

Factors Influencing the Intention of Saudi Gen-Y Talent to Stay in the Saudi Mining Industry

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Academic Declaration

“While registered as a candidate for the above degree, I have not been registered for any other research award.

The results and conclusions embodied in this thesis are the work of the named candidate and have not been submitted for any other academic award.”

Fouzi A. Bubshait – April-2022.

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Abstract

This study makes a significant addition to the body of knowledge and practice on the factors affecting talent management (TM) and talent retention by building on the social exchange theory (SET) within the context of the Saudi mining industry.

This research aims to understand, investigate, and report how organisational and individual factors impact talented Gen-Y employees' intention to stay in the Saudi mining industry. The study provides managers and HR practitioners in the Saudi mining industry with invaluable insights regarding current TM practices and a guide for their continuing efforts toward meeting the specific needs and expectations of talented Gen-Y employees to enhance their intentions to stay.

Qualitative data were gathered from two focus-group discussions with nine (9) selected managers and six (6) recruitment specialists representing the affiliate companies in SMC. In addition, twenty-four semi-structured interviews with current and talented Gen-Y ex-employees were conducted.

This is the first study investigating Saudi mining organisations' challenges in retaining talented Gen-Y employees. As the employee retention challenges of Saudi mining organisations are considered very typical of those experienced globally, the findings of this study are, therefore, generalizable to mining organisations operating in remote locations.

Several factors have been identified that may affect the intention of Gen-Y talents to stay in the Saudi mining industry. Organisational factors included professional development and advancement, performance management, branding, benefits and compensation, work environment, leadership and supervision, and recruitment and onboarding. Individual factors included engagement, feedback, communication, work-life balance, and personal values and perceptions.

The findings confirm the suitability of the SET framework in multinational environments and provide guidelines for organisations in designing retention programs and establishing strategies that could increase the intentions of talented Saudi Gen-Y employees to stay in the Kingdom's mining industry.

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List of Abbreviations

Active Employee Participant	AP
Ex-employee Participant	XP
Gulf Cooperation Council	GCC
Human Resources	HR
Individual Development Plans	IDP
King Fahd University for Petroleum & Minerals	KFUPM
Kingdom of Saudi Arabia	KSA
Master of Business Administration	MBA
Saudi Mining Company	SMC
Social Exchange Theory	SET
Society for Human Resource Management	SHRM
Talent Management	TM

Chapter 1 Introduction

1.1 Background

The Saudi Government has introduced ambitious aspirations in their Vision 2030 (KSA, 2016). The vision contains three themes targeting specific objectives to be achieved by 2030: a vibrant society, a thriving economy, and an ambitious nation. For a young country like KSA, with more than half its population under the age of 30, creating jobs for the young and ensuring fulfilling and engaging careers for talented Generation-Y (Gen-Y) become critical to all three pillars of this ambitious vision (KSA, 2016).

The first theme, vibrant society, underscores TM's job creation challenges, engagement, and attracting young talent (KSA, 2016). The mining industry is viable and will contribute to a thriving economy by reducing the Kingdom's dependence on oil revenues and lowering unemployment levels. Based on the geology of the Kingdom of Saudi Arabia (KSA), the country is rich in extensive proven mineral deposits (aluminium, gold, copper, phosphate, uranium, etc.). This abundance of resources is the foundation on which the Saudi mining industry will significantly increase its contribution to the KSA GDP and create thousands of new jobs (KSA, 2016). The Saudi mining industry requires a skilled workforce from across-section of generations.

The Saudi government has mandated the Saudi Mining Company (SMC) to establish the gold, aluminium, and phosphate mining industry in Saudi Arabia and create jobs for young Saudi nationals in alignment with Vision 2030 (KSA, 2016). To achieve this mandate, the SMC has initiated many mining industrial projects and established various training and development programs to attract and develop many Saudi talented Gen-Y, that is, people born after 1980 (Reuters, 2021). The remote mining locations and harsh work environment are typical challenges for SMC in retaining young Generations and protecting the investment it makes in hiring and training them (SMC, 2012).

SMC has invested in employee retention programs and strategies to increase the workforce's intentions to stay. The effectiveness of the mining industry's retention programs and strategies is not guaranteed. These are replicated from other sectors, such as the Saudi oil and gas and petrochemical industries, without firm evidence of the impact of

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their TM practices on their employees' intentions to stay. The issue is made worse by the absence of quality studies on the effectiveness of HR practices in the Saudi mining industry. Therefore, research on the younger generation of Saudis is crucial to understand this challenge and steering retention programs' investments in the right direction.

1.2 Gulf Cooperation Council (GCC) context

An international survey of 2,500 business leaders by Deloitte identified the retention of employees as one of the top challenges facing businesses today and suggested that low intention to stay is becoming a global phenomenon hindering organisations' success rapidly (Schwartz, Bersin, & Pelster, 2014). This challenge gets even more severe in the KSA and the Gulf Cooperation Council (GCC). It is noteworthy that over 50% of Saudis are under the age of 25 years who were born and grew up in KSA's record incomes during the early 2000s. They have acquired a sense of entitlement, especially those with college degrees and high expectations (El-Katiri, 2016). Mercer Consulting (2014) surveyed 116 HR managers and more than 400 men and women in the Saudi labour market and reported, among other findings, that 'one in four Saudi men and one in three Saudi women indicated they planned to stay with their current employer no more than one to three years.' The attrition of talented employees affects staff morale and negatively impacts an organisation's competitive advantage (Kumar, 2012). It can also reduce work quality and productivity (Holtom & Burch, 2016; Juhdi, Pa'wan, and Hansaram, 2013).

Vision 2030 (KSA, 2016) emphasises the need to develop the mining sector. The kingdom has launched sustained efforts to accelerate the development of mineral exploration and extraction and the integrated value chain to realise the maximum social and economic impacts of mineral resources for Saudi Arabia. The social and economic impact will be achieved when the sector's full potential is realised. The mining value chain is expected to create more than 256,000 new job opportunities, contribute more than SAR 281 billion to GDP, and reduce net imports to no less than SAR 37 billion by 2035 KSA (2021b). Therefore, Vision 2030 offers young talent vast opportunities to contribute to the national economy by furnishing them with fulfilling careers and professional growth.

In KSA, the challenge of young talent retention, especially among recent college graduates, has persisted despite all efforts to enhance their employment packages and work

environments. In the past two decades, KSA has invested generously in higher education. The Kingdom has witnessed a noticeable increase in universities and university enrolment. The number of universities jumped from 15 in 2005 to 34 in 2015. Higher education enrolment rose from 604,000 in 2005 to about a half-million in 2014. It is estimated that the number of graduates per year will grow to 386,000 by the end of 2022. These numbers far exceed the labour market's demand for college graduates, likely to result in over-education and aggravate unemployment for this category of job seekers (Habibi, 2015). Having too many graduates puts organisations in the region under pressure to over-hire to curtail unemployment as mandated by GCC governments and makes it hard to discern real talents. This explains why GCC countries favour an inclusive approach to talent to promote citizenship and nurture nationals. While they utilise aggressive selection criteria and extensive assessment programmes to select real talent to join the talent pool, they still keep opportunities open to all employees to build a big pool that initially includes all employees. Many participants in this big pool are gradually dropped based on objective assessments or lack of performance. Eventually, only distinguished performers and individuals with high potential remain in the succession pool.

The company is concerned about retaining young talent at the SMC level. The Saudi mining industry is typical of mining organisations globally and shares similar challenges in retaining its workforce, mainly young nationals. Low intention to stay among the young talented generation occurs within the first two years after joining the company. The intention to stay is the focus of this study. The low intention-to-stay measures anticipated turnover in the workplace (Bigliardi, Petroni, & Dormio, 2005). Previous studies confirmed the relationship between actual turnover and employee turnover intention (Bluedorn, 1982). SMC's *"Quality Assurance Review Report"* (SMC, 2018) indicates that *"since its inception in 2012, the program attracted 223 candidates, 81 of them (36%) left SMC. Major reasons for attrition included location, compensation, and career plans"* (SMC, 2018, p. 3).

While the Saudi mining industry has the potential to become the third pillar of the KSA economy, the industry requires a skilled workforce to carry out its operational work. Therefore, the task of engaging talent will continue to grow in importance for business success (Hughes & Rog, 2008). The challenge will be to align the availability of the required

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talent in numbers, skills and knowledge to match the industry's growth. Hence, the industry will challenge retaining top talent (Ericson, 2012).

Despite the promise and potential of the Saudi mining industry to provide exciting and well-paid job opportunities, the remote and harsh desert environments in which the Saudi mining industry operates present a challenge to attracting talent. The remoteness of work locations from an employee's home residence significantly contributes to employees' low intention to stay (Ma'aden HR Report, 2018).

Therefore, this study responds to the growing interest in talent development and retention, which occupies a top HR priority at the domestic, regional, and global levels. The significance of the study is that it will enable managers and HR practitioners to identify better the fundamental factors impacting their talented young generation's intention to stay and understand the root causes for the high attrition in this group of employees. It will eventually enable the organisation to plan and execute relevant interventions and solutions to raise their talented young generation's engagement, loyalty, and intention to stay.

1.3 Study rationale and significance

The study aims to address a gap in the literature to provide insights into the talented Saudi Gen-Y and their intention to stay within the industry. Such insights can guide organisations in designing the correct retention programs and establishing appropriate strategies to increase Saudi talented Gen-Y intentions to remain in the Kingdom's mining industry.

Regional research on younger generations of Saudis working in the mining industry is scarce. Researchers have examined various business fields and industries, such as information technology (IT), education, oil and gas, and banking. The studies were conducted in different geographical regions such as the US (Masi, 2010), India (Naim & Lenka, 2017), Australia (Luscombe, Lewis, & Biggs., 2012), South Africa (Van der Walt and du Plessis, 2010), Malaysia (Memon, Salleh, & Baharom, 2016), and other regions. However, due to differences in the institutional and cultural environment, it is difficult to assure the validity and relevance of the findings to the talented Saudi Gen-Y working in mining industries.

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The over-generalisation of findings limits most studies conducted on the intention to stay. For example, the sample size and associated data collection processes. Naim and Lenka (2017a), Jyoti and Rani (2015) and Masi (2010) highlight sample size limitations and suggest broadening them in future studies. Additionally, Naim and Lenka (2017a) and Naim and Lenka (2017c) confirm that the data gathered from their sample contained some possible biases, such as self-reported data, which makes it weak to establish a cause-effect relationship. Likewise, other studies suffer from various biases such as measurement biases (Ben-Bakr, Al-Shammri, Jefri & Prasad, 1994), poor internal reliability of scale used (Luscombe, Lewis & Biggs, 2012); and convenience sampling and use of a small sample (Plessis, Barkhuizen, Stanz, & Schutte, 2015).

The Saudi mining industry has many unique features compared to other Saudi sectors, such as the remote locations of the mines, which force employees to be away from their homes for extended periods with no access to basic amenities. Many researchers such as Memon and Salleh (2016), Parzinger, Lemons, McDaniel (2012), and Beach, Brereton, and Cliff (2003) have put forward recommendations for future studies and to replicate such studies to validate their findings, as their conclusions may not be conclusive. The third reason is context. The vast majority of studies were carried out in the USA (Masi, 2010; Rhule, 2004) and India (Aruna & Anitha, 2015; Naim & Lenka, 2017), which does not necessarily reflect the unique social, business, and cultural context of the Kingdom of Saudi Arabia. Additionally, researchers such as Memon, Salleh and Baharom (2016), Naim and Lenka (2017c), and Baldonado (2008) recommended that it is essential to validate the research in other geographical areas.

Another reason is that the studies consider selected factors and overlook other important parameters that could impact talents' intention to stay. For example, Rhule (2004) and Naim and Lenka (2017c) indicate that investigating the intention to stay does not consider the manager's perspective. Hence, it may not be a complete investigation. Finally, the methodology used could also be a limiting factor inhibiting the generalisation of the study. For example, Naim and Lenka (2017c) and Jain (2013) report that the accuracy of the quantitative data depends on respondents' honesty and accuracy. Hence, it is recommended that a mixed-methods approach be adopted for future studies to facilitate

data triangulation. Therefore, research on the Saudi mining industry with a robust sample becomes critical to bridging a research gap in existing talent management (TM) literature.

1.4 Overall research question, aim and objectives

The overall research question is "What factors influence talented Saudi s Gen-Y's intention to stay in the Saudi mining industry?" Therefore, this research aims to understand, investigate, and report how organisational and individual factors impact talented Gen-Y employee retention in the Saudi mining industry.

Thus, the study attempts to accomplish the following objectives:

RO1: Determine the perceived individual factors influencing talented Saudi Gen-Y employees' intention to stay in the Saudi mining industry.

RO2: Determine the perceived organisational factors influencing talented Saudi Gen-Y employees' intention to stay in the Saudi mining industry.

RO3: Identify and understand the gap between the theory and practices of TM in the Saudi mining industry and relevant recommendations to enhance Saudi talented Gen-Y employees' intention to stay in this context.

1.5 Academic significance of the study

This is the first study to investigate the individual and organisational factors influencing young talent's intention to stay in the mining sector in the Kingdom of Saudi Arabia. It provides empirical evidence for talent retention within the Saudi mining industry and relevant guidance on improving employees' intentions to stay. The study contributes to better human resource management practices. The study also contributes to the vibrancy and sustainability of the Saudi Mining Industry by offering a range of implications for practitioners of the field and enlightening business managers and professionals about possible solutions they could consider to counter talent attrition and assist employers in retaining talents and motivating them to contribute to the achievement of organisational goals.

In particular, the study identified a severe misalignment between SMC managers and their Gen-Y employees regarding what influences their intention to stay. The top five factors Gen-Y employees reported as critical for their continuity with the company were the IDP design and implementation, performance management, training and learning

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opportunities, work-life balance and communication. Surprisingly, none of these five factors was among the top factors SMC managers identified as impactful for their Gen-Y's intention to stay. This underlines that managers in the mining sector, and most likely in other sectors in KSA, are investing in the wrong initiatives. This finding constitutes a significant addition to the knowledge that may have a far-reaching impact on the various TM programmes in the mining sector and KSA.

In addition, the study culminates into a conceptual model (Figure 6.1), which outlines the individual and organisational factors impacting the talented young generation's intention to stay in the mining industry. This theoretical model improves the understanding of the antecedent factors and knowledge management. This model could likely be generalisable to other industries in KSA and the GCC. The study shows that while study participants share most attributes with Gen-y employees in different contexts, they have shown particular interest in providing feedback on their immediate supervisors and mentors to top management, engagement in the formulation and execution of the company strategy, having free access to information, and the company's contributions to community outreach programmes.

1.6 Chapter outline of the thesis

This section provides a brief outline of the chapters in this thesis.

Chapter One covers the background of the study, the statement of the research aim, the research rationale and research questions, the significance of the study, and the outline of the thesis. Chapter Two reviews relevant literature and discusses the implementation of SET in TM. Chapter Three introduces the research methodology and discusses the study's research design, the population of the study, sampling procedures, and data collection methods and tools. It also includes the reliability and validity of the data, data analysis techniques, expected findings, work schedules and budget relevant to the study. Chapter Four presents the study results. Chapter Five includes a discussion of the results along with key theories. Chapter Six provides conclusions and a future research agenda. The study concludes with Chapter Seven which outlines a reflective account and professional development during the doctoral programme.

Chapter 2 Literature Review

2.1 Introduction

This study set forth to investigate factors influencing the intention of talented Gen-Y employees to stay within the Saudi mining industry. A significant contribution of this Chapter is a review and critical discussion of TM literature to address a research gap.

Literature review, peer-reviewed academic articles, books and case studies were primarily sourced from the University of Portsmouth Library and other associated subscription databases (i.e. Science Direct, Emerald, EBSCO, and ProQuest). Additional sources included professional journals, reports, publications, and websites produced by the Saudi mining industry and Saudi Government (Appendix 1).

The initial search string included the keywords “Saudi Mining” AND “intention to stay” but scored zero hits. A refinement of keywords to be “mining” AND “intention to stay” scored only limited hits that stemmed from peer-reviewed academic journals, signifying that factors influencing talent intention to stay in the mining industry remain an area with limited research. For example, an article relating to the unique factors that influence the intention to stay of indigenous employees in the Australian mining industry (Parmenter & Barnes, 2021) and an article relating to the effect of “Fly-In-Fly-Out” work rosters on workforce turnover in Australian mining operations (Beach, Brereton, & Cliff, 2003) demonstrated the research deficit in this area. However, the literature review did confirm that talent intention to stay in the mining industry is not unique to the Saudi mining industry but is also a constraint on the performance of global mining giants such as Rio Tinto (Rio Tinto, 2020).

The search identified studies on TM, talented Gen-Y, employee retention, and intention to stay (see Appendix 1), some of which examined intention to stay factors (see Appendix 2). The literature review underscored the need for understanding the factors influencing the intention to stay. Although beyond the scope of this study, the literature review also revealed a wave of innovation, such as the adoption of information technology either occurring or imminent in the mining industry, that has the potential to significantly

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impact mining operations and the future nature of work in the mining industry (Gruenhagen & Parker, 2020; Olvera, 2022; Pietrobella, Marinb, and Olivari, 2018; and Sánchez & Hartlieb, 2020). These innovations provide opportunities for future research. The literature review, consistent with the research objectives of this study, focused on factors influencing the intention of talented Gen-Y to stay. A review of the literature showed that Social Exchange Theory (SET) is an often-used theory to explain TM relationships, such as TM practices and employee intention to stay.

This chapter, therefore, first reviews the relevance of SET in the context of TM and then discusses TM conceptualisation and factors influencing employees' intention to stay. Finally, the chapter concludes with an analysis of factors influencing employee intention to stay based on the extant literature.

2.2 Social Exchange Theory and Talent Management

Initially theorised by Homans (1958), SET proposes that individuals engage in a series of interdependent relationship exchanges, which includes weighing between benefits (rewards) and costs (risks). Emerson (1976) further expanded SET and related it to associations among individuals by looking at resource availability, power, and dependence as primary dynamics (Emerson, 1976), whereas Blau (1986) utilised SET to look at individual interests, preferences, inaction, supply and demand factors. Although SET has been used as a basis for many studies, it is widely acknowledged that SET involves a series of interactions that generate obligations; that is, there is an interdependence of transactions that can generate high-potential organisational relations (Cropanzano & Mitchell, 2005).

Studies show SET as a reciprocity phenomenon that occurs in the workplace between employees and organisations (see, e.g. Chen & Yu, 2014; Cropanzano & Mitchell, 2005). Those studies utilise SET to argue that employees who get support from their employers are more likely to reciprocate positively by demonstrating the desired behaviours towards both their organisations and customers (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002; Presbitero, Roxas, & Chadee, 2016; Dawley, Andrews, & Bucklew, 2008). For example, knowledge sharing (Hansen, 2007; Su & Swanson, 2019) to improve employee job performance could result in positive reciprocity (Ciobanu, Androniceanu, & Lazaroiu, 2019;

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Masterson, Lewis, Goldman, & Taylor, 2000), and reducing conflict (Liu, Nauta, Yang, & Spector, 2018).

However, there can also be negative outcomes to exchanges within organisations, such as employees being more likely to leave their jobs if they feel they are not appreciated (Gelinias & Brennan, 2017), not being fairly paid (Twenge, 2010), the work environment is perceived to be unhealthy (May, Gilson, & Harter, 2004), or employees feel that their manager or colleagues are harassing or victimizing them (Bies & Moag, 1986; Aljawazneh & Ziad, 2017). Should organisations wish to establish a positive reciprocal relationship with employees, they can introduce reciprocity initiatives such as employee well-being practices (Enos, 2020; Suslik, 2021) or training and development opportunities (Gould-Williams & Davies, 2005; Shuck, Twyford, Reio, and Shuck, 2014). Those initiatives make employees feel valued and encourage them to display positive attitudes and behaviours (Aryee, Budhwar, & Chen, 2002; Gould-Williams & Davies, 2005; Presbitero, 2017). Thus, although SET has been applied to many studies, there are criticisms of its conceptual vagueness with interpretations ranging from social transactions or reciprocal relations in an economic relationship to economic transactions within a social relationship (Cropanzano & Mitchell, 2005). Nevertheless, Cropanzano & Mitchell's (2005) meta-analysis of SET in organisational studies reveals that social exchange comprises actions contingent on rewarding reactions of others, which over time provide mutually rewarding reciprocal transactions and relationships.

SET is adopted as the theoretical grounding for this study to help investigate, understand and report how organisational and individual factors impact the intentions of talented Generation-Y employees to stay in the Saudi mining industry. De Boeck, Meyers, & Dries (2018, p. 199) found that in both empirical and non-empirical studies, SET appears as the *“dominant theory underpinning assumptions about employee reactions to TM”*. Thus, it features in contemporary TM studies. For example, SET explains the exchange relationship created between TM practices and employer branding (Maurya & Agarwal, 2018), the reciprocal relationship between employees and the investments made by organisations in their development (Khoreva, Vaiman, & Van Zalk, 2017), and the influence of various parameters like strategic orientation, organisational culture and organisational commitment on organisational performance (Ahmed, Khuwaja, Brohi, & Othman, 2018). Overall, TM

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studies utilise SET to highlight the exchange relationship between organisations and their employees.

In this study, SET is adopted because it helps explain whether or not and how organisational and individual factors influence the intention of Gen-Y employees to stay in the Saudi Arabia mining industry. Individual and organisational factors serve as assessment points that signal the organisation's talented Gen-Y intention to stay or leave. In other words, SET would help explain the conditions that drive or restrain talents' intentions to stay, which is vital to influence the talent's intention to stay. HR practitioners are responsible for designing and implementing TM practices while considering various interplay factors (Gilmore & Williams, 2012). In addition, Masi (2010) also suggested that talent intention to stay requires organisations to demonstrate that they cater to their employees' needs. For this to be achieved, line managers should better understand factors that drive or restrain employee motivation, commitment, and loyalty to direct their efforts towards establishing a culture that makes talents feel valued, trusted, respected, and rewarded. Under such conditions, talented Gen-Y employees are more likely to form more solid positive attachments, leading to optimal productivity and establishing longer-lasting relationships with the organisation (Oluwafemi, 2013).

2.3 Talent and Talent Management

This section extends the reciprocity discussion presented in the previous section by understanding the concepts of talent and TM and explaining how they influence talent's intention to stay.

2.3.1. Definition of talent

Despite the abundance of articles in the TM body of literature (Kravariti & Johnston, 2020; Presbitero, 2017; Singh, Singh, Kumar, & Gupta, 2015), the definition of talent remains somewhat opaque. This might be because it is often subjected to individual organisational interpretations depending on the nature and type of work performed and the unique organisational context (Gallardo-Gallardo et al., 2020; Iles, 2013). A study of employees in the hospitality industry highlighted the confusion around how organisations

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operationalise talent in practice and urged scholars *“to more closely consider to whom talent refers and what talent means for them”* (Jooss et al., 2019b, p.3).

Despite this, talent can be viewed as both an object and a subject (Gallardo-Gallardo et al., 2015). As an object, talent refers to the characteristics of people – for example, their natural abilities and mastery, coupled with their commitment and fit to organisational goals, values and beliefs. As a subject, talent refers to people, exclusively individuals with high potential, superior knowledge and skills, and performance (Gagné, 2000), who can utilise such skills with the least effort (Thorne & Pellant, 2006). An alternate perspective is that *“talent refers to those who have the potential to reach high levels of achievement”* (Tansley, 2011, P. 266). The subject approach is further split into two stands, inclusive versus exclusive. The inclusive approach concerns the talents of all employees in the organisation (Gallardo-Gallardo et al., 2015), whereas the exclusive approach to TM suggests investing in a small group of people who can significantly impact the performance of organisations (Ashton & Morton, 2005). The inclusive approach adopts a more humanitarian stance, implying that everyone in the organisation has talent and, thus, adds value (Clarke & Winkler, 2006).

Several scholarly articles have discussed the inclusive/exclusive debate by considering the contextual nature of talent, suggesting that particular approaches to talent fit within specific contexts. For example, talent in the public sector and SMEs are viewed from an inclusive perspective as this approach better reflects the sectors' egalitarian culture (Kravariti & Johnston, 2020). However, Jooss et al. (2019a, p.3893) maintain, *“While a formal concept has been established, a lack of clarity across levels was evident with both subject and object approaches and inclusive and exclusive views on talent being present in the firms”*.

In this study, talent is primarily viewed from its inclusive approach. This is because organisations such as SMC are owned by the Saudi Government, which views all employees as having talent and investing in its nationals. This view is also supported by Vision 2030, which aims to implement nationalisation agendas and run developmental initiatives to support Saudis in reaching their full potential (Deloitte, 2016).

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2.3.2 Definition of Talent Management

As with the definition of talent, the literature provides little agreement on a decisive definition of TM (Collings & Mellahi, 2009; Lewis & Heckman, 2006; McDonnell et al., 2017). The absence of a consensus-driven definition of TM might mean that organisations will, in many cases, develop their unique definition depending on their context and strategic priorities. However, TM can refer to practices associated with ensuring that the right person with the right competencies is available in the right place at the right time (Whelan, 2011). Alternate views define TM as establishing a talent pipeline through an assortative matching mechanism between firms and individuals (Brymer, Chadwick, Hill, & Molloy, 2019). Most scholars tend to agree, though, that TM means to attract, select, develop, and retain the “best people” as well as highlight the reciprocal benefits of placing and retaining talented employees in pivotal positions to support organisational profitability and sustainability (Collings & Mellahi, 2009; Scullion et al., 2010). The latter definition of TM is also adopted in this study because it embraces significant aspects of TM practices and is aligned with SMC's current practices. In other words, for this study, TM is defined as selecting, developing, rewarding and retaining the best employees suitable for the industry to add value, through a reciprocal relationship, between employees and the organisation.

2.4 Talent Intention to Stay

2.4.1 Conceptualising Talent Intention to Stay

The lack of skilled talent represents a perennial struggle for organisations (McDonnell, 2011; Ward, 2011; Philips & Roper, 2009) and requires effective attraction and retention strategies and processes (Ariss et al., 2013). The advantage of reciprocal benefits stemming from talent retention for organisations can be financial, organisational, and HR-related (Bethke-Langenegger, Mahler, & Staffelbach, 2011; Chami & Malaeb, 2012).

According to Johari et al. (2012), talent intention to stay can be defined as employees' desire to remain in the current employment relationship with their current employer on a longer-term basis, which is the inverse concept of turnover intention or intention to quit. Furthermore, undesirable, unwanted and voluntary attrition that companies experience when highly valued employees quit taking another job elsewhere is a problem and important to address as the competition for talent is high and continuously growing (Johari,

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Yean, Adnan, Yahya, & Ahmad, 2012). Tett and Meyer (1993) and Agbator & Olori (2020) define employees' intention to stay as a willingness to stay with an organisation. Hewitt's (2004) definition of intention-to-stay is an employee's level of willingness and commitment to remain employed by the firm.

Research affirms that talent is a critical factor for organisational business success (Ariss, Cascio, & Paauwe, 2014; Meyers & Van Woerkom, 2014; Efendi, 2021) and ensuring talent stays with the organisation will continue to be a key challenge for managers and HR practitioners (Latukha, 2011). Talent is essential for organisational survival during crises such as the recent COVID-19 pandemic (Jayathilake et al., 2021). Companies invest invaluable resources in hiring and training new talent to secure the required talent for their operations (McDermott, Mangan, & O'Connor, 2006). Moreover, talent's intention to stay results from actioned TM practices. Ensuring talent's intention to stay is not confined to the context of the SMC but is a global phenomenon challenging organisations worldwide (Gallardo-Gallardo, Thunnissen, & Scullion, 2020). Discussions in the literature abound on the relationship between organisational competitiveness (Collings & Mellahi, 2009; Farndale, Scullion, & Sparrow, 2010), survivability, performance (Lewis & Heckman, 2006), the retention of talent (Ariss, Cascio & Paauwe, 2014; Meyers & Van Woerkom, 2014; Efendi, 2021), and how organisations influence talented employees to stay (Latukha, 2011).

2.4.2 Discussion on contemporary practices that influence talent's intention to stay.

This study identified that the concept of '*intention to stay*' is often expressed in various forms. For example, '*intention to quit*' (Alferaih, 2017; Gupta, 2019), '*turnover intention*' (Alferaih, 2018; Boonbumroongsuk & Rungruang, 2022; Parmenter & Barnes, 2021), and '*intention....to leave*' (Al-Dalahmeh, Héder-Rima, & Dajnoki, 2020).

Maintaining a positive intention to stay is a contemporary topic worth investigating, as talent is considered a primary lever of organisational competitiveness (Collings & Mellahi, 2009; Farndale, Scullion, & Sparrow, 2010) and is required to ensure adequate performance (Lewis & Heckman, 2006). The cost of talent attrition is discussed extensively in the literature and is critically relevant to this study. The empirical evidence suggests that TM practices positively correlate to talent's favourable behavioural reactions (De Boeck, Meyers, & Dries, 2018). However, the adoption of TM practices in the Saudi Arabian and

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Middle Eastern context remains unresolved mainly and increasingly problematic (Hassan, Jambulingam, Alam, & Islam, 2019; Ott, Tolentino, & Michailova, 2018). Accordingly, the following section discusses contemporary practices and strategies at the macro, meso, and micro levels that influence Gen-Y employees in the Saudi context to stay.

At the macro level, government policies and strategies designed to influence the intention of employees to stay vary across countries. The Saudi Government Vision 2030 (KSA, 2016) focus on developing employee competencies and leadership skills. To this end, the Saudi Government established the Human Resource Development Fund (HRDF, 2022) to assist organisations in developing their employees. However, a critical review of TM practices in Saudi Arabia concluded that it is highly challenging for private-sector organisations to employ TM practices. Hence TM practices in the Saudi Arabian private sector can only be considered in its early formative stage (Masoud Alhaider, 2022). The Bahraini Government's policies and strategies are provided through its National Employment Programs (Tamkeen, 2022), which include programs designed to encourage Bahraini talent to seek careers in the private sector. The United Arab Emirates Government (UAE Ministry of Economy, 2022) has adopted strategies to attract and retain global talent that contributes to the UAE's strategic competitiveness. Thus, while government policies encourage, at a macro level, the support and investment in talent, there is a gap in how these policies are implemented at meso and micro levels.

At the meso level, organisational policies and practices vary and most likely depend on the nature of the industry, which would determine practices that influence the intention to stay. Not all industries share the same issues affecting retention. Hence there are variations in TM practices. However, there is a lack of research on what practices influence the intention to stay in Saudi organisations and organisations throughout the Middle-East (Iqbal, 2010). Alferaih, Sarwar, & Eid (2018) acknowledge this gap in the research. However, while their study was conducted in the Saudi Arabian context, it was confined to the hospitality industry and lacked statistical analysis that would allow the generalisation of findings across industries.

Organisational culture is considered strategic and influential in building trust and commitment (Ahmed, Khuwaja, Brohi, & Othman, 2018). Sharing knowledge and strategic leadership within organisations is critical for competency development and influencing the

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commitment and intention to stay of Gen Y employees (Malik, De Silva, Budhwar, & Srikanth, 2021; Naim & Lenka, 2016; Younas & Bari, 2020). Organisations that adopt 'servant leadership' management strategies are considered more likely to positively influence Gen-Y employees to stay (Hassan, Jambulingam, Alam, & Islam, 2019).

Organisations that operate in the same or similar industries, such as mining, often compete for talent from a highly competitive and limited global talent pool (Rio Tinto, 2020). Their competitive advantage and long-term survivability depend on having appropriate preparation strategies (Berger & Berger, 2004; Branham, 2000). The challenge for organisations in this context is to avoid competitors 'cherry picking' their talent (Bakhtiary, 2010) through strategies of a reciprocal nature that ensure talent is "visible, stimulated and nurtured" (Penc, 1997, p. 446) and is given career progression and professional growth opportunities (Schweyer, 2004; Caretta, 1992).

It is worth mentioning that organisations that are implementing strategies for influencing the talent intention to stay become stressed by continual changes in the environment in which the organisation operates (Mohammed, 2019), for example, demographic shifts (Saudi Arabia has a 'young' population) (Dries, 2013), pandemics such as COVID-19 (Jayathilake, Daud, Eaw, & Annuar, 2021), and labour shortages (Kaye & Jordan-Evans, 2005).

At the micro level, individual practices such as knowledge sharing and communication are considered major contributors to competency development, positively influencing Gen-Y intention to stay (Naim & Lenka, 2017c; Nuamah, 2022). In addition, mentoring gives Gen Y employees the perception of organisational support (Naim & Lenka, 2017a). An alternative opinion suggests that while mentoring and strategic leadership positively influence Gen-Y intention to stay, knowledge sharing has no significant immediate effect on the intention to stay (Younas & Bari, 2020).

Thus, at the meso and micro levels as well there are variations in TM and how it contributes value to employees and organisations. However, literature does show that talent tends to leave their current jobs due to insufficient financial incentives, failure to get along with colleagues, and lack of training and development opportunities (Allen, Bryant, & Vardaman, 2012; Bartram, 2012). Furthermore, a recent study in the KSA tourism sector highlighted organisational commitment, talent engagement and job satisfaction as factors

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contributing to low intention to stay (Alferaih, Sarwar, & Eid, 2018). The following section, therefore, reviews factors impacting talent's intention to stay.

2.5 Factors Influencing Talent Intention to stay

TM practices are affected by a wide range of factors, including employee age and level of education (Stark, 2009), job nature (Cunningham, 2002; Sutherland & Jordan, 2004; Lockwood, 2006), organisation culture and work climate (DeLong, 1997; Oluwafem, 2013; Aruna & Anitha, 2015), financial situation (Chiu, Luk, and Tang, 2002; Shaul, 2007), quality of leadership and supervision (Conrad, 2009; Izzo, 2002; Chiu, Chien, Lin & Hsiao, 2005; Rhule, 2004), opportunities for professional development and growth (Stimpson, 2009; Herzberg, 1968; Ferri-Reed, 2013; Burmeister, 2009; Cole, 1999; Howe & Nadler, 2009), use of technology (Goldsmith & Carter, 2009; Schweyer, 2010), and labour mobility and globalisation (Schuler, Jackson, & Tarique, 2011). Regarding factors impacting talent intention to stay, the literature suggests two sets of factors that can be classified into individual and organisational (Rhule, 2004; Masi, 2010; Janki, 2009; Hunter, 2019; Hausknecht et al., 2009; Pang & Lu, 2018; Plessis et al., 2015; Solnet et al., 2012). Individual factors are related to employees' perceptions, e.g. their managers' behaviour, both managerial and organisational support, type of work, opportunities for training and development, and even factors related to personality traits. On the other hand, organisational factors refer to monetary rewards, job content, recognition, mentoring, organisation prestige, proximities, culture, and work-life balance. Individual and organisational factors and their potential relation to talent's intention to stay are discussed further in the next section.

2.5.1 Individual factors

i. Perception of Manager's Behaviour

Early research by Rhule (2004) and Masi (2010) investigated high-potential employees, employee perception of managers' behaviour and how it impacted employee intention to stay. It was found that an employee's low intention to stay is more likely to occur if there is a misalignment of perceptions between the employee and his manager.

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Specifically, Rhule's (2004) qualitative study identified four managerial behaviours that impact the intention of HP individuals to remain in their organisation; these are: utilising their strengths and talents, offering challenging assignments, offering opportunities to make a difference, and allocating suitable merit increases based on their performance. The study sample contained baby boomers and Generation X employees but omitted Gen-Y. On the contrary, Masi (2010) used a large sample of 510 covering baby boomers, Gen-X, and Gen-Y and concluded that the decision to leave a company increases whenever the perceived misalignment increases. A recent study by Jano, Satardien, & Mahembe (2019) confirmed the impact of perceived organisational support and commitment on employees' intention to stay.)

ii. Perception of Work and Organisation

The literature provides many studies concluding that Gen-Y cannot be incentivised only by financial gains. These studies provide evidence that the perceptions of Gen-Y about the work they perform and the organisation they work for play a critical role in their decisions to stay. Work that accounts for work-life balance (Janki, 2009; Grover & Crooker, 1995; Kaushalya & Perera, 2018), such as flexible work arrangements, the nature of the work (hours schedule), and social engagement such as voluntary work (Solnet, Kralj, and Kandampully, 2012; Hunter, 2019) are important factors influencing their decisions to stay.

In addition, employees attach significant value to the type of organisation they work for in terms of reputation, prestige, and social standing. Such considerations immediately impact their decisions to commit to their current organisations (Backhaus & Tikoo, 2004; Ambler & Barrow, 1996, P. 187; Hausknecht, Rodda, and Howard, 2009). Recent research conducted in Jordan's banking sector revealed similar findings, noting that employees' intentions to stay at a company improved when they were provided with compensation, fair performance appraisals, fast promotion systems, sufficient training and development programs, and high career satisfaction (Aburumman, Salleh, Omar, and Abadi, 2020).

Baldonado (2008) identified additional factors that impact an employee's decision to stay; these are recognition, status, work, relationship with subordinates, responsibility, personal life, advancement, growth, salary, work conditions, relationship with

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supervisor, proper supervision, company policy, and administration. The study was conducted on 19 university students, which is a limitation of the study as the sample consisted of participants that were not in formal employment. Hence, there is a need to repeat the study with those in employment. A study on 325 employees working in a chemical company reported that the work atmosphere has a significant mediating role in linking supervisor cooperation and job satisfaction of employees in the organisation, increasing their intention to stay. (Ashraf, 2019)

iii. Personality related factors

Hausknecht, Rodda, and Howard (2009) and Solnet, Kralj, and Kandampully (2012) highlighted four personality factors which are constituent attachments to people associated with the organisation, such as managers or customers, beliefs about lack of alternative jobs, investments or the perceptions about the length of staying in the organisation, and perceptions about organisational justice. These “constituent attachments” resonate with the previously highlighted studies of Rhule (2004) and Masi (2010).

