whereas influence and control motives in addition to self-determination and impact cognitions are found to be the ones that have somewhat contributed less to TM. It has been seen that when RS and PE are used independently to determine TM, there is a greater part of TM which is still remained unexplained. It can be attributed to the fact that there exist numerous factors that might have determination towards TM other than RS and PE. The primary reason to choose only these two variables as determinants of TM is that these variables have not been explored

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with respect to TM. This study has extended the work on the concepts of role satisfaction, psychological empowerment and talent management, over and above, added to the lack of researches on the said variables.

6.2. IMPLICATIONS OF THE STUDY

The implications of the research are as follows:

1. A lot of consideration should be given to control motive as it helps in monitoring the events and taking preventive measures whenever needed. This is how errors are reduced to a greater extent. Also, impact cognition should be worked upon so that individuals get opportunity to significantly influence their department and thus would lead to higher PE.

2. Influence motive involves recognition for work done which is a motivator in two-factor theory of motivation. This reflects that it should be present in order to maintain motivation as well as satisfaction. If it's not present it will lead to dissatisfaction.

3. The organizations can identify which task needs which motives and similarly which individual is high on which motive. This can help in proper assignment of appropriate tasks to the right employees. This would enhance their performance as they will work enthusiastically on the task which matches their motives.

4. Mishra et al. (1999) stated that since the working ambience keeps on changing, it is required by individuals to change accordingly to keep up the pace. So, it is suggested that individual's competence cognition should be checked timely so that it can be matched against the changing environmental needs.

5. Well-planned trainings should be provided to the employees to enhance their motives which in turn will improve their role satisfaction.

6. A proper understanding of the motives and cognitions can help the employees in reaching their maximum potential which would thus make them successful in their jobs. For instance, individuals high in control motive would work best in leadership profiles (McClelland and Burnham, 1976).

7. For each job role, RS and PE portfolios can be created in order to have correct recruitments and selections. This technique will prove to be of worth for consultants as well as OD practitioners.

8. Moreover, TM can be enhanced by working upon executive's creativity, team building, entrepreneurship, leadership, learning abilities and inspirational capabilities.

9. Extension, affiliation and achievement motives will contribute more towards TM. Similarly, competence and meaning cognition will contribute more towards TM.

10. Private sector employees are advised to become more achievement-oriented to enhance their TM.

11. Further, to improve inspirational capabilities, the Indian executives are recommended to enhance their influence motivation.

12. The higher achievement motivation of Indian executives enhances their creativity, entrepreneurial behavior, leadership behavior, inspirational capabilities and ultimately contributes towards TM in the organization.

13. The higher the meaning cognition of Indian executives higher would be their creativity, team building, leadership behavior, learning abilities, inspirational capabilities which would in turn enhance TM.

14. Higher self-determination cognition should be possessed by executives to have higher creativity.

6.3. LIMITATIONS

Limitations of the study are as follows:

1. Although the present research considered very complicated factors of RS and PE which were quite difficult to be captured in a satisfactory manner but yet the findings are in line with the existing literature.

2. Since survey method using standardized scales was applied for collecting the data, so the responses might not be free from personal biases.

3. The study considered only two variables i.e. role satisfaction and psychological empowerment as determinants of talent management. However, many more determinants of TM may exist as mentioned in the literature.

4. Only few motives were incorporated in the present study, however the extant literature has cited many other motives (such as dependency motive etc.) which are not measured here.

Similarly, only few cognitions were considered here but there exists more of these cognitions such as choice cognition.

5. The results and findings cannot be generalized to general population since the executives from few select Indian industries and organizations were targeted.

6. The sample size was trimmed down from 417 to 351 due to the normalization process.

7. The sample had very few females in comparison to males and this underrepresentation of females could lead to ambiguous results and might not show the right illustration of population.

8. Even though the researcher tried to abstain from the common method bias yet there are chances of its occurrence.

6.4. SCOPE FOR FUTURE RESEARCH (Accomplishment of objective 5 (O5))

The scope for future research is listed below:

1. The interrelationship amongst the motives necessitates the recognition of the unseen motives behind the actual motives of the executives.

2. This study may also be performed in distinct work culture and settings so as to come up with new and surprising facts. Even comparison studies can be carried out and also cross-cultural and cross-national studies can also be worked upon.

3. This research can further be continued by carrying out this study after the organizations have worked on the given suggestions so as to capture the improvements that have occurred by changing their RS and PE.

4. Other independent variables can be considered to check their impact on TM.

5. The sample size may be enlarged including more organizations.

6. To avoid common-method bias, different rating sources can be approached.

7. The reciprocal associations between the research variables can also be discovered.

8. The study predicting TM through RS and PE using various mediators and moderators such as demographic variables can also be carried out.

9. The same study can be carried out in numerous other industries and sectors.

10. Various scales for RS and PE are available apart from the ones that are used in the present study. So, the future studies can use other scales and compare the results with the findings of the present study to explore new insights in an Indian context.

11. The RS scale developed by Pareek and Purohit (2009) has been appeared to be statistically validated (confirmatory factor analysis) for the first time. Though the results are in line with the theoretical assumptions and notions of the authors of the scale. Yet there is a need to test this measure repeatedly.