Furthermore, the investment factor or “tenure” strongly predicts employees’ intention to stay in Nagadevara, Srinivasan and Valk (2008). However, their model identified additional behavioural attributes that are reliable predictors of attrition: lateness and absenteeism, demographics (age, tenure, gender, and education) and experience in the current team. Hausknecht, Rodda and Howard's (2009) study may be difficult to generalise as it was limited to the hospitality and leisure industry in the US.

iv. Satisfaction with Training and Development

Investment in learning and growth opportunities provides reciprocal benefits to employers by enhancing employee knowledge of job content and improving employee performance (Solnet, Kralj, and Kandampully, 2012). Gen-Y employees place much value on learning and development, and that organisations should engage Gen-Y employees to improve the operation and profitability of the business. The finding of this study agrees with the results of Memon, Salleh, and Baharom's (2016) study, which examined the relationship between the low intention to stay and both training satisfaction and work engagement among Malaysian oil and gas professionals. The study results proved that higher levels of training satisfaction are associated with higher work engagement, leading to an increase in

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employees' intention to stay. Herzberg (1968) also noted that managers drive positive motivation by offering their employees developmental opportunities, called 'vertical enrichment.' One observation of this study is the need for further analysis of the attitudes and behaviour of Talented Gen-Y to control for the impact of organisational

position, employment status and tenure, amongst other possible confounding factors.

v. Perceived organisational and managerial support.

Plessis, Barkhuizen, Stanz, and Schuttee (2015) found a relationship between employees' perception regarding TM practices, perceived organisational support, and perceived manager support to their intention to stay. They concluded that high levels of perceived manager support could be related to decreasing attrition. The authors recommended repeating the study on other organisations and generations by expanding the sample size to allow generalisations. Li et al. (2020) recently addressed this and found that employees' affective response, the characteristics of the organisation and the type of work impact employees' intention to stay. Other authors reported that misalignment between high-potential employees and their managers significantly contributes to their decision to leave (Rhule, 2004; Masi, 2010; Scott-Ladd, Travaglione, & Marshall, 2006).

Scott-Ladd, Travaglione, and Marshall's (2006) contention that Gen-Y employees appreciate managers who engage and invest in them supports the findings of Plessis, Barkhuizen, Stanz, and Schutte (2015) on the impact of perceived manager's support on reducing attrition.

The preceding sections discussed work-related individual factors that influence employees' intentions to stay. These are the perception of manager behaviour, constituent attachment, belief about work alternatives, investment, behavioural attributes, the perceived satisfaction level of TM and training and development, work engagement, and perception of organisational support.

2.5.2 Organisational factors

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i. Monetary rewards

Organisations use various financial rewards to attract and retain their employees (Pang & Lu, 2018). According to the Society for Human Resource Management (SHRM), a total reward strategy is a system that provides employees who achieve specific business goals with economic, beneficial and developmental prospects. The strategy combines personal growth opportunities with compensation and benefits inside a motivating work environment. (SHRM, 2012; Pang & Lu, 2018; Shaul, 2007) They have investigated attitudes toward money, as a reward system, between baby boomers, Gen-X, and Gen-Y employees. The study indicated that Gen-X and Gen-Y valued money more than baby boomers. This finding is in line with those of Hausknecht, Rodda, and Howard (2009), who report that money is a factor that drives retention of those employees who are either low performers or hourly paid employees, while high performers and those in critical positions value more organisational prestige and advancement opportunities (Hausknecht, Rodda, and Howard, 2009). On the other hand, performance-based compensation reduced emotional exhaustion and increased the intention to stay among 231-degree college teachers (Jyoti & Rani, 2015). In all cases, the impact of financial rewards on employees depends significantly on the employer's capabilities (Lawler, 1996) and again calls for a balanced reward package that combines financial and non-financial factors.

ii. Job Nature

Nagadevara, Srinivasan, and Valk (2008) and Solnet, Kralj, and Kandampully (2012) studied the impact of job content on employee retention. They found that the more comprehensive the expertise, the higher the retention, which implies that specialisation is less favoured. However, Solnet, Kralj, and Kandampully's (2012) study highlighted several retention job aspects enhancing job content, which included learning and growth opportunities, recognition, and reverse mentoring. They have claimed that Gen-Y places more value on learning and growth than previous generations, and they get bored quickly and crave employers who offer growth opportunities. These opportunities could be in the form of a sabbatical, tuition reimbursement, or involving them in business learning events. The job content factor influences retention, which is in line with the previous studies, as

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more investment in learning and growth opportunities is expected to enhance appreciation of the job content (Solnet, Kralj, and Kandampully, 2012). However, Modau, Dhanpat, Lugisani, Mabojane, and Phiri (2018) call for future qualitative research to get a deeper insight into the impact of training and job content on increasing the intention to stay.

iii. Recognition

Solnet, Kralj, and Kandampully (2012) and Jyoti and Rani (2015) underscored the importance of recognition on employee intention to stay. Recognition can take many forms, such as organisation-wide, peer-to-peer, team recognition, and supervisor to the employee (Solnet, Kralj, and Kandampully, 2012). In the same vein, Pregolato, Bussin, and Schlechter (2017) widened the scope and investigated the rank of the perceived importance of rewards and recognition for Gen-Y. The findings of the former studies support Hausknecht, Rodda, and Howard's (2009) research because rewards and recognition are expected to enhance satisfaction, resulting in improved retention. A study by Lartey (2021) reported that recognition could confirm employees' progress on their growth plans.

iv. Mentoring

Many scholars report on the vast impact effective mentoring has on employees' intention to stay. Naim & Lenka (2017), Solnet, Kralj, and Kandampully (2012), and Aruna and Anitha (2015) reported a direct impact of mentoring on employee intention to stay. This is in line with the finding of Aruna & Anitha (2015), who also confirmed that good mentoring support positively influenced Gen-Y retention. Similarly, Naim and Lenka (2017) conducted another study on a sample of 512 Gen-Y working in the same industry and concluded that "Knowledge Sharing" positively impacts competency development, enhancing affective commitment. (Naim & Lenka, 2017). Solnet, Kralj, and Kandampully (2012) and Aruna & Anitha (2015) identified reverse mentoring affecting employee intention to stay. Mentoring is a two-way effort that enables Gen-Y employees to learn from senior mentors. "Reverse mentoring" is where the young employees share their technological knowledge with their seniors, and in return, senior employees offer training to the young employees (Solnet, Kralj, and Kandampully, 2012; Aruna & Anitha, 2015).

v. Organisation branding

Employer branding is "the package of functional, economic and psychological benefits provided by employment, and identified with the employing company" (Ambler & Barrow, 1996, P. 187). Employees attach significant value to employer branding, positively affecting their intention to stay (Backhaus & Tikoo, 2004).

Hausknecht, Rodda, and Howard (2009) reported that organisation prestige positively affects the retention of high performers. They have defined organisational branding as "*the degree to which the organisation is perceived to be reputable and well-regarded*" (Hausknecht, Rodda, and Howard 2009, p.6). The definition is in line with Fombrun & Shanley (1990). Muchinsky and Morrow (1980) introduced the concept of organisational prestige as an essential factor for employee retention (Muchinsky & Morrow, 1980). They suggest that the notion of "employer of choice" is a key to attracting employees by highlighting the positive features of work (Branham, 2005). A recent study confirmed a positive relationship between branding and intention to stay (Song, 2021).

vi. Proximities

Authors investigated the proximity of one's home to the workplace or work location, impacting employee intention to stay (Muchinsky, 1977; Scott & McClellan, 1990). As a result, employees might find committing to their non-work responsibilities challenging because of their long commute times (Hausknecht, Rodda, and Howard, 2009; Choy & Kamoche, 2021). In contrast, employees living closer to their work location can promote embeddedness in the job (Mitchell, Holtom, Lee, Sablynski, and Erez, 2001) or commitment to continuity (Hrebiniak & Alutto, 1972).

vii. Organisational Culture

The organisational culture is critical for employee engagement, productivity and long-term commitment to their organisations. Solnet, Kralj, and Kandampully (2012) reported

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that the company's culture determines the employee's attitude. They have defined it as the employees' social, procedural, and physical environment. They argued that for organisations to hold on to their employees, the company's actions and policy should be aligned with caring for employees. Similarly, Aruna & Anitha (2015) indicated a vital factor for retaining Gen-Y: the luxurious workplace where employees feel cared for by their organisations. In addition, employees enjoy working in an organisational culture where they get fair treatment and just rewards. Oluwafemi (2013) reported from his study on Nigeria's Oil and Gas industry that it is essential to pay attention to work-life, fair procedures, and Justice. He highlighted three types of organisational justice. These are distributive justice, which refers to the fair distribution of outcomes; procedural justice, which refers to the procedures used to determine such results; and interactional justice, which refers to the kind of interpersonal treatment employees have during the implementation processes (Oluwafemi, 2013).

viii. Work-life balance

Work-life balance can significantly impact Gen-Y's retention (Janki, 2009; Hassan, Jambulingam, and Narayan, 2021). They cannot be motivated primarily by financial gain. Factors influencing the intention to stay include flexible work arrangements, work (hours schedule), and social engagement, such as voluntary work (Solnet, Kralj, and Kandampully, 2012). However, Hausknecht, Rodda, and Howard (2009) argued that, unlike the case of managers, flexible work arrangement is more important for lower jobs such as hourly jobs. From a broader perspective, Pregolato, Bussin, and Schlechter (2017) reported that the overall work-life balance is more critical to Gen-Y than the other two generations (Gen-X and baby boomers).

2.6 Summary

This chapter critically reviewed extant scholarly research on TM and factors impacting talent intention to stay. SET is the most appropriate theoretical grounding to be adopted in this study because it can explain the exchange and reciprocal relationship between talent

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intention to stay and the factors impacting it. It was also concluded that talent in the context of the Saudi mining industry where the case study organisation is located. The Saudi government's Vision 2030 suggests that at a macro-level, the government and policies support an inclusive approach and that TM is considered the inclusive attraction, development and retention of all national talent. The chapter also reviewed strategies at the macro, meso, and micro levels that influence talented Gen-Y employees in the Saudi context to stay. Finally, two categories of factors impacting talent intention to stay were identified and discussed, i.e. individual and organisational. The next chapter discusses the methodology adopted for this study to address the research objectives and deficits identified in this chapter.

Chapter 3 Methodology

3.1 Introduction

This exploratory study investigates the experiences of talented Gen-Y employees in Saudi Mining Company (SMC) to enhance their intention to stay. It also attempts to identify factors affecting their choice to stay and suggest actionable recommendations to guide SMC efforts in enhancing the intention to stay of their talented employees.

The previous chapter reviewed relevant literature relating to the topic under investigation. This chapter discusses the research methodology. Saunders' research has been used as a guideline to structure this chapter. It helps identify the study's key research elements, including philosophy, approach, strategy, choices, data collection techniques, data analysis, timeframe, and sampling (*Saunders, Lewis, & Thornhill, 2016*). The chapter has four sections: section one introduces the research philosophy; section two explains the research methodology, which includes data collection and analysis methods; section three discusses ethical issues; and the final section serves as the chapter's summary.

3.2 Research philosophy and paradigm

At the outset of investigations, a researcher has to determine their ontological paradigms, subsequently determining their epistemological and methodological position. Ontology is a 'philosophical belief system about the nature of social reality - what can be known and how, while epistemology is a philosophical belief system about who can be a knower' (*Hesse-Biber & Leavy, 2011, p. 4*). Ontology particularly tries to answer the fundamental question of whether reality should be viewed subjectively or objectively. At the same time, epistemology refers to knowledge, making knowledge, and how we learn, discover, and approach this reality to create knowledge (*Bryman & Bell, 2011*).

This is either positivism, constructionism (*Monette, Sullivan, & DeJong, 2005*), or empiricism and interpretivism (*Bryman, 2012*). Positivism views the world objectively, seeking a single and discrete reality and maintains that the only authentic knowledge is scientific (*Calhoun, 2002*). In contrast, empiricism states that the only reliable knowledge comes primarily from evidence and experience, especially sensory experience (*Alston, 1998*). The data is usually quantitative that lends itself to statistical tests (*Onwuegbuzie &*

Leech, 2005). However, interpretivism views the world subjectively, attempting to construct multiple realities from the varying interpretations of the participants' feelings and experiences, as Prasad (2005) suggested. He maintains that interpretivism views 'human interpretation as the starting point for developing knowledge about the social world' (p. 5). The analysis of data gathered from the focus groups and the individual interviews identified the multiple realities of study participants as it captured the perceptions and biases of selected managers and Gen-Y participants about the current HR and managerial practices and how they impact Gen-Y's intentions to stay with the company. The intellectual position associated with interpretivism is constructionism, which maintains that 'concepts, theories, scientific practices and bodies of knowledge are all items which may be socially constructed' (Hibberd, 2005, p. 2). Schwandt (2001) states that 'proponents of these persuasions share the goal of understanding the complex world of lived experience from the perspective of those who live it' (p.221). As such, interpretivism utilises data collection tools that allow the investigator to understand and interpret participants' inner feelings, experiences, and perspectives to explain their actions and behaviours related to the phenomenon under investigation (Carson, Gilmore, & Gronhaug, 2001).

Certain paradigms drive these philosophical stands. A paradigm is a shared worldview representing the beliefs and values in discipline, guiding how problems are solved (Schwandt, 2001). It represents the researcher's worldviews or philosophical perspectives, which inform data collection and interpretation (Mackenzie & Knipe, 2006). The researcher's paradigms guide what is to be studied, the type of questions to elicit the required information, and how the collected data will be analysed and interpreted (Flick, 2011) to fulfil a research's objectives (Goddard & Melville, 2004).

Researchers can adopt plenty of research philosophies, yet, the most commonly used for managerial studies are realism, pragmatism, and interpretivism (Morgan & Smircich, 1980). Realism is used when a researcher uses scientific research to study the contents of reality, independent of subjective aspects (Phillips, 1987), while interpretivism is used when a researcher attempts to interpret and understand the meanings of complex human experiences with specific phenomena (Ryan, 2018). Pragmatism stands halfway between the two paradigms as action and problem-solving-oriented. It suggests that researchers may choose any method (qualitative or quantitative) to best answer their research questions

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(Goles & Hirschheim, 2000). Morgan (2007) stressed the need for researchers to select their research methods based on 'what questions are most meaningful and which procedures are most appropriate for answering these questions' (p. 53). This stand aligns with Tashakkori and Teddlie (1998), who suggest that researchers utilise the methodological and philosophical stands most relevant to the problem under investigation.

The researcher is aligned with pragmatic philosophical views. Pragmatism implies a plurality of methods (Maxcy 2003) which enables the researcher to gain a broad and deep understanding of the research by drawing on the strengths of both the qualitative and quantitative methods. It combines qualitative and quantitative data, induction with deduction, objectivity with subjectivity and context with generalizability. The researcher can compare and juxtapose the findings derived from two data types, enhancing the study findings' credibility. Furthermore, using a pragmatic approach strengthens transferability, as suggested by Creswell (2009), who maintains that theories can be contextual and generalizable by analysing them for transferability to another situation' (P. 4).

This resonates with (Shannon-Baker (2015), who posits that pragmatists are based on the belief that theories can be both contextual and generalizable and aim to investigate the factors that 'affect whether the knowledge we gain can be transferred to other settings' (P. 4).

This study adopts an exploratory sequential design. It started with a focus group discussion with SMC managers to understand AMC management's issues and challenges in retaining Gen-Y employees. The focus group discussions produced a set of qualitative data capturing the list of factors SMC managers believe influencing Gen-Y intention to stay with the mining sector. They also generated quantitative data on the frequency and criticality of such factors perceived by AMC managers. The outcomes of the focus group discussions guided the researcher in handling the individual interviews later. The juxtaposition of the findings from the focus group and the individual interviews unveiled a severe gap in perceptions between Gen-Y and their managers. This gap related to what seemed to matter most to Gen-Y and signified important implications for talent practices in KSA.

This study aims to build a theory relating to the experiences and perceptions of talented Gen-Y at SMC. Therefore, a pragmatic philosophical approach is most applicable to

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this study because it provides the required flexibility in selecting study participants, data collection and analysis techniques, most applicable to this study.

3.3 Research Approach (Methodological Choices)

The philosophical stand of the research dictates which approach the researcher should take, either a deductive or an inductive approach. The deductive approach is aligned with the positivistic philosophical stand, which formulates hypotheses to test and validate an existent theory (Silverman, 2020). On the other hand, the inductive approach is viewed as a move from the specific to the General (Bryman & Bell, 2011).

No single approach can serve the aims of this study. A deductive approach alone does not serve the purposes of this study, which aims to delve into the how and why of human experience. In quantitative research, the researcher believes in a single reality that can be measured objectively and quantified in numbers. Bryman (2012) suggested that it is impossible to view individual experiences as objective realities and utilise a positivistic approach, which assumes that the views and experiences of Gen-Y in the various affiliate companies are identical and consistent views and experiences. The focus of this study is not on cause and effect or testing of existent theory but rather on exploring the feelings and perceptions of study participants through the collection and analysis of data to generate new insights relevant to the phenomenon under investigation.

On the other hand, inductive research believes in multiple realities as perceived by the various participants of the study and as interpreted by the researcher (Onwuegbuzie & Leech, 2005). Thus, since this study targets a specific phenomenon in its real context and aims to explore the experiences of Gen-Y talents and have an in-depth understanding of their feelings and emotions, there is a need to select a methodology that allows the researcher to have an ongoing dialogue with the research participants. To gain a deep understanding of the phenomenon, the researcher must piece the information together to develop a reflective and relative interpretation of the participants' experiences. These experiences cannot be viewed as purely objective and scientific constructs but rather relative and subjective to employees' lived experiences.

The study collected and analysed primary data to develop insights and knowledge about talented Gen-Y employees. In doing so, it aimed to gain a comprehensive

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understanding of the phenomenon in its entirety, look for emergent patterns, and reconcile various views and perceptions to come up with research conclusions (Beiske, 2002). The researcher used a pragmatic approach, utilizing inductive and deductive reasoning to supplement and enhance study findings. Thus, a mixed-method data collection approach is aligned with the researcher's practical ontological orientations. The quantitative data analysis from the focus group discussions offered vital insights into SMC management's perceptions of their Gen-Y employees. In addition, drawing on the inductive approach allowed the researcher to learn from participants by posing open-ended questions, following leads, paraphrasing questions, reconfirming understandings, capturing and interpreting body language, voice fluctuations, the "ahs" and "mms," and side comments in English or Arabic. This enriched the data and enhanced the validity of the study findings.

Therefore, this study employed a pragmatic approach to draw on participants' accounts, form a broader understanding of the overarching theme, and interconnect the various sub-themes to generate new knowledge (Creswell & Clark, 2010). This approach was appropriate because it drew on the advantages of both methods.

3.4 Research Strategy

The third step in the research process is deciding the research strategy. According to Saunders et al. (2016, p.600), research strategy is "*the general plan of how the researcher will answer the research questions*". Based on the nature of the study, the researcher has to select from a wide range of strategies such as survey, case study, ethnography, grounded theory, observational, archival, and experimental research (Remenyi, Williams, Money, & Swartz, 2003).

Surveys, ethnographies, grounded theories, observations, archives, and experimental research are not appropriate for addressing the research questions of this study. The survey is used when the researcher needs to collect a large volume of data over a short period to investigate several cases (Meredith, 1998). Ethnography is an observational method in which the researcher immerses themselves with the research participants to live the real phenomenon and gain an in-depth understanding of participants' attitudes and behaviours (Salzman, 2001). Grounded theory is used when little information is available about the phenomenon, and the data will be analysed to generate a theory (Urquhart, Lehmann, &

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Myers, 2010). Action research tackles a specific problem and issue and engages the researcher in the phenomenon under investigation (McNiff, 2010). Archival research refers to records to gather primary data to trace changes over time (Moers, 2006). Experimental research is a scientific design that focuses on cause and effect between variables controlled by the researcher (Johnson, Onwuegbuzie, & Turner, 2007).

This study adopts a case-study research design. A case study is 'a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence' (Robson, 2011, p. 136) or the assessment of a single unit to identify main features and establish credible generalisations to other cases of the same type (Bryman, 2012; Gerring, 2007).

Case studies can tackle new research areas or topics requiring further theory validation (Eisenhardt, 1989) or when the research study attempts to answer research questions starting with 'why' or 'how' (Yin, 2009) to tackle a specific event or phenomenon in its real-life context. Swanborn (2010) postulates that in a case study, the researcher collects information by studying the characteristics of those people who are/were involved in the same case and their relationships. Instead of the word 'people,' one can/could use the words 'organisation,' 'event,' 'nation-states', or any other entity.

Case studies have traditionally not been considered credible research strategies due to extrapolating and generalising findings across different contexts (Stewart, 2014). However, lately, there has been renewed interest in using a case study in many disciplines to tackle issues involving social interactions and human behaviours (George & Bennet, 2005). It has also been acknowledged as a valid and reliable research design appropriate for broader research topics (Luck, Jackson, & Usher, 2006; Merriam, 2009).

The case study research design aims to study a particular phenomenon in its real context to develop a deep understanding of that issue from the participants' perspectives (Simons, 2009). This requires the researcher to get close to the participants to gain a deep understanding of the phenomenon, interpret and present the views and perceptions of the study participants (Creswell, 2013). This resonates with Stake's (2006) view that this understanding 'requires experiencing the case's activity as it occurs in its context and particular situation' (Stake, 2006, p. 2).

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This research utilised the case-study approach as the research strategy to review and analyse interventions and practices being used by three Saudi Mining affiliate companies (Aluminium, Gold, and Phosphate) in retaining Saudi-qualified Gen-Y talent. Although participants in the focus groups and the individual interviews are drawn from three affiliate companies, the case study approach views AMC as one company that binds its affiliate companies with the same HR practices, policies and procedures. Leaders and employees are moved across the three affiliates for various business reasons. The phenomenon of Saudi talented Gen-Y employees in SMC is studied in its real-life setting, describing the what, how, and when things happen and fit with the research questions the study is tackling.

3.5 Research Choices

The fourth phase of the research methodology identifies three choices for data collection: mono-method, mixed-method, and multi-method. Creswell and Plano Clark (2010) contend that the mono-method utilizes one method -either qualitative or quantitative- for data collection, while the multi-method uses qualitative and quantitative methods independently in the same study and then attempts to triangulate findings to gain a better understanding of the data. Mixed methods integrate the two qualitative and quantitative methods in the same study (Creswell & Plano Clark, 2010).

This research adopts a mixed-method design to collect qualitative and quantitative data to understand the phenomenon under investigation. More precisely, this study utilised focus group (FGs) discussions with AMC managers to gather qualitative and quantitative data on perceived factors influencing Gen-Y intention to stay, their frequencies and criticality. Face-to-face interviews with selected Gen-Y participants follow this step to investigate their feelings and reflections to piece together and interpret employees' lived experiences. The researcher reflected on the content of data collected from the FGs and the interviews to determine the factors impacting Saudi talented Gen-Y intention to stay in SMC and unveil misalignment between Gen-Y employees' perceptions and their managers' regarding factors affecting the formers' intention to stay.

Collecting data through focus groups and interviews provided rich information about the research topic, ensured a balanced view based on two independent sources, and enhanced the credibility of the study findings. The researcher identified similarities and

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differences between the study findings and existing literature (Gomm, Hammersley, & Foster, 2000; Maxcy, 2003).

3.6 Time Horizons

Next, we look at the timeframe for the study. It offers two research time frameworks, longitudinal and cross-sectional (Bryman, 2012). In longitudinal research, data should be collected repeatedly over an extended period to document changes in the phenomenon being studied over time (Goddard & Melville, 2004), which is not the case in this study.

This study utilises a cross-sectional timeframe because it explores a phenomenon in SMC in a particular timeframe (Robson, 2011). The collection of data took place over three months. The real-time data collected helped the researcher get instant and reliable feedback and reflect on participants' experiences. They also assisted in determining current trends and trajectories related to Saudi talented Gen-Y intention to stay and allowed the recommendation of feasible solutions for SMC management.

3.7 Study Sample

Neuman (2003) defines a sample as the number of selected participants representing the overall population. In qualitative research, the sample should include a broad representation of the population encompassing different aspects and variations (Lincoln & Guba, 1985). The researcher followed the non-probability purposive sampling technique because it allows the selection of participants to address the research objectives based on the researcher's judgement. Following the gatekeeper's communication to presidents, the researcher worked with affiliate management to select participants for the FG and the individual interviews. The researcher utilised a maximum variation sampling process to identify critical stakeholders (managers and recruitment specialists) and those affected by the recruitment programme, namely Gen-Y employees (Palys, 2008). As for participants of the FGs, affiliate presidents selected the three managers with the biggest number of Gen-Y employees in their departments. We excluded managers who did not have Gen Y employees.

Affiliate presidents also worked with their HR operations and selected one recruitment interviewer and one analyst from their recruitment units.

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Managers selected eight nominees for the semi-structured interviews. These participants covered the various disciplines in the affiliate.

As for separated employees, the researcher got the list of employees from this particular group who resigned from the three affiliate companies over the previous two years and their contact details. The researcher kept trying to reach these employees, and he identified two ex-employees from each affiliate and got their approval to participate in the interviews.

It is worth stating that all graduate recruitment programmes in major companies in KSA target talented Gen-Y employees. Candidates must be graduates from highly recognised external and domestic universities mandated by KSA higher education and have a GPA of 3+ (out of 4) or 3.5 (out of 5) to apply. Before a candidate is offered a job, he undergoes an assessment and an interview. We refer to all employees hired through this programme as talented group members because of this. Therefore, the study sample was pulled from this particular group, observing the specific inclusion criteria of being Saudi nationals, having a minimum of a four-year degree (BA/BS) qualification, and less than five years of service (January 2014 through December 2018). This selection criterion deliberately aimed at providing a sample population of participants with four years or less experience who could provide input regarding attracting and retaining talented young employees at SMC.

Purposive sampling is advantageous when all participants have experienced the same phenomenon (Creswell, 2013), valid for Saudi talented Gen-Y talents joining SMC. This is a viable sampling technique to ensure balanced representations of the wider population, raise the level of confidence in the research findings, and make judgments about generalizability (Patton, 1990). Since each affiliate company has its unique context, management practices, and work location, participants from each affiliate company needed to provide genuine feedback. The semi-structured interviews with Gen-Y employees from all three affiliates, current and ex-employees, provided triangulation of views and enhanced credibility. The focus group discussion with recruitment specialists and managers of Saudi talented Gen-Y employees captured the Gen-Y employment cycle.

Furthermore, engaging ex-employees was intended to capture the reasons for their exit and some interesting comparative data between their ex-employer (SMC) and their new

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employers. As fresh graduates, almost all Gen-Y employees had never worked elsewhere and could not give real-time comparisons between working with SMC and other competitors. Anecdotal reports from university friends working for other employers formed their impressions.

As for the study sample size, Saunders and Townsend (2016) surveyed 248 qualitative studies published between 2003 and 2013 and reported a median of 32.5 participants. In line with best practice, this study completed 45 interviews with the three affiliates of the company; that is, 15 individuals participated in FGs and 30 participants in semi-structured interviews. FGs participants include Gen-Y managers (three from each affiliate) and recruitment specialists (two from each affiliate). The 30 interviewees include 12 participants from each affiliate (ten current and two ex-employees). For the focus groups, around 15 participants (nine Saudi talented Gen-Y's managers and two HR Recruitment Specialists from each affiliate) participated in a half-day focus group discussion.

The study research traced Saudi talented Gen-Y ex-employees who had recently left the company and managed to have phone interviews with six.

3.8 Data Collection and Analysis

This study followed Anderson's (2013) data collection and analysis (Figure 3.1), as illustrated below.

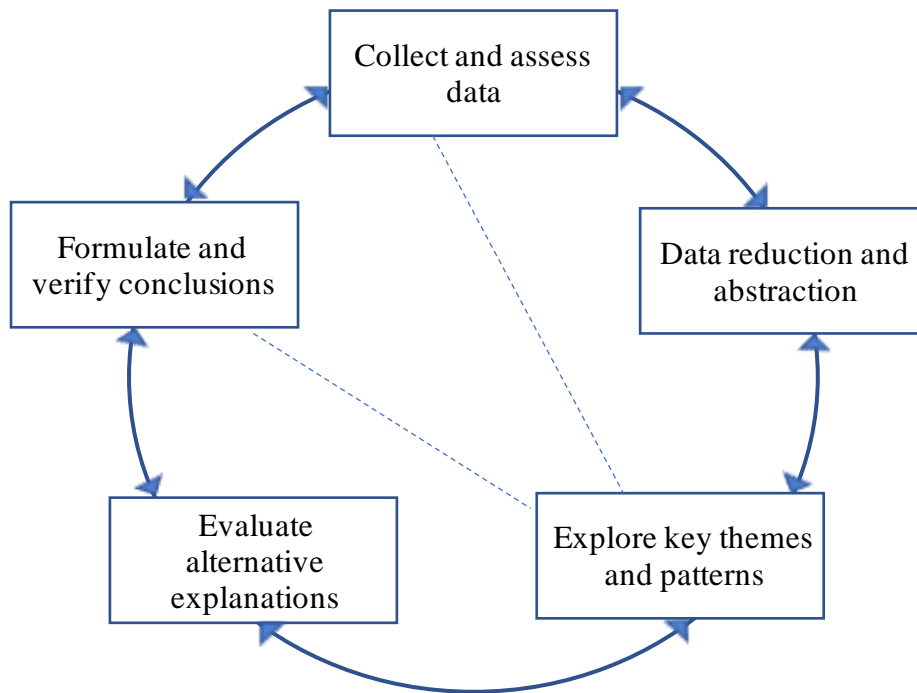


Figure 3.1 - Research Project Components (Anderson, 2013)

3.8.1 Data Collection

FGs and semi-structured one-to-one interviews were used to collect study data. Each of these data collection methods is described below in more detail.

i. Focus Group (FG) Discussion:

An FG is ' a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the research topic (Powell & Single, 1996, P. 499). This type of qualitative research usually talented generates a volume of data in a short time, provides new ideas and directions not initially considered by the researcher, and allows the researcher to access a wide range of views and perspectives (Kreuger, 1994; Morgan, 1988). Furthermore, FGs allow participants to solicit clarifications and interact with each other, enable the researcher to account for non-verbal clues, encourage participants to be engaged (especially when they become aware they are being recorded) and can

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accommodate a relatively more significant number of participants than one-to-one interviews (Freitas, Oliveira, Jenkins, & Popjoy, 1998).

FG is recommended when the researcher intends to explore participants' experiences and attitudes, utilising open-ended questions to identify issues important to them (Denning & Verschelden, 1970; Morgan, 1988). The present study is beneficial for generating new ideas for further research and informing subsequent one-to-one interviews (Kreuger, 1994; Hoppe et al., 1995).

The purpose of the FGs was to identify significant factors likely to affect talented Gen-Y intention to stay in SMC. As indicated in the Focus Group Discussion Guide (please refer to Appendix 3), the focus group process had two main activities. The first activity lasted 45 minutes. Individuals were given yellow post-it notes to jot down five factors influencing Saudi talented Gen-Y intention to stay in SMC. They worked individually, and once a participant completed the task, he went to the front of the room and stuck his five factors on the wall. There was no discussion at that point (15 minutes) to allow for personal reflection on experiences. Each participant was given about two minutes to review the list of factors he had already posted. The Researcher captured group inputs and added them to a raw master list while facilitating group discussions to refine the list (clarifying missing words, removing repetitions, and clarifying terms).

The second activity was a group activity that ran for about 90 minutes. Participants were split into groups of eight representing all four companies, one manager, and one recruiting specialist from each of the four affiliate companies. Each group was then required to rank the master list of factors and pick the top ten regarding importance and impact. Each group was given 20 points, which they could decide to assign to one or more factors. Groups were given 30 minutes to discuss among themselves and come to an agreement. Facilitators tallied the group scores for each listed factor and ranked them accordingly.

This activity established a master list of factors affecting talented Gen-Y employees' intention to stay in the three mining companies as perceived by the managers and recruitment specialists. This list of factors, which combined factors emerging from the focus group discussion and gleaned from the literature, assisted the Researcher in building the protocol for the semi-structured interviews.

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ii. Semi-Structured Interviews

Semi-structured interviews are essential methods for collecting primary data. Kvale (2003) maintains that interviews are a powerful tool for capturing and understanding participants' views and experiences in greater depth. In a similar vein, Cohen, Manion, & Morison (2007) posit that interviews are *"a valuable method for exploring the construction and negotiation of meaning in a natural setting"* (Cohen, Manion, & Morison, 2007, P. 29).

In the second phase, the Researcher conducted semi-structured interviews to provide further in-depth insight into the key themes identified through the FGs. Semi-structured interviews aimed to capture participants' feelings, experiences, and insights into their careers with the three-affiliate companies and make some conclusions and recommendations for corrective interventions. Interviewees were selected from among recent graduates working for the three-affiliate companies. Around 30 talented Saudi Gen-Y employees participated in the face-to-face interviews: 24 current employees and six phone interviews with ex-employees. The interviews with current employees (please refer to Appendix 4-A) elicited feedback from participants on each of the factors identified by the focus group discussions and invited them to suggest additional factors that were not on the list. For interviews with talented Gen-Y ex-employees, the focus was shifted to the reasons for their resignation from their jobs with SMC affiliate companies, getting their perceptions about their careers at the SMC and their views as to what could have been done to encourage them to stay with the SMC (Appendix 9).

Interviews started with a greeting, followed by participants' consent to participate in the study. The Researcher clarified the meaning/interpretation of each factor to ensure that the interviewer and the interviewee were consistent in their understanding of the concepts and issues (Please see Appendix 4-A for the interview questions). The interview questions were shared with the participants in advance to help them provide comprehensive accounts of their experiences (Hill, Thompson, & Williams, 1997). Each interview lasted approximately 30 to 45 minutes. During the interview, the Researcher took notes, which he shared with respective participants to ensure the accuracy of the interview accounts.

During the administration of these interviews, the Researcher complied with the guidelines suggested by Mayo (1993) and gave full attention to the person interviewed,

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making it evident that s/he was doing so; to listen-not talk and never argue or argue or give advice. Additionally, the Researcher was keen on listening to what the participant wanted to say, what he did not want to say, and what he could not say without help. The combined data collected from the FGs, and the interviews provided in-depth data on the experiences of talented Saudi Gen-Y employees employed by SMC.

3.8.2 Data Analysis

Thematic analysis was used to analyse the qualitative data gathered from semi-structured interviews. Thematic analysis is the search for important and interesting themes to describe and understand the phenomenon at hand (Daly, Kellehear, & Gliksman, 1997). Thematic analysis was preferred in this study as it allows patterns to emerge and develops theories (Runi & Rubin, 1995). The Researcher followed the six-step process proposed by Braun and Clarke (2006) for thematic analysis:

i. Phase 1: Familiarising with the data

During the administration of the individual interviews, the Researcher used an inductive approach to conducting interviews. However, he drew on the list of codes from the literature review. While he was guided by a pre-determined framework based on findings from the literature review and focus group discussions, he allowed new themes to evolve and encouraged participants to add and elaborate when needed. Audio recordings took place, and interviews were transcribed while pseudonyms were assigned to individual interview participants to compensate for anonymity. Then, the scripts were supplemented with the Researcher's written notes and reflections. The Researcher first listened to the audio recordings while reading the textual transcription. The interviewer reviewed the collected data several times to familiarise himself with the data and thoroughly understand each respondent's input.

Next, the Researcher added his notes to capture observations, impressions and comments on the proceedings of each of the interviews. Items of interest were initially underlined, and annotations were made on the margins of the scripts to facilitate coding in the next phase of analysis. Vague phrases and fragments were isolated and, as much as possible, paraphrased or supplemented with the Researcher's notes for clarification. In a few instances, the Researcher referred back to participants to get necessary clarification,

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while in other cases, such fragments of incomplete statements were dropped entirely from the scripts. Reflecting on the interview scripts' experiences helped the Researcher identify links and make some assumptions relevant to the research questions. This step laid the foundation for subsequent analysis phases.

ii. Phase 2: Generating initial codes

The Researcher uploaded all interview scripts into NVivo and generated a list of word frequencies. Being an expert user of Word for Windows software, the researcher decided to use it for this process to highlight, copy, paste, and sort data. Therefore, the Researcher had three lists of potential themes or factors: NVivo word frequencies, a list of factors gleaned from literature and the list of factors generated by the FG discussions. The Researcher proceeded with this process manually and heavily used the cut and copy facility of word from windows to sort the data in the initial phase. Initially, the Researcher reread the script and underlined keywords, phrases and sentences that may signal a potential relevance to the research questions. To identify preliminary codes, the Researcher reflected on each text piece searching for features related to the list of factors or the research questions. Codes were assigned to each chunk of meaning and moved on until he got to the end of the individual interview script. Once the Researcher completed the script coding, he reviewed the list of codes and ensured that all content was adequately coded. At this stage, coding was done on the hardcopy, underlining and jotting codes on the margins and different highlight colours. These evolving codes were then compared and embedded in the pre-determined list, supplementing the existing codes with new ones.

When coding was complete, the Researcher had to adjust the wording of some codes to become more precise and inclusive. The researcher finally identified those codes which ran across the various interview scripts. The Researcher colour coded all relevant instances to each code across the whole set of data. Finally, the frequency of theme recurrence was calculated to determine the criticality of each theme.

iii. Phase 3: Searching for themes

The study utilised a hybrid approach to thematic analysis, combining inductive coding Boyatzis (1998) with pre-determined deductive coding based on focus group discussions and literature searches (Crabtree and Miller, 1992). The process started with a mind map of

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provisional key themes gleaned from the literature review and the focus group discussion (Figure 3.2). It shifted through the interview data, searching for themes, categories, and participants' actual words and group themes that directly reflected the texts. Sorting and naming themes required some interpretations but were kept to a minimum at this

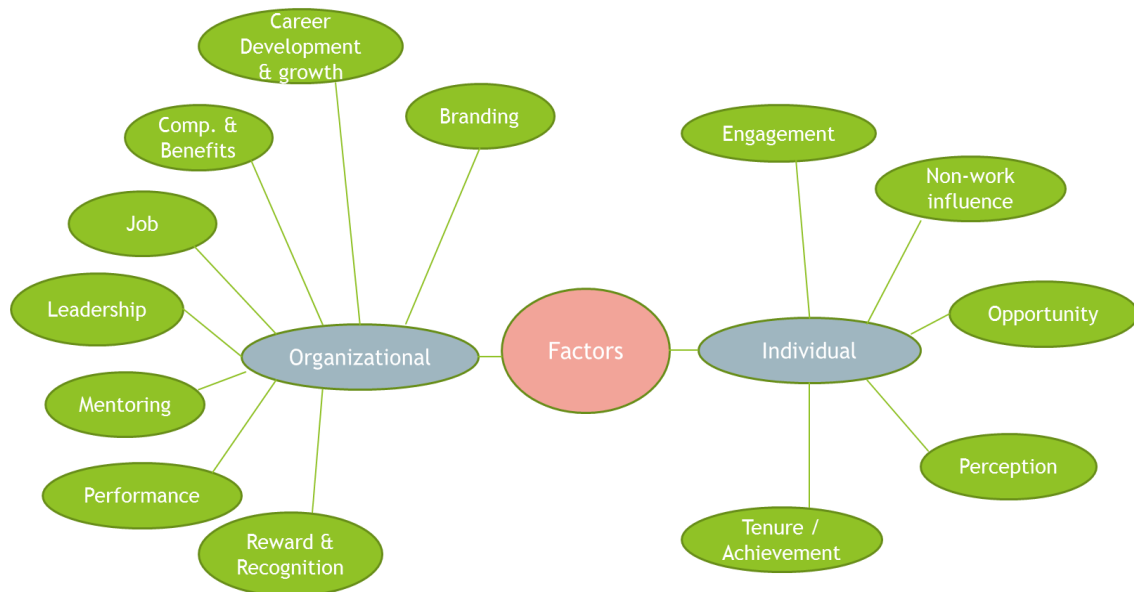


Figure 3.2 - Mind map of provisional themes from literature & focus group

stage. The main criterion for data segregation was their relevance to the relationships (deductive) while allowing new themes to emerge and be added to the original (inductive) list.

The search for themes started with a comprehensive review of all the codes made throughout the data set to determine similarities and overlaps and collate codes that seemed to fit each other and form a potential theme. This interpretive analysis identified codes that seemed to relate to a broader topic or theme and thus were clustered together. The researcher tried to employ names for themes from research questions. Codes that did not relate to any of the themes or did not make sense were segregated and put aside for further review before dropping them altogether. References that did not relate to the research questions, such as comparisons of colleges they came from, critique of the scholarship programme, comments on higher education in the KSA, nonsensical fragments and derogatory language or jokes, were removed and kept aside in a separate folder for future reference. This phase resulted in a list of potential main themes and relevant excerpts to substantiate such themes.

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iv. Phase 4: Reviewing potential themes

In this phase, a quality check of the list of themes was conducted to ensure that each theme had a clear name and introduced a meaningful piece of information. The Researcher also ensured that all data set codes were reflected in the final list of themes. Furthermore, the Researcher re-drew the boundaries of these themes and determined overlaps, contradictions and recurrent themes across the complete data set. Some themes were split into two based on their intensity (feedback and communication), while others were merged (such as benefits and compensations) to make a more overarching theme. The cut-and-paste function was beneficial, lumping together all the data relating to one theme. In a few incidents, it was noticed that some codes fit into more than one theme and needed to be pasted in various places in the narrative. This phase of the data review resulted in a well-structured thematic map that offered a more refined and concise list of themes that seemed to tell a complete and sensible story about the data.

v. Phase 5: Defining and naming themes

The Researcher ensured that each theme provided additional information and linked to the research questions in this phase. Each theme should represent a unique and discrete idea and be related to each other but not overlap or repeat the same ideas. Some overarching themes could be split into interlinked subthemes, but in their entirety, they would tell a meaningful story about the data set. For example, training, mentoring and IDPs are combined under career planning and development. The Researcher in this phase provided his interpretation of the identified themes and substantiated his interpretation with vivid examples and extracts from the original interview scripts. The Researcher picked themes that resonated with the literature and participants' experiences and informative theme names, which are very indicative of the theme content. He also provided operational definitions for each theme. Each theme would start with a broader statement followed by relevant explanations and specific examples of the various dimensions of the central theme or subthemes.

Each data element illustrated how each participant related to the theme in question. Additionally, the essential aspect of each theme was highlighted, and the Researcher

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provided his reflections on what made such instances or features significant. This critical narrative and supporting extracts were used for the thesis Discussion Chapter.

vi. Phase 6: Producing the report

The final phase was to compile the report, which told an interesting story about the data set and presented a convincing argument to answer the study's research questions. The Researcher exerted due attention to ensure coherence and interconnectedness of the various report themes to the main research questions.

Eventually, the data analysis was transformed into coherent professional writing that reported the study findings compellingly and credibly to engage prospective readers.

3.8.3 Anticipated ethical issues

No ethical issues were anticipated with this study. Participants in the study are company employees who are 20 years or more, and none of them belongs to vulnerable groups. Employees in SMC are accustomed to participating in impact assessments covering various aspects of operations. They are expected to participate in company-sponsored studies supporting organisational learning and continuous improvement. However, standard ethical measures have been observed to safeguard against moral deviations. Please refer to Approved Ethics Form (Appendix 5).

i. Consent forms:

The Researcher contacted active interview participants through Zoom and introduced the study to them. He went over the Information sheets with them and answered their questions. He then read the consent forms with them as a group and asked them to think independently and decide if they would be interested in participating in the study. The Researcher asked them to make up their minds and email the signed forms to him in a week. Interestingly, all nominees confirmed their interest in participating. Their signatures confirmed their agreement and consent to participate in this study.

ii. Participants informed:

As the VP of SMC Human Capital, the Researcher has always been concerned about the high attrition rate among young talent in mining operations at SMC. In preparation for

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data collection, the Researcher met the Presidents of SMC affiliates and explained the study's aims and how the collected data would be used. He also solicited their support to encourage employees in their organisations to participate in the study since it aimed to boost the retention rate in our organisation. To make sure that study participants were fully aware of the objectives of the study and how findings would be reported and utilised, the Researcher sent out invitation emails, along with the Consent Form and the Participant Information Sheet, which detailed all the information about the study and commitments of the investigator. The invitation letter to participants assured them of data confidentiality, that their participation would be voluntary, and that they might withdraw at any stage during the study. Interviewees' responses were anonymised, and there will be no identifiers to attribute responses to any individual participant.

iii. Gatekeeper approval:

The Researcher secured approval from the Senior VP of Human Capital, SMC and requested to solicit the support of affiliate presidents to encourage their managers and Gen-Y employees to participate in the study. The Researcher committed to sharing the special report with strengths, areas for improvement, and recommendations with SMC management in the approval letter. The Gatekeeper requested presidents of affiliates to support the study and encourage their employees to participate.

iv. Controlling Insider Bias:

The Researcher did not anticipate issues gathering participants' feedback on the main study questions. In fact, as an insider researcher, it was probably more likely to get participants to open up and share information with the Researcher based on the mutual trust he had with them, which they would not usually share with an outsider or a distanced researcher. Participants appreciated that their participation in this research was not simply to advance research per se but to support their organisation's efforts to perform better and nurture their young talents.

As an insider researcher, the Researcher made every conscious effort to minimise bias. He repeatedly encouraged participants to provide honest responses to identify better practices in nurturing talent. To validate conclusions, he circulated the refined written response back to participants to review and validate.

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v. Data Accuracy:

To enhance the accuracy of the gathered data, the Researcher enlisted help from two professional facilitators from SMC Academy to help facilitate the FG sessions. As for participants in the individual interviews, the Researcher provided them with individualised transcripts of their responses to review and concur with their written script.

vi. Dissemination of Results:

As agreed with participants and Gatekeeper, a special report capturing key findings and highlighting programme strengths, areas for improvement and recommended corrective plans were shared with participants and Affiliates' Management Teams. Additionally, each affiliate will be given a specific report on their respective strengths and weaknesses and how they are doing compared to the corporate index, not against other departments.

3.9 Summary

This chapter described the adopted methodology in this study. It presented the Researcher's ontological and epistemological stands (that is, the pragmatist), which informed the selection of study approach (that is, a mix of inductive and deductive), strategy (that is, case study), methods (that is, mixed-method compiling qualitative and quantitative data), time horizon (that is cross-sectional), and data collection (that is FGs and semi-structured interviews) and data analysis (that is thematic analysis) techniques.

The study adopts a pragmatic approach that draws on both strengths of inductive and deductive philosophical outlooks. It also employs a case study as a research strategy and mixed-method for data collection. Data are thematically analysed.

FGs were conducted with managers and recruitment/ HR specialists from all three SMC affiliates that make up the holding company (SMC) to collect primary data. These FGs were followed by semi-structured interviews with a representative sample of Saudi talented Gen-Y active and ex-employees to gain an in-depth understanding of the lived experiences of Saudi talented Gen-Y employees in the organisation. Finally, this chapter ends with the ethical issues associated with the study.

The next chapter will present the results of the data analysis.

Chapter 4 Data collection and analysis

4.1 Introduction

This study investigates the factors impacting the intention of talented Saudi Gen-Y to stay in SMC. This chapter aims to identify what factors should be included in actionable recommendations to guide companies' efforts in enhancing talent intention-to-stay. Qualitative data was collected from two sources; (1) two focus group (FG) discussions with talented Saudi Gen-Y managers and recruitment specialists, and (2) one-to-one interviews with talented Gen-Y employees, either current or x-employees. This chapter presents the findings from the thematic analysis of the qualitative data.

The chapter starts with a brief discussion of the existing TM policies and procedures that impact Saudi Gen Y employees. Subsequent sections describe the participants' profiles, the outcomes of the focus group discussions, an account of the individual interviews, an analysis of interviews with Ex-employees and their recommendations for helping SMC retain its current talented Gen-Y employees. The chapter concludes with a summary of key findings from the qualitative analysis.

4.2 Existing Policies and Procedures

A review of corporate documents and websites provides insights into human resource policies and procedures. In the case of KSA and the SMC, sufficient information was available from the government, other public sources, and SMC's documents to build a picture of what attracts, builds, and retains talent in the Saudi Arabian and SMC contexts.

Generally, labour policies, particularly those relating to benefits such as medical care, relocation, housing, and transportation, are defined in the 'Labour Regulations', now issued by the Saudi Ministry of Human Resources and Social Development (HRSD, 2022). They seek to achieve the objectives of the National Transformation Program 2020 based on Saudi Vision 2030 (KSA, 2016). Thus, at the macro-level, there are general statements of investing in the nation's human capital but little specifically on TM. For example, the General Authority for Statistics, Kingdom of Saudi Arabia (KSA), provides valuable trend data on the demographics of KSA (GAS, 2022), including unemployment data, workforce gender composition, and education levels, as a way to inform labour policy decision-making.

Education of the workforce is seen as an area that has “significant room for improving the quality of education in the region [GCC]” (IMF, 2020, pg. 20). Contrary to the Saudi Vision 2030 ambitions of economic growth and job creation, Arab States, including Saudi Arabia, are claimed to have low labour force participation rates and employment to population ratios, high unemployment and labour underutilisation rates, especially among the educated – particularly youth and females (ILO, 2022, pg. 55; Malik & Nagesh, 2020, pg. 255).

At a meso level, SMC’s talent attraction policies are expressed, albeit in limited detail, on its website “Working with Us” (SMC, 2022), which defines SMC as a “great place” to work, with values of Integrity, Care, Initiative, Achievement and Teamwork, and claims that SMC’s “goal is to attract and retain the very best quality people”. The website assures prospective employees of “unparalleled job security, high job satisfaction, strong relationships and teamwork, attractive remuneration, and other benefits and lifestyle opportunities”. An annual report from SMC expresses the company’s obligations towards the health and safety of its employees. It emphasises its responsibility to ensure “the physical and emotional well-being of employees” (SMC, 2020, pg. 4) and details actions it takes to improve the workplace environment of employees. In addition, the annual report from SMC claims that “our staff are our greatest asset” (SMC, 2020, pg. 6), and the company continuously engages with employees, welcomes “ideas from our people to improve the way we do things” (SMC, 2020, pg. 19). The annual report from SMC sums up its relationship with its employees as “a company that cares for its people” (SMC, 2020, pg. 23).

As for young talent, SMC established talent requisition programmes many years ago and has invested generously in attracting and retaining talented Saudi graduates. The main drivers for such programs are job localisation and business expansion. First, SMC is mandated to expand its reach and contribute to developing the national workforce. It has to respond to government mandates to localise key positions and meet localisation targets, especially in strategic functions and products such as oil and gas, mining, petrochemicals, and manufacturing.

Additionally, SMC is driven by an ambitious strategy to expand its operations overseas and emerge as a reputable international mining company. This strategic imperative introduces further challenges associated with identifying and nurturing talent for

deployments to SMC operations overseas, such as in the USA, Brazil, India, China and Russia. These candidates need to be globally savvy, operate in foreign work contexts, and adapt to the HR systems of host countries. The mining sector in KSA has established a global talent pool mainly of young talent. These pools include the list of young talent nominated for assignments abroad. Therefore, SMC must continually adapt its TM practices to respond to dynamic global markets.

Generally, KSA and the GCC region companies adopt a more objective approach to talent. Major organisations, including SMC, have established their respective programmes to attract, recruit and develop talented Gen-Y for their talent pools. The Gen-Y talent development program takes different names with different regional companies. These organisations select young talent candidates with excellent academic credentials and demonstrate exceptional potential based on their high GPA scores. They are then required to undergo a series of aptitude, cognitive and personality assessments.

As part of their collective culture and egalitarian values, organisations include and place all new hire nationals in the extensive talent pool to give everyone an equal opportunity for development and growth. Subsequently, they are rolled out in a 2-year intensive socialisation programme called the "Professional Development Program (PDP)" before deploying to their work locations. The program strives to engage the talented Gen-Y in meaningful assignments for effective development and systemic career advancement. Individuals with exceptional performance and potential make it to the select talent group to fill managerial and other pivotal positions.

In SMC, management informs concerned individuals of their selection and nomination to the select talent pool. Still, they are encouraged to keep such information confidential to avoid friction with other employees who do not make it to this pool. In other organisations, the list of the members in the talent pool is kept confidential, and even members in the pool do not know that they are in the pool. Such organisations believe talent pool members may get complacent and lose their momentum for learning and development. Participants in SMC's Gen-Y talent programs have their own customized individual development programs (IDPs) based on their career plans, personal preferences, and interests. This IDP captures targeted work assignments, expert mentors, training courses, and performance measures used to assess Gen-Y employees' performance during the targeted work assignments. Such

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IDPs are reviewed and adjusted yearly based on actual work performance, feedback reports from the employee's supervisor and mentor, and feedback from the employee himself.

Succession and global talent pools are manned mainly by this talented Gen-Y employment programme, with a small fraction sourced externally through head-hunting for talented and job-qualified senior employees.

However, SMC is competing with other mining-related companies and primary industries such as oil, gas and petrochemicals, banking, auto industry and manufacturing, and government agencies. Talented individuals can easily find attractive offers in KSA in similar sectors and more convenient work locations, especially in the communications and banking sectors. As such, on some occasions, SMC had to accept the second tier of graduates and was forced to place them on higher grade codes and give them inflated benefit packages. Furthermore, this over-emphasis on talented young employees has made hasty decisions to assign young talent to critical positions without adequate training and preparation. As a result, some nationals get so self-centred and develop a sense of entitlement, making them difficult to manage. Many of these young graduates were lost during the first year of employment. Therefore, the study addresses barriers to attracting, hiring and retaining talented employees and the factors influencing their intention to stay in the mining sector. Therefore, SMC continued trying to develop creative solutions to attract and retain its young talent. Unfortunately, the common practice in SMC is that they bring in external consultants with canned solutions referred to as "best practice" and apply them blindly to TM programmes in the company, ignoring the unique operational context of the mining sector and the context in KSA at large. SMC has realised the need for customising such solutions and developing best-fit talent management solutions that address the specific culture and context of the organisation. In particular, regional managers are trying to take greater accountability for TM enactment and adapt TM best practices from the West to the context's specific characteristics. Those local managers are the most important actors of TM because they know the local reality and can thus smoothly translate Western TM practices to the local context. This is specifically relevant to TM policies and practices such as selection and recruitment, socialisation, performance management, compensation and benefits, IDP planning and implementation, promotions and career advancements,

mentoring and coaching programs, and training, the confidentiality of information, localisation plans, working remotely and development assignments

Interviews with study participants provide valuable insights and reflections on how Gen-Y talented employees feel about such TM policies and practices. These policies include recruitment, onboarding, talent development, performance management, and compensation and benefits.

Recruitment: The recruitment process starts with the Organisation Design Department forecasting young talent requirements for the new year in coordination with the business units. Then, the announcement is published in the local newspapers, the company website and major recruitment agencies. Candidates must meet the following requirements:

- Must be a Saudi National.
- Minimum GPA of 2.5/4.0 or 3.5/5.0 (No exceptions)
- Age 25 years or less
- Must have a bachelor's university degree recognized by the Ministry of Education
- Must have a university major, which SMC needs for this PDP intake
- Applicant must have graduated from an in-Kingdom university or highly reputable university in the US, Canada, UK or Australia.
- Applicants for jobs in Law should have LLM (Master in Law) or J.D. (Juris Doctor)
- The candidate should attend all required assessments (English, Psychometric, Aptitude testing, etc.)
- Applicants for engineering jobs should have a minimum English placement level (EPL) 4, business majors should have a minimum EPL 5, and Law should have a minimum EPL 6.
- Must pass the initial interview.
- Must pass medical tests.

The candidate will sit for English and psychometric assessment, which external parties handle. Candidates with high scores in English and psychometric tests are then scheduled

for interviews with the HR team and representatives from the respective business unit. Once the candidate is selected, s/he will have a medical test. Finally, the candidate is invited by HR to sign the employment contract.

Onboarding - The new talented Saudi Gen-Y who has recently joined the company has to attend the induction/orientation day, which has to be arranged and organised by HR in coordination with both concerned departments/plants in each affiliate. Furthermore, the policy requires having a proper induction presentation to be prepared and delivered to each intake (group of new incumbents) by an HR representative.

Talent Development

- a) Career Planning/Individual Development Plan (IDP) - The Individual Development Plan (IDP) for the talented Gen-Y employees is based on the career development plan and includes the candidate's career path, work assignment scopes and durations, contact point for each assignment, training courses, self-development modules, implementation timeline, and assessment criteria. Supervisors are responsible for partnering with the concerned Gen-Y employees to craft their IDPs and getting their endorsement from concerned Gen-Y candidates.
- b) Appointing a mentor – Mentoring is essential to a talented Gen-Y development program. Mentors are selected from the concerned Gen-Y. The mentor plays an essential part in the program in helping the trainees achieve their full potential and ensuring they reach their personal and professional objectives. The mentors assume the mentorship responsibilities on top of their professional duties. They are expected to provide essential support to the talented Gen-Y and provide feedback when required. In addition, the mentor should provide feedback to the supervisors during the preparation of the periodic performance management process. There are no financial rewards or compensation allocated for the mentors' efforts.
- c) Training - the Company provides adequate training for its employees to achieve maximum productivity and enhance the development and qualifications of Saudi personnel in line with the Company's Saudisation objectives. Consequently, the Company's management assists Saudi employees in improving their skills and developing

their technical and professional abilities. HR reviews the departments' training requirements, identifies appropriate means of development and training sources, and administers the required training and development program per the Company's policies and operating requirements. HR assist the employing department in developing on-the-job training programs and ensure the effective implementation of such programs. When a training report indicates an employee's unsatisfactory progress, an HR representative will discuss the report with the incumbent's supervisor to determine the issues and necessary corrective measures.

Performance Management (Giving Feedback)

a) Engagement – To ensure proper measurement and monitoring of employees' engagement without exposing employees' identities, an external company is contracted to conduct engagement surveys every two years and advise the management team of findings and recommended corrective actions.

b) Evaluation - The evaluation is based on the employee's performance and development through their development assignments. The objectives of such evaluation can be outlined as follows:

- Track performance against the defined Key Performance Indicators (KPIs)
- Identify any additional steps that need to be taken to achieve the targeted developmental objectives.
- Provide the employees with regular feedback regarding their areas of strength and areas for improvement.

The standards for evaluating the employees are applied to all the company employees, with no exception. The final evaluation rating score is subject to normalisation, where force ranking is usually used to achieve that.

c) Communication – all leadership levels (supervisors and above) must utilise proper and effective communication techniques with their employees. Communication quality and effectiveness are measured as part of the engagement surveys.

Compensation/Benefits - SMC has elaborate policies regarding salaries and benefits, including travel, allowances for overtime and working in remote sites. SMC has three payrolls for Saudi Arabs, Eastern Expats and Western expats. In addition, the employees will receive annual financial bonuses based on their performance.

In the discussion chapter, the impact of these policies on the individual and organisational factors influencing Gen-Y's intention to stay will be discussed in more detail.

4.3 Participants' profiles

The sample of the interviewees consisted of twenty-four current Saudi talented Gen-Y degreed Saudi national employees with four years of service with the company, as well as six talented Gen-Y ex-employees who resigned from their jobs with the company over the past three years. Thus, the sample draws on the perception of management, recruitment specialists, current Saudi talented Gen-Y employees, and ex-employees representing all three affiliate companies. It is worth mentioning that the sample consists of men only. Female employees are not employed in mining operations in the Kingdom of Saudi Arabia, as labour law prohibits women from working in mining operations (Al-Husain, 2016).

Table 4-1 illustrates the profile of the research participants. Nine managers with ten years or more tenure and six recruitment specialists (three managers and two recruitment specialists from each of the three affiliates). The aim of the focus group, which was conducted with the managers and the recruitment specialists, was to identify a list of the perceived factors impacting Saudi talented Gen-Y's intention to stay with the company. This initial list of factors guided the subsequent interviews with twenty-four talented Gen-Y employees, eight from each affiliate and six ex-employees. Furthermore, twenty-four talented Gen-Y participated in face-to-face interviews, consisting of eight participants from

each of the three affiliates. Additionally, six ex-employees from the talented Gen-Y, two from each of the three affiliates, participated in telephone interviews.

Participant Category	Aluminium Affiliate n	Phosphate Affiliate N	Gold Affiliate N	Interview Type	Total
Managers of Talented Gen-Y employees	3 (randomly selected)	3 (randomly selected)	3 (randomly selected)	Focus Group	9
Recruitment Specialists	2 (Talented Gen-Y recruitment units)	2 (Talented Gen-Y recruitment units)	2 (Talented Gen-Y recruitment units)	Focus Group	6
Saudi Talented Gen-Y Employees	8 (Participant from each Department)	8 (Participants from each Department)	8 (Participant from each Department)	Face-to-face Interviews	24
Talented Gen-Y Ex-Employees	2	2	2	Phone Interview	6
Total	15	15	15		45

Table 4-1- Study sample

Therefore, the sample had two main groups. The first group represented the SMC management and their perceptions about factors influencing Saudi talented Gen-Y intention to stay. The second group consisted of talented Gen-Y employees, including twenty-four existing employees and six talented Saudi Gen-Y ex-employees. All the talented Saudi Gen-Y participants were interviewed to identify their perspectives on the factors influencing their intention to stay.

4.4 Analysis of Focus Groups

In this study, the first phase of the data collection process utilised a focus group discussion to identify the top relevant factors likely to affect Gen-Y's intention to stay in SMC as perceived by talented Gen-Y recruitment specialists and managers. The Delphi technique was used as it is *"...a structured process for collecting and distilling knowledge from a group of experts using a series of questionnaires interspersed with controlled opinion feedback"* (Adler & Ziglio, 1996, p. 3). The Delphi technique is used in qualitative research to identify the fundamental elements (Habibi, Sarafrazi, & Izadyar, 2014).

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A group of fifteen participants was assembled for the focus group session. The discussion focused on what factors were essential to Saudi talented Gen-Y new members throughout the employment cycle, including recruitment development, to enhance their intention to stay. The identified influential factors were developed in subsequent interviews with individual participants to build the research instrument.

Table 4-2 below illustrates the various aspects recorded by the fifteen participants (P1 through P15). Next to each participant appear the five factors believed to be most important for talented Gen-Y to stay (columns two to six). Factors have been colour coded to facilitate sorting and analysis. The last column is the master list of elements selected by the fifteen participants in the FG and the frequency of their occurrence.

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						Master List of Factors & frequencies
P1	Career path	Compensation & benefits	Work climate	Recognition/incentives from the supervisor	Keep talented Gen-y informed	Benefits & compensation (9)
P2	Mentoring	PMP	Basic Salary	Caring & supportive supervisor	Promotions	Branding (6)
P3	Give attention & respect	Career growth	Benefits & compensation	Living values (integrity & ownership)	Two-way communication	Culture & Work Environment (6)
P4	Work location	Trust & empower	Flexible duration of IDP	Benchmarking benefits	Training Programs	Training & Learning (5)
P5	Encourage early exit of IDP	Supervisors tolerate mistakes & learn from	CSSR	Savings plan & home-ownership	Coordination of rotational assignments	Engagement of Gen-Y (5)
P6	Employment status	Learning opportunities	Include technical and soft skills	Clear evaluation measure	Mindset (old staff)	IDP (6)
P7	Career plan	Certified mentors	Community outreach	Recognition for mentors	Encouraging mentors	Mentorship Program (6)
P8	Give Gen-y an accurate job title	On-job Training	Opportunity to contribute	Professional growth	Coordination between home and host departments	Supervision/Management (4)
P9	Coordination between HR and the home department	Manager providing feedback	Career development	Fair and fact-based assessment	Structured mentoring	Evaluation system (4)
P10	Career path	Innovation & change management	Benefits and compensation	Adjust the duration of assignments based on the progress	Stop labelling Talented Gen-Y	Communication (4)
P11	Remote locations	Sense of direction	Selection of mentors	Training (technical & soft skills)	Work locations	Coordination of induction programme (3)
P12	Training internal & external	Duration of Dev. Program	Company culture	Work locations	Community/environment	Work Location (4)
P13	CSSR	Commitment to community	Mission/Vision/cascade	Basic salary & long-term benefits	Job description of Talented Gen-Y	Talented Gen-Y label (1)
P14	Collaboration/Teamwork	Image/ Reputation	Career path	Technical and soft skills	Give/get candid feedback	Job/role description (1)
P15	Performance management	Inviting Talented Gen-y to communication meetings and talented General business reviews	Listen to their (comments/ideas, and suggestions)	Status in society	Future goals & objectives	Career Path (11)

Table 4-2- Consolidated list of factors emerging from the first focus group discussion.

In the second part of the group discussion, participants were invited to review the list of fifteen factors to ensure that the earlier suggested master list of factors captured points. Then, participants were given instant electronic voting devices and were asked to rank the

elements in terms of criticality anonymously using a Likert scale from “1” to “6”, with “1” being the least critical and “6” the most critical.

Table 4.3 presents the ranking scores regarding criticality to talented Gen-Y’s decisions to stay with the company. The table contains a list of perceived factors that would not be viewed as conclusive data but rather as a way to inform the Researcher in posing the right questions during the subsequent face-to-face semi-structured interviews with talents. The factor frequency indicates that focus group participants perceived career planning and development as the most critical factor for talented Gen-Y talents' intention to stay, followed by benefits and compensation in the second rank. The third rank consists of company branding, company culture and work environment, mentoring and IDP (IDPs). With a frequency of five, the fourth rank included the factors talent talented Gen-Y engagement and training and learning opportunities. The following factors, which had a frequency of four, consisted of management/supervision, communication and work location. The coordination and induction program had a frequency of three. The least frequent factors were Gen-Y job description/role definition and labelling of Talented Gen-Y employees.

Thus, in ranked order of frequency, *Career Planning and Development* was perceived as the most frequent factor, followed by *Benefits and Compensation* in the second place. The third place included *company branding, Company Culture and Work Environment, Mentoring and the IDP*. Engaging talented Gen-Y employees and *Training and Learning Opportunities* ranked fourth. The fifth rank had *Management and Supervision, Evaluation System, Communication and Work Location*. Coordination of the *Induction Program* came in the sixth rank, followed by the least frequent factors, namely *Gen-Y Job Description/Role Definition and Labelling talented Gen-Y Employees*.

Regarding importance, FG participants again ranked career planning as the most critical. Corporate branding, mentoring, and engagement took second place. Five factors were ranked third. These are benefits and compensation, IDP, training and learning opportunities, evaluation system and communication.

#	Factor	Frequency Out of 15	Criticality Out of 6 (1: lowest 6: highest)
1	Career planning & development	11	6
2	Benefits and Compensation	9	4
3	Company branding	6	5
4	Company Culture and work environment	6	2
5	Mentoring	6	5
6	IDP	6	4
7	Engaging Talented Gen-Y employees	5	5
8	Training and learning opportunities	5	4
9	Management/supervision	4	1
10	Evaluation system	4	4
11	Communication	4	4
12	Work location	4	2
13	Coordination of induction program	3	3
14	Gen-Y Job description/role definition	1	2
15	Labelling Talented Gen-Y employees	1	2
	Total	75	

Table 4-3- Focus Group outcome related to factors impacting talented Gen- Y intention to stay

The above list of factors and their relative criticality as perceived by SMC management was compared with the outcome from the individual interviews reflecting on talented Gen-Y experiences with SMC.

4.5 Analysis of Interviews with Current Talented Gen-Y employees

Semi-structured interviews were conducted with selected recent graduates from three affiliate companies in SMC who are considered talents. A collective thematic analysis was employed since all interviews were asked similar research questions. The study adhered to the six phases suggested by Braun and Clarke (2006), requiring the researcher to get familiar with data, generate initial codes, search and review potential themes, define and name themes, and produce the report. Thematic analysis brought about several outcomes: finalised interview scripts with highlighted phrases, words and instances relevant to answering the primary research question of the study, a list of the initial codes in the 3rd column of Appendix 7, a list of initial sub-themes which are presented in the second column of Appendix 7, list of extracts to support each of the identified lists of sub-themes (Appendix 7: column 4), a list of primary themes encompassing groups of sub-themes (first column of

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Appendix 7), and a list of extracts to substantiate the identified theme (Appendix 7). In addition, the process provided theme frequencies across all interviews (Appendix 8).

Table 4-4 below highlights the fifteen factors and the corresponding frequencies of their occurrences. IDP design and implementation were the most frequent (twenty-six), while talented Gen-Y personal values and perceptions had the least frequency (eight). Interestingly, four factors identified by the focus group were dropped from the list of factors suggested by talented Gen-Y participants. These are induction program coordination, labelling talented Gen-Y employees, job description and role definition. Although the summary of individual interviews with talented G-Y employees ranked IDP design and implementation, performance management, training and learning opportunities, work-life balance and communication as the top factors, none of these five factors was ranked among the top five by the focus groups. This disparity indicated a misalignment between management perceptions (managers and recruitment specialists) and talented Gen-Y talents.

#	Factor	Frequency
1	IDP Design and Implementation	26
2	Performance Evaluation System	23
3	Training and Learning Opportunities	23
4	Work-Life Balance	21
5	Communication	20
6	Engagement	20
7	Career Planning	19
8	Leadership/Management/Supervision	18
9	Mentoring	16
10	Work environment	15
11	Recruitment & Onboarding	14
12	Branding	13
13	Compensation	12
14	Feedback	11
15	Talented Gen-Y Personal Values and perceptions	8

Table 4-4 List of key themes emerging from individual interviews

The following section of this chapter describes and discusses each key theme per frequency analysis and participants' views, as expressed in the interviews. As presented in the next section, the quotes are anonymised, and each participant is given a pseudonym. For example, the third participant is referred to as AP3 in the narrative, whereas the fourth ex-employee is XP4.

i. IDP design and implementation

The most frequent factor impacting talented Gen-Y's intention to stay is the design and implementation of their IDP. Twenty-six participants expressed serious concerns with the way IDPs are designed and implemented. These participants seemed genuinely concerned about SMC's process of designing their IDPs. They were dissatisfied that IDPs are ready-made and generic for all employees. Talented Gen-Y expects individualised plans tailored to them, which address their specific needs, interests, and preferences, and IDPs should be based on initial assessments. More importantly, they pointed out that they should also participate in designing their own IPDs. AP24 summarised this concern by saying:

'Our IDPs are one size fits all. Most of us found our IDPs ready prior to our arrival. We were not involved in the design of our IDPs. They do not account for our needs, interests, preferences, and we are expected to implement the plans without any argument'.

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Additionally, fourteen participants stated that their plans were poorly designed and did not include all the necessary components. XP1 praised the quality of IDPs prepared by the new employer, as compared to the way SMC designed them, saying:

'In my new job, my IDP has a clear path showing objectives, tasks, rotational assignments, formal training events, and evaluation criteria of each assignment'.

While AP23 maintained that:

'If we are serious about our aspiration to be a world-class international company as per our vision, our IDPs should allow us to go on rotational assignments with our Joint Ventures outside KSA to gain international exposure'.

Seven participants expressed one further concern about the design of the IDP. They argue that IDOs focused solely on developing functional and technical capabilities but ignored soft and leadership skills, viewed as equally critical for their career advancement. For example, AP4 stated that:

'IDPs need to develop a rounded employee equipped with the required technical abilities and leadership skills, analytical/critical thinking, decision making, and cultural exchange. Renowned leaders glittered not because of their exceptional technical capabilities but because such expertise was coupled with outstanding soft and leadership skills'.

Furthermore, twenty-two participants expressed their disappointment over how SMC implements IDPs. They indicated that it would be implemented in the letter once the plan was signed without any modifications to content or duration. AP24 suggested that:

'The duration of developmental assignments should be flexible and not identical. Some assignments require more or less time based on complexity and our specific needs'.

Another concern is that managers were not keen on implementing IDPs as scheduled. For example, AP14 complained that:

'My IDP was interrupted when one of my colleagues went on emergency leave. Even after my colleague returned from leave, they kept

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me on the shift and cancelled my training and rotational assignments.

When I complained, I was advised that work is everyone's priority'.

According to participants, SMC does not seem to do a good job coordinating the IDPs of its talented Gen-Y employees. AP2 reported severe issues due to the lack of coordination between the home and host departments for rotational assignments. Implementation issues also related to the level of engagement talented Gen-Y had. On the one hand, AP6 stated:

'Unfortunately, I was assigned some routine work and spent many days doing nothing. I was depressed because the assignments were boring and not up to my expectations and capabilities',

while AP5 expressed a desire that

'Talented Gen-Y employees should be allowed to participate in business and operating plan discussions, engage in projects and problem-solving exercises; need to become aware of the whole value chain across the company'.

The above quotes and findings demonstrate the importance of IDPs to talented Gen-Y talents. They expressed serious concerns about how IDPs are planned, designed, and implemented. Their comments highlighted gaps that required immediate corrective actions. The most recurrent problem was that such IDPs were generic and not customised to address the specific developmental needs of Gen-Y talents. Another area that required attention was the quality of assignments prescribed by these IDPs. Some of the training courses and work assignments were of a lower standard for bright and highly inquisitive, talented Gen-Y employees. Additionally, SMC used to interrupt these IDPs whenever they had a shortage of staffing which signalled management's lack of interest in developing young talent. Finally, supervisors and mentors were unwilling to adjust the assignment durations based on their complexity.

In some cases, the duration posted in the IDP was short, or the dates were not in sync with the complete work cycles (such as shutdown programs), which participants needed for their development. Instead of extending assignment durations or adjusting assignment start and end dates, some departments stopped their assignments to stick to the duration shown

on the plan. All rotation assignments are given six months to complete, irrespective of assignment nature or status. The deficit of IDPs requires SMC to review the process as the design and implementation thereof are unsuitable.

ii. Performance Evaluation System

The flawed performance evaluation process is the second factor of importance to study participants (Table 4.4). Twenty-three participants were concerned about the way employee performance was evaluated. They expressed disappointment with the forced ranking quota, biased appraisal, and the lack of transparency and objectivity. AP1 reflected that:

'It is the same rating whether you work hard or do nothing. Your rating depends on who you are and whom you know'.

Supervisors in SMC do not take accountability for their employees' ranking. These participants lost faith in management concerning their annual appraisal as biased and unfair. Supervisors were accused of being impressionistic, assigning performance ratings based on their tribal, geographic and ethnic considerations, giving little weight to the actual performance at the workplace. As AP7 stated:

'Whenever we question or complain about our low rating, the answer is always that it was due to forced ranking and that the supervisor does not have the final say'.

To ensure the normalisation of the appraisal curve, the company dictated the percentages allowed in each of the five performance categories: significantly exceed requirements, exceeds requirements, solid performer, needs improvement, and unsatisfactory performer. It was believed that assigning percentages to the various ratings would safeguard against supervisors over-rating their employees. Still, unfortunately, supervisors used it as a pretext to avoid being accountable for the final low ratings for some of their employees. Supervisors attributed such low ratings to the performance management system that applied strict normalisation standards that occasionally lowered some ratings.

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Employees were even expected to accept this flawed process without any discussion.

XP1 vented out frustrations about this process, saying:

'What makes things worse is that you will be labelled a troublemaker if you argue. You are expected to accept whatever rating they assign to you and pray that things will get better next year. Like everything else, you cannot speak up or voice your concern'.