This thus opens the future outlook of research and more studies can be carried out to discover the uncharted issues here.

6.5. CHAPTER SUMMARY

This research was deliberately designed to investigate role satisfaction (RS), psychological empowerment (PE) and talent management (TM) in an Indian perspective. This chapter presented the conclusion as well as the implications in detail. The outcomes created better understanding of RS motives, PE cognitions and TM of Indian executives. The employees belonging to related firms can make use of the given suggestions to improve TM in their organization. These implications also enhance understanding of various HR practitioners, professionals and academicians. Then the chapter highlighted the limitations of the present study. Lastly, the scope for future research was discussed in detail that led to the accomplishment of the fifth objective. This highlighted the various ways in which further studies can be carried out.

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APPENDIX-I: SURVEY SCALES

INDIAN INSTITUTE OF TECHNOLOGY ROORKEE
DEPARTMENT OF MANAGEMENT STUDIES

Dear participants,

Human resource has become the most valuable asset of an organization. Performance of any organization largely depends on the knowledge, skills, and abilities of its human resource and its effective utilization. Development of the employees is a significant function of an organization in present context. In this study we tend to explore the impact of Employee Empowerment & Role Satisfaction on Talent Management.

In this direction the attached questionnaire is a tool to help us understand your perceptions on the above said factors as you have work experience in the organization. Your response will add value to our research as well as to the literature. We therefore request your response to the survey. Your response will enhance the reliability of the findings of this research. In return for your participation, we undertake to respect strictly your anonymity by using your responses only as statistical data for the research.

Completed questionnaire may be sent through email at following email ids:

rubysengar@gmail.com
rubysddm@iitr.ernet.in

Thank you in anticipation, for your helpful response.

Yours sincerely

<table>
<tr><td>Ruby Sengar
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</table>

Psychological Empowerment Scale (Spreitzer, 1995)

Name: _____(Optional) **Age:** _____ **Gender:** _____

Role: _____ **Organization:** _____

Length of Service in current organization: _____ **Total Length of service:** _____

Education: _____ **Salary** _____

Please rate the following items on a 5-point likert-type scale where:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

	Items	**Ratings**				
1.	The work I do is very important to me.	5	4	3	2	1
2.	My job activities are personally meaningful to me.	5	4	3	2	1
3.	The work I do is meaningful to me.	5	4	3	2	1
4.	I am confident about my ability to do my job.	5	4	3	2	1
5.	I am self-assured about my capabilities to perform my work activities.	5	4	3	2	1
6.	I've mastered the skills necessary for my job.	5	4	3	2	1
7.	I've significant autonomy in determining how I do my job.	5	4	3	2	1
8.	I can decide on my own how to go about doing my work.	5	4	3	2	1
9.	I've considerable opportunity for independence & freedom in how I do my job.	5	4	3	2	1
10.	My impact on what happens in my department is large.	5	4	3	2	1
11.	I've a great deal of control over what happens in my department.	5	4	3	2	1
12.	I've significant influence over what happens in my department.	5	4	3	2	1

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Role Satisfaction Scale (Pareek, 1993)

Read each statement carefully. Then indicate under:-
"P" how much opportunity your role in your organization provides for that dimension
"D" indicates how much opportunity you would like to have for that dimension.

Please fill both **"P" and "D"** columns.

  Use the following numbers to indicate your reply:
   1. **Means about no opportunity.**
   2. **Means very little opportunity.**
   3. **Means some opportunity.**
   4. **Means quite a good deal of opportunity.**
   5. **Means a great deal of opportunity.**

	Items	P						D				
1.	Do something challenging and worthwhile.	5	4	3	2	1		5	4	3	2	1
2.	Influence or make an impact on others.	5	4	3	2	1		5	4	3	2	1
3.	Admonish (punish) those who do not conform.	5	4	3	2	1		5	4	3	2	1
4.	Work with friendly people.	5	4	3	2	1		5	4	3	2	1
5.	Do something useful for others.	5	4	3	2	1		5	4	3	2	1
6.	Get immediate feedback on your performance.	5	4	3	2	1		5	4	3	2	1
7.	Have autonomy and work independently.	5	4	3	2	1		5	4	3	2	1
8.	Direct and instruct people below you.	5	4	3	2	1		5	4	3	2	1
9.	Develop close personal relations.	5	4	3	2	1		5	4	3	2	1
10.	Develop your junior colleagues or subordinates.	5	4	3	2	1		5	4	3	2	1
11.	Set standards of excellence.	5	4	3	2	1		5	4	3	2	1
12.	Give ideas or suggestions to your superiors.	5	4	3	2	1		5	4	3	2	1
13.	Control the people below you.	5	4	3	2	1		5	4	3	2	1
14.	Share feelings and emotions with others.	5	4	3	2	1		5	4	3	2	1
15.	Help others.	5	4	3	2	1		5	4	3	2	1
16.	Show that efficiency can be rewarded.	5	4	3	2	1		5	4	3	2	1
17.	Make contributions to significant decisions.	5	4	3	2	1		5	4	3	2	1
18.	Admonish (punish) those who do not perform.	5	4	3	2	1		5	4	3	2	1
19.	Interact with colleagues.	5	4	3	2	1		5	4	3	2	1
20.	Cooperate with others in a common task.	5	4	3	2	1		5	4	3	2	1
21.	Stretch your abilities and skills.	5	4	3	2	1		5	4	3	2	1
22.	Get recognition for work done.	5	4	3	2	1		5	4	3	2	1
23.	Get regular reports from other sections or subordinates.	5	4	3	2	1		5	4	3	2	1
24.	Interact with others on non-task matters.	5	4	3	2	1		5	4	3	2	1
25.	Work in teams.	5	4	3	2	1		5	4	3	2	1