Reportedly, talented Gen-Y supervisors did not stick to the established process, which called for mutually building objectives with employees, periodic checkpoints on progress, and planned actions to improve performance. Expressing frustrations with the evaluation process, AP3 indicated that:

'They (SMC supervisors) do nothing until the end of the year, and then your boss calls you and informs you of your performance rating, though the process requires negotiating a set of objectives and periodic check-ins to be done throughout the year. Nevertheless, everyone is too busy to do this. It is useless to get feedback at the end of the journey when it is too late for you to do anything'.

Tackling the issue of performance rating, XP2 commended the new employer for the way they handle performance as compared to SMC, saying:

'In my new company, you get involved from day 1 in planning your performance journey with main and enabling objectives, specific tasks and activities to complete and competencies you need to master for each quarter. This is supported by constant follow-up and feedback throughout the year'.

The qualitative data suggest that the performance evaluation system suffered from critical issues due to supervisors' subjectivities, biased assessments, and failure to comply with the published process requirements.

iii. Training and learning opportunities

The third factor, which received extensive scrutiny by interviewees, was related to training and learning opportunities. The vast majority of participants (23 out of 30) critiqued the prevalent SMC practices relating to training and learning. Talented Gen-Y employees repeatedly underscored the importance of training and learning. AP21 maintained that:

'Learning should be available to all employees to keep pace with the rapid advancements of technology. Organisations that learn faster win the competition'.

Likewise, AP3 highlighted the importance of timely training and the perception of management disagreement with its importance, saying:

'Fast developments and technological advancements require continuous training for everyone, including talented Gen-Y. Unless we train everyone in time to adapt to change and stay current on the latest technologies, we will not be ready for the next generation of the industry ... our management does not seem to see the value of training and learning. They cancelled a number of my training courses because of the human resources shortage.'

Furthermore, employees joining SMC were required to go through a standard set of training courses, irrespective of their profiles, without prior assessment of their competencies or consideration of their needs and preferences. XP1 complained, '*All talented Gen-Y employees are required to complete the same training courses irrespective of their needs, formal training or interests'*. This was re-echoed by AP19, who wondered,

'Why on earth should SMC force us to attend a pre-determined list of training courses? These training assignments should be based on individual needs and preferences, not forced on us'.

Half of the participants indicated that what made things even worse was that these training courses were irrelevant and fell too short of their expectations and standards. This has been reported by AP23, who said:

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'The content of some technical courses was far below my level. They were primitive and boring. They were a waste of time and money.'

Another critical aspect that talented Gen-Y participants were dissatisfied with was SMC's use of traditional training programs and losing the advantages of technology-based training and development. AP11, an engineer with Gold Company, mentioned:

'Was hoping to have access to a wealth of online and technology-based learning, away from the traditional classroom-based courses, so that we can learn what we like, at the time we like and the pace we like.'

Besides, SMC had reportedly cancelled external training to cut costs, which was quite disappointing to Talented Gen-Y employees. To this point, AP7 commented that:

'I was among the talented Gen-Y employees assigned to go overseas on assignment with our JV partner Mosaic. That was a wonderful assignment, especially if we are serious about emerging as an international company. We need to learn the latest technology, work, and learn with teams from other cultures and operate under different systems and laws. I believe more talented Gen-Y employees should be doing such assignments with other JVs like SABIC.'

One-third of the participants believed that the other aspect neglected in the training programs SMC undertook was focusing only on technical job-related training, ignoring talented Gen-Ys' need to nurture their soft skills capabilities. AP16 highlighted this concern by saying:

'Technical training is of utmost importance to our careers, but we also need to improve some of our soft skills, which are equally important for our career development, such as team building, communication, and interpersonal skills.'

Half of the Gen-Y talents were frustrated that whatever they learned stayed in the classroom because they were not encouraged to transfer learning to the workplace. AP1 lamented that

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'There is no use of training if your organisation (supervisors) are not receptive to new ideas or different ways of doing things. Unless we apply and experiment with what we learn, learning becomes a routine exercise that does not add any value'.

Furthermore, one-third of the participants believed that SMC contented itself with traditional training. Study participants look for training programmes with hands-on problem-solving and structured knowledge-sharing programs for tacit skills that could not be learned from books and lectures.

In a similar vein, AP9 commended the new work unit because:

'Whenever there is a problem, I feel they take the issue of training and development more seriously. They called on me and engaged me in reviewing, analysing and solving such technical challenges.'

The same point was raised by AP16, who argued that:

'SMC should have a corporate-wide knowledge transfer program which allows individuals with special expertise, especially those approaching retirement, to share their knowledge and expertise, not only in their departments but also across the whole organisation. This needs to be carried out in a structured manner that can be tracked and monitored'.

Therefore, it is evident that training was a significant source of frustration for Gen-Y talents. The most recurrent issue with training was related to the relevance of the training program to participants' needs and job requirements. Gen-Y talents highlighted other issues, including mode of instruction, transferability to the workplace, and on-job training. The comments about the poor quality of the training and the cost implications are issues SMC would have to consider.

iv. Work-life balance

The fourth factor on the list related to the theme is the work-life balance. This was mainly linked to working in remote areas, which interrupted talented Gen-Y family and social lives, exposed them to driving risks, and drained their energy due to commuting.

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Two-thirds of the talented Gen-Y talents highlighted the implications of remote area assignments. All six ex-employees attributed their decision to leave SMC because of remote area assignments. XP2 reflected on the hardship in the remote location assignment with SMC, saying:

'My main issue with SMC was daily travel and being away from family and unable to attend to emergencies. I am always exhausted and unable to do a good job. I fell asleep a couple of times while driving. Thank God, I am not dead now. Now my work is a 10-minute drive from home, and my whole life has changed'.

This complaint was reiterated by XP3, who indicated that:

'my main challenge was driving more than 400 KMs every day, which leaves you with nothing but sleeping. You do not have a social life, and you cannot excel at work because you are always tired'.

Similarly, participating in the study, all sampled current employees raised severe concerns about their work assignments in remote locations. AP20 posited that:

'I am looking for opportunities to pursue my higher studies, but being in the mine makes this dream difficult to realise'.

In contrast, AP8 enumerated the difficulty of daily commuting, saying:

'commuting for 2 hours in the morning and again 2 hours in the evening leaves you are good for nothing. You are exposed to kinds of driving risks, and You cannot take care of your family, see friends, or attend to any social obligation'.

Thirteen talented Gen-Y participants expressed concern about the lack of a work-life balance and requested that SMC consider measures to mitigate the consequences of remote area assignments. A recurrent suggestion was to consider flexible schedules and work-from-home options. AP23 demanded that:

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'SMC should consider allowing flex scheduling to enable remote workers to take long weekends and spend more time with their families'.

XP6 elaborated on this specific point, saying:

'It is sometimes difficult to comply with meaningless procedures such as daily check-in and out. I understand that some jobs require my physical presence on the site, but many others can be performed well from home. Why bother where I am as long as the job is performed efficiently'.

One-third of the participants suggested other measures such as enhancing incentives, improving life in communities close to plants, and supporting continuing education. One key proposal relates to flexible scheduling and working remotely. AP2 suggested giving additional incentives for remote area assignments, while AP22 expressed a personal opinion about living in remote areas, saying:

'Life after work is boring in a remote location. We must improve the quality of life in residential compounds around remote operations such as recreational, medical and educational facilities, food, and flights out of such areas to main cities'.

Besides, ex-employee XP6 strongly recommended giving employees in remote areas a chance to pursue their education and reported that:

'I am currently studying MBA in the evening at KFUPM and cannot take assignments while on assignments at remote locations.'

The above comments indicated that participants felt that working in remote locations required them to drive long distances daily, a health and safety concern, especially when their lives are at risk. It also harmed their obligations towards their families and non-work activities. The participants could not commit to family needs and emergencies as they were far from home. Additionally, working in remote areas and commuting for a long time left participants with no time to maintain social relationships with their extended families and friends. Finally, employees working in remote areas could not benefit from graduate programs offered in the evenings by universities located in larger cities.

v. Communication

The quality of communication in SMC was ranked fourth in factor frequency. Two-thirds of the participants voiced concerns about the quality of communication in their organisation. A vital issue talented Gen-Y employees expressed was the need to be fully aware of the company's strategic directions, stay current on issues and challenges the organisation faces, and have free access to information. AP21 maintained that:

'it helps a lot when you learn the strategic directions of your organisation and see how what we do in this organisation fits and contributes to the overall value chain'.

Thirteen participants wanted updates on their organisation's developments, incidents, and events. For example, AP4 said:

'It is important that we stay current on what is happening in our organisation and dispel rumours and gossip. It is unfair that we hear news about our organisation from people or sources outside the company'.

All talented Gen-Y participants are expected to have free access to their managers and real-time feedback on their performance. AP10 elaborated on this point by saying:

'As a talented Gen-Y employee, I need to know my role and the expectations my supervisor has and be able to communicate freely and regularly with my supervisor, manager and mentor. I need to know what areas require improvement and what resources or opportunities are available to me'.

Half of the talented Gen-Y participants expected their employers to utilise cutting-edge technologies in their operations. Venting frustrations about outdated processes and procedures, AP9 commented that 'it is a waste of time to assemble employees from different departments and locations for a face-to-face meeting when such a meeting can be held through Skype, FaceTime or video conferencing'. Similarly, one-third of the participants expressed frustration that often, they were denied access to information under the claim that such information was confidential. AP11 complained that:

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Whenever you ask for access to information such as a file or shared folder, your request is denied because of “confidentiality”, though there is no sensitive information. Many of the information items labelled as confidential are available on the home page of other companies.

In General, talented Gen-Y participants demanded free access to management and kept posted on new developments in their organisation. They are also expected to utilise the latest technologies in performing their work.

vi. Engagement

The sixth factor on the list of factors impacting talented Gen-Y’s satisfaction and intention to stay relates to the level of engagement. Most participants identified gaps in their level of engagement and confirmed their keenness to be more actively involved in processes that affect their job. They expressed their wish to get engaged in designing their developmental assignments so that they pick assignments and work experiences of interest to them and relevant to their needs and career plans, as reported by ex-employee XP3, who said:

‘I need to be consulted during the design of my IDP and agree on the kind of assignments I need to go through. I do not appreciate that someone would offer me a pre-made plan and expect me to execute it quietly. I should also be consulted about what role and department I prefer to join’.

They also expected challenging assignments that would add value and contribute to their departmental goals. For example, AP19 put it better by stating that:

‘We need to feel that our departments are excited about having us and that they have great plans to grow us and utilise our services to achieve company goals. Often, we feel we are viewed as additional burdens, and sometimes we are assigned a kind of keep-busy work assignments that do not add value and fall too low the expectations and professional level of an engineer’.

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What often reduced the interest and engagement of Gen-Y participants was their managers not seeming to take them seriously. XP5 reflected on this by saying:

'In the beginning, I used to give comments and suggestions, but I noticed that my boss (and even my workmates) did not give any attention, implying that as novice employees, you are here to learn and it is too early for you to give comments. That was very demoralising to me'.

They felt inferior to regular employees, as ex-employee XP1 had explained:

'I need to feel that I am adding value and contributing to my organisation. We are new and still in a learning mode, but I will be so happy if I can contribute while learning. We need to have access and be empowered just like regular employees'.

The above indicates that talented Gen-Y participants are keen on designing their development plans, carrying out meaningful assignments, having the opportunity to contribute and add value, and, most importantly, being taken seriously and valued as employees by their supervisors and managers.

vii. Career planning

Career planning ranked number seven on the factors that impact talented Gen-Y intention to stay. Around two-thirds of the participants identified career planning and advancement issues in SMC. They demanded clear goals and objectives, alignment of development plans with their career plans, and having them involved in mapping their career plans.

As reported by AP20,

'many of their colleagues left the company during the first few months because they did not see their future'.

This observation was supported by XP5, who explicitly indicated that:

'there was no sense of direction about my career with SMC. The career path and future are grey areas for most talented Gen-Y employees.'

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The career plan did not provide specific answers to immediate talented Gen-Y worries, as AP10 indicated,

'we do not know what will happen after we complete our induction program. They keep us in the dark'.

According to AP8, SMC did not give due attention to the personal interests of talented Gen-Y employees. The employee requested that:

'Development goals need to be aligned with participants' personal goals and objectives, not only work requirements. Career path needs to be worked out with talented Gen-Y employees based on their objectives, capabilities and interests'.

The other drawback participants underlined was the slow promotion scheme adopted by SMC. AP3 recommended that

'SMC need to adopt a faster promotion pace similar to other competitors. If we go with the current scenario, it will take a life career to promote to a division or department head'.

From the above, it can be concluded that Gen-Y talents place much importance on their future career with the company and expect the company to commit to both their short-term and long-term career advancement plans.

viii. Leadership and supervision

Another factor that drew talented Gen-Y's attention and interest is how their supervisors and managers treated them. Participants listed several drawbacks in the way managers and supervisors handled them. The poor managerial and supervisory practices they complained about related to the level of support, attention and respect they had from their managers. AP6 confirmed the need for a clear message from the manager to show importance to their employees and trust their capabilities. Likewise, AP12 reiterated the same frustration that management view fresh graduates joining the workforce as a novice and unproductive, stating:

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'In general. Management does not take our comments and suggestions seriously. The common message is that we, novice employees have nothing to give. This is very demotivating'.

This General perception of talented Gen-Y employees about their leadership was voiced in more detail by AP23, who said:

'I was hoping to see that my manager shows care, is available when needed, and gives encouragement and recognition. A tap on the shoulder is sometimes more motivating than monetary incentives. People here are too busy to mentor or help out'.

AP4 raised another work environment drawback regarding management inflexibility and dismissive attitude:

'My boss, unfortunately, insists that we handle things in a specific way as the only way. My boss is not open or receptive to other creative and innovative ways, which are sometimes more efficient and productive. Worse still, the boss does not give a reason and rejects other options without even showing courtesy and telling us why'.

About one-third of the participants maintained realistic expectations from their management. As AP1 described,

'I appreciate that my boss expects me to complete tasks on time and comply with standards, but I also expected him to help out when I am in trouble and provide guidance and encouragement'.

Ex-employee XP4 illustrated what talented Gen-Y employees expected from their supervisors and reflected on a great experience with one rotational assignment:

'In my last rotational assignment, I felt my manager was concerned about my development and always encouraged me. The manager handed me a safety award, took a picture, and asked me to speak up and make suggestions. This is why I enjoy working in the unit.'

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Likewise, AP8 reported a positive experience:

'In my assignment with the Mines Department, my supervisor gave me regular feedback to help me improve my work performance. The assigned mentor was terrific as well. The supervisor involved me in every learning opportunity and intentionally challenged me. The supervisor repeatedly sought and appreciated suggestions and new ideas'.

Another critical aspect highlighted by most participants was the mindset that stifled creativity to comply with outdated processes and procedures. They were discouraged from trying new ways or challenging how business was carried out over the years. One of the reasons ex-employee XP4 pointed out for leaving the company was that:

'in SMC, people were so careful not to make mistakes. They stick to the Guideline Instructions, word for word. I heard terrible stories about people who were punished for minor mistakes'.

Additionally, one-third of talented Gen-Y participants expected their leaders to be transparent with their employees. AP6 reported that *'company leaders repeatedly justify lack of revenue to the huge investments in infrastructure and repeatedly promised shareholders that they would soon start making a tangible profit which is not happening.'*

In terms of supervision and management, it is highlighted that talented Gen-Y emphasises how their managers treat them. They believed that a great supervisor should extend support, give clear guidance, provide feedback, show trust and faith in employees' capabilities, and be receptive to new ways.

ix. Mentoring

The kind of mentorship talented Gen-Y employees had with SMC significantly impacted their perceptions of the company. Thirteen participants expressed dissatisfaction with SMC mentorship, which led to lower engagement and frustration. The weak points included ineffective mentor selection, inadequate training, and improper preparations.

As for the selection of mentors, XP2 reported that their mentor lacked interpersonal skills and never invested time in him, while AP12 highlighted that:

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'My mentor was so picky and discouraging. My mentor expects me to follow the instruction literally and not challenge that. However, my mentor will become tense and aggressive if I ask questions or suggest anything.'

On the other hand, XP3 described the high-quality mentoring administered by the new employer by saying:

'mentors in my new organisation challenge us, engage us in problem-solving and After-Action-Review of major events in the organisation. They seek and appreciate suggestions and new ideas'.

Along these veins, AP18 voiced his concern about the mentor by saying:

'mentors, in general, look at us as additional workload. They do not seem to be rewarded for what they do or even given time to mentor others'.

In addition to the above concerns, all participants voiced against the mentors' quality. They also blame their managers for not exercising good care in assigning these mentors, giving them time to mentor, and rewarding them for their mentoring efforts. AP5 suggested that *'mentors need to be trained, rewarded and have the time to help out'*.

Generational issues also adversely impacted the SMC mentorship programs. Ex-employee XP5 confirmed this conflict, saying:

'My supervisor, mentor, and most of the team belong to older Generations. They resist change and are not receptive to new and creative ideas. The resistance to change coming from old people is very strong'.

This Generational gap was also reported more aggressively by AP9:

'The organisation should be able to get rid of old hand deadwood, who do not add value. Some SMEs do not show interest or willingness to share knowledge; some former employees try to scare newcomers by exaggerating the level of complexity and the tough work conditions, and strict compliance. This scares young employees'.

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Hence, study participants highlighted issues associated with SMC's mentorship program. These are related to selecting the right mentor with the requisite attributes. Generational issues were also reported. Nevertheless, the participants' concern was that SMC did not give this matter due attention, as reflected by the lack of recognition and support to the assigned mentors.

x. Work environment

Another factor that impacted talented Gen-Y's perceptions about SMC is the work environment. Twelve participants voiced concerns about various aspects of the work environment in SMC. A recurrent reservation was SMC's obsession with compliance with general instructions and dismissal of constructive feedback and innovative ideas. As AP10 put it:

'There are some obsolete policies which have been in place for many years and no good business cases. They are applied dogmatically. When you question management about the rationale or value of a specific process, the answer is usually the same "this is the process" we need to comply with. They usually fail to provide a convincing answer to such questions'.

The same issue was reiterated by ex-employee XP4, who partially attributed his resignation to the unhealthy work environment, explained as follows:

'In SMC, people were so careful not to make mistakes. They stick to the GI word for word. I heard terrible stories about colleagues who were punished for minor mistakes. The environment was agitated and discouraging. The Unit was not open to new ideas. They try to stick to the procedure to avoid mistakes. On the contrary, with my new company, I had the chance to apply what I learned from college and SMC. I experimented with things with my own hands under my mentor's guidance.

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AP10 reflected on the healthy and motivating work environment experienced in one of the rotational assignments. The following comments illustrated the kind of work environment talented Gen-Y employees expected:

'There are some obsolete policies which have been in place for many years and no good business cases. They are applied dogmatically. When you question management about the rationale or value of a specific process, the answer is usually the same "this is the process" we need to comply with. They usually fail to provide a convincing answer to such questions'.

Another aspect highlighted by participants was that business in SMC was not system driven. They complain that for someone to get any transaction done, s/he must have a connection somewhere to help out and facilitate the process. AP5 maintained that

'following the system does not take you anywhere. You need to know the right people to get anything done'.

Finally, AP17 reported trust issues and unhealthy competition:

'people in my home department do not seem to trust each other; they compete against each other and do not work as a team.'

Respondents voiced dissatisfaction with the work environment in SMC. They pinpointed a lack of transparency in making decisions and inflexibility in dealing with outdated processes and procedures. They also criticised their management for lack of tolerance towards making mistakes and resistance to change, which stood in the way of creativity and innovation.

xi. Recruitment and onboarding

Another factor that surfaced from these individual interviews is the recruitment and onboarding process. Thirteen participants commented positively or negatively about their experiences with the recruitment and onboarding program they went through when they joined SMC. This is a 4-week program designed to introduce new employees in all three affiliate companies to the company's vision, mission, strategy and General overview of the

company operations. It also introduces them to their roles, job descriptions, General policies and guidelines. In addition, the program provides basic safety and soft skills courses.

Five talented Gen-Y employees anticipated smart and less formal interview setups. AP11 noted that the interviewer was formally dressed, acted seriously and asked traditional questions, which did not impress them. These questions were widespread and easily anticipated by interviewees expecting more exciting and challenging questions. On the other hand, six participants grumbled about the number of assessment activities they had to go through. Ex-employee XP6 indicated that

‘during the recruitment and onboarding program, there was too much testing. We were not aware of the explanation of the various assessment tests (English language proficiency, screening tests, and psychometric assessment’.

Three participants complained about the time between the interview and receiving the job offer.

Six participants were happy with the onboarding program to a varying extent. AP23 confirmed that:

‘onboarding excited me and raised my awareness of SMC’s ambitious aspirations and its mission in supporting the mining sector and the Kingdom’s 2030 vision at large’.

This theme also engaged two participants who commended the strategic goals of SMC and its focus on the company values. AP19 said, *‘I think it is gratifying to new talented Gen-Y employees to learn more about SMC’s vision, strategic goals and future business goals.’* Similarly, AP6 added, *‘I was inspired by the values session presented by the SMC Academy Dean and reflections on how to align personal values with company values’.*

Four participants pinpointed areas related to handling logistical and employment formalities during the first few days. Ex-employee XP1 expressed personal disappointment with the onboarding program right from the beginning, saying:

‘I had issues right from day 1. It started with IT. I recall that it took SMC 6 weeks to get me a laptop and grant me access to email’.

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This call for immediate action to ensure a smooth start-up was also highlighted by AP13, who stated,

'the first impression is important to me. Small things such as having an office, an orientation package, and ready access make you feel at home, make you get excited from day one'.

Another drawback that was highlighted was the lack of safety education in the program, as AP7 described,

'onboarding program was excellent. However, it needs more safety courses before we go to the plants and include field trips to the various operational areas'.

The study participants expressed mixed feelings about the recruitment process and onboarding program. While participants were critical of some aspects of the recruitment and onboarding processes, they still appraised some other aspects positively. Additionally, the quality of recruitment and human resources specialists managing the recruitment and the onboarding processes varied from one year to another. Hopefully, this input will allow SMC to build on identified positive aspects and address reported shortfalls in these two processes.

xii. Company branding

Corporate branding appeared to be among the factors impacting talented Gen-Y's perceptions about the company for which they work. Fourteen participants indicated their determination to associate themselves with companies that maintain a certain profile. One such attribute was having ambitious strategic directions and a sense of purpose toward society and the country. AP1 took pride in being employed by SMC

because:

'SMC is a young company with infinite and intact resources and is highly respected in society. I believe it is an important company in the Kingdom and has a great future'.

Likewise, AP3 believes that:

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'SMC is expected to be a mining pioneer supporting KSA Vision 2030 in leading the mining sector in the Kingdom'.

However, AP13 grumbled that:

'colleagues working for other companies enjoy more prestige in hotels, travel agents, car rental and other logistical and financial service providers'.

The second branding attribute is the company's commitment to community outreach events. AP17 expressed disappointment that SMC did not measure up against its competitors in terms of commitment to the community:

"... I believe we need to have more visible community programs like schools, highways, and promotion campaigns ... Let people know more about this mining company. In the Kingdom's 2030 vision, the mineral sector is supposed to play a more active role in the country's economy'.

Furthermore, AP22 commented on SMC's lack of transparency:

'We always hear that it is losing. The financial performance of other companies is much better than SMC and has a more stable and secured future. We understand that organisations may face difficult times and even failures, but the problem is when our leaders beat around the bush and sugar-coat reports. We expect our leaders to be transparent and share the bare truth but also their plans to address such crises with us.

Ex-employee XP4 explained why he left SMC, and among the causes was the perception of a lack of care for the environment. He elaborated on this point by saying:

'I recall that in a couple of incidents, the social media attacked SMC for the damage they had caused to the environment and lack of care to neighbouring communities. People want to be proud of the company they work for'.

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The other recurrent theme relating to corporate branding was talented Gen-Y employees' focus on company corporate values. AP12 claimed that

'leadership give lip service to our corporate values. They are mounted on walls to show off but are not understood or lived'.

AP12 indicated that what made things even look much worse was that:

'Not only new talented Gen-Y employees but also regular employees do not understand the company values and cannot explain the set of behaviours each of the values imply. There should be a company-wide initiative to explain and cascade these values across the organisation'.

Finally, talented Gen-Y employees accused SMC of a lack of care for its own employees' safety and well-being, which contradicted its corporate values. AP12 claimed that:

'The company is obsessed with initiatives on cost-cutting, operational excellence and performance but shows little attention to employee health, safety and well-being. We lost four lives this year, but no serious interventions have been launched. The value of care does not seem to exist in our values'.

Talented Gen-Y participants raised a wide range of issues associated with company branding. These included the need to have an ambitious strategy, visible societal presence, community orientation and environment care, transparency about financial performance, and attention to its employees. Gen-Y talents believe such aspects would enhance the company's ability to attract and retain its young talent.

xiii. Benefits and compensation

Another factor that impacts talented Gen-Y's intention to stay is benefits and compensation. One-third of the participants voiced concerns about talented Gen-Y employees' benefits and compensation at SMC. They noted issues relating to a low basic salary and inadequate incentives for remote area assignments. AP9 commented on this:

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'Our salaries are far below colleagues who joined Aramco and SABIC, and in most cases, they do not have to commute long distances daily as we do. HR should regularly benchmark our package with other competitors in the region'.

Another complaint the fifteen participants raised was that they were not allowed to contribute to a savings plan and home-ownership until the completion of the 2-year program. AP16 highlighted this opinion indicating that:

'As talented Gen-Y employees, we should be able to contribute to the home-ownership and savings plan right from the day we join the company. Why should we wait for two or three years to complete the development program before we can participate?'

Talented Gen-Y talents consistently urged SMC to benchmark its benefit and compensation packages with prominent regional industries and give due incentives to assignments in remote areas. They believe that as a mining company operating in remote locations, it was expected to provide lucrative incentives above those who work close to significant communities.

xiv. Feedback

Receiving feedback and being able to give proper feedback had turned out to be among the factors that also impacted talented Gen-Y employees' satisfaction and intention to stay. Eight participants viewed feedback as impacting their engagement and continuity with SMC. Participants reported two main issues. The first point referred to talented Gen-Y participants' expectation of real-time feedback on their performance from their mentors and supervisors. AP24 illustrated this point by saying,

'I need to receive periodic feedback from my mentor and supervisor. I need to be aware of my progress and areas of concern'.

On the other hand, AP3 maintained that feedback should be a 2-way process, saying:

Feedback also means that I give feedback to my manager about the quality of mentoring and guidance I am getting from my mentor and my

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immediate supervisor. My manager should call me for a private meeting with him to get my feedback in privacy’.

Eight of the talented Gen-Y participants raised the other point: SMC had to build a culture that appreciates and encourages honest feedback. Ex-employee XP3 highlighted this concern saying:

‘I am sorry to indicate that in this department, the employees, in General, dare not give negative feedback to management for fear of reprisal. I was honestly scared to voice my concerns about the mentor assigned to me’.

Talented Gen-Y participants had placed special attention on promoting a culture where people would give genuine feedback and, most importantly, how to appreciate and be grateful for negative feedback.

xv. Personal values and perceptions

The last factor impacting talented Gen-Y’s intention to stay within SMC is their values and perceptions about their experience with SMC. Seven participants expressed frustration that SMC did not seem to give talented Gen-Y employees attention and respect as competent employees who could deliver, add value, and develop innovative ideas. AP6 complained that:

‘we, young employees, are not getting due attention and are not taken seriously. Supervisors and colleagues do not show interest even if we take a chance and make comments or come up with suggestions.’

This perception was also reconfirmed by another AP9, who indicated that:

‘I feel that many employees view us as novice employees who know nothing. They forget that we are coming up with the latest knowledge in our field, and we may come up with something they do not know. Leaders need to trust and believe in us as talented Gen-Y employees. I want to see how my effort impacts and contributes to my department's mission’.

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Sadly, it was reported that SMC managers looked down upon young talent and viewed them as novices and inexperienced. This was illustrated by AP14 saying:

‘Our bosses, especially during our rotational assignments, ignore our suggestions in meetings, assuming that young employees have nothing to contribute! They are here to learn. It is too early for them to challenge our current practices, which are considered non-value-adding. This label stays with us even after we finish our development program’.

Talented Gen-Y participants were frustrated that SMC managers had not treated them as responsible employees who could deliver independently, using different ways. AP5 elaborated on this:

‘We need to be treated as responsible and mature employees who can be trusted to work remotely and maintain high standards. Why should we take home, work over the weekend and skip vacations’.

The above interview extracts revealed Gen-Y talents’ perceptions of their managers and supervisors. They indicated that the latter did not show trust and faith in talents’ capabilities and therefore were not given real work challenges that would add value and contribute to the company's overall goals and objectives.

4.6 Analysis of Interviews with Ex-Employees

Ex-employees also reflected on their experience with SMC compared to their new employers' processes, systems and practices. They advised SMC on measures to help young talent engage and increase their intention to stay (Appendix 9). The main areas enlisted by ex-employees for review and improvement could be clustered under the following key themes: development plans, benefits and compensation, work environment, recruitment and onboarding, branding, work-life balance, and performance management.

i. Individual Development Plans (IDPs)

All six ex-employees, who participated in the study, recommended corrective actions relating to improving the design and implementation of the IDPs. They were deeply concerned that they were not consulted during the design phase of their IDPs. They

reported that their IDPs were even prepared before they arrived at SMC. Such Generic IDPs were not based on sound assessment and did not account for their unique needs and preferences.

Participants suggested that talented Gen-Y talents should be involved in designing their IDPs and assisting with the latter's alignment to career paths, developmental needs, expectations and preferences. Additionally, IDPs should address participants' needs to nurture their soft skills, such as communication, leadership and management capabilities.

During the implementation phase, participants expect managers to personally follow up on their development plan, assign them competent mentors and facilitate their hands-on exposure to real work problem-solving. They also believe that managers must be fully aware of the talented Gen-Y employee's development program, including their needs and expectations.

ii. Benefits and compensation

In terms of benefits and compensation, participants proposed enhancing the incentive program for assignments in remote areas, bench-marking SMC's benefits and compensation with competitors, and allowing new joiners to participate in the home-ownership and savings plan right from the first day of employment.

iii. Work environment

Five Participants expected SMC to empower and trust young talent, promote a culture that values and supports learning and development, appreciate feedback and embrace change, establish a two-way communication channel, and bridge and tackle generational gaps at the workplace.

iv. Recruitment and onboarding

Five participants recommended that SMC streamline and expedite the recruitment process to ensure consistency across all affiliate companies. They also propose specific recommendations to enhance these two processes. First, the company should incorporate site visits into the onboarding program. Talented Gen-Y participants emphasised the importance of arranging site visits to all essential plants and operations during their onboarding program. This tour, they believed, should also include all the offices that they

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would be required to visit as part of their onboarding and start-up with the company, such as the security identification office, dining facilities, housing, transportation, medical services, personnel office and other hiring logistics and formalities.

The second recommendation was to include more practical health and safety training before deploying new members to the plant. In terms of the content of the onboarding program, talented Gen-Y participants suggested that emphasis should be placed on raising the participants' safety awareness before being deployed to their work location.

Finally, there was a need to highlight the program's company vision, mission, and strategic goals. Participants believed that the program should excite talented Gen-Y talents' interest in SMC by highlighting its mission, vision and aspirations. Talented Gen-Y participants indicated that projecting such vision and strategic directions would validate talented Gen-Y employees' choices and make them feel more motivated and excited about joining the company.

v. Corporate branding

Three talented Gen-Y participants expected SMC to demonstrate more commitment to the communities close to their operations. They urge SMC to work with the government to build schools and hospitals to make such areas more attractive to employees and launch more comprehensive social media campaigns to promote the company in the Kingdom and enhance its image.

vi. Work-life balance

Five ex-employees urged SMC to allow more flexibility in their work schedule to allow talented Gen-Y to operate from home and report to the site only when needed. They believe they should be at the workplace only when required.

vii. Performance Management

Four ex-employees underlined the urgent need to review and enhance the performance evaluation process. They felt that their supervisors did not comply with the established appraisal process, and they had cut the process down to a short meeting at the end of the year. They believed that their supervisors lacked fairness, transparency and objectivity. These ex-employees were specifically displeased with the quota mandated by

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the system for each of the appraisal categories. These study participants perceived the evaluation process as impressionistic and not based on reliable performance data.

4.7 Chapter Summary

This chapter presented the results from the focus group discussions with SMC talented Gen-Y's managers and recruitment specialists and the face-to-face interviews with Gen-Y talents. It captured the views and reflections of research participants relating to their experiences in SMC and the factors influencing their intention to stay within the company. The focus group discussions suggested fifteen factors that intersect with the fifteen factors identified by the 24 Gen-Y talents. Also, ex-employees provided recommendations to help SMC retain its current Gen-Y talents and attract more in the future. The IDP was the most pertinent factor from the perspective of current and previous employees, which impacted the talented Gen-Y intention to stay. Other factors included perceptions of the performance evaluation system, work-life balance, recruitment and onboarding.

The next chapter will provide an analytical discussion of the study findings. It will also inform the research objectives of the study.

Chapter 5 Discussion of Study Findings

5.1 Introduction

This study discusses the individual and organisational factors influencing talented Gen-Y employees in the mining industry and suggests recommendations to enhance their intention to stay. In this chapter, key study findings that emerged from data analysis (Chapter 4) are presented and discussed to address the primary research question. It also discusses how the findings contribute to and draw on the SET.

The chapter presents the reality of employees' experiences compared to the expectations expressed in **Error! Reference source not found. Error! Reference source not found. (Error! Reference source not found.)**. Firstly, the disparity in perceptions between SMC selected managers and recruitment specialists on the one hand and talented Gen-Y employees as regards the factors influencing their intention to stay. The second and third sections discuss the perceived individual and organisational factors impacting talented Gen-Ys' intention to stay. The sections discussing perceived individual and organisational aspects draw on deficiencies and drawbacks that talented Gen-Y employees highlighted based on their experience with SMC. The chapter concludes with a summary of the discussion of the research findings.

5.2 The disparity in perceptions of factors

One key finding of this study is the gap in perceptions between SMC management (as represented by both talented Gen-Y managers and HR specialists) and Gen-Y's talents regarding the factors influencing their intention to stay. The misalignment between the outcome of the focus group and talented Gen-Y is illustrated in Table 1-1 below. The table presents the fifteen factors identified from focus group discussions with talented Gen-Y Managers and HR specialists and those identified from interviews with talented Gen-Y employees. The top five factors are career planning and development, benefits and compensation, company branding, company culture, work environment and mentoring from a managerial perspective. On the other hand, the top five factors identified by Gen-Y talents are IDP design and implementation, performance evaluation system, training and learning opportunities, work-life balance, and communication. On the one hand, the

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misalignment between the managers and HR specialists and the perceptions of talented Gen-Y themselves uncovers a severe issue in understanding the underpinning factors influencing their intention to stay.

Drawing on SET, Chernyak and Rabenu (2018) posit that the value system of younger generations in the workplace conditions their views of factors such as employee motivation, empowerment, commitment, and other norms differently compared to older generations managers and HR specialists. These generational differences in expectations between Gen-Y employees and their managers impact the efforts and plans of SMC to design and implement effective interventions to satisfy talented Gen-Y employees and positively influence their intention to stay. Contrary to this misalignment, Rhule (2004) confirmed that employees' perceptions about their managers significantly impact their decision to stay. Thus, managers and HR practitioners must understand what is important to employees (Gilmore and Williams, 2012). Managers need to understand better the real factors that affect talented Gen-Y employees' motivation, commitment, and loyalty to direct their efforts towards these needs and expectations. As Masi (2010) suggested, positive intention to stay requires organisations and their business facilitator –managers- to cater to their employees' needs and expectations (Masi, 2010). Therefore, the findings may help the aforementioned develop evidence-based policies and introduce relevant interventions and programmes.

The finding of a discrepancy between managers' and talented Gen-Y employees' perceptions may also allude to the lack of communication that employees reported as a further factor that impacted their intention to stay. Managers are expected to maintain a two-way communication process to stay abreast of their employees' issues, expectations, and needs. Therefore, as an immediate recommended intervention, SMC is encouraged to gauge all talented Gen-Y employees' level of satisfaction and engagement through a third-party consulting firm and present findings to SMC management. This will facilitate the alignment of SMC management with the needs and expectations of their talented Gen-Y employees, optimise their engagement, introduce more effective communication strategies and promote the intention to stay.

	Management perceptions	Talented Gen-Y
	Career planning & development	IDP Design and Implementation
	Benefits and compensation	Performance Evaluation System
	Company branding	Training and Learning Opportunities
	Culture and work environment	Work-Life Balance
	Mentoring	Communication
	IDP	Engagement
	Engaging talented Gen-Y employees	Career Planning
	Training and learning opportunities	Leadership/Management/Supervision
	Management/supervision	Mentoring
	Evaluation system	Work environment
	Communication	Recruitment & Onboarding
	Work location	Branding
	Coordination of induction program	Compensation
	Talented Gen-Y Job description/role definition	Feedback
	Labelling talented Gen-Y employees	Talented Gen-Y Personal Values and perceptions

Table 5-1 Misalignment between the perceptions of SMC management and talented Gen-Y employees

5.3 Perceived Individual Factors influencing talented Gen-Y employees' intention to stay

The study identified individual factors which mainly arose from participants' perceptions and varied from one participant to another based on their own experiences. These factors are engagement, feedback, communication, work-life balance, and personal values and perceptions. These factors will be explored comprehensively in the following section.

i. Engagement

The findings confirm Saks' (2006) views that engagement indicates employees' intention to stay. It correlates positively with organisational commitment, eventually impacting employee intention to stay (Bakker, Demerouti, Hakanen, & Xanthopoulou, 2007). Participants emphasised their need to be genuinely engaged in meaningful and challenging assignments linked to their professional growth and career advancement. This is

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in line with the findings of Berry & Morris (2008). This emphasis aligns with the literature to confirm the strong relationship between engagement and intention to stay (Sulu, Ceylan, & Kaynak, 2010). Therefore, academics and practitioners have invested generously to boost employee engagement at the organisational level (Park & Gursoy, 2012).

Two-thirds of the participants identified gaps in their level of engagement and confirmed their interest in being more actively engaged and empowered. SMC management needs to respond to participants' interest to get engaged in designing their development plans, carrying out meaningful assignments, and, most importantly, being taken seriously and valued as employees by their supervisors and managers. The finding resonates with Van der Walt and du Plessis's (2010) study on Gen-Y in South Africa, who reported that to ensure engagement of Gen-Y, organisations need to help them achieve their goals, contribute to their organisations and get real-time recognition for such contributions. It is pretty engaging for talented Gen-Y to have a meaningful and self-fulfilling developmental assignment and identity-based on a development plan jointly developed by the employees and their management (Cable, Gino, & Staas, 2013; Mossberger, 2017). They expect real-time feedback on their performance and free access to their managers to support their engagement. The finding aligns with Irvine's (2010) study, which reported that Gen-Y employees value direct communication and constant encouragement and recognition. This accords with Martin and Toglun (2004), who maintain that having an interactive, fast and 2-way engagement with talented Gen-Y employees helps them stay focused and motivated.

Engagement is one of the employers' primary benefits for the staff of their total commitment and loyalty (Bailey, Madden, Alfes, & Fletcher, 2015; Shuck, Twyford, Reio, & Shuck, 2014). There is an obvious issue with the Company's procedures to gauge Gen-Y engagement level. The process either has an improper implementation, or its outcome is not considered. Currently, the Company uses an external consulting firm to run a generic engagement survey and makes decisions based on such survey results. Employees' genuine engagement in meaningful work assignments that add value and contribute to an organisation's overall goals Engagement is likely to encourage Gen-Y talents to reciprocate and support their intention to stay with the company. This finding resonates with Memon, Salleh, & Baharom (2016), who found a strong relationship between employees' engagement and intention to stay.

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ii. Feedback

Feedback was among the factors influencing Gen-Y talents' intention to stay.

Participants reported two main issues relevant to this theme. The first point referred to talented Gen-Y participants' expectation of real-time feedback on their performance from their mentors and supervisors. Eight talented Gen-Y participants raised the other point: SMC had to build a culture that appreciates and encourages honest, two-way feedback. Gen-Y talents placed special attention on promoting a culture where people would give genuine feedback and, more importantly, appreciate negative feedback. This finding aligns with Hershatter and Epstein (2010), who suggest that Gen-Y expects immediate and real-time feedback to learn how they perform and be aware of the improvement needed to move forward.

However, the study participants demanded not only candid feedback but also emphasised the need to be allowed to give candid feedback to their mentors and supervisors. In essence, participants required reassurance that their opinions and feedback matter. Consequently, it is recommended that SMC build a structured process to facilitate periodic feedback and provide necessary training and coaching to supervisors and managers on effective ways to solicit input from their staff.

The SET is demonstrated again in how talented Gen-Y perceive having real-time and candid feedback that would guide their development and support their career advancement. Local talents' feedback is much appreciated as it is rooted and encouraged in Islamic teaching, thus embodied into local talents' mindset. In KSA culture, giving feedback, especially negative feedback, is equivalent to providing a gift. However, in most tier-one organisations in the region, supervisors and managers face serious difficulty in giving critical feedback to their subordinates and avoiding confrontation with them. This abstract benefit is part of the SET equation talented Gen-Y consider during their tenure with SMC. The lack of feedback demotivates Talented Gen-Y and pushes them towards withdrawal from this relationship. As suggested by Petrucelli (2017), having timely and honest feedback on the performance of qualified Gen-Y employees to help them improve is factored into their cost and benefit analysis. The current performance management policies, which call for giving

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regular feedback throughout the performance cycle, are not adequately enforced, leaving this task to the discretion of individual supervisors.

iii. Communication

The quality of communication in SMC was ranked third in the factor frequency table. Two-thirds of the participants voiced concerns about the quality of communication in the organisation. This finding supports Suleman and Nelson (2011) and Hewlett, Sherbin, & Sumberg (2009), who stress the importance of having healthy two-way communication between talented Gen-Y employees and their management.

Study participants also share their colleagues in another context in their demand for utilising cutting-edge technologies to establish robust, bottom-up and top-down communication across the organisation. As a virtual generation, organisations need to leverage technology to disseminate information to talented Gen-Y employees and make such information accessible at all times (Proserpio & Gioia, 2007). Finally, during the implementation of their developmental plans, participants expect their managers to engage personally in following up on talented Gen-Y employees' development plans, assigning them competent mentors and facilitating their hands-on exposure through structured knowledge-sharing programs (Plessis, Barkhuizen, Stanz, & Schutte, 2015).

What sets study participants apart from other young talents is their bold demand to be fully aware of the company's strategic directions, stay current on issues and challenges the organisation faces, and have free access to information. They are specifically keen on seeing a structured process to cascade the vision, mission, and strategy across the various ranks of the workforce to promote alignment and a shared vision. This distinctive attribute of young talent in the mining industry in Saudi Arabia is viewed as a significant addition to the literature.

This study finding reveals that the quality of communication in SMC indirectly links to SET. Having robust two-way communication ensures timely feedback, clarifies job expectations and facilitates access to management, which would support Gen-Y talents to implement SMC's vision, mission, and strategic goals. As future leaders of the organisation, they feel entitled to be fully aware of the company's strategic imperatives and be allowed to align around organisational goals and develop a shared vision. Talented Saudi Generation Y

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employees attach more importance to communication than other generations and expect free access to information. Recent advancements in the communication infrastructure in the kingdom are aligned with Gen-Y expectations, which frees them from time and space limitations in establishing interpersonal relationships and performing a significant portion of their work duties remotely. Despite the emphasis SMC policies and procedures place on maintaining effective communication channels with their young talent, SMC supervisors either do not see the importance of effective communication on their teams or lack practical communication skills. Furthermore, in SMC, older generations are more reserved and tend to be protective. They hesitate to share information and consider many things confidential when they are not.

iv. Work-life balance

The work-life balance factor occupies the fourth rank in the individual factors influencing talented Gen-Y employees to stay. This finding of Gen-Y talents' concern about work-life balance echoes Pregolato, Bussin, & Schlechter (2017), who confirms that work-life balance is more critical to talented Gen-Y employees than previous talented generations and Singh (2010), who presents work-life balance as an essential antecedent for employee engagement and intention to stay.

Job proximity was highlighted as the main concern for talented Gen-Y employees who indicated that working in remote locations disturbed their social lives, exposed them to driving risks, and drained their energy commuting. All six ex-employees attributed their decision to leave SMC to remote area assignments as they could not attend to family needs and emergencies, being assigned to work locations far away from home. Furthermore, employees working in remote areas could not benefit from graduate programs offered in the evenings by universities located in larger cities

Several studies report a positive correlation between the proximity of relative one's home from the workplace and employees' intention to stay (Muchinsky, 1997). Along this vein, Hausknecht, Rodda, and Howard (2009) underscore the adverse impact of stress and fatigue resulting from long commuting and how these stop employees from attending to non-work responsibilities. Living close to work promotes the embeddedness of the job (Mitchell et al., 2001) and commitment continuity (Hrebiniak and Alutto, 1972). However, a

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key finding from this study is that the exceptional emphasis study participants placed on work-life balance flags this factor as one of the most critical factors affecting their intention to stay with SMC. All six ex-employees indicated that job proximity and its adverse impact on their personal and social lives was the tipping point in making their final decisions to quit their jobs with SMC.

Gen-Y talents demand that SMC consider measures to mitigate the consequences of remote area assignments. SMC policies and procedures deal with the proximity from the compensation aspects only. However, the policy could be enhanced further to mitigate the proximity hazard by considering flexible schedules and work-from-home options. Participants expressed their hope to be autonomous and have flexible time and freedom to build their schedules and utilise their own time. Other suggestions include enhancing incentives, improving life in communities close to plants, and supporting continuing education. One key proposal relates to flexible scheduling, allowing them to operate from home and would report to the site only when needed. This proposal has gained more attention because of mobility restrictions due to the COVID-19 pandemic.

The SET provides a clear explanation of how study participants reflect on their relationship with SMC. Once they realise that the risks and sacrifices outweigh the fruitful outcomes, they intend to quit their jobs with SMC. This can be explained by the fact that recently, younger generations are attaching more value to their family and personal obligations and are keen on striking a reasonable balance between work and life in Saudi society. This orientation is specifically true for Gen-Y members who graduated from Western universities. Job proximity has a significant weight in their assessment scheme. All six ex-employees realised that their extended absence from home negatively impacted their well-being, families, and social lives. They made a bold decision to discontinue their relationships with SMC. This aligns with Zhoutao, Jinxi, & Yixiao (2013), who studied turnover intentions among manufacturing employees and reported a strong negative relationship between work-life balance and intentions to leave.

v. Personal values and perceptions

The last factor on the list of individual factors impacting Gen-Y talents' intention to stay with SMC is their values and perceptions about their experience with SMC. There is a

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gap between the personal values of talented Gen-Y employees and the organisational values that guide how work is planned and carried out. While the organisation views young talent as inexperienced and incapable of making real contributions to company goals and objectives, young talent believes they can add value and make a difference if trusted and respected.

Seven participants (out of 30) expressed their frustration that SMC did not seem to give talented Gen-Y employees attention and respect as competent employees who could deliver, add value, and develop innovative ideas. Talented Gen-Y employees believed that SMC managers did not show trust and faith in their capabilities. Therefore, they were not given real work challenges that would add value and contribute to the company's business goals and objectives. Twenge (2010) underscores the importance of self-expression to talented Gen-Y employees who identify themselves with the type of work they perform in terms of challenge, impact and value-adding. This echoes Nagle (1999), who postulates that talented Gen-Y employees bring their ideals and cast their perceptions about their work experience. An interesting finding of this study relates to the disbelief of SMC managers, who belong to an older generation, in the capabilities and high potentials of talented Gen-Y employees. They have reportedly looked down upon young talent from a young age and labelled them as a novice, inexperienced, and unproductive. They were frustrated that they had not treated them as responsible employees who could deliver in their way. In their review of the workplace's challenges in the advent of Gen-Y, Meier, Austin, & Crocker (2010) urge organisations to harness their unmatched potential and draw on their persistence to rise to the occasion and readiness to do whatever it takes to get the job done. Following the advice put forward by several Human Resources researchers, SMC is encouraged to satisfy talented Gen-Y employee's need to be respected and valued by letting them feel that their voices are heard, listening to and trying to implement some of their ideas, and enabling them to contribute to discussions and decisions in their work units (Rink and Kane, 2014 Gelinas; & Brennan, 2017 and Zabriskie, 2016).

In addition to the tangible and intangible benefits, SET includes expectations as part of the valuing process. Talented Gen-Y employees need to be respected, trusted, and valued constitutes an essential aspect of their social exchange assessment. They clearly state that if they are not viewed as responsible and competent employees who can add value and

contribute to organisational success, they will likely tip the scales toward withdrawing from this relationship. In general, the younger generation in KSA frown at the older age as outdated and pedantic. They have confidence in their capabilities and believe they deserve trust as committed and capable employees who can add value and contribute to their organisations. This feeling is augmented by the fact that they have been carefully selected from distinguished universities because of their exceptional potential and should be treated decently and respectfully. However, older generations in primary industries in KSA and the region look down upon younger employees and view them as novice employees who are not worth trust and respect, creating mistrust and conflict. This echoes Bies and Moag (1986), who introduced the concept of interactional justice, emphasizing the Organisational importance employees attach to their managers' respect and fair treatment. Therefore, SMC policies should stipulate completing the SMC Values workshop as a pre-requisite to promotions to supervisory positions. These supervisors must live the company values and serve as role models to the subordinates, including Gen-Y employees.

5.4 Organisational factors influencing talented Gen-Y employees' intention to stay

In addition to the perceived individual factors, this study identified several organisational factors influencing Gen-Y talents' intention to stay. These factors are professional development and career advancement, recruitment and onboarding, leadership and supervision, work environment, benefits and compensation, branding and performance management.

i. Professional development and career advancement

This overarching factor consisted of four sub-factors - career planning, training and learning opportunities, IDP, and mentoring. Interestingly, the notable emphasis study participants put on this factor outweighs the input on all other aspects. This distinctive feature is likely a significant takeaway from this study concerning young talent in the Saudi mining industry. Study participants unanimously confirmed this factor as the most critical consideration for their career and intention to stay.

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ii. Career planning

Career planning ranked number seven on the fifteen factors impacting Talented Gen-Y talents' intention to stay. Talented Gen-Y employees placed much importance on their future careers with the company and expected the company to commit to their short and long-term career advancement plans. Around two-thirds of the participants identified career planning and advancement issues in SMC, such as unclear goals and objectives, misaligning their training assignments with their short and long-term plans, and not engaging them in mapping out their development plans. SMC procedures require supervisors to partner with the concerned Gen-Y employees in crafting their IDPs and get their endorsement on the plan's content and implementation timelines. Unfortunately, supervisors seem too busy to allocate the required time for meaningful discussions and engagement with their employees to review and align their career plans and expectations.

Petroulas, Brown, and Sundin (2010) acknowledge that talented Gen-Y employees have a clear sense of direction and are eager to progress faster than employees of other generations. This finding also accords with Howe and Nadler (2009), who confirm that Talented Gen-Y employees are keen on seeing tangible and trackable progress following a structured development record. They would not accept to carry on performing their work without having training and development (Matins & Martins, 2012). Therefore, Human Resources and career planners should not be content with financial incentives but rather design career plans that respond to their desires and aspirations.

Often, organisations are under governmental mandates to replace expatriates in critical positions and functions according to a specific timeline. This often results in some of these younger generations getting promoted to higher positions prematurely and without adequate training and preparations. This is a double sword in that it sends a wrong signal younger generation and fosters a culture of entitlement. At the same time, it frustrates older generations who believe they are more experienced and deserving than their younger colleagues.

In summary, talented Gen-Y employees need to see the connection between what they are doing short term with their long-term objectives and career progression aspirations to see how what they are doing now contributes to their growth and professional

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aspirations. Organisations need to provide talented Gen-Y employees with clear goals and objectives, involve them in mapping their career paths, align their development plans with their career plans, cater for their personal needs and interests, and establish a faster promotion pace to expedite their career advancement.

iii. Training and learning opportunities

The second dimension relating to professional development and career advancement was SMC's learning and training opportunities. Talented Gen-Y employee emphasises the importance of skill development and learning opportunities to demonstrate their potential (Burmeister, 2009). Based on the discussion mentioned above, it is evident that training and learning opportunities are vital influencing factors "to stay" among talented Gen-Y employees.

Interestingly, most participants (23 out of 30) critiqued the current SMC practices relating to training and learning. They repeatedly underscored the importance of competency-based learning to them and the organisation because acquiring the requisite competencies enable them to perform their assigned duties effectively and add value to the organisation. Respondents reiterated their concern that SMC did invest in promoting a learning organisation. The most recurrent issue with training related to the relevance of the training program to participants' needs and job requirements. Another finding which puts the study participants apart from other literature reports is that their supervisors, who relate more to older generations, stood in the way of transferring learned skills, methods and concepts to the workplace. They were concerned that whatever they learned stayed in the classroom because they were not encouraged to transfer learning to the workplace.

In a 2009 PriceWaterhouseCoopers (PWC) study on how millennial college graduates in KSA evaluate potential employers, training and development come before other attractions and incentives. This accords with Lieber (2010), who posits that Talented Gen-Y personal growth is an important motivational factor that affects their engagement and intention to stay. The finding also confirms Herzberg's (1968) research which concluded that managers drive positive motivation by offering their employees developmental opportunities.

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Based on the above, it is recommended that SMC build structured knowledge transfer programs and offer special incentives in technical and professional certifications to motivate talented Gen-Y employees.

Another issue Gen-Y talents highlighted was that employees joining SMC were required to go through a standard set of courses, irrespective of their profiles, without assessing their competencies or considering their needs and preferences. Some of these courses were irrelevant and fell short of their expectations and standards. Another critical aspect is that talented Gen-Y participants were dissatisfied with SMC's traditional training programs and lost the advantages of technology-based training and development.

Participants also believed that SMC merely focused on technical job-related training, ignoring talented Gen-Y employees' need to nurture soft skills. One-third of the participants believed that SMC enjoyed traditional training and did not marry this with hands-on problem-solving and structured knowledge-sharing programs for tacit skills that could not be learned from books and lectures. Talented Gen-Y employees appreciate quality training and development programs that would help them stay updated and enhance their employability (Pitcher & Purcell, 1998; Cole, 1999). KSA has been investing heavily in improving its education and training, such as thoroughly reviewing and restructuring its higher education and technical and vocational training programmes. The global index for the KSA Technical Education and Vocational Training Corporation has consistently improved and moved from 86 in 2020 to 12 in 2020. (TVTC, 2020). Hence, talented Gen-Y expects to see a significant enhancement to SMC training programs accordingly. They expect training programs to be designed and delivered to align with how they have been taught.

They appreciate shorter courses led by facilitators and leveraged by technology. Participants recommended that SMC have a corporate-wide knowledge transfer program, which allows individuals with particular expertise, especially those approaching retirement, to share their knowledge and expertise in their departments and the whole organisation.

Unfortunately, talent in KSA has developed a culture of piling up courses in their CVs to meet requirements for promotions and not necessarily benefitting from such training to improve their knowledge and work performance. Organisations need to educate their employees on the value of training and learning to them and their organisations. Furthermore, SMC needs to review and update its training policies and practices to cater for

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Gen-Y's training needs and expectations with quality and promptness throughout their career ladders.

iv. IDP design and implementation

In SMC, the IDP is a roadmap, which should ideally show the development objectives, tasks to be completed, rotational assignments to be undertaken, formal training events to be attended, and the evaluation criteria to be used to gauge the success of each component along with the specific timeline for implementation. However, poor implementation of IDPs has been reported as the most pressing concern to most study participants. They were disappointed at how IDPs were planned, designed, and implemented.

There is a gap between the current practices SMC employs in designing and implementing the IDPs and the expectations of talented Gen-Y employees. The primary concern perceived by participants was that such IDPs were generic and not customised to address the specific developmental needs of the participants, were not based on sound assessments and failed to cater for their unique needs and preferences. IDPs were reportedly prepared and finalised before the arrival of the new employee. Giving talented Gen-Y employees a chance to review and design their development plans enhances their sense of value and respect (Ferri-Reed, 2013).

Another area that requires attention is the quality of assignments prescribed by these IDPs. Participants reported that some training courses and work assignments were too low for bright and highly inquisitive young graduates. Furthermore, IDPs focused solely on developing functional and technical capabilities and ignored soft and leadership skills viewed as equally critical for their career advancement. Besides, IDPs expressed deep interest in getting engaged in work teams to work on various projects and team up with their workmates towards common goals and objectives, as suggested by literature (Keisling & Laning, 2016).

In terms of IDP implementation, most study participants (26 out of 30) expressed their disappointment over the implementation of development plans. They indicated that it would be implemented without quality review once the plan was signed, which could have helped address any issues. Supervisors and mentors were adamant about following the IDP timeline even when the complexity of the assignment required additional time. Participants

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expected to see the complete work cycles for optimal benefits for some developmental assignments and not necessarily move to the following developmental assignment based on the original plan. However, the department insisted on complying with the posted dates and durations irrespective of assignment nature or status. Talented Gen-Y valued that IDPs included rotational assignments to other departments and functions; however, they voiced repeated concerns about the inadequate coordination between their home and receiving departments. Additionally, the respondents highlighted that SMC used to interrupt their business assignment, which was planned in their IDPs, whenever they had a shortage of workforce which participants viewed as a sign of management's lack of interest in developing their young talent.

These concerns about the process SMC followed in designing and implementing IDPs require immediate review and enhancement of all relevant policies and procedures. Based on initial assessments, they expect individualised plans tailored to them to address their specific needs, interests, and preferences. Gen-Y talents demanded that IDPs enable them to participate in business and operating plan discussions and engage them in projects and problem-solving exercises. They also argue that they would like to have rotational assignments with external joint ventures and become aware of the whole value chain across the company. They also suggested that Gen-Y talents be involved in designing their IDPs to ensure alignment with their career paths, developmental needs, expectations and preferences. Additionally, IDPs should address participants' needs to nurture their soft skills, such as communication, leadership and management capabilities.

In SMC and other organisations, Gen-Y employees get impatient and object to having extended durations for their development and get frustrated, assuming their management is slowing them down unnecessarily. This overconfidence in their capabilities creates tension and contributes negatively to their intention to stay.

v. Mentoring

Participants identified several issues with how their mentorship program is planned and executed. These issues included ineffective mentor selection, inadequate training, improper preparations, and a lack of qualified and trained mentors. This finding resonates with the emphasis literature puts on mentoring as a proven intervention to help young

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talent learn their job roles, network with others and gain necessary on-job training to acquire knowledge and skills in a structured and systemic process (Putre, 2013; Sujansky & Ferri-Reed, 2010; Neyer & Yelinek, 2011; Stimpson, 2009). Moreover, SMC management did not give mentors the recognition and support needed to effectively carry on their mentoring roles. . Naim and Lenka (2017) and Aruna and Anitha (2015) confirm that effective mentorship programs support Gen-Y's intentions to stay. Some mentors are poor communicators, have limited interpersonal skills, are overworked and never have time for their mentees. Participants overwhelmingly expressed concerns that managers did not exercise expected care and caution in assigning these mentors, giving them time to mentor, and rewarding them for their mentoring efforts. They highlighted that almost all their supervisors and mentors belonged to the older Generation, which presented an obstacle to communication and joint work. Many departments do not comply with SMC policy and procedures relating to the selection of mentors and the scope of the mentorship programs. Furthermore, such policies need to give mentors recognition and incentive for assuming additional mentoring roles.

Many scholars stress the importance of effective mentorship programs for new employees and exceptionally Talented Gen-Y staff (Anderson (cited in Naim & Lenka, 2016); Giang, 2011; Joiner, Garreffa, & Bartram, 2004). Therefore, SMC is expected to take immediate action to enhance the quality of mentoring. The organisation must exercise extreme caution in selecting a role model mentor to introduce newcomers to social norms, company culture and sought-after behaviours (Jokisaari, 2013). Based on the recommendations of Putre (2013), SMC should appoint a 'buddy' belonging to the same age group to eliminate generational gaps.

Several SET theorists have emphasised the tremendous weight Gen-Y's place on learning and development benefits such as mentoring, knowledge sharing, competency development (Naim & Lenka, 2017), training (Memon, Salleh, & Baharom, 2016), and career planning (Matins & Martins, 2012). Study participants perceive that professional development and career advancement constitute a critical SET component. They realise that the company is helping them improve their competencies and make them more employable. The company's efforts in planning Gen-Y's future careers, designing and executing effective IDPs, allocating necessary learning resources and assigning competent

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mentors contribute to their gains and career development. When SMC makes a private investment in developing the talented Gen-Y, it encourages them to make long-term commitments to the company.

vi. Recruitment and onboarding

Another factor that surfaced from the data analysis was the dissatisfaction with the recruitment and onboarding processes that talented Gen-Y employees underwent when they joined SMC. Recruitment in this context refers to the process which covers all activities from job posting to job offer. In contrast, onboarding (or organisational socialisation) refers to the process organisations follow to equip new members with the skills and knowledge that fit within organisational policies, procedures, and culture to integrate the new hire to be a productive member of the workforce.

Concerns over the recruitment and onboarding process are supported by SMC HR records which indicate that most of the talented Gen-Y's resignations occur during the first three months of their tenure with the company. One concern reported by study participants is the mismatch between role descriptions provided to new members during the onboarding program and essential roles assigned in the workplace. Therefore, there needs to be close coordination between HR and the talent acquisition team to ensure that the talent acquisition and onboarding teams are provided with the latest copies of job descriptions, vision, mission, strategies, corporate values and other relevant publications for sharing with new hires.

The other issue participants raised was related to the type of interview set-up, the nature of questions posed by interviewers, the many assessment activities they had to go through and the time lag between the date of interviews and the issuance of the job offers. The recruitment procedures are complex, too long and involve so many stakeholders. They must be streamlined and assigned to a single, accountable process owner.

Considering the feedback provided by the study participants about the recruitment and onboarding processes, talented Gen-Y participants called on SMC to take some corrective actions to enhance these processes. For recruiters to reach talented Gen-Y, it is also recommended to use social media to reach talented Gen-Y candidates rather than the

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usual recruitment venues such as job fairs, job announcements in magazines and newspapers, or talent acquisition agencies.

Talented Gen-Y employees expressed their interest in SMC by highlighting its mission, vision and aspirations to validate their employer of choice and make them feel more motivated and excited about joining the company. Onboarding programs should clearly illustrate the company's career development and professional growth to talented Gen-Y candidates (Bauer, 2010).

Another key finding is that while participants were critical of some aspects of the recruitment and onboarding processes, they still appreciated some other aspects, which indicated that the quality of recruitment and HR specialists managing the recruitment and the onboarding processes varied from one year to another. Hopefully, this input will allow SMC to build on identified positive aspects and exercise more caution in assigning competent human resources staff to handle recruitment and onboarding to ensure quality and consistency.

Furthermore, talented Gen-Y employees would greatly appreciate providing access to information, shared folders and websites to reach and use when and as needed (Fellache, 2017; McDonnell, 2017; Walker, 2016; Williams-Smith, 2017). Black and Leysen (2002) recommend supporting Gen-Y new hires by connecting them to resources and helping them locate information independently. Therefore, and based on the above discussion, it is recommended to establish a sustainable lean process that incorporates site visits into the onboarding program, enrich the safety training module before visiting industrial plant areas, design interviews that appeal to talented Gen-Y employees, and explain the company's vision, mission, strategic goals, and values.

In conclusion, the literature emphasises talent recruitment and onboarding. This study also highlights that talent recruitment and onboarding are critical factors impacting the intention of talented Gen-Y employees to stay. With the introduction of thousands of jobs as part of Vision 2030, companies in KSA are expected to enhance their recruitment and onboarding practices and employ more effective processes and systems. They also need qualified, trained and younger recruiters who can speak the language of young talent. Drawing on SET, talented Gen-Y employees would appreciate all the high quality and great efforts expended in the recruitment and onboarding processes and assimilate the right

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calibre of candidates. They would impact their outlook towards SMC and their intention to stay.

vii. Leadership and supervision

Participants listed several concerns about the impact of *"the degree of support and consideration a person perceives from his or her immediate supervisor"* (Chiu et al., 2005, p. 841). These concerns included low support, inadequate attention and respect, and a lack of faith and trust in their capabilities. These findings imply several enhancements to managerial practices to boost employee job satisfaction and influence their intentions to stay.

Kim and Jogaratnam (2010) surveyed 221 employees in the hospitality industry in Michigan. They reported a strong correlation between "intrinsic motivation" and "supervisory leadership" on the one hand and "intent to stay" on the other hand. Plessis, Barkhuizen, and Stanz (2015) have studied the relationship between employees' perception of the TM practices, perceived organisational support, manager support, and intention to leave and confirmed a strong correlation between perceived management support and reducing attrition.

In support of Vision 2030, KSA emphasises the early identification of talent in coordination with the General and Higher education Departments. Furthermore, the private sector is aligning with this direction and is searching for talented candidates. These expectations put further pressure on organisations to have influential and visionary leaders who can compete for talent domestically and internationally. SMC has assigned key performance indicators to their managers, capturing how many GenY employees each manager has mentored and retained. Gen-Y talents desire fair and dynamic managers who are highly engaged in professional development and provide guidance and clear explanations of their roles and responsibilities. SMC supervisors are challenged with the need to continually reform their management practices and be aware of the unconstructive impacts of such poor practices on the intention to stay of their employees, exceptionally talented Gen-Y employees.

Another aspect that drew talented Gen-Y employees' attention and interest is how their supervisors and managers treat them. Gen-Y talents appreciate immediate supervision

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and guidance from their supervisors because they used to receive and follow directions at home and school. Therefore, they expect this to continue throughout their work careers (Conrad, 2009; Downs, 2009; Crumpacker & Crumpacker, 2007). However, they hate micromanagement and value empowerment, challenge and excitement (Izzo, 2002). Supervisors must have the courage to challenge their processes and eliminate outdated rules and processes that disappoint talented Gen-Y employees' persistence and result-oriented attitudes. They expect a caring and supportive supervisor who exercises patience in giving them the necessary guidance to perform their assigned duties. Gen-Y talents expect their supervisors to cheer them up whenever they do a good job, and if they fail, they expect their supervisors to offer constructive feedback and coaching that would help them attempt one more time.

Furthermore, supervisors in SMC are expected to engage talented Gen-Y employees in team projects that allow them to network and collaborate with their workmates, as collaboration and teamwork are primary drivers for their engagement (Gruber, 2008). Talented Gen-Y employees expect empowerment from their supervisors through engaging them in problem-solving exercises and participating in the decision-making processes in their functional units, especially if such decisions impact them (Scott-Ladd, Travaglione & Marshall, 2006; Kearney & Hays, 1994).

Around two-thirds of participants (18 out of 30) highlighted that the other critical aspect was their managers' determination to comply with outdated processes and procedures. Study participants were discouraged from challenging how their business was carried out over the years. They expected supervisors to extend support, give clear guidance, provide feedback, give due recognition and be receptive to new ways. They called on their supervisors to appreciate their unique training needs and personally engage in their development.

viii. Work environment

Another factor that impacted talented Gen-Y employees' perceptions of SMC was its unhealthy work environment. They pinpointed a lack of transparency in making decisions and inflexibility in planning and executing the work. They also criticised their management for lack of tolerance towards making mistakes, which stood in the way of creativity and

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innovation. This is in accord with Oluwafemi (2013). They urge organisations to pay attention to work-life, fair procedures, and justice because these social exchange dimensions significantly influence employees' decisions to stay. For study participants, perceived manager support is a critical factor of the SET equation. Talented Gen-Y employees assess leaders as role models of openness, flexibility, care, transparency in decision-making, support, and empowerment. Such constructive management practices build the right environment for Gen-Y talents to apply themselves to their assigned work roles. This work positive work environment translates to intangible benefits which generate favourable attitudes towards continuance with employment at SMC and reduce harmful intentions to leave. These findings support the studies conducted by Casper, Harris, Taylor-Bianco, and Wayne (2011) and Johnston, Parasuraman, Futrell, & Black (1990). Their findings suggested that TM practices of supervisors and managers immediately impact employees' intentions to stay.

Another drawback was SMC's obsession with complying with general instructions and their dismissal of constructive feedback and innovative ideas. Participants also highlighted issues relating to trust, lack of collaboration and unhealthy and stressful competition among employees. Solnet, Kralji, and Kandampully (2012) and May, Gilson, & Harter (2004) highlight the impact of the work environment and culture on employees' attitudes and stress the importance of aligning company action and policy with the principles of caring for employees. Therefore, it is recommended that SMC launch some initiatives to promote a culture that values feedback, fosters collaboration, and allows fun.

Managers insisting on old ways of doing work and resisting change switch Talented Gen-Y off and push them to leave and search for organisations that embrace change, encourage innovation, and make mistakes. This mismatch between individual characteristics and unhealthy organisational work practices decreases job satisfaction. This finding aligns with Lee & Mitchell (1994), who concluded that a restrictive motivation work climate frustrates employees with innovation orientation, subsequently affecting their intentions to leave. Talented Gen-Y employee flourishes in a work environment with mindsets aligned with their values and perceptions of openness, tolerance and flexibility.

SMC is expected to promote a friendly work environment, fostering a sense of belonging and a family-like atmosphere. For study participants, perceived manager support

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is a critical factor of the SET equation. Talented Gen-Y employees expect leaders who serve as role models in openness, flexibility, care, transparency in decision-making, support, and empowerment. Such constructive management practices build the right environment for Gen-Y talents to apply themselves to their assigned work roles. This positive work environment translates to intangible benefits, which generate favourable attitudes towards continuing employment at SMC and influence employees' intentions to stay. These findings support Casper, Harris, Taylor-Bianco, & Wayne (2011) and Johnston, Parasuraman, Futrell, & Black (1990), suggesting that supervisors' and managers' TM practices have an immediate impact on employees' intentions to stay.

Talented Gen-Y enjoys working in teams (Irvine, 2010; Meyers & Sadaghiani, 2010), having interdependent goals (Lu & Tjosvold, 2013) and making group decisions (Chen, 2005). They also value democratic decision-making, open communication and reflective practices (Rink, Kane, Ellemers, & Vegt, 2013).

Also, the SMC work environment should cater for talented Gen-Y employees' overuse of cutting-edge technology in performing their work (Lewis, 2003). Talented Gen-Y employees spend their lives learning and adapting to new technologies and expect to use such skills to enhance productivity at the workplace. SMC should encourage and facilitate technology to enable their employees, especially talented Gen-Y employees, to work remotely and hold virtual meetings instead of face-to-face meetings.

The Saudi government initiated plans to enhance the work environment across the kingdom to increase its rank in the competitiveness index. For example, the Ministry of Labour has been renamed the Ministry of HR. In line with SET premises, talented Gen-Y employees attach importance to their working environment. They expect to see the impact of the government enhancements on the work environment in SMC and the KSA mining industry at large.

They flourish in work environments that provide invaluable abstract benefits such as respect, self-actualisation, social protection, team spirit and continuous learning and development. They aspire to a work culture that values genuine feedback, tolerates calculated mistakes, and encourages employees to acknowledge limitations and ask for help from collaborative workmates. These benefits affect talented Gen-Y employees' decisions and tip the balance in favour of staying with SMC. The company is urged to introduce

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required policies and procedures to gauge employees' satisfaction with the work environment regularly in order to identify issues and initiate necessary corrective actions.

ix. Benefits and Compensation

One of the complaints raised by study participants was that they were not allowed to contribute to a savings plan and homeownership until the completion of the first two years of service. This finding echoes Balderrama (2007), who confirms that young employees expect their organisations to provide better compensations and benefits than their predecessors. This aligns with the conclusion that Twenge (2010) affirms the increase in the value talented Gen-Y attach to extrinsic rewards, high salaries and material possessions compared to previous generations.

Based on the above, participants proposed enhancing SMC's incentive program, such as compensations for assignments in remote areas or participation in other benefits programs such as homeownership and savings plans. To improve employees' intentions to stay, reputable employers in KSA have their employees participate in homeownership programs that allow them to have big loans at no interest to build or buy a house. Additionally, these giant companies enrol their employees in lucrative savings programs from the first day of employment. On the other hand, SMC takes some preventive measures and does not allow its new employees to benefit from these programs until the second year. Additionally, the compensation and benefits policy was introduced long ago and fell short of addressing Gen-Y's specific interests and expectations and the changing dynamics of the labour market. Therefore, SMC is encouraged to benchmark its benefits and compensation with competitors and allow new joiners to participate in the homeownership and savings plan right from the first day of employment.

Some SET theorists, including Jung and Takeuchi (2019), and Buch, Kuvaas, & Dysvik (2019), classify benefits and compensation under economic exchange and maintain that the combined social and economic exchanges have a serious bearing on employees' attitudes, performance, satisfaction and eventually their intention to stay with their current jobs. Talented KSA Gen-Y employees continuously assess the tangible benefits they get from their relationship with SMC, such as salary, medical insurance, and retirement programs. They usually assess such benefits' worth compared to established reference points based on

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previous work experiences or reports from colleagues working with other employers. Though SMC continuously reviews its compensation and benefits packages with the local market and internationally to ensure competitiveness and retention of its talents, the remoteness of KSA mining job worksites and the harsh and risky nature of the sector influences their expectations of having higher compensations and benefits.

x. Corporate Branding

Corporate branding appeared to be among the factors impacting talented Gen-Y employees' perceptions of their company. They raised a wide range of issues associated with company branding, including the need to have an ambitious strategy, visible societal presence, community orientation and environment care, diversity and inclusion, transparency about financial performance and showing due attention to the well-being of its employees. This finding echoes with Hausknecht, Rodda, and Howard (2009), who confirm that the organisation's brand plays a vital role in the intention of talented staff to stay.

Talented Gen-Y employee believes in the workplace's strong work ethics and the organisation's reputation and brand image. They are not only looking for financially prosperous leaders but also for organisations that add value and make an impact on society and the communities they touch.

Talented Gen-Y participants believed such aspects would enhance the company's societal visibility and ability to attract and retain its young talent. They indicated their firm resolve to associate themselves with companies with ambitious strategic directions, a sense of purpose toward society and the country, and care for environments in their areas of operations.

Participants persevered with their demand for company transparency, living its corporate values and investing more in the safety and well-being of its employees. They also expect their leaders to be transparent about their financial performance and help direct reports stay updated on issues and challenges to dispel rumours.

Given the above findings, it is recommended that SMC put more effort into introducing its vision, mission, strategic goals, and, more importantly, its strategic investment in developing its talent. They can use social media to reinforce their presence,

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expand their reach, and promote their brand. They need to leverage its status as one of the three pillars of the Saudi economy, a growing business with a promising future, a company with a robust community outreach program, and an organisation that invests lavishly in developing talent.