Talent Management Scale (Tayal and Rangnekar, 2007)

Please rate the following questions with circle in order of their importance.

5-Strongly Agree, 4- Agree, 3-Neither Agree Nor Disagree, 2 Disagree, 1-Strongly Disagree

	Items	Ratings				
1.	I am able to deploy full creativity and intelligence at work place.	5	4	3	2	1
2.	I am receptive to new ideas.	5	4	3	2	1
3.	I frequently give adaptive and creative responses to setbacks and obstacles.	5	4	3	2	1
4.	I can always express my ideas freely.	5	4	3	2	1
5.	I encourage creative ways for getting new projects.	5	4	3	2	1
6.	I take decisions to solve problems independently.	5	4	3	2	1
7.	Decisions taken are based on planning and thinking.	5	4	3	2	1
8.	I am an empathic listener.	5	4	3	2	1
9.	I often involve in taking risk to solve problem.	5	4	3	2	1
10.	I rarely compromise my basic values in making important decisions.	5	4	3	2	1
11.	I have good communication skills.	5	4	3	2	1
12.	I use verbal & written communication skills to communicate the development programs to my other batch mates.	5	4	3	2	1
13.	Communication provides sufficient information and understanding necessary for group effort.	5	4	3	2	1
14.	I share my knowledge/work experience frequently with others.	5	4	3	2	1
15.	Enough facilities are provided to us by our department for effective communication.	5	4	3	2	1
16.	I always consider views of other team members while solving problems.	5	4	3	2	1
17.	I settle down all the conflicts rationally and effectively.	5	4	3	2	1
18.	Integrity and honesty are in our team while working together.	5	4	3	2	1
19.	Targets are achieved in scheduled time.	5	4	3	2	1
20.	I hold a role of initiator in the team.	5	4	3	2	1
21.	I have skills that set me apart from others.	5	4	3	2	1
22.	I always get myself involved in development programs that will help me to succeed as an entrepreneur.	5	4	3	2	1
23.	I am an intrinsic motivator.	5	4	3	2	1
24.	I modify the objectives set according to the situation.	5	4	3	2	1

25.	I make utilization of my entrepreneur skills to carry out activities smoothly.	5	4	3	2	1
26.	I help subordinates in developing their strengths and making their weakness irrelevant.	5	4	3	2	1
27.	I ensure that appropriate activities are carried out for achieving the set target.	5	4	3	2	1
28.	My team leading ability is strong.	5	4	3	2	1
29.	I create culture that allows group to fulfill its potential.	5	4	3	2	1
30.	My leadership style is achievement oriented.	5	4	3	2	1
31.	I always help in development of my team members & help in reviewing their performance &offer help.	5	4	3	2	1
32.	I have strong managerial skills.	5	4	3	2	1
33.	I coordinate all the activities very efficiently.	5	4	3	2	1
34.	I always reinvigorate the process with new methods.	5	4	3	2	1
35.	I provide guidance in formulating plans in my own group.	5	4	3	2	1
36.	I have strong attention power.	5	4	3	2	1
37.	I interact with my supervisor/immediate boss.	5	4	3	2	1
38.	I am punctual to my all assignments.	5	4	3	2	1
39.	I often participate in work related events conducted outside my organization.	5	4	3	2	1
40.	I have high converting powers of my learning.	5	4	3	2	1
41.	I am satisfied with my performance.	5	4	3	2	1
42.	I believe more in strengthening my knowledge base.	5	4	3	2	1
43.	I have enough opportunities for improving my performance.	5	4	3	2	1
44.	My supervisor keeps regular monitoring to analyze my performance.	5	4	3	2	1
45.	I have ability to realize my full potential.	5	4	3	2	1
46.	I am always alert for my future career.	5	4	3	2	1
47.	I attend workshops & participate in seminars.	5	4	3	2	1
48.	I participate in all training programs conducted at my organization.	5	4	3	2	1
49.	I properly manage time for all activities related to my career advancement.	5	4	3	2	1
50.	I possess a high degree of self awareness.	5	4	3	2	1
51.	I have high self esteem.	5	4	3	2	1
52.	I inspire my friends.	5	4	3	2	1
53.	Inspiration is highly related with performance.	5	4	3	2	1
54.	I lead by example to others.	5	4	3	2	1
55.	I act as a mentor for those who seek my help and guidance.	5	4	3	2	1