Following SET premises, branding brings about perceived intangible outcomes to Gen-Y talents. These benefits are presented in two forms: first, in the form of the prestige they derive in society when they present their identification cards to hotels, flight reservation offices, car rentals or even the attention they get from street users while driving a car with the company logo. The second benefit, which draws on SET, is derived from an organisation's societal impact (Ritzer, 2010). The KSA mining industry is perceived as risky to the public. This negative image influences the need to balance the corporate brand with business goals and objectives. Organisations with active community outreach programs touch on communities where Talented Gen-Y employees live, benefiting their people by improving the quality of their lives, medical service, educational standards or employment opportunities in their communities. These findings are supported by TM scholars (Gonzalez, Leidner, Riemenschneider, & Koch, 2013; Zhang, Ma, Xu, & Xu, 2018; Naim & Lenka, 2017), maintaining that the societal standing and reputation of the organisation are integral to employee's assessment of their employer and commitment to continue with their current jobs. The current out-reach efforts are ad-hoc and reactionary. There is a need to lay out sound processes and procedures to support long-term plans for sustainable community support.

xi. Performance Management

The last organisational factor talented Gen-Y participants highlighted was SMC's flawed performance evaluation process. Twenty-three participants were concerned about the way employee performance was evaluated. They expressed disappointment with the forced ranking quota, biased appraisal, and the lack of transparency and objectivity.

They lost faith in management about their annual appraisal as subjective and unfair. Supervisors were accused of being impressionistic, assigning performance ratings based on their tribal, geographic and ethnic considerations, giving little weight to the actual performance at the workplace. The policy contributes negatively to this issue by stipulating

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that the young talent is to be evaluated against the same standards the company uses to evaluate the rest of the employees in the organisation. Several HR theorists have highlighted the importance of having an effective performance rating and reward system (Podsakoff, MacKenzie, & Hui, 1993; Organ, Podsakoff, & MacKenzie, 2006).

To ensure the normalisation of the appraisal curve, the company reportedly dictated the percentages allowed in each of the five performance categories: significantly exceed requirements, exceeds requirement, reliable performer, needs improvement, and unsatisfactory performer. It was believed that such a mandate would safeguard against supervisors over-rating their employees. Still, unfortunately, it became a pretext supervisor used to avoid being accountable for the final ratings of their employees. Furthermore, the supervisors of Gen-Y talent did not stick to the established process, which called for building objectives mutually with employees, having a periodic check-in on progress, and implementing planned actions to improve performance.

Participants underlined the urgent need to review and enhance the performance evaluation process. They thought it was unfair to be subjected to the same measures and standards on the same footing as the more experienced employees in the rest of the organisation. Furthermore, they felt that their supervisors did not comply with the established appraisal process and cut it down to a short meeting at the end of the year. They believed their supervisors lacked fairness, transparency and objectivity, were impressionistic and were not based on reliable performance data.

Rhule (2004) suggested that participants are keen on having a fair assessment and receiving due merit increases based on their work performance. Instead of waiting for the end of the year, they also have a sense of pride and enthusiasm about receiving immediate appraisal and gratification for doing a good job (Francis-Smith, 2004). Supervisors must spell out their new young talent's expectations, targets, procedures, and standards (Zabriskie, 2016). Besides, the intrinsic reward is so important for talented Gen-Y. Success and self-actualisation are viewed as great motivators, and getting recognition for a job well done is an excellent reward for them (Maslow, 1970).

The study finding cautions that perceptions about the value of justice immediately impact Gen-Y talents' decision to stay. Study participants confirmed their frustration about the unfair performance assessment and the dishonest ratings appointed to them by their

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supervisors. Zhoutao, Jinxi, & Yixiao (2013) maintain that employees attach importance to the performance evaluation system and view fair treatment and assessment as an important variable in their ongoing assessment of their relationship with the organisations. They contend that a flawed performance management process weakens talented Gen-Y's commitment to the organisation and encourages them to consider discontinuing their relationship with SMC. Gen-Y expects to have justice from their leaders at all times. This stems from their Islamic learning of Islamic culture, where justice is to be exercised for all, even with people you hate. As the Quran highlights, "Do not allow your hatred for other people to turn you away from justice (Quran 5: 8)".

5.5 Summary

This chapter identified individual and organisational factors affecting Gen-Y talents' intention to stay with the mining industry in the KSA and the challenges facing talented Gen-Y employees in the mining industry. Individual factors included engagement, feedback, communication, work-life balance, and personal values and perceptions. Organisational factors included professional development and advancement, performance management, branding, benefits and compensation, work environment, leadership and supervision, and recruitment and onboarding. It concluded with recommendations to enhance the work experience of talented Gen-Y employees and motivate them to stay.

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6.1 Introduction

This study aimed to identify factors affecting the intention of Saudi Gen-Y talent to stay in SMC. This chapter emphasises the significance of the research and its contribution to knowledge and management practices in the Saudi Arabian context. The study also presents a set of actionable recommendations for organisations and individuals that will enhance the work experiences of Gen-Y talent and improve the likelihood of retaining talent in the mining industry.

This chapter starts with an overview of the study purpose, primary research question, study objectives, and data collection method. The second section of the chapter reviews the study implications and recommendations for practice. The third section discusses the contributions the study offers to knowledge. Finally, the chapter concludes with the limitations of the research and future research recommendations.

6.2 General overview of the study

The key aim of this study was to understand what influences the intentions of talented Gen-Y talents to stay in the SMC by drawing on SET.

Qualitative data were gathered from two focus group discussions with fifteen selected managers and recruitment specialists representing the affiliate companies in SMC. In addition, twenty-four semi-structured interviews with current and talented Gen-Y ex-employees were conducted. The collected data were thematically analysed to determine factors impacting the intention of talented Gen-Y to stay and the challenges they faced during their employment term with SMC. Data analysis also helped identify possible interventions that could enhance Gen-Y talents' work experience and positively influence their intention to stay.

The first research objective of this study was to determine the perceived individual factors that influence the intention of Gen-Y talents to remain in the employment of SMC. The study identified five key factors relating to this research objective: engagement, feedback, communication, work-life balance, and personal values and perceptions. These findings conclude that participants' positive personal experiences contribute towards their

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intentions to stay, and negative experiences and disappointing encounters negatively impact such intentions to stay.

The second research objective of this study was to determine the perceived organisational factors that influence the intention of Gen-Y talents to remain in the employment of the Saudi mining industry. The study identified seven organisational factors relating to this research objective: professional development and career advancement, recruitment and onboarding, leadership and supervision, work environment, benefits and compensation, branding and performance management.

The third research objective of this study was to determine and understand the gap between the theory and practice of TM, specifically in the Saudi mining industry and make relevant recommendations to enhance talented Gen-Y employees' intention to stay in the Saudi mining industry. This study highlighted vital gaps in perceptions between SMC management, as represented by talented Gen-Y employees' managers and HR specialists, and Talented Gen-Y talents relating to factors influencing their intention to stay. These gaps obscure SMC's efforts and plans to design and implement effective interventions to satisfy Gen-Y talents and positively influence their intention to stay with SMC. The misalignment was evident in the differing views between management and Gen-Y talents regarding the importance of performance management, work-life balance, communication, engagement, benefits and compensations and company branding.

6.3 SET theoretical perspectives

The SET theoretical perspective has provided this study with a holistic framework for examining the needs, expectations and preferences of talented Saudi Gen-Y employees and analysing the relationship between the various TM practices in the Saudi mining industry and their impact on the intention of Saudi Gen-Y talent to remain with the company.

The SET framework has facilitated a systematic discussion and evaluation of all factors affecting Gen-Y's intention to stay. SET has also improved our understanding of the factors that determine the impact of unfulfilled expectations on the intention of Saudi Gen-Y employees to leave (Morrison & Robinson, 1997).

The study has reconfirmed the SET theorists' perspective that employees' decision to stay or voluntarily leave their current employer will be mainly driven by the perceived value

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of their experience with their employer and the perceived reward, outcomes, and long-term benefits. Understanding this relationship will benefit managers and supervisors in the context of the Saudi mining industry and guide their HR practices.

The SET adoption for this study has provided an extensive narrative and assessment of how Saudi Gen-Y talent perceives the positive and negative TM practices (Conway & Briner, 2005; Morrison & Robinson, 1997) in SMC. In particular, it pinpointed how well SMC fulfils its promises and commitments to Saudi Gen-Y and the consequent impact of TM practices on their performance, behaviours and attitudes, including their intention to stay. By reflecting on these practices, SMC has substantive guidance on how to improve their TM practices to enhance the intention of their Gen-Y employees to stay.

The study findings align with the main premises underpinning SET and confirm that talented Gen-Y is continuously engaged in a thorough assessment of gains and losses from employment, including engagement, feedback, communication, work-life balance, and personal values and perceptions. The study confirms that talented Gen-Y in SMC has prioritised these individual factors. Therefore, their emotional attachments to the organisation would be proportional to their expected return along these dimensions. The organisation will deposit in the positive SET equation when it makes investments in enhancing their engagement, establishing open channels of communication, designing structured processes to give genuine feedback, balancing the interests of the organisation with the interests of the individuals, and promoting a mindset that values young talent and their potentials. Only then would talented Gen-Y employees be happier, comfortable, productive and ready to commit and maintain their relationship with the organisation.

In line with the premises of SET, which suggests that employees are continuously engaged in a thorough assessment of gains and losses from employment, talented Gen-Y employees have associated significant weighting to what their jobs in the mining industry offer along these dimensions, which has a far-reaching impact on their decisions to stay. SMC should specifically improve its TM processes and policies to support talented Gen-Y professional growth and career advancement, enhance its recruitment and onboarding strategies, promote a work environment that encourages collaboration and teamwork, benchmark and improve its benefits and compensations, enhance the performance

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management system and make sizable investments in improving the company's image and standing in the society.

6.4 Implications and recommendations for practice

Overall, the key findings of this study aim to provide managers and HR practitioners in the Saudi mining industry with invaluable insights regarding their current TM practices. Furthermore, it will guide their efforts in launching TM interventions to address the specific needs and expectations of talented Gen-Y employees and enhance their intentions to stay. In particular, the study findings formulated several recommendations to strengthen talented Gen-Y employees' work experiences and improve their intention to stay.

First, the misalignment between talented Gen-Y employees and management regarding managerial perceptions of important factors to talented Gen-Y employees is stark and should be addressed. This gap may obscure SMC's efforts and plans to design and implement effective interventions to satisfy talented Gen-Y employees and positively influence their intention to stay. This calls for two immediate actions. First, have an external consultant periodically survey talented Gen-Y employees' perceptions and report issues and concerns to SMC management. This allows for open communication and an objective evidence base to inform positive actions to retain talented employees. Second, arrange awareness sessions for SMC supervisors, managers, and HR practitioners on factors affecting talented Gen-Y intentions to stay, enabling awareness-raising to shape organisational policies and suggest means to invest in addressing their needs and expectations. A series of workshops with SMC managers and supervisors will be arranged to share the study's findings and reflect on short-term and long-term interventions to improve talented Gen-Y intentions to stay.

Second, there is a need to ensure adequate engagement of talented Gen-Y employees. The study findings urge managers to encourage candid and real-time feedback and establish robust two-way communication. SMC is encouraged to arrange for a team-building program to launch a constructive dialogue among employees of both talented Generations, ensure better alignment between various generations in the workplace and boost mutual trust and respect.

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Third, a key finding from this study is the exceptional emphasis study participants placed on work-life balance as one of the most critical factors affecting their stay with SMC. Reportedly, remote location assignments affected their social and family lives, and commuting exposed them to increased driving risks and drained their energy. For example, employees working in remote areas could not benefit from graduate programs offered in the evenings by universities located in larger cities. Talented Gen-Y participants demand that SMC consider measures to mitigate the consequences of remote area assignments. A recurrent suggestion was to consider flexible schedules and work-from-home options. Participants expressed their hope to be autonomous and have flexible time and freedom to build their schedules and utilise their own time. Other suggestions include enhancing incentives, improving life in communities close to plants, and supporting continuing education. One key proposal relates to flexible scheduling, allowing them to operate from home and would report to the site only when needed. The option would reduce travel risks and fatigue, mitigate the adverse impact on their social lives, and enable them to benefit from the various amenities and advantages in big cities. Flexible work arrangements have been placed in the spotlight and tested during the restrictions on physical contact imposed by the COVID-19 epidemic. The “new normal” life has offered a win-win balance between employers and employees and will likely continue beyond the COVID-19 era.

Fourth, participants provided extensive feedback and emphasised “professional development and career advancement”, including career planning, training and learning opportunities, and mentoring. Study participants unanimously voted for this factor as the most critical consideration for their career and intention to stay. This distinctive feature is likely to serve as a significant takeaway from this study relating to young talent in the mining industry of Saudi Arabia. Several recommendations regarding this factor are put forward for consideration. SMC is urged to plan to enhance talented Gen-Y employees’ experiences and perceptions about the company’s commitment to long-term investment in planning talented Gen-Y employees’ future careers, designing and executing effective IDPs, allocating necessary learning resources, and assigning competent competencies mentors to contribute to their gains and career development.

Professional development and career advancement constitute a critical SET component as perceived by study participants and reported by several SET theorists (Blau,

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1986; Martins & Martins, 2012). The company's efforts in planning talented Gen-Y employees' future careers, designing and executing effective IDPs, allocating necessary learning resources and assigning competent mentors will contribute to the SET loss and gain equation. In addition, career development interventions play a critical role in facilitating career changes of talented employees to avoid losing to other employers. Chang, Chou, & Cheng (2007) postulate that addressing employees' career needs impacts their organisational commitment and intentions to stay. Thus, organisations should cater for and facilitate their employees' career changes to improve their intentions to stay in the organisation rather than turning to other employers to satisfy their desires for such career changes (Griffin, Hogan, & Lambert, 2013). Once talented employees realise that the company is helping them improve their competencies, advance their careers, and make them more employable, they will likely stay. When SMC invests privately in developing its talent, it sends the proper signal to talented Gen-Y employees. It encourages them to make long-term commitments to the company.

Fifth, in this study, recruitment and onboarding emerged as critical factors impacting Gen-Y talents' intention to stay, making them valuable addition to knowledge. The emergent study model introduces recruitment and onboarding as a new factor that other literature models did not include, which differentiates study participants in this specific context from other talented Gen-Y employees in different contexts. The study participants expressed mixed feelings about the recruitment process and the onboarding program. Considering the overall feedback provided by the study participants, SMC is encouraged to take corrective actions to enhance these two processes. These recommendations include spelling out the company's commitment to invest in developing its young talent, using social media to reach out to talented Gen-Y employees, furnishing participants with up-to-date references and publications, and supplementing the program with value base-training and site visitations. In addition, the study findings call for identifying young and trained interviewers who can conduct behavioural interviews and appeal to talented Gen-Y candidates.

Sixth, study findings imply several enhancements to managerial practices to boost employee job satisfaction and influence their intentions to stay. SMC supervisors are challenged with the need to continually reform their management practices and be aware

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of the unconstructive impacts of such poor practices on the intention to stay of their employees, especially talented Gen-Y employees. The study provides a compelling conceptual model for organisational managers and HR practitioners in Saudi Arabia to adopt to retain talented Gen-Y employees and nurture talent within an organisation. Leadership development programs in SMC need to target specific competencies that enable supervisors and managers to nurture talented Gen-Y employees and meet their expectations.

Seventh, the study stressed establishing a healthy work environment conducive to talented Gen-Y employees' perceptions and preferences. SMC is expected to promote a friendly work environment that fosters a sense of belonging and a family-like atmosphere and launch initiatives to encourage a culture that values feedback, encourages collaboration and allows fun. Such cultural dimensions form an important part of the intangible benefits of the SET.

Eighth, given the collective feedback that is gleaned from study participants, SMC is expected to take some immediate actions to enhance the incentive program for assignments at the remote areas, bench-marking SMC's benefits and compensation with competitors, and allowing new joiners to participate in the homeownership and savings plan right from the first day of employment.

Ninth, study findings suggest a need for SMC to put more effort into introducing their vision, mission, business goals, and, more importantly, their strategic investment in developing their talent. They need to leverage the status of SMC as one of the three pillars of the Saudi economy, a growing business with a promising future, a company with a robust community outreach program, and an organisation that invests in developing talent. Therefore, SMC is encouraged to invest more in its outreach program to talented Gen-Y employees and their communities. They need to make a visible effort to benefit employees by improving the quality of their lives, medical service, educational standards, or employment opportunities.

Tenth, study participants voiced their frustration with the unfair performance assessment and the dishonest ratings appointed by their supervisors. This underlined the urgent need to review and enhance the performance evaluation process for SMC to view performance management as a business enabler and affirm performance-based culture. Talented Gen-Y employees emphasised the need for a transparent and structured

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performance driven by specific objectives and established measures and timelines. This system should ascertain real-time feedback and recognition, a year-long assessment plan, and fair and objective assessments based on performance indicators and measures. SET theorists maintain that the organisation reward system impacts employee behaviours (Podsakoff, MacKenzie, & Hui, 1993) and that organisational citizenship positively correlates with the organisation's job performance rating (Organ, Podsakoff, & MacKenzie, 2006). They argue that the performance rating system is part of SET distributive justice which entails economic and socioemotional benefits (Cropanzano, Howes, Grandey, & Toth, 1997).

Therefore, the study contributes to the vibrancy and sustainability of the Saudi Mining Industry by offering a range of implications for practitioners of the field and enlightening business managers and professionals on possible solutions they could consider to counter talent attrition and assist employers in retaining talents and motivating them to contribute to the achievement of organisational goals.

6.5 Contribution to Knowledge

During the last two decades, there has been scholarship investigating factors impacting talented Gen-Y employees' intention to stay (Berger & Berger, 2004; Hansen, 2007; Ericson, 2012; Holden & Tansley, 2008; McDonnell et al., 2017). On top of that, retaining talented Gen-Y employees has gained tremendous attention from managers and HR practitioners alike (Philips & Roper, 2009; Schweyer, 2004; Meyers & van Woerkom, 2014; Bakhtiary, 2010; Branham, 2000). However, most studies explore TM relating to talented Gen-Y in Western contexts. Therefore, the first significant contribution of the present study is that it provides evidence from other contexts, as it is the first study to explore parameters impacting the retention of talented Gen-Y employees in the mining industry of the Kingdom of Saudi Arabia. This context is important because the mining industry faces serious challenges attracting, engaging and retaining their young talent. The mining sector had to accept second-tier graduates because it lost the best candidates to other competitors. Still, SMC HR records indicate that most of the talented Gen-Y's resignations occur during the first three months of their tenure with the company. Second, Saudi Arabia is a country-context that can share important lessons. This is because Saudi Arabia's Vision 2030 set forth to address talent deficits by improving the quality of

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education, creating new jobs, supporting a more reasonable work-life balance and investing in the professional growth of young talent. Many initiatives have already been launched to support this pillar, including enhancing higher education, establishing a considerable scholarship program, increasing the number of vocational and technical training institutes, and establishing research centres across the Kingdom. Hence, although TM is a best practice developed in the Global North, its significant contribution to addressing talent shortages in developing contexts such as Saudi Arabia has been acknowledged. This study shows that the factors impact talented GenY's intention to stay in this context. Individual factors include engagement, feedback, communication, work-life balance, personal values and perceptions, and organisational factors, including professional development and career advancement, recruitment and onboarding, leadership and supervision, work environment, benefits and compensation, branding and performance management.

These factors could interplay in other contexts, particularly within the GCC region, where Saudi Arabia shares a shared history, religion, culture, traditions, and values. In addition, the findings of this study make a significant addition to the body of literature relating to TM and the training of young talent in KSA. The study underscores the fact that young Saudi talent has a strong desire to be fully aware of the company's strategic directions, stay current on issues and challenges the organisation faces, company investments in out-reach programs, and free access to information. They are specifically keen on seeing a structured process to cascade the vision, mission, and strategy across the various ranks of the workforce to promote alignment and a shared vision. This distinctive attribute of young talent in the mining industry in Saudi Arabia is viewed as a significant addition to the literature.

Another invaluable piece of knowledge is that the study uncovers a severe misalignment between SMC managers and their Gen-Y employees regarding what influences their intention to stay. The top five factors Gen-Y employees reported as critical for their continuity with the company are marked in green in figure 6.1. These factors were the IDP design and implementation, performance management, training and learning opportunities, work-life balance and communication. However, the top five factors impacting Gen-Y's intention to stay as perceived by SMC's supervisors were career planning and development, benefits and compensation, branding, work environment and mentoring.

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These are marked in blue in figure 6.1. Surprisingly, none of these five factors was among the top factors identified by SMC managers as impactful for their Gen-Y's intention to stay.

This misalignment identifies a severe issue in understanding the underpinning factors influencing talented Gen-Y's intention to stay and impairs efforts and programmes SMC undertakes to address the needs of their Gen-Y employees. This implies that managers in the mining sector, most likely in other sectors in KSA, are investing in the wrong initiatives. This issue calls for immediate action to launch systematic efforts to establish 2-way communication channels and gather first-hand feedback that would help SMC's managers better understand the real needs and genuine expectations that impact their Gen-Y's intention to stay and address them effectively. This finding constitutes a significant addition to the knowledge that may have a far-reaching impact on the various TM programmes in the mining sector and KSA. Ulrich and Allen (2014) maintain that line managers are the owners of talent because they are the primary policy and decision-makers on talent sourcing and development.

Early research by Rhule (2004) and Masi (2010) targeting high-potential employees posit that an employee's low intention to stay is more likely to occur if there is a misalignment of perceptions between the employee and his manager. As figure 6.1 indicates, alignment between Gen-Y employees and their supervisors regarding what matters most to Gen-Y leads to employing effective TM policies and practices. This eventually results in more rewards and commitment to stay with SMC and reduces the risk of leaving the company. This resonates with Jooss et al. (2019a), who maintain that 'to identify, develop, and retain talent, an important first step is to ensure key stakeholders in the TM process have a shared view of what is meant by the talent within the organisation' (P.1). They caution that 'a failure to have greater clarity between relevant internal stakeholders on who is talent may only accentuate the likelihood of unfair talent decisions, investment in wrong employees, and talent being missed out on across operations' (Jooss et al., 2019a, P. 20).

Moreover, the study contributes to SET regarding the relationship between talented Gen-Y employees and their respective organisations. It examined SET in a new context: the mining industry in the KSA and shed light on the relationship and exchanges between talented Gen-Y employees in SMC. The contribution of the research, drawing upon SET, is

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that it demonstrated the importance of a reciprocal relationship between employer and employee. Therefore, managers need to establish a culture where talented Gen-Y employees feel valued, trusted, respected, well-treated, fairly recognised, and rewarded by their managers. Talented Gen-Y employees will be more likely to form a stronger positive attachment, leading to optimal productivity and lasting relationships with the organisation (Oluwafemi, 2013). Conversely, if the work environment and management practices do not cater to such expectations, talented Gen-Y employees will consider alternatives in search of positive attachments and relationships (Homans, 1958; Emerson, 1976).

The study confirmed SET's applicability to talented Gen-Y employees in the mining industry of the KSA. In addition to the common elements of SET, such as perceived justice, trust, support, commitment, communication, and teamwork, the study expanded SET with additional constructs, namely the impact of work-life balance, communication relating to the organisational sense of direction, corporate branding as well as onboarding on talented Gen-Y intentions to stay with the Saudi mining industry. Thus, talented Gen-Ys' positive personal experiences pull them toward the intention-to-stay.

Another key contribution of the study is developing a theoretical model of the perceived individual and organisational factors and their interaction, which affect talented Gen-Y employees' intention to stay in a company. The solid rectangle represents the alignment of "management perceptions with talented Gen-Y expectations" as a feed to shaping TM practices. Such alignment ensures that efforts and investments are directed towards the right factors, influencing talented Gen-Y intention to stay. In other words, the study found a misalignment between employees' and managers' perceptions regarding factors inducing intention to stay and TM within Saudi Arabia. The developed model suggests that for managers to improve talented Gen-Y's intention to stay, they need to understand what is important to talented Gen-Y to review and enhance their TM practices relating to the identified sets of individual and organisational factors. Individual factors include engagement, feedback, communication, work-life balance, and personal values and perceptions.

In contrast, organisational factors include professional development and career advancement, recruitment and onboarding, leadership and supervision, work environment, benefits and compensation, branding and performance management. The perceived

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positive and negative individual and organisational factors will contribute to the rewards and risks. The dotted square illustrates how the intention to stay is measured by subtracting talented Gen-Y employees' risks and efforts from the tangible and intangible rewards the organisation provides, as SET suggested. This theoretical model improves the understanding of the antecedent factors and knowledge management. This model could likely be generalisable to other industries in KSA and the GCC. The study shows that participants share most attributes with Gen-Y employees in different contexts. However, they have shown particular interest in providing feedback on their immediate supervisors and mentors to top management, the company's strategic directions, staying current on issues and challenges faced by the organisation, company investments in out-reach programs and free access to information. These distinctive features of Gen-Y in KSA should attract further studies and investigations.

Additionally, the research methodology adopted for the study can serve as the basis for future studies as it combines various qualitative approaches that include interviews and focus groups across a sample of human resource managers, recruiters, current employees and those that left the employ of the organisation. The study, therefore, involved a robust empirical approach to TM examining different cohorts of employees.

Furthermore, SET principles can guide managers and supervisors in SMC to better understand their employees' behaviours, actions, and drivers for their decisions. They need to gauge the satisfaction and engagement of all talented Gen-Y employees through an independent qualified entity and present findings to SMC management. This will ensure the alignment of SMC management and their Saudi talented Gen-Y needs and expectations, optimise their engagement and promote retention. SMC should continue to gauge the engagement level of talented Saudi Gen-Y periodically so that their managers are duly current on challenges facing talented Saudi Gen-Y and address them.

Thus, the study makes an original and new contribution to TM literature in terms of the methodology adopted and the contextual extension of SET to integrate traditional elements with aspects of the workplace and enhance an understanding of TM through a conceptual model based on the findings of this study.

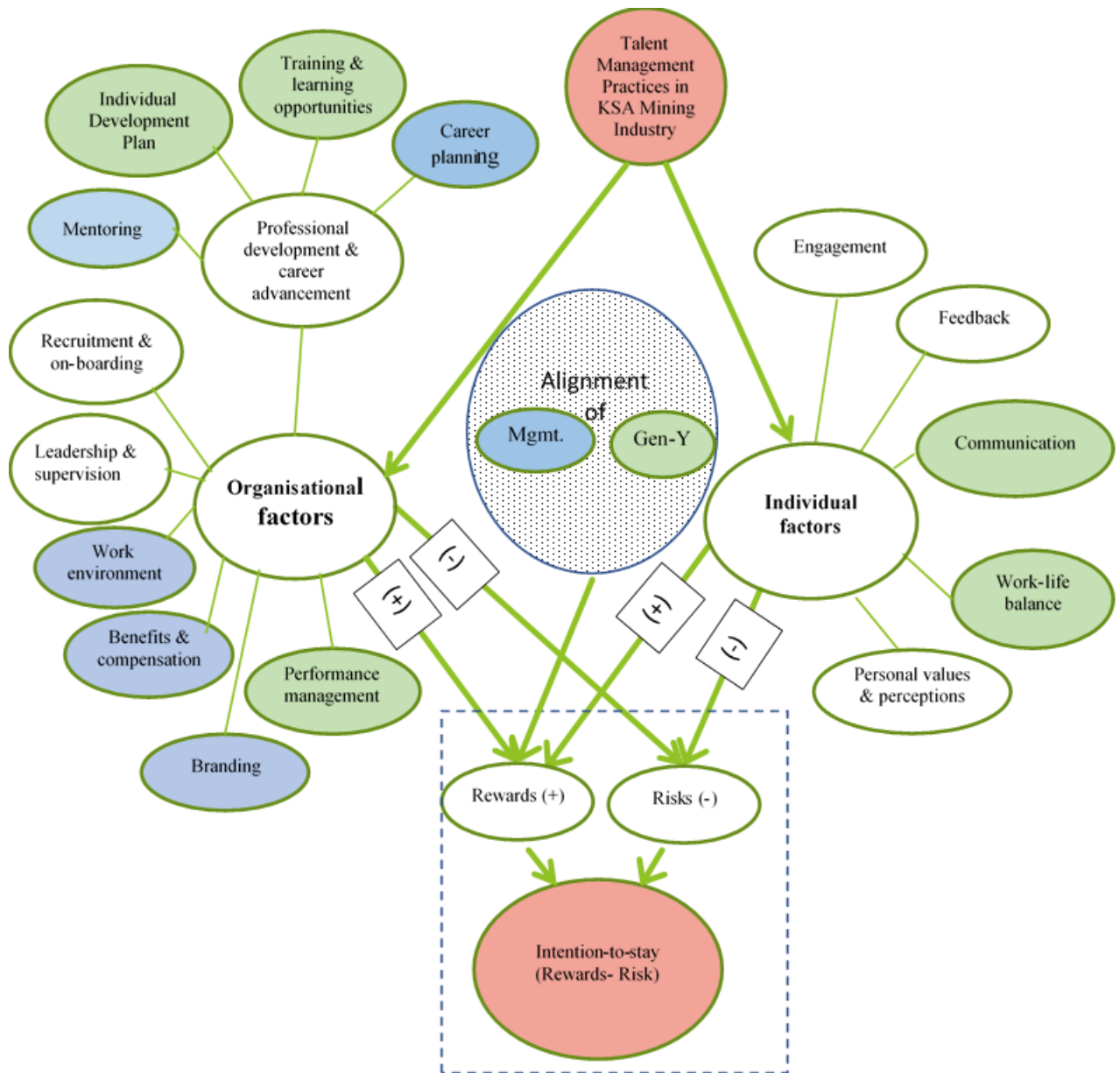


Figure 6.1 - Conceptual Model of Factors Affecting Talented Gen-Y Employees' Intention to Stay

6.6 Study limitations and future research agenda

The study complied with professional and ethical standards in terms of planning and implementation and has successfully led to a set of well-defined factors impacting talented Gen-Y intentions to stay in the mining industry in the KSA. However, some limitations may affect the validity and generalizability of the study findings.

First, the study involved fifteen managers, HR specialists, and 24 talented Gen-Y employees. Although this may be considered a small sample, which is likely to imply a decreased representation of the whole population and adversely affect the generalisability

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of the findings, Saunders and Townsend (2016) would consider the sample sufficiently empirical. It is recommended that future studies could involve a more extensive sampling of participants to validate the findings and to further contribute to the body of research on TM.

Second, the study has a gender bias as it focused on male employees in the Saudi mining industry since only male engineers have been hired to run operations in the mining plants. Female employment in SMC is currently limited to support functions such as IT, HR, Procurement and Finance (Al-Husain, 2016). Male-only participants may not provide a reliable representation of the wide range of talented Gen-Y in other sectors across the KSA. The absence of women from the study limits the representativeness of the whole gifted Gen-Y population. The study is also limited to Saudi national employees working as direct-hire employees, excluding many talented Gen-Y who work in the Saudi mining industry through workforce providers. It is suggested that future research include a diverse range of employees to ensure a better representation of talented Gen-Y employees.

Finally, the study is relevant mainly to the Saudi Arabian mining industry. It is suggested that a future research agenda replicate the study in other contexts and sectors (e.g. gas and oil, petrochemicals, manufacturing, communications and banking) to advance the external validity of the findings. In addition, a comparative study could advance TM research by including other countries in the Gulf region because they share a similar education system and socio-economic circumstances. Furthermore, the study could be validated by conducting longitudinal studies to explore if the same factors are sustained over time. Additionally, it is expected that these findings to apply to other GCC countries because they share a similar culture, economies, and TM practices.

6.6.1 Future direction of research that draws on SET in the mining industry

Future research on SET should address the predicted dynamic changes in mining industry operations associated with the anticipated introduction of disruptive technology that will significantly change work practices, notions of reciprocity, relationships, and developmental expectations. For example, the typical remoteness of mining operations, which is a significant contributor to attrition, will be replaced by remotely controlled operations, meaning fewer employees are required at mine sites. The gender bias within

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the Saudi mining industry, and globally, is shifting. The Saudi Government's initiatives are increasingly supporting a shift towards a mixed-gender, highly qualified and skilled workforce. Mining equipment operation via remote control should lead to increased productivity, reduced occupational health and safety hazards, and changes to employee skill sets, organisational structures, and communication channels. For the mining industry to ensure employee intention to stay, it needs to be aware of the organisational and individual factors that result in talent rewards and risks.

6.6.2 Potential research on SET

Chernyak-Hai and Rabenu (2018) suggest that future research should be undertaken in three areas. These are personal and cultural values that may influence perceptions of workplace relations, additional SET variables more relevant to the new era workplace, such as “team climate” and “work-life balance”, and additional theoretical frameworks, such as the conservation of resources theory (COR). Younas and Bari (2020) recommend that future TM / Retention relationship studies adopt qualitative research methods, including open-ended questions and focus group interviews of ‘Generation Y’ employees. Gupta (2019) also suggests that improved results could be achieved in future studies adopting longitudinal research designs. De Boeck, Meyers, and Dries (2018, p209) argue that some findings from their research did not “*fit the basic theoretical assumptions*” and suggest further research is required on the negative reactions of “talents” to TM, and the reactions of “non-talents” to TM.

Chapter 7 Reflective Statement

7.1 Introduction

After three decades of professional work in the oil, gas, and mining industries, I have decided to conclude my career with a DBA degree, hoping that such a degree will contribute significantly to TM in the KSA industrial sector, especially in the mining industry. My engagement with talented young employees helped me appreciate their motivation to seek employment in the mining industry during my tenure. Still, I was disappointed to see the high attrition rate of talent in the industry. Furthermore, despite SMC's vast investment in attracting and developing talented Gen-Y, I have consistently observed the shortage of skilled workforce in the mining industry. I realised the urgent need to be proactive in addressing the increasing attrition rate in the industry by identifying motives for talented Gen-Y intentions to leave and exploring means to improve intention to stay in the industry. Hence, this persistent challenge forged a focus for my study and encouraged me to embark on my doctoral study at the UOP due to its academic standing and exceptional learning resources.

7.2 The doctoral program

My academic journey can be broken into two primary phases. The first phase is the foundation year, and the second phase is the thesis. During the foundation year, I attended classes at the UOP campus, which helped me acquire core research competencies and requisite skills. The courses were very well structured and informative to me as a beginner in conducting academic research. I understood advanced research techniques, publications and dissemination, and professional reviews and development. To further enhance my research and writing skills, I planned to travel to attend conferences and symposiums and have face-to-face meetings with my supervisors. Unfortunately, after finalizing all travel plans and arrangements, the world experienced the COVID-19 pandemic.

I was amazed to see the world transformation happening in a short period, new means of communication, and many lectures, symposiums and conferences in cyberspace. The shift to the digital world was much quicker than I had expected, but the barrier to this

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shift to the new paradigm was psychological. Nevertheless, I had to learn several tools to connect with the world, work from home, establish different networks and get used to learning from others through social media. I appreciate UOP's support in this regard. For example, the Covid-19 information page for the postgraduate research students and supervisors was helpful. It opened new windows such as the "development programs", which brought up development opportunities, and the "online development" enabled continuing development, as well as the support services and well-being (including health and IT aspects). These resources further enhanced my learning journey, such as improving my academic writing style and keeping abreast of the latest research on TM.

The second part of the journey was the thesis, a new experience. Deciding on an exciting and value-adding topic for my study was not easy. I found myself pulled in different directions in terms of what matters most to my organisation and me. My strong attachment to and engagement with talented Gen-Y employment and development outweighed other competing topics, and finally settled on the main focus of my study, which tackles the issue of qualified Gen-Y employees' intention to stay with the mining industry.

Going through the various stages of my thesis, starting with spelling out the rationale for my study, going through literature reviews, articulating my epistemological orientation, formulating my study design, collecting and analysing data and finally firming up and presenting my study findings and conclusions, was a revealing and impressive experience. It was self-gratifying to see how the various building blocks of my thesis come together to make up this new knowledge creation.

7.3 Professional learning and development

My long experience in professional life posed a challenge for me. I relied on my intuition and observations, and the practical relevance of our actions and behaviours in the workplace counted. However, during my DBA journey, I shifted from pragmatic business decisions and business writing to academic protocols and formal writing styles. It took a lot of hard work and patience to overcome this challenge, show humility, be receptive to corrections, and learn about the expectations of this "different" world. The nexus between professional practice and my three decades as a practitioner with that of academic and doctoral research required a paradigm shift. This involved re-examining intuitive knowledge

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with knowledge based on empirical evidence and learning. This reflection on my practice supported my learning and enhanced my professional and scholarly practice.

At the outset of my journey, I acquired the requisite skills and knowledge about academic protocols and research skills. I read a few doctoral studies to familiarise myself with the structure and expected academic standards and requirements. This expanded my knowledge in academic writing and enabled me to broaden my understanding of TM in other contexts. Next, when I worked on my literature review chapter, I had to review hundreds of scholarly works relating to TM, which offered me a wealth of knowledge, particularly on challenges associated with young talent in our region and globally. It was quite challenging for someone from the business world to take excerpts and make formal documentation and referencing. Following the literature review, I had to articulate the epistemological and ontological paradigms underpinning my study design. Again, this required further reading in a relatively untrodden scholarly area. The study design suggested specific data collection and analysis techniques, which required me to conduct focus groups, individual interviews, data cleansing and documentation, thematic analysis and compliance with established ethical standards.

I have relied heavily on my supervisors' guidance. Improving my academic writing was a key objective in this journey, and I have noticed the gradual improvement with each round of comments and feedback. I appreciated the formative assignments and feedback, which helped me improve my skills as a researcher significantly—reading extensively and enhancing my academic writing style.

The systematic feedback from my assigned supervisors served as an exciting revelation and eye-opener. It forced me to re-examine some of the taken-for-granted ideas and practices. I became more critical of some of the prevalent TM practices in my company, which encouraged me to reconsider how I view my TM decisions and practices. Realising the value of seeing the true self and developing a better awareness of my capabilities, I nurtured this same reflective mindset among my staff. For example, after each major activity, such as implementing a TM intervention, we started to call for thoughtful discussions to review what went right, what went wrong and what we should do differently next time we do the same or similar activity. This practice supported efforts to promote relevant knowledge transfer and sustainable organisational learning.

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7.4 Impact on my professional Practice

Through my five-year journey with my doctorate program, I have gained several benefits at the personal and professional levels. I acquired expert knowledge of planning and executing organisational studies, utilising effective data collection and analysis methods, formulating the right research questions, and being aware of my role as an insider researcher and how to alienate my bias and make objective conclusions. As a vice president of the mining industry, I became more sensitive to power relationships and deliberately undertook training to mitigate this organisational research risk.

I feel now that I am a confident organisational researcher. My organisation has viewed me as a reliable and professional researcher who can identify performance issues in SMC, gather the correct data and subject such data to critical analysis that would lead to fact-based decisions. What immediate gain is that my HR department no longer relies on costly external HR consultants to do organisational research, which has resulted in significant cost savings for my

organisation?

At the organisational level, this study made me more aware of challenges associated with the full process of TM, including attraction, recruitment, onboarding, developing and retaining young talent. I am now more critical and reflective in reviewing our organisational strategies, policies and practices geared towards the intention to stay of talented Gen-Y employees.

Finally, because of my approaching retirement, I feel this degree will open new doors for me to share my expertise to improve organisational performance and stay professionally engaged. I plan to serve as a part-time faculty member in a couple of local universities, participate in conferences and symposiums on HC and TM, and continue to serve as a board member on the HR boards of some key regional companies.

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Appendix 1 - Literature Review Table

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1	Kimberlee J. Rhule	2004	The effects of the manager's behaviour on the retention of high potential employees for different Generations	PhD	<p>Q1. What are the effects of the manager's perceived behaviour on the intention of high potential individuals to remain with the organisation?</p> <p>Q2. What managerial behaviours do high potentials value as most important to their staying, by Generational category?</p> <p>Q3. What are the high potential's perceptions of the manager's behaviours versus the high potential's perceived value of the importance of those behaviours? What are the effects of the differences on the high potential's intention to stay with the organisation?</p> <p>Q4. What are the effects of the high potential's perceived working relationship with his or her manager on the high potential's job satisfaction? Are there differences among the Generations?</p> <p>Q5. What are the effects of the high potential's perceived working relationship with his or her manager on the high potential's motivation to perform at a high level? Are there differences among the Generations?</p>	USA	<p>The results indicate that there are four managerial behaviors that affect the intention of high potential individuals to remain with the organization. They are: <u>utilizing their talents and strengths, providing challenging job assignments, providing opportunities to contribute and make a difference, and allocating appropriate salary increases based on their job performance.</u> When managers develop and utilize these key behaviors with high potential individuals, they increase the overall likelihood for the high potential to remain with the organisation.</p>	69	Quantitative	Perceived Manager Behavior	<p>There are different factors that attract and retain high potential individuals. This study only addressed the factors of the manager's behavior that pertain to the retention of high potentials. There are many other factors that affect retention. This study did not include any factors that attract high potentials to an organisation, only the factors that retain them. Managers play a very crucial role in retention, though they do not control all the factors that affect the retention of high potential individuals.</p> <p>Most organisations tend to identify high potentials early in their career as to be able to develop them for positions that the organisation needs. Because of the current age of Baby Boomers (between 44 and 61) many of the Baby Boomers may have already been through high potential development and have moved into key manager and senior level positions, therefore are no longer considered high potentials. For this study it would mean that the population of Baby Boomers that have been identified as a high potential will be low. As for Generation Y, because they are just beginning to enter the workforce (age 22 and younger), the number of Generation Y's that have been identified as high potentials may also be low in numbers. This means that Generation Xers make up the current population of most identified as high potential individuals.</p> <p>The first limitation of this study was the size of the study sample; respondents were only 69 high potentials. A population of 150 or more respondents would have provided the study with more statistical confidence. The second limitation, influenced by the size of the sample, is the imbalance of the number of females to males. The sample contained 49 males and 20 females. This study did not intend to investigate any relationship with Gender, but this may have had an effect on the study results, and it could be a topic for a future study. The third limitation was that the study sample had a small number of Baby Boomers compared to Generation Xers (18 as compared to 51). Because of the small number of Baby Boomers, the data may not accurately represent this Generation. The fourth limitation is the Intention to Stay variable was not truly interval in nature and 71% plan to stay. This is a homogenous group. Future research might use additional ways to assess Intention to</p>	<p>Future research might use additional ways to assess Intention to Stay.</p> <p>In determining the reliability of the ten themes, the researcher found that there was no reliability with items in the theme of rewards and recognition for My Manager or Importance to Staying. This may be an opportunity for future research. This study did not intend to investigate any relationship with Gender, but this may have had an effect on the study results, and it could be a topic for a future study.</p>
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	Mohammad F, Naim and Ushailenka	2017	How Does Mentoring Contribute to Gen-Y Employees' Intention to Stay? An Indian Perspective	Europe's Journal of Psychology	<p>The impact of mentoring on intention to stay in Gen-Y (born 1980 -2000) working in Indian IT industry.</p> <p>H1. Mentoring is positively related to Gen-Y employees' intention to stay.</p> <p>H2. Mentoring is positively related to perceived organisational support (POS).</p> <p>H3. Perceived organisation support is positively related to Gen-Y employees' intention to stay</p>	India	<p>Findings reveal that <u>mentoring</u> has a direct influence on intention to stay of Gen-Y employees</p>	314 Gen-Y employees	Quantitative: Questionnaire	Mentoring	<p>The present research has certain limitations that open up new avenues for future investigation. The first limitation lies in its relatively small sample size and cross-sectional research design. Hence, further research is needed to confirm our suggested relationships, as self-reported surveys are poor to establish cause-effect relationships. Therefore, it is recommended to replicate the research using longitudinal design to establish better causal-effect relationships. As this study was carried out in IT industry of India, empirical findings of the study could be more applicable in Asian countries as compared to Western ones. It is better to replicate this study in public sector organisations or in manufacturing sector, may be in a different country as suggested results may not be Generalized. As quantitative research design has its obvious limitations so future studies should employ qualitative methods like focus interviews to further examine the results of this study. Also, as self-reported data were collected from a single-source, there is a potential common method bias. However, Harman's single factor test was conducted to deal with this potential problem. Further, it may not be a complete investigation as management perspective is not examined. Therefore, future research should interview both HR Managers and Gen-Y employees to validate the study results. The actual retention or turnover rates rather than intention to stay can be examined to extend this research. Also, one could explore variables such as organisational culture and self-esteem as mediating variables in context of mentoring influence on employee outcomes. This study has excluded to examine the impact of socio-economic variables such as Gender, income, marital status, and tenure in the organisation on intention to stay forth. Hence, future researchers should examine their effects. Other potential line of research could be to assess the impact of mentoring on employer brand perceptions of the organisation and in this regard, other developmental initiatives such as job rotation and secondments can also be incorporated.</p>	<p>Future research should interview both HR Managers and Gen-Y employees to validate the study results.</p>
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B.	Jyoti, J., Rani, R., Gandotra, R.	2015	The impact of bundled high performance human resource practices (HPHRP) on intention to leave: Mediating role of emotional exhaustion	The Intl Journal of Educational Management; Bradford V 29, Issue 4431-460	H1. HPHRP, namely, empowerment, recognition, extensive training, competence development, performance-based compensation and performance management, reduce the EE (<i>Emotional Exhaustion</i>) among the teachers. H2. HRHRP, i.e., empowerment, extensive training, performance-based compensation, recognition, competence development and performance management, negatively affect ITL of the teachers H3. EE positively affects the teachers' ITL H4. EE mediates the effect of HPHRs on intention to leave in the education sector	India	The results shows that bundle HPHRP have greater impact on EE and ITL as compared to individual HPHRPs. Further, the study also confirmed that EE partially mediates the bundled HPHRPs and ITL relationship.	250 teachers Field survey	Empowerment Recognition Extensive training Competence development Performance-based compensation Performance management	Future research need to explore same relationships in different sectors with longitudinal data at the multi-level approach. All efforts were made to maintain objectivity, reliability, and validity of the study, yet certain limitations could not be ignored. The notable limitation of this study is that it is a cross-sectional in nature with small sample size. In the future, this limitation should overcome by using longitudinal data with large sample size. Further, the data were collected from teaching faculty members of professional colleges in Jammu. Future research should be conducted in other sectors also, which also have high level of stress and exhaustion feeling like banking sector by adopting multi-level approach. In the future, researchers should also explore more mediating variables between HPHRPs and ITL for the diversified study like unionized negotiations, organisational commitment, retention, etc. The future research can also take into account how the teacher labor market works in India, e.g. in case of public and private sector. Further, research can also look up into impact of teachers' work pressure on students' performance.	Future research need to explore same relationships in different sectors with longitudinal data at the multi-level approach.
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				<p>The paper examines the casual relationship between training satisfaction, work engagement (WE) and turnover intention and the mediating role of WE between training satisfaction and turnover intention.</p> <p>H1.. There will be negative effect of training satisfaction on turnover intention.</p> <p>H2. There will be a positive effect of training satisfaction on WE</p> <p>H3. There will be negative effect of WE on turnover intention</p> <p>H4. Training satisfaction will have a negative effect on turnover intention when WE mediates the relationship</p>			<p>The result suggest that training satisfactions significantly positively related to employees' level of WE and is negatively related to turnover intention. The result also revealed that WE mediated the relationship between training and satisfaction and turnover intention.</p>		<p>Training Satisfaction</p>	<p>This study has a number of limitations. First, this study conceptualized training as employees' overall satisfaction with training. However, training includes several components, each of which could be explored and tested with respect to WE. For example, as suggested by Schmidt (2007), organisational support for training and employees' options about training are interesting avenues to consider. Second, the findings of the current study rely upon samples drawn from the Malaysian O&G industry. Therefore, Generalizing these findings to other sectors, professional group and/or countries should only be done so under caution. Future studies should look to validate the present model in different sectors and geographical regions. Third, cross-sectional data were used to test the research model. We believe that longitudinal data would provide a better and deeper understanding of the causal relationships between constructs. Additionally, this study was conducted in a Muslim-majority country, which may result in a number of cultural and value differences with Western countries, again limiting the Generalizability of the findings. Future studies should look to validate the model in a Western environment. Another limitation of this study concerns the method of data collection. We used an e-mail survey, which might somewhat bias our results, as the survey questionnaires were only sent to those with an e-mail address. However, considering the obstacles in researching O&G professionals (e.g. geographic dispersal and high-risk workplaces), data collection by e-mail was deemed acceptable. Future studies should look to use appropriate strategies to increase the Generalizability of findings. Last, the present study focuses on a mediator only and does not incorporate any moderating variables in testing the relationship between training satisfaction and turnover intention. We recommend future investigators to explore the effects of moderating variables to elucidate the relationship between constructs.</p>	<p>Future studies should look to validate the present model in different sectors and geographical regions. Future studies should look to validate the model in a Western environment. Future studies should look to use appropriate strategies to increase the Generalizability of findings. Last, the present study focuses on a mediator only and does not incorporate any moderating variables in testing the relationship between training satisfaction and turnover intention. We recommend future investigators to explore the effects of moderating variables to elucidate the relationship between constructs.</p>
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5.	Mohammed FarazNaim, Usha Lehkia	2016	Knowledge sharing as an intervention for Gen-Y employees' intention to stay	Industrial and Commercial Training V48 No 3 2016	<p>P1. Knowledge sharing will have a positive influence on competency development of Gen-Y employees.</p> <p>P2. Competency development will have a positive influence on affective commitment of Gen-Y employees</p> <p>P3. Development of affective commitment will have a positive influence on intention to stay with the org</p>	N/A	Conceptual Paper	Conceptual Framework	<p>Knowledge Sharing</p> <p>A conceptual framework of knowledge sharing for competency development could assist HR managers in fine-tuning their retention strategy for Gen-Y employees. The future work should carry out the empirical validation of the suggested conceptual framework.</p> <p>The model proposed in this paper is a conceptual work and has not yet been empirically tested. This paper serves as a stepping stone for further exploration of knowledge sharing in the given context. There are some directions to work upon in future research. First, future work in this domain is meaningful as evidence on suggested relationships is lacking. Therefore, empirical studies will confirm our suggested conceptual model. Second, qualitative and quantitative research will be beneficial to elucidate the concept in organisational context. Finally, it will be prudent to design a scale to measure competency development, affective commitment and intention to stay from the perspective of Gen-Y employees as most available scales on these constructs are developed in different context.</p>	<p>First, future work in this domain is meaningful as evidence on suggested relationships is lacking. Therefore, empirical studies will confirm our suggested conceptual model. Second, qualitative and quantitative research will be beneficial to elucidate the concept in organisational context. Finally, it will be prudent to design a scale to measure competency development, affective commitment and intention to stay from the perspective of Gen-Y employees as most available scales on these constructs are developed in different context.</p>
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6.	Mohammed FarazNaim, Usha Lehkia	2017	Linking Knowledge sharing, competency development, and affective commitment: evidence from Indian Gen-Y employees	Journal of Knowledge Management	India	582	Quantitative	Knowledge Sharing	<p>This study was limited to the software development professionals working in Indian organisations Therefore, researchers should test the research model further in other industries preferably in a different country.</p> <p>it is recommended to replicate this study in a different country, preferably employing a larger sample. Future research is encouraged to confirm our suggested relationships, because self-reported surveys are poor to establish cause-effect relationships. Importantly, quantitative research design has its obvious limitations so future studies should employ qualitative methods such as focus interviews to examine the results of this study. Further, it may not be a complete investigation because management perspective is not examined. Therefore, future research should interview both HR managers and Gen-Y employees to validate the study results. This study will pave the way for future research</p>
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8.	Frank Masi Jr.	2010	The correlation of retention: An investigation of the relationship between what is important to employees and what is perceived to be important to their managers	<p>A PhD Dissertation</p> <p>The basic research questions are based on the perception of the employee. It is the employees' perception of what is important to them and their perception of what is important to their managers that drive that data. If there is a misalignment of perceptions, then turnover is more likely to occur.</p> <ul style="list-style-type: none"> ☐ What are the most important perceived behaviors to the employee? ☐ What are perceived to be the most important behaviors to the employee's manager? ☐ Is there a correlation between Gen-Y expectations and their perception of their respective manager? ☐ Is the employee's perception of what is most important to them the same as what the employee perceives to be of the same strength importance to their manager? ☐ Does the difference in importance of behavior between employee and manager increase the decision to leave a company? <p>H1 – There is a direct correlation between the employee's decision to leave and the distance between employee's perceptions of what is important and employee's perceptions of what is important to their managers.</p>	USA	<p>The Hypothesis was proven as the results described a medium strength of correlation, $r = 0.379$, between the decision to leave and the distance in perceptions between employee and the manager.</p> <p>This describes that as the perceived misalignment of behavior increases, the decision to leave a company increases.</p>	510 Total	Quantitative	Alignment of perception of expectations between employee and manager	<p>The population that this study drew from is assumed to be a representative cross-section of the General public. This pool of participants is made up of individuals that have either email or internet access and have been qualified for study participation. These participants must not have been involved in another study in the past 30-days and are qualified active participants. These participants are drawn from either Zoomerang or Survey Sampling International (SSI) survey participant databases. These survey participants are given incentives to participate. These incentives in General are \$2 to \$5 per study for the age group between 18 and 24 and all others entered into sweepstakes drawings for potential prizes. The sample may not be evenly distributed across the Generational categories. The survey that was used has been piloted twice but has only been used in one other research study.</p>	<p>Recommendations for further research would be to broaden the population that the sample was drawn from. Research can further expand to other databases for sampling, such as international populations. Research can focus on categorical data such as education, industry, and Generation to determine how each specific group reacts to the behavior questions. This research could lead to Generational studies for retention or supervisory behavior changes.</p> <p>Another recommendation is to focus on the employee/manager relationship from the aspect of Generational gaps between employee and manager.</p>
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9.	Monica Pregnolato, Mark H.R. Bussin, Anton F. Schlechter	2017	Total rewards that retain: A study of demographic preferences	SA Journal of Human Resource Management	empirical study, the reward preferences and ideal combination of total reward elements (based on an estimation of their relative importance) that retain employees from various demographic groups, including employees of different race, Gender and age groups, were investigated. (This included Gen-Y) Total rewards are namely: (1) Performance and recognition, (2) Work-life balance, (3) Learning, (4) Career advancement, (5) Remuneration and (6) Benefits.	South Africa	Benefits seem to retain Generation Y employees The ranks of perceived importance is 1) Benefits 2) Performance Pay 3) Rem 4) Career Dev. 5) Learning 6) Career Advancement	368 (includes Gen-Y)	Descriptive Statistic	Performance Recognition (incentives) Work life Balance Benefits Rem Career Advancement Learning	The main limitation of this study is the issue of confounding variables. In particular, this refers to the current economic environment and associated factors, such as job stability. These factors are likely to have had a moderating effect on the results, as employees will elect rewards that meet basic physical and safety needs above esteem needs or self-actualisation needs (Robbins, Odendaal & Roodt, 2001). The results may have been further influenced by the effects of the economic recession, as one of the organisations from which the largest proportion of the sample was drawn was undergoing an extensive retrenchment exercise at the time. It is recommended that further research be conducted during a period of greater economic stability, as it is likely to produce different responses. Additional relevant factors were not taken into account. Future research might thus want to examine whether personality variables affect the relationship between rewards and employees' decisions to stay at the organisation.	It is recommended that further research be conducted during a period of greater economic stability, as it is likely to produce different responses. Additional relevant factors were not taken into account. Future research might thus want to examine whether personality variables affect the relationship between rewards and employees' decisions to stay at the organisation.
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10	David Solnet, Anna Kralj, Jay Kandampully	2012	Generation Y Employees: An Examination of Work Attitude Differences	The Journal of Applied Management and Entrepreneurship Vol17 No.3	<p>This paper hones in on Generational challenges, to inform owners and managers of approaches to improve the attraction, motivation and retention of GenY employees. Specifically, this paper provides an overview into a larger, multi-method research project that sought a better understanding about Gen-Y in the workforce, and reports some of the preliminary findings.</p>	Australia	<p>A key finding from this research is that GenY employees score lower on those measures where higher scores are seen more favorably (e.g., job satisfaction, engagement, commitment), while conversely, GenY employees display higher scores on the constructs that an organisation would hope would be lower (e.g., turnover intentions). The research concluded with number of recommendations for Managers of Gen-Y: 1. Hiring is more important than ever. 2. Learn about and increase employee engagement. 3. Pay close attention to your company culture. 4. Create learning and growth opportunities. 5. Embrace technology to improve communications with staff. 6. Review (and revitalize) your recognition programs. 7. Do not underestimate the importance of flexibility in the workplace. 8. Incorporate reverse mentoring.</p>	914	Quantitative	<p>"Effective HRM Practices Hiring is more important than ever" Employee Engagement Company Culture Learning and Growth Technology to improve communication s with staff. Recognition Flexibility in the workplace. Reverse mentoring</p>	<p>Perhaps the most relevant question regarding Generational differences in attitudes relates to how enduring the existing attitudes and behaviours are. Will the attitudes and subsequent behaviours that Gen-Y employees now display be stable and continuous over the years to come.? Will Gen-Y employees continue to demand individualized attention, new challenges and regular feedback? Of course, it is not possible to determine this from a single study that must be acknowledged. While the study benefitted from a large sample size across a diverse range of hospitality business in different geographic locations across Queensland, Australia, it must be recognized that this sample may not be representative of hospitality employees in other areas of the world.</p> <p>There are many other possible considerations which could moderate or affect the results of this type of research program. It is difficult to fully disentangle the reasons why and the ways how Generations differ, as differences between individuals could be the result of many factors that are unrelated to Generational grouping. For example, there is the idea of a 'life cycle' effect, whereby young people today become more like today's older people as they mature. Then there is the 'period' effect, in which all Generations are affected by a major world event, but the way in which they are affected is quite different as they are different formative stages in their lives.</p>	<p>Further analyses of Gen-Y attitudes and behaviours should control for the effect of organisational tenure, position and employment status, amongst other potentially confounding factors. Another possible area to investigate to improve upon this study would be to investigate the moderating effect of employability and job security on employee attitudes and relationships between constructs. Given the turbulent economic circumstances of recent years, this seems like an important area for further analysis.</p>
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11	Liesel Du Plessis, NicoleneBarkhuizen, Karel Stanz,	2015	The Management Side Of Talent.; Causal Implications For The Retention Of Generation Y Employees	The Journal of Applied Business Research – September/October 2015 Volume 31, Number 5	<p>Talent Management Practices (Tmp), Perceived Organisational Support (Pos) And Perceived Supervisor Support (Pss)</p> <p>Hypothesis 1: A positive relationship exists between the employee’s perception of the organisation’s TMP and POS.</p> <p>Hypothesis 2: A positive relationship exists between the employee’s perception of the organisation’s TMP and PSS.</p> <p>Hypothesis 3: A negative relationship exists between the employee’s perception of the organisation’s TMP and his/her intention to quit.</p> <p>Hypothesis 4: A negative relationship exists between the employee’s perception of the organisational support and his/her intention to quit.</p> <p>Hypothesis 5: POS mediates the relationship between perceived TMP and the employee’s intention to quit.</p> <p>Hypothesis 6: A positive relationship exists between the POS and PSS.</p> <p>Hypothesis 7: A negative relationship exists between the employee’s PSS and his/her intention to quit the organisation.</p> <p>Hypothesis 8: PSS mediates the relationship between perceived TMP and the employee’s intention to quit.</p>	South Africa	<p>The results showed that Perceived Organisational Support is significantly related to Talent management practices, Perceived Supervisor Support and Intention to Quit. Perceived Supervisor Support is significantly related to Talent management practices and Intention to Quit. Talent management practices are significantly related to intention to quit. Recommendations are made.</p>	<p>Talent Management Perceived org. Support Perceived Supervisor support</p>	<p>The research had some limitations. First a convenience sample was used in this study which means that the results of the research cannot be Generalised to other Generations or organisations.</p> <p>Another limitation is the sample size, especially with regard to the distribution of demographic groups, which had limitations in terms of the findings applied to the total population.</p>	<p>it is recommended that the sample size should be expanded to include other generations and organisations with the purpose of Generalising findings. Finally, in terms of the research design, future studies should focus on longitudinal designs where inferences regarding cause and effect could be made.</p>
135								Quantitative		

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12.	Arthur M.onado	2008	Exploring Workplace Motivational and Managerial Factors Associated With Generation Y	PhD ProQuest Dissertations Publishing, 2008. 3325512	<p>The purpose of this study was to explore the motivational needs of Gen-Y and their impact in the workplace based on Herzberg's two factor theory of motivation.</p> <ol style="list-style-type: none"> 1. What motivator factors help motivate Gen-Y employees in the workplace? 2. What hygiene factors help motivate Gen-Y employees in the workplace? 3. What strategies can managers provide to strengthen job satisfaction of Gen-Y employees? 	Hawaii	<p>The findings of the study revealed that Gen-Y cohort placed great importance to both hygiene and motivator factors in their motivational needs. Growth and personal life were both important to Gen-Y students. Managers must be flexible in their managerial approach to Gen-Y workers.</p>	19	Qualitative/ Workplace Motivation and Managerial	<p>The main limitation in the methodology was that the study was limited to the perceptions of Gen-Y students at the Pacific region of the United States (specifically, freshman students at the University of Hawaii-Manoa). Some other limitations included: (a) The findings were limited to students who volunteered and completed the surveys; and (b) The instrument used in the study was a self-designed questionnaire and its validity may need further examination.</p>	<p>Areas requiring further research include (a) measuring the difference (if any) in hygiene/motivator factors among Gen-Y workers; (b) determining if results from a replicated study using respondents who are actually employed agree or disagree with the finding of this study; (c) how motivator and hygiene factors impact Gen-Y employees in the workplace.</p>
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13.	Clifford Shaul	2007	The Attitude Toward Money as A Reward System Between The Age Groups Corresponding to the Boomers, Generation X, and Y Employees	PhD	<p>The purpose of this quantitative research study was the exploration of attitude within and across each Generation toward money. The knowledge of each Generation's attitude toward money may be particularly helpful to leaders and managers of organisations who are responsible for the increasingly complex task of recruiting, hiring, and retaining and skillful employees.</p> <p>The focus of the study centered on the dependent variables of Power-Prestige, Retention-Time, Distrust, and Anxiety. It has been statistically determined that all of these variables are psychologically associated with money.</p> <p>Research question: Is there a significant difference in attitude toward money as a reward system between the age groups corresponding to Boomers, Generation X, and Generation Y employees</p>	USA	<p>The findings of the research study indicated that for the first dependent variable, Power-Prestige, both Generations X and Y found money to be more influential and valued as a status symbol than did the Boomers.</p> <p>The research findings indicated that Generation X and Y viewed money as a status symbol, which most likely also commands external recognition by others.</p>	240 (80 each Generation)	Quantitative	Reward (Specifically Money)	<p>A limitation that became apparent as the present research study progressed was the possible need to divide the Boomer population into two cohorts, Older Boomers (born from 1946 to 1954) and Younger Boomers (born from 1955 to 1964) who in some respects were influenced by both similar, as well as different, life events. Although it was possible to obtain good data from a single Boomer age interval and was consistent with the career stages as defined by Cummings and Worley (2001), it was also apparent that more precise data could have been obtained from a bifurcated Boomer cohort. A second limitation was recognized. The current study found a significant difference in attitude toward money between the Boomers and Generation X and Y in respect to Power-Prestige, with the Boomers valuing this factor less than the other two Generations. The Boomers, in responding to the Retention-Time factor, were found to place more value on the importance of saving or financial planning for the future than did either Generation X or Y. These were reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 84 differences, it has been observed, particularly the attitude toward savings, are occurring at the start of a possible demographic shift in the workplace; as a large number of Boomers are reaching retirement age, that may have influenced their response. Therefore, a longitudinal study is needed to determine if the attitude differences toward money between the Generations remains a consistent factor or is found to change over time.</p>	<p>Future research should attempt to address the limitations of this study by dividing the Boomer population into two cohorts in order to avoid possible conflicting data. By dividing this large cohort there is more parity in size with the other Generations and, therefore, it creates a more consistent age interval between the cohorts themselves. Further, a longitudinal study would provide the means to determine if the responses of the three Generations in the current study will remain consistent or change as a result of the passage of time.</p>
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				<p>Purpose –Generation Y (Gen-Y) is the newest and largest Generation entering the workforce. Gen-Y may differ from previous Generations in work-related characteristics which may have recruitment and retention repercussions. Currently, limited theoretically-based research exists regarding Gen-Y’s work expectations and goals in relation to undergraduate students and graduates. The aim of this paper is to attempt to address this gap in the research.</p>	<p>Overall, some support was found for predictions with career goals loading on a separate component to daily work expectations and significant differences between students and working Gen-Yon career goals. No significant differences were found, however, between the two groups in daily work expectations.</p>		<p>Motivation and expectations</p>	<p>A limitation of the study was that it could only include a finite list of possible expectations and goals. The findings with the daily expectations scale (i.e. no significant difference between working and student Gen-Y and both groups scoring only modest mean scores on the scale) did highlight the possibility that the items chosen and explored may not represent those characteristics that are most relevant to Gen-Y. Furthermore, the internal reliability of this scale was, at best, poor, thus suggesting that further work is needed in identifying the appropriate characteristics. It follows then also, that if these items are not best reflective of issues/characteristics relevant and of importance to Gen-Y, then they also may not be of much assistance for the purposes of intergenerational comparisons. However, such comparisons using such measures derived from the current study would provide important relative information in terms of whether, for instance, Gen-Y do have characteristically higher expectations (even on the measure derived by the current study) than their other Generational cohorts. Further, irrespective of whether or not these items do capture the most relevant and important items to Gen-Y, the findings do highlight that the theoretical framework adopted and its focus upon goals and expectations as separate (driving) influences, is valid and that further research is needed to explore the types of characteristics that may be more relevant to Gen-Y.</p> <p>Another limitation of the study was that the sample of working Gen-Y was drawn from one public sector organisation only. There are likely to be differences in the expectations and goals of public, private, and third sector employees, and even the public sector organisation used and other public organisations. However, the literature on Gen-Y suggests that there are common work characteristics shared between all Gen-Y (Broadbridge et al., 2007a; Cennamo and Gardner, 2008; Crumpacker and Crumpacker, 2007; Glass, 2007; Lindquist, 2008; Martin, 2005; Oliver, 2006; Reynolds et al., 2008; Shaw and Fairhurst, 2008; Wong et al., 2008).</p>	<p>Future research studies may benefit from adopting a theoretical framework which assesses both daily work expectations and career goals. At a practical level, based on the findings, some examples are provided of the means by which organisations may draw upon daily work expectations and career goals of importance to Gen-Y and, in doing so, influence the likelihood that a Gen-Y individual will join and remain at their particular organisation.</p>
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15	Sonal Jain	2013	EMPLOYER BRANDING AND ITS IMPACT ON CSR, MOTIVATION, AND RETENTION OF EMPLOYEES USING STRUCTURAL EQUATION MODELLING	<p>The study aimed to find out the dimensions of employer branding and to study its relationship with intention to stay, Corporate Social Responsibility (CSR), and Motivation.</p> <p>Hypotheses H01: There is no relationship between Employer Branding and Intention to Stay of employees of the organisations in India. H02: There is no relationship between Employer Branding and Corporate Social Responsibility (CSR) of the organisations in India H03: There is no relationship between Employer Branding and Motivation of employees of the organisations in India. H04: There is no relationship between Motivation and Intention to Stay of employees of the organisations in India. H05: There is no difference among not motivated, motivated, and highly motivated employees regarding factors of motivation with reference to the following motivators: (a) Organisation’s brand image. (b) Interesting work. (c) Good salary. (d) Appreciation for job well done. (e) Job security. (f) Good working conditions. (g) Promotions and growth in the organisation.</p>	India	90	Descriptive Statistic	Branding	As the study was based on the primary data, its accuracy depends on the accuracy of the responses given by the respondents.	None.
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				(h) Feeling of being a part of the things.						
16.	Tom O' Byrne and Omar AlSanousi of Mercer	2017	WORKFORCE ENGAGEMENT IN SAUDI ARABIA, Mercer https://www.mercer.com/content/dam/mercer/attachments/global/View/Workforce%20Engagement%20in%20Saudi%20Arabia_2014.ppt	With mounting evidence that workplace turnover among Saudi nationals is on the rise, Mercer's KSA consulting team conducted a two-pronged What's Working study designed to capture employer and employee views on issues of attraction, development, and retention.	KSA	"Saudi nationals ranked training and development and competitive benefits closely behind competitive pay as the most important elements in their career choice." Just as telling is the fact that the younger is the Saudi national — male or female — the higher is the value placed on training and development: 61% of those aged 21-25 rated it as very important against 6% of those aged 46-50. In contrast, the older the age group, the greater the focus on company stability, job security and work-life balance.	116 managers, business owners, senior executive plus 400 Saudi	Quantitative: questionnaire	Perception of value of Training and Development	None.

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17.	Huda Al-Ghoson, HR VP, Saudi Aramco	2015	Nationalisation, Talent Management & Succession Planning with Huda Al Ghoson	<p>What characterizes the new Generation? The new Generation is very ambitious, demanding, outspoken, and confident. The young workers today are more virtual, fluid and free, and can easily get bored and lose interest. They are not interested in bureaucratic organisations that are dominated by a command-and-control management. The new Generation of workers will be looking for organisations that are democratic, diverse and people-oriented. They don't work eight or 10 hours a day just to put food on the table and money in the bank. They seek jobs that are fulfilling and offer a sense of purpose and personal satisfaction; and a work environment that is empowering, rewarding and fun.</p> <p>Providing young talent with learning and development opportunities, a road map for career growth, and an open network of professionals and mentors will keep them motivated to go the extra mile.</p>	N/A	Nationalisation, Talent Management & Succession Planning with Huda Al Ghoson http://www.thehrobserver.com/nationalisation-talent-management-succession-planning-with-huda-al-ghoson/				None.
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18.	Sanjeev Agrawal	2017	How companies can attract the best college talent	Harvard Business Review	Attempt to analyse the “brand problem” by posing the follow three questions to Gen-Y: 1, What are the top three companies you want to work for? 2. What are the top three things you look for when considering an employer? 3. How do you Generally discover companies and create an impression about them (social media, product usage, campus events, other ways)?	USA	1. Identified top 50 countries young people want to work for 2. The top two things Gen-Y look for are: People and Culture fit” and Career Potential On campus fairs are the number one way to recruit Millennials, follow by job boards.	15000 Millennials, Quantitative : Questionnaire	People and culture fit Career Potential	None.
19.	APQC	2017	Retaining Millennials	APQC Publication	How to entice this important employee segment (Millennials) to stay with your organisation Why this group of employees have a high turnover rate?		The research identified key strategies to retain Millennials including: Pay and benefits, career development, work/life balance, organisation culture and work environment, management and co-workers Organisations seeking to retain Millennials should implement development and mentoring programs, offer rich benefits and tuition reimbursement, give employees time off to volunteer, provide time-saving perks at the office, and give regular performance feedback and recognition.	Business Report Reflective paper		None.

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20.	Jessica Brack	2012	Maximizing Millennials in the workplace	White PaperUNC Kenan-Flagler Business School	Examines the positive characteristics Millennials bring to an organisation. Explores what this Generation feels is important in a job and what they expect from their employers. Offers HR and talent development professionals some practical tips on how to keep this Generation engaged. Provides examples of what leading-edge organisations are doing to leverage this Generation's strengths and to integrate them into a multi-Generational workforce.	USA	<ol style="list-style-type: none"> 1. Millennials value in the first place "meaningful work", then pay, then "sense of accomplishment" then responsibility 2. Millennials want the following from their employers: <ul style="list-style-type: none"> - Coaching - Collaboration - Measures - Motivation - Engagement 3. To develop them, Orgs need to: <ul style="list-style-type: none"> - Develop initiatives that foster mutual support and understanding among Generations - Offer collaborative discussions <p>Foster an appreciation of diversity within the Generations Coach and mentor</p>	Literature review	White paper		None.
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21.	Karen K. Myers • KamyabSadaghiani	2010	Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance	Journal of Business and Psychology June 2010, Volume 25, Issue 2, pp 225-238	<p>In this article we examine these and other attributes commonly associated with Millennials—characteristics that many people believe are likely to affect not only Millennials' ability to perform productively in organizations, but also their ability to develop effective organisational relationships. We explore how people speculate that Millennials are likely to be perceived by supervisors and co-workers and, based on their values and lived experiences, how people think that Millennials may respond to, and be affected by, those and other factors in the contemporary workplace.</p>	USA	<p>Millennials have distinctive characteristics that may make interacting with them different from with previous cohorts, but each modern Generation has arrived in the workplace with its own unique set of qualities (Noble and Schewe2003; Wade-Benzoni2002).</p> <p>Millennials are likely to be acutely affected by globalization, communication and information technologies, economics, and socialization by very involved parents. They are likely to have different, often broader, perspectives about the world marketplace, supervisor–subordinate relationships, cultural diversity, performance of tasks, and ways that communication and information technologies can be used to enhance organisational performance and to maximize productivity.</p>	Literature review			None.
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22	Richard Beach, David Brereton & David Cliff	2015	Workforce turnover in FIFO mining operations in Australia: An exploratory study	Research Report	<p>The primary objective of this research project is to assist the mining industry manage workforce turnover more effectively, especially in fly-in/fly-out (FIFO) operations. A secondary objective is to map out an agenda for further research in the area. The project arose from consultations with mining industry representatives, who identified turnover as an important issue for the industry and drew attention to the adverse economic, operational and social impacts of workforce instability.</p>	Australia	<p>Employee turnover is a significant cost for the mining industry. There is a broad consensus amongst managers that a turnover rate above 20 per cent is detrimental to site productivity. Managers are often not focused on controlling turnover. Employee turnover amongst contractors is Generally not a priority for mine management. Many of the factors that affect turnover rates are potentially within management's 'sphere of control'. Key factors on site were:</p> <ul style="list-style-type: none"> • the roster structure • the level of management commitment to employee training and skills development, and 'good management' Generally • the extent to which management had been successful in creating and maintaining a positive workplace culture • parity of wages with labor market competitors (although maintaining equitable remuneration was not, by itself, sufficient to ensure workforce stability) • the extent to which management perceived the present rate of employee turnover as inevitable. 	Qualitative	<ul style="list-style-type: none"> •workplace conditions •the workplace culture •remuneration levels •job design (e.g. opportunity for skills development) •commute type(e.g. FIFO, DIDO, daily commuting) •work roster (e.g. 14-on, 7-off, with nights) •personal attributes including personality factors (not shown here) •the level of work-home conflict (e.g. partner's career opportunities, absence from home) 	<ul style="list-style-type: none"> • The findings reported here may not be typical for the full population of Australian FIFO sites, although we are satisfied that there is a sufficient spread to enable some broad Generalisations to be made. • We included only two non-FIFO 'control' sites, which limited our ability to assess the impact of factors unique to FIFO operations (such as the impact of extended absences from home). • With the exception of one site, data were not available on employee turnover amongst contractors. Contractors play a vital role in the Australian mining industry and clearly warrant attention in a more comprehensive study. • The primary source of information was human resource and management personnel; collecting data from a wider range of employees was outside this project brief. It is possible that management perceptions about the culture of their sites and the factors that impact on turnover may not have been aligned with the experiences of the workforce as a whole, although we have made every effort to 'triangulate' verbal sources with data available on site, previous research findings and industry data.
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23	VishnuprasadNagadevara, Vasanthi Srinivasan &ReimaraValk	2008	Establishing a link between employee Turnover and behaviours: Application of data mining techniques	Journal – Research and Practice in Human Resource Management	The purpose of this paper is to evaluate a conceptual mode! that is believed to predict employee turnover in the software industry in India using data mining techniques.	India	The findings of the five prediction models indicate that absenteeism and lateness, job content, demographics and experience in the current team (as one indicator of tenure) are strong predictors of turnover. There are unique context specific interpretations of these findings	150	AI/NIIN	absenteeism and lateness, job content, demographics and experience in the current team	
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24	KwesiAmponsah – Tawiah, Michael AkomeahOforiNtow&Justice Mensah	2015	Occupational Health and Safety Management and Turnover Intention in the Ghanaian Mining Sector	<p>This study therefore tested the following hypotheses:</p> <ul style="list-style-type: none"> _ Safety leadership or managers role as a dimension of occupational health and safety management will significantly predict turnover intention. _ Supervisory dimension of occupational health and safety management will significantly predict turnover intention. _ Safety facilities or equipment as a dimension of occupational health and safety will significantly predict turnover intention of mine workers. _ Procedural dimension of occupational health and safety will significantly predict turnover intention. 	Ghana	Safety leadership, facility or equipment predicted safety	255	Safety Leadership Facility or equipment		
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25	ISSA BAKARI MHANDO	2013	FACTORS INFLUENCING JOB SATISFACTION AND LABOUR TURNOVER IN THE MINING INDUSTRY OF TANZANIA: THE CASE OF TANCAN MINING COMPANY MBA	<p>The aim of the research is 'to investigate factors influencing job satisfaction and labour turnover in the mining industry of Tanzania'.</p> <p>The Specific Objectives of the Research are:</p> <p>(i) To investigate whether gross pay (salary and fringe benefits) has bearing effects on employees' job satisfaction and labor turnover.</p> <p>(ii) To investigate if opportunity for advancement has bearing effects on job satisfaction and labor turnover.</p> <p>(iii) To identify if company policies has a bearing affects on job satisfaction and labor turnover.</p> <p>(iv) To determine whether achievement has a bearing effects on job satisfaction and labor turnover.</p> <p>(v) To assess if communication has a bearing effects on job satisfaction and labor turnover</p>	<p>the results of this study suggest that policy makers should increase efforts to encourage more policies/ human resources polices, improving working conditions and compensation that enhance levels of job satisfaction among mining workers that will further reduce labor turnover.</p> <p>Need to further improve relationships between management and employees, among employees themselves and increasing decision-making attitude among employees.</p> <p>That can increase job satisfaction and reduce turnover.</p> <p>Continuous fair and honest performance evaluations and monitoring of job satisfaction can be useful to determine aspects of the services that need improvement so as to reduce turnover.</p>	38	Descriptive Statistics	<p>Pay Opportunity for advancement Policies Achievements' Communication</p> <p>The study was limited to the output that the respondents provided. Such data and information was the ones coming from the questionnaires distributed as well as information from literature reviewed. However to make sure that the respondents were the permanent employees, prior to the questionnaires distribution the administration manager/human resources officer was used to indicate those employees eligible to answer the questionnaires.</p> <p>The study involved 38 permanent employees from Tancan Mining Company Limited. The study did not involve casual and specific task/contract employees because their lifetime at the company was not reliable and therefore they could mislead the outcome of the research.</p> <p>Second the study was limited to the output that the respondents provided. Those are the information from answered questionnaires distributed to the respondents.</p>	<p>The Author suggests that further research be conducted in areas concerned with improving policies which can increase job satisfaction, reducing turnover, empowering employees to be involved in decision making process which can improve performances.</p> <p>Further studies should also be directed to evaluations and monitoring of job satisfaction which are useful to determine aspects of services that need improvement so as to control turnover</p>
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26	Tamizharasi1 &Uma Rani	2014	Employee Turnover Analysis with Application of Data Mining Methods	International Journal of Computer Science and Information Technologies, Vol. 5 (1) , 2014, 562-566	Application of data mining (logistic regression, decision trees, and neural networks) to understand better the problem of turnover	N/A	Women turnover comparatively is less than men	2000	Data mining	Better opportunity No career growth Dissatisfaction with the Salary	Examine reasons for termination of employees, as this would allow for any fluctuation of employment. Development of more specific data mining tools which would address such factors as the existence of support systems among employees, changes in organisational strategies, and inconsistencies in job expectations based on initial job which would provide valuable data for companies to retain their employees.
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27	Mona N. Moussa	2013	Investigating the High Turnover of Saudi Nationals versus Non-Nationals in Private Sector Companies Using Selected Antecedents and Consequences of Employee Engagement	International Journal of Business and Management; Vol. 8, No. 18; 2013	<p>This paper addresses the following three questions: ☐ What is the relationship between the antecedent variables such as job characteristics, rewards and recognition, organisational support; perceived supervisor support, exchange ideology and employee engagement? ☐ What is the relationship between employee engagement and organisational commitment, intention to quit and job satisfaction as consequences? ☐ What is the difference in the level of employee job and engagement between Saudi and Non-Saudi employees?</p>	Saudi Arabia	<p>The results indicate that job characteristics and rewards are the two antecedents that have a positive relationship with employee engagement. Study findings reveal that job characteristics induced employee engagement while reward and recognition induced organisational engagement.</p>	1 0 4	Quantitative	<p>Job Engagement</p> <p>Organisation Engagement</p> <p>Job characteristics</p> <p>Perceived organisational support</p> <p>supervisor support</p> <p>Reward and recognition</p> <p>Exchange ideology</p> <p>Organisational commitment</p>	<p>The limitations of this study were summed by the following: the data collected at one point in time; therefore, we cannot Generalize the results over a wider population. Future studies could identify other antecedents of employee engagement. This may include the human development, difference in Gender, age diversity, and level of education. Future research should be directed to measure other factors that may contribute to failure of Saudisation such as measuring the difference between nationals educated in Saudi Arabia and others educated with different educational systems. Finally examine the different factors that led to higher commitment of Saudi women towards their jobs and organisations and less commitment of the Saudi men to the same jobs and organisations.</p>	<p>Future studies could identify other antecedents of employee engagement. This may include the human development, difference in Gender, age diversity, and level of education. Future research should be directed to measure other factors that may contribute to failure of Saudisation such as measuring the difference between nationals educated in Saudi Arabia and others educated with different educational systems. Finally examine the different factors that led to higher commitment of Saudi women towards their jobs and organisations and less commitment of the Saudi men to the same jobs and organisations.</p>
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28	Monica J. Parzinger, Mary A. Lemons & Karen McDaniel	2012	The Impact of Organisational Context on Turnover and Job Satisfaction: A Multi-Analysis Study of Bank Employees International Journal of the Academic Business World	the purpose of this research is to specifically identify the cultural elements that have the strongest impact on job satisfaction and intentions to leave.	Results of our analysis indicate that employee welfare was the most important variable in determining both job satisfaction and intent to leave.	1 9 4	USA	Quantitative	Leadership Climate	Several limitations merit discussion. First, since this was a case study of a single organisation it is impossible to Generalize these results. Further research could be conducted on entire industries to determine any properties that might surface. Second, the organisation surveyed had an unusual demographic make-up. Even though this study was of a financial institution, which is traditionally male-dominated and full of transactional leaders, the majority of employees surveyed were female and 65% of the managers were identified as transformational by their employees. Having such a high number of transformational leaders may be one reason this specific organisation has recently been recognized as being one of the best places in the southeastern region to be employed. Therefore, the data was skewed in that most employees were satisfied and intended to remain with the company. Finally, with current economic conditions, the intent to remain with an organisation may have more to do with high unemployment and financial instability than with leadership style, climate, or culture. In critical times such as this, unless directly approached by another company, people tend to stay where they are currently employed.	Further research could be conducted on entire industries to determine any properties that might surface.
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29	Oluwafemi, O. J.	2013	PREDICTORS OF TURNOVER INTENTION AMONG EMPLOYEES IN NIGERIA'S OIL INDUSTRY	Organisations & Markets in Emerging Economies	<p>The objectives of this study include the following:</p> <ul style="list-style-type: none"> • To investigate whether there exist dispositional bases of turnover intention among employees in Nigeria oil industry. • To identify of the predictors of turnover intention within the context of Nigeria's oil industry. • To underscore the implications of a prevalence of turnover intention among employees of Nigeria's oil industry. • To determine whether context more than disposition, or otherwise, predicts an employee's turnover intention. • To provide evidence-based rationale for managing turnover intention and retention among employees of Nigeria's oil industry. • And to draw conclusion on the implication of the findings for managing employee retention in Nigeria's oil industry. 	Nigeria	<p>the study found that as participants' perception of distributive, procedural, and interactional justice increases, their intention to turnover decreases respectively. These findings reveal that fairness in distribution of rewards, implementation of organisational policies and procedures, as well as the prevailing superiors' styles of interaction with subordinates were found to be more important determinants of employees' intention to stay with their organisation than dispositional variables.</p> <p>In order to improve employee retention and performance, important Outcomes (Work life, Justice and fair procedures, ethical supervisors, and behavioural intervention strategies)</p>	750	Quantitative	<p>Distributive Justice Procedural justice Interactional justice</p>	<p>This study promising as it is for Nigeria oil industry is not without some limitations. Cross-sectional, self-report, same source data were employed for correlation analysis, and as such there is a likelihood that the design limits strong causal inferences about the study variables. This could arise from validity of effect size due to random responding (Credé, 2010). However, beyond correlation analysis done for the study data, further regression results confirmed a reasonable and significant degree of causal relations. Nevertheless, a study incorporating the use of longitudinal design could improve the ability to make stronger causal statements than were found in this current study. Concern might also arise about interaction effects of one variant of justice over another, say distributive justice over interactional justice. Since interaction terms are not independent of main effects in regression analyses, this study relied on Cohen and Cohen (1983) suggestion that researchers should test simple main effect models before considering more complicated interactive models.</p>	<p>beyond correlation analysis done for the study data, further regression results confirmed a reasonable and significant degree of causal relations. Nevertheless, a study incorporating the use of longitudinal design could improve the ability to make stronger causal statements than were found in this current study.</p>
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30	Ben-Bakr, K. A., Al-Shammari, I. S., Jefri, O. A., & Prasad, J. N.	1994	ORGANISATIONAL COMMITMENT, SATISFACTION, AND TURNOVER IN SAUDI ORGANISATIONS: A PREDICTIVE STUDY	<p>The objective of this study is to provide information relevant to the differential prediction of job satisfaction, organisational commitment, value commitment, and continuance commitment with respect to turnover among employees in Saudi Arabian organisations. More specifically, the objective is to investigate if these attitudes predicts turnover and which of them provide better prediction than the others. This information is relevant to the research needs because: (1) the issue of predicting and explaining turnover is not settled yet, and (2) utilizing subjects and settings in Saudi Arabia contributes to the Generalised ability of the existing body of research, which is done mostly in the West.</p> <p>Note: Organisational commitment can be portrayed as having three major components: (1) a person's strong belief in and acceptance of the organisations's goals, (2) a person's willingness to exert considerable effort on-behalf of the organisation, and (3) a person's definite desire to maintain membership (Porter et al., 1974). The first two components can be related to employee motivation to produce or perform and the third component can be related to employee</p>	Saudi Arabia	442	Quantitative	<p>satisfaction, organisational commitment, value commitment, and continuance commitment</p> <p>This study has its limitations. Serf-reported intent to quit was used to indicate turnover (an acceptable practice in this line of research). The correlation between intent to quit and actual turnover has been shown to be low (Mayer and Schoorman, 1992). The Generalizability of these predictions to actual quitting cannot be assured with confidence. Future research needs to use multiple measures of turnover to enhance the validity and reliability of turnover measure. In this study, organisational commitment and continuance commitment are not only conceptually overlapping ($r = 0.69$) but also probably operationally interdependent. The comparison between their predictive power is subject to measurement biases. Turnover is a function of many factors, such as mobility, tenure, labor market conditions, employee skills, and qualifications. These conditions differ from sector to sector, from occupation to occupation, and from country to country. For predictive studies such as this one to have more value practically and theoretically, these factors must be considered and controlled for. To conclude this study, using subjects in the work environment of Saudi Arabia showed that satisfaction, organisational commitment, value commitment, and continuance commitment predicted turnover and that organisational commitment is the best predictor among them. Continuance commitment fell short of expectations with respect to its relative strength of predicting turnover</p>	<p>The Generalizability of these predictions to actual quitting cannot be assured with confidence. Future research needs to use multiple measures of turnover to enhance the validity and reliability of turnover measure.</p>
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				<p>motivation to participate ((March & Simon, 1985). Value commitment was defined as a belief in and acceptance of organisational goals and values and a willingness to exert considerable effort on behalf of the organisation. This dimensions of commitment is related to motivation to perform or produce. Continuance commitment was defined as the desire to maintain membership in the organisation.</p>						
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B1	P Premalatha	2011	Voluntary Turnover in Knowledge-Intensive Organisations: A Conceptual Framework	<p>The purpose of this paper is to identify the factors impacting voluntary turnover based on a review of the literature. Job satisfaction, organisational commitment, job involvement and individual's performance are identified as independent variables; alternate employment opportunities as moderating variable; and behavioral intentions to quit as intermediate linkage in impacting voluntary turnover. The paper presents a conceptual framework of voluntary turnover by identifying and examining the relationship among the major determinants, moderating factor and intermediate linkage.</p>	Conceptual Paper	Job satisfaction, organisational commitment, job involvement individual's performance employment opportunities behavioral intentions to quit	<p>Researchers can take the work ahead by constructing a tool based on the concepts emerging from the literature to conduct a quantitative study. Once it is tested in one industry, the study can be extended to similar sectors. The researchers can also be encouraged to use more of qualitative inquiry as the future research needs closer and deeper perspectives of phenomena under study existing in dynamic environment involving different stakeholders, especially in areas like employee turnover or talent retention.</p>
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32	John Hausknecht, Julianne M. Rodda, Michael J. Howard, <i>Harrah's Entertainment</i>	2008	Targeted Employee Retention: Performance-Based and Job-Related Differences in Reported Reasons for Staying	<p>The first goal of this study was to Generate a theoretically-derived set of factors that would serve as the foundation for the content analysis of the primary data relating to employees' reported reasons for staying.</p> <p>The second goal of this study was to examine job-level differences in reasons for staying. Differences across job levels (i.e., hourly, supervisory, managerial, and salaried/professional positions) are expected because each group may hold a different type of "psychological contract" with the organisation.</p>	<p>This study contributes to the growing literature on employee retention by developing and testing a theoretically-derived content model among a sample of nearly 25,000 employees in the leisure and hospitality industry. Based on content analysis of employee responses, we found General support for the 12-factor model.</p> <p>This study answers several recent calls for additional research on factors that contribute to employee retention (Maertz & Campion, 1998; Steel et al., 2002). To this end, we proposed and tested a model of 12 content-related factors thought to be partially responsible for employees' decisions to stay. Based on the analysis of employees' open-ended responses, the relative importance of different retention reasons was found to vary across dimensions and based on the job performance and job level of employees.</p>	25000	Quantitative	<p>Advancement opportunities Constituent attachments Extrinsic rewards Flexible work arrangements Investments Job satisfaction Lack of alternatives Location Non-work influences Organisational commitment Organisational justice Organisational prestige</p> <p>Traditional approaches to studying employee turnover and retention often rely on closed-ended survey questionnaires. One advantage of the open-ended survey approach used here is that employees were free to state retention reasons in their own words, which places no limitations on the domain of responses and allowed us to create the set of retention factors-inductively using content analysis. This approach is somewhat akin to recommendations to use focus groups with employees when studying retention (Griffeth & Hom, 2001), a practice that allows organisations to tailor subsequent closed-ended questionnaires more precisely to employees' concerns. Other advantages of the content analysis approach are that the predictor and outcome variables were measured using different response formats, and the open-ended responses were coded independently prior to testing the main hypotheses of the study, both of which reduce potential concerns related to same-source bias associated with designs that rely Targeted Employee Retention: CAHRS WP08-06 Page 32 of 34 entirely on self-reports. Finally, large-scale coding of open-ended survey data was not possible prior to the advent of qualitative data analysis software. Researchers now have greater opportunities to develop extensive coding structures that can be applied to a large volume of textual data. On the other hand, a limitation of this approach is that there are likely additional factors contributing to employee retention that were not identified here. Participants in this study did not (nor could they) describe the fundamental psychological processes underlying retention. They would also be unlikely to comment on market-related, behavioral, or demographic factors that sometimes influence retention when observed across participants. The wording of open-ended questions also likely shapes the nature of the responses obtained. For example, given that the retention question asked participants to consider why they stay with the company relative to the competition, it is unclear whether or how our results might change if</p>	<p>Those interested in studying and promoting employee retention should consider how alternative retention management strategies will influence these different employee groups.</p>
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												<p>the participants had been asked to comment on retention factors without asking them to consider the issue in the context of competing firms. In addition, although participants were asked to list the top two reasons for staying so that the most important reasons for staying could be identified, employees may have responded differently if they were not limited in this way.</p>	
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Appendix 2 - Summary of literature identified retention factors

Appendix 2 - Summary of literature identified retention factors

1. Branding	Branding		Sonal Jain, 2013	15
	Organisational prestige	The degree to which the organisation is perceived to be reputable and well-regarded.	John, Julianne, Michael, 2008	32
2. CD & Growth	Advancement opportunities	The amount of potential for movement to higher levels within the organisation.	John, Julianne, Michael, 2008	32
	Career Advancement	Promotion within current business unit or function. Exposure to opportunities or projects outside of your current department or business unit – may include overseas assignments Fast tracking career progression to executive or senior management levels	Monica Pregnoloato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9
	Career Development	Career Development is the process of development given by an organisation to enhance the employees in the process of acquainting skills, knowledge and individual growth throughout their career path.	M. Aruna and J. Anitha, 2015	7
	Learning and Growth	Employers offering perks such as tuition, reimbursement sabbatical and other growth and training opportunities.	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
	No career growth	No career growth	Tamizharasi1 & UmaRani, 2014	26
	Opportunity for advancement	(education, training and promotion)	Issa Bakari Mhando, 2013	25
3. Compensation & Benefit	Remuneration levels		Richard Beach, David Brereton & David Cliff, 2015	22
	Dissatisfaction with the Salary	Dissatisfaction with the Salary	Tamizharasi1 & UmaRani, 2014	26
	Pay	(e.g. salaries and fringe benefits);	Issa Bakari Mhando, 2013	25
	Performance-based compensation (HPHRP)	Performance-based compensation was Generated from Wei et al. (2010) and Lopez et al. (2005) that determined the extent of salary, HA, DA and so onto the employees in exchange of their work.	Jyoti, J., Rani, R., Gandotra, R., 2015	3
	Rem	Base salary targeting the middle of the market - 2 -Base salary targeting the upper end of the market 3- Base salary targeting the top end of the market and retention bonus	Monica Pregnoloato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9

Appendix 2 - Summary of literature identified retention factors

	Rewards (mainly Money)	Mainly money as per questionnaire	Clifford Shaul, 2007	13
	Extrinsic rewards	The amount of pay, benefits, or equivalents distributed in return for service	John, Julianne, Michael, 2008	32
	Benefits	0% Employer contribution to retirement fund plus basic medical cover - 2- Employer contributes 50% of total retirement fund contribution plus moderate level of medical cover 3- Employer contributes 100% of total retirement fund contribution plus highest level of medical cover	Monica Pregolato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9
4. Engagement	Effective HRM Practices Hiring and selection	Rather than focusing on the persons skill focus on the overall persons and their disposition to the job. How will they fit in the organisation.	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
	Job Satisfaction	Job satisfaction is the process of making employees fulfilled both mentally and personally in their work.	M. Aruna and J. Anitha, 2015	7
	Job satisfaction	The degree to which individuals like their jobs.	John, Julianne, Michael, 2008	32
	Job satisfaction	Job satisfaction can be determined by intrinsic and extrinsic factors (Herzberg, 1966). Intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement and growth are related to job satisfaction and attributed to employees when they were satisfied with the job. When employees were dissatisfied, extrinsic factors such as company policy and administration, supervision, interpersonal relations and working conditions were quoted as reasons.	P Premalatha, 2011	31
	Motivation and expectations	Career goal & Daily work expectations as illustrated in the 47 items questionnaire.	Jenna Luscombe, 2012	14
	Organisational commitment	1-I am more than satisfied to work at my organisation until I retire 2-I am committed to work in the organisation because of what it means to me 3-The organisations problems are my problems 4-I have strong feelings towards my organisation 5-I am proud to say to others I work at my organisation 6-I feel strong sense of belonging to my organisation	Mona N. Moussa, 2013	27
	satisfaction,	Satisfaction,	Ben-Bakr, Al-Shammari, Jefri, & Prasad, 1994	30

Appendix 2 - Summary of literature identified retention factors

Training Satisfaction	It is important to note that training satisfaction is concerned with employees' feelings about training as whole, not any one specific training intervention, and is a measure of formal or planned training activities offered by the organisation (Schmidt, 2007, 2009).	Mumtaz Ali Memon, Rohani Salleh and Mohammed Noor Rosli Baharom, 2016	4
job involvement	Defined as the extent to which an individual identifies psychologically with his or her job,	P Premalatha, 2011	31
Constituent attachments	The degree of attachment to individuals associated with the organisation such as supervisor, co-workers, or customers	John, Julianne, Michael, 2008	32
continuance commitment	Was defined as the desire to maintain membership in the organisation.	Ben-Bakr, Al-Shammari, Jefri, & Prasad, 1994	30
Employee Engagement	Engaging the Gen-Y is about involving them in how and why the business operates rather than following a set of instructions without asking questions. One way to do this is to give all your employees the opportunity to experience your business as a customer would, so the really can put themselves in the customer's shoes.	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
Empowerment (HPHRP)	Enables the employees to execute several roles and responsibilities within the job. Further, they also experienced a higher sense of ownership and feel as a family within the organisation. This sense of support, trust and intrinsic motivation reduces their ITL (Moynihan and Landuyt, 2008).	Jyoti, J., Rani, R., Gandotra, R., 2015	3
Inclusive Style of Management	The young workforce are enthusiastic and ready to contribute to the organisation through their suggestions, ideas, opinions and they also challenge the traditional mind set of organisational management and look for constructive management (Rai, 2012). They add value to the company by understanding how their everyday work has an impact on overall success of the organisation.	M. Aruna and J. Anitha, 2015	7
Job Engagement	1- I really "throw myself into the job 2- Sometimes I am so into my job that I lose track of time 3- This job is all consuming: I am totally into it. 4- My mind often wanders and I think of other things when doing my job 5- I am highly engaged in this jo	Mona N. Moussa, 2013	27
Organisation Engagement	1-Being a member of this organisation is very captivating 2-One of the most exciting things for me is getting involved with things in this organisation 3-I am really not into the "goings-on" in this organisation 4-Being a member of this organisation make me come "alive" 5- Being a member of this organisation is (exhilarating) exciting for me 6-I am highly engaged in this organisation	Mona N. Moussa, 2013	27
Organisational commitment	The degree to which individual's identify with and are involved in the organisation	John, Julianne, Michael, 2008	32

Appendix 2 - Summary of literature identified retention factors

	organisational commitment,	Is defined as the extent to which an employee identifies with the nature and goals of a particular organisation and wishes to maintain membership in that organisation (Mowday et al., 1982).	P Premalatha, 2011	31
	organisational commitment,	Can be portrayed as having three major components: (1) a person's strong belief in and acceptance of the organisations's goals, (2) a person's willingness to exert considerable effort on-behalf of the organisation, and (3) a person's definite desire to maintain membership (Porter et al., 1974).	Ben-Bakr , Al-Shammari, Jefri, & Prasad, 1994	30
	value commitment, and	Was defined as a belief in and acceptance of organisational goals and values and a willingness to exert considerable effort on behalf of the organisation	Ben-Bakr , Al-Shammari, Jefri, & Prasad, 1994	30
	Workplace Motivation and Managerial	Recognition, Status , Work itself, Relationship with subordinates, Responsibility , Personal life , Advancement, Growth, Salary, Work Conditions, Relationship with supervisor, Good Supervision, Company policy and administration	Arthur M. Baldonado, 2008	12
5. Job	Job characteristics	1-Your job enjoys a great degree of autonomy 2-Your job allows you for job significance, A job that has an obvious beginning and end 3-Some parts are finished by other people or by machines 4- There is variety of skills used in your job 5-Your job is very much significant(it has an impact on the lives of other people 6-Your managers give you feedback on your work 7-Your co-workers give you feedback on your work 8-Working on the job allows you to develop information on how to perform the job	Mona N. Moussa, 2013	27
	job content,	Type of position and Type domain expertise	Vishnu Prasad, Vasanthi & Reimara Valk, 2008	23
6. Leadership	Leadership	1. Makes everyone around him/her enthusiastic about assignments. 2. Tells me what to do if I want to be rewarded for my efforts. 3. I have complete faith in him/her. 4. There is a close agreement between what I am expected to put into the group effort and what I can get out of it. 5. Enables me to think about old problems in new ways. 6. Gives personal attention to members who seem neglected. 7. As long as the old ways work, he/she is satisfied with my performance. 8. Finds out what I want and tries to help me get it. 9. He / She is content to let me continue doing my job in the same way as always. 10. His / Her ideas have forced me to rethink some of my own ideas	Monica J. P, Mary A. L & Karen McDaniel, 2012	28
	Safety Leadership	Manager role as a dimension of occupation health and safety management	Kwesi – Tawiah, Michael & Justice, 2015	24

Appendix 2 - Summary of literature identified retention factors

7. Mentoring	Mentoring	Mentoring is a learning intervention comprising of an experienced mentor and a novice mentee. It promotes personal and professional development of mentees by building their knowledge, attitude, skills, and competencies. This is achieved by sharing of organisational insights, expanding mentee networks, assisting in goal setting, and providing developmental feedback (Berezuk, 2010; Eller et al., 2014; Johnson & Ridley, 2015). In addition, mentors provide sponsorship, coaching, protection, exposure, counseling, friendship, and appraisal to facilitate competency development in mentees (Kram, 1985; Naim & Lenka, 2017a). Importantly, Indian Gen-Y wants to grow, therefore seeks developmental intervention such as mentoring at workplace.	Mohammad F, Naim and Ushal Lenka, 2017	2
	Mentoring (reverse mentoring for Gen-Y)	The traditional hierarchical junior-senior mentoring model has been now replaced with reverse mentoring and progressive mentoring models in order to cope with Generation Y employees (Bloomquist, 2014). Reverse mentoring is where the protégé shares their technological knowledge to senior employees and in return older employees gives administrative and managerial training to the young employees. Reverse mentoring can be employed which enhances harmonious relationships between Gen-Y and older Generations (Koster, 2013).	M. Aruna and J. Anitha, 2015	7
	Reverse mentoring	The process should be seen by both as two-way-street	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
8. Non-work Influence	Non-work influences	The existence of responsibilities and commitments outside of the organisation. Working here allows me to go to school at the same time; I stay employed here because I want a better life for my child; My schedule allows a very nice home life; I have a family to support	John, Julianne, Michael, 2008	32
9. Opportunity	Better opportunity	Better opportunity	Tamizharasi1 & UmaRani, 2014	26
	employment opportunities	opportunity is defined as the availability of alternative roles (jobs) in the business environment.	P Premalatha, 2011	31
	Lack of alternatives	Beliefs about the unavailability of jobs outside of the organisation	John, Julianne, Michael, 2008	32

Appendix 2 - Summary of literature identified retention factors

10. Perception	Alignment of perception of expectations between employee and manager	Alignment with manager's expectations	Frank Masi Jr., 2010	8
	Organisational justice	Perceptions about the fairness of reward allocations, policies and procedures, and interpersonal treatment	John, Julianne, Michael, 2008	32
	Perceived Manager Behavior	Alignment with manager's expectations	Kimbrlee Rhule, 2004	1
	Perceived org. Support	Employees develop a mindset or a overarching belief about the extent to which their organisation values their contributions and cares about their General well-being, which is known as their perception of organisational support (POS) (Eisenberger, et al., 2002). Perceived Organisational Support is also the belief that assistance will be readily available from the organisation when help is needed to carry out one’s job effectively or to deal with stressful situations (Rhoades & Eisenberger, 2002). The Social Exchange Theory has often been used to study organisations in an attempt to better understand the reciprocal relationships that develop between employees and the organisation (Dawley, et al., 2008). This view suggests that when an employer provides employees with fair treatment and when they value their employees’ contributions and well-being, the employees will perceive high levels of support from the organisation and, as a result, feel obligated to reciprocate (Dawley, et al., 2008)	Liesel Du Plessis, Nicolene Barkhuizen, Karel Stanz, 2015	11
	Perceived organisational support	1-My organisation really cares about my well-being 2-My organisation strongly considers my goals and values 3-My organisation shows little concern for me (R) 4-My organisation cares about my opinions 5-My organisation is willing to help me if I need a special favor 6-Help is available from my organisation when I have a problem 7-My organisation would forgive an honest mistake on my part 8-My organisation would take advantage of me, if given the opportunity (R)	Mona N. Moussa, 2013	27
	Perceived Supervisor support	Employees develop overarching perceptions about the degree to which supervisors value their contributions and care about their well-being (Eisenberger, et al., 2002). This General belief is called perceived supervisor support (PSS).	Liesel Du Plessis, Nicolene Barkhuizen, Karel Stanz, 2015	11
	Perceived supervisor support	1-My supervisor cares about my opinion 2-My supervisors cares about my well-being 3-My supervisor values my goals and values 4-My supervisor shows very little care for me (R)	Mona N. Moussa, 2013	27

Appendix 2 - Summary of literature identified retention factors

11. Performance	individual's performance	Individual's performance	P Premalatha, 2011	31
	Performance management (HPHRP)	Performance management as one the popular practice of HR helps to reduce conflict in role clarity and role overload, which in turn reduces the feeling of EE. Further, Kroon et al. (2009) and Elovainio et al. (2001)	Jyoti, J., Rani, R., Gandotra, R., 2015	3
12. Personality	Personal attributes including personality factors (not shown here)		Richard Beach, David Brereton & David Cliff, 2015	22
	Absenteeism and lateness,	failure to report for scheduled work; an individual lack of physical presence at a given location or time when there is a social expectations for him or her to be there. Lateness is the tendency for an employee to arrive after the scheduled starting time.	Vishnuprasad, Vasanthi & Reimara Valk, 2008	23
	Behavioral intentions to quit	Behavioral intentions to quit	P Premalatha, 2011	31
	Demographics	Age, tenure, Gender, and education	Vishnuprasad, Vasanthi & Reimara Valk, 2008	23
13. Rewards & Recognition	Performance Recognition (<i>incentives</i>)	On-the-spot awards, for example, gift vouchers, verbal recognition, Short-term incentive linked to your performance, Short-term incentives linked to your performance plus stock options or shares	Monica Pregolato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9
	Recognition	Many forms: Supervisor to employee (Thanks, great job today, you really are getting better at managing your section!), from peer to peer, team-based, or organisation wide (publicized awards..)	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
	Recognition (HPHRP)	Non-monetary rewards	Jyoti, J., Rani, R., Gandotra, R., 2015	3
	Reward and recognition	1-You are given pay raise 2-You are guaranteed job security 3-You are rewarded with a promotion 4-You enjoy more freedom and opportunities 5-Your colleagues respect you 6-Your supervisors praises you on your work 7-You are offered training & development opportunities 8-You are challenged with more challenging work assignments 9-Your organisation recognizes their employees in different forms. 10-Your organisation rewards your employees with a token of appreciation (e.g. lunch)	Mona N. Moussa, 2013	27
14. T&D	Competence development (HPHRP)	Competence development programmers for personality, skill and knowledge development	Jyoti, J., Rani, R., Gandotra, R., 2015	3

Appendix 2 - Summary of literature identified retention factors

	Extensive training (HPHRP)	Sparrow (1998) defined that training as an integrated system, which requires a high level of collaboration among various HRM practices activities.	Jyoti, J., Rani, R., Gandotra, R., 2015	3
	Knowledge Sharing		Mohammed Faraz Naim, Usha Lehkia, 2016	5
	Knowledge Sharing	1) Donating: - My colleagues share new knowledge/learning with me - My colleagues when learned something new, tell fellow- colleague 2) Collecting: My colleagues share their knowledge and expertise with me when I ask them My colleagues share information and ski	Mohammed Faraz Naim, Usha Lehkia, 2017	6
	Learning	1-On-the-job training 2- Tertiary Education Tuition Assistance 3- Leadership or management development programmers	Monica Pregnoloato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9
15. Tenure/Achievement	Achievements'	(employees application of skills and freedom)	Issa Bakari Mhando, 2013	25
	Experience in the current team	Experience in the company; experience in the current team; experience in the current position	Vishnuprasad, Vasanthi & ReimaraValk, 2008	23
	Investments	Perceptions about the length of service to the organisation -----I've been here too long to change jobs; I have 22 years with this company; Too much time invested at this company; I have been here for so long that I have the days off and the hours I want, I don't want to start over; I have 12 years invested; My years of service to this company; I've been with you so long, I'd be crazy to change now	John, Julianne, Michael, 2008	32
16. TM	Talent Management	Defined as "the sum of people's capabilities, experiences, competencies, attitudes and behavior that can be turned into organisational performance" (Pillay, Subban, & Qwabe, 2008). Human Capital Institute and Vurv Technology (2008) categorises TM as a "new business science that integrates workforce planning, acquisition, development, mobility and measurement into a strategic discipline." Effective TM is aligned with the organisation's mission, values, core objectives, values, and capabilities, and enables leaders of an organisation to create a competitive advantage (Human Captial Institute and Vurv Technology, 2008).	Liesel Du Plessis, Nicolene Barkhuizen, Karel Stanz, 2015	11
17. Work Environment / Culture	The workplace culture	(e.g. organisational policy, implementation, management of group dynamics)	Richard Beach, David Brereton & David Cliff, 2015	22

Appendix 2 - Summary of literature identified retention factors

	Workplace conditions	(e.g. physical amenities)	Richard Beach,David Brereton&David Cliff, 2015	22
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Appendix 2 - Summary of literature identified retention factors

<p>Work Environment / Culture (cont.)</p>	<p>Climate</p>	<ol style="list-style-type: none"> 1. Management lets people make their own decisions much of the time. 2. People are suspicious of other departments. 3. This company pays little attention to the interests of employees. 4. People are not properly trained when there is a new machine or piece of equipment. 5. People usually receive feedback on the quality of work they have done. 6. It is considered extremely important here to follow the rules. 7. Changes in the way things are done here happen very slowly. 8. Management trusts people to take work-related decisions without getting permission first. 9. People in different departments are prepared to share information. 10. This company tries to look after its employees. 11. People receive enough training when it comes to using new equipment. 12. People don't have any idea of how well they are doing their job. 13. People can ignore formal procedures and rules if it helps get the job done. 14. Senior management likes to keep to established, traditional ways of doing things. 15. People at the top tightly control the work of those below them. 16. There is very little conflict between departments here. 17. This company cares about its employees. 18. People are strongly encouraged to develop their skills. 19. In General, it is hard for someone to measure the quality of their performance. 20. Everything has to be done by the book. 21. The way this organisation does things has never changed very much. 22. Management keeps too tight a reign on the way things are done around here. 23. Collaboration between departments is very effective. 24. This company tries to be fair in its actions towards employees. 25. The company only gives people the minimum amount of training they need to do their job. 26. People's performance is measured on a regular basis. 27. It's not necessary to follow procedure to the letter around here. 28. Management is not interested in trying out new ideas. 29. It's important to check things with the boss before making a decision. 30. There is very little respect between some of the departments here. 31. The way people do their job is rarely assessed. 32. Nobody gets too upset if people break the rules around here. 	<p>Monica J. P, Mary A. L & Karen McDaniel, 2012</p>	<p>28</p>
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Appendix 2 - Summary of literature identified retention factors

Work Environment / Culture (cont.)	Communication	(employees themselves and their supervisors) 4.3.5 Communication within the Company Communication within the company was one of the specific objectives in the study. Items studied in this section are supervisor accessibility when needed; supervisor responsive to employees concerns, supervisor keeping employees informed of things they are supposed to know, clear directives on work assignments, clear, effective and timely feedback on performance, adequate opportunity to interact with other employees on a formal level, and enough opportunity to interact with other employees on an informal level.	Issa Bakari Mhando, 2013	25
	Company Culture	The environment (physical, procedural, and social)	David Solnet, Anna Kralj, Jay Kandampully, 2012	10

Appendix 2 - Summary of literature identified retention factors

<p>Work Environment / Culture (cont.)</p>	<p>culture</p>	<ol style="list-style-type: none"> 1. Thoroughly discussing decisions with employees. 2. Presence of pressure for an individual to achieve. 3. Encouragement between personnel. 4. Emphasizing that work is more important than free time. 5. Making it clear how much an individual has achieved. 6. Encouraging individuals who want to be the "best." 7. Telling personnel they have done a good job. 8. Material rewards for achievements. 9. Emphasizing that one should "want to excel." 10. Atmosphere of loyalty. 11. Asking for more effort than is really necessary. 12. Employee input in decisions that are being made. 13. Striving for a competitive atmosphere. 14. Telling personnel that a good performance is valued. 15. Direct association between achievements and awards. 16. Encouraging mutual interest. 17. Management is demanding. 18. Encouraging employees to contemplate decisions. 19. Regarding extra work as normal. 20. Management showing their appreciation for good work. 21. Stimulating personnel to be better than others. 22. Introduction of new employees. 23. The person who achieves the most also earns the most. 24. Mutual communications between management and subordinates. 25. Asking a lot from your personnel. 26. The fact that personnel does work in their leisure time. 27. Challenging personnel to compete with others. 28. Rewarding the exceptional achievements. 	<p>Monica J. P, Mary A. L & Karen McDaniel, 2012</p>	<p>28</p>
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Appendix 2 - Summary of literature identified retention factors

Work Environment / Culture (cont.)	Exchange ideology	1-Employees care towards their organisations should be displayed if organisations display the same concern and care towards their employees. 2- Employees should go an extra mile to help their organisation if their organisations goes an extra mile for their employees. 3-Employees should be totally dedicated towards their organisations, regardless of what their organisations think of their efforts(R) 4- Employees should exert effort regardless of whether the organisation appreciates their work or not. (R) 5-Employees’ treated inadequately by a company should exert less effort 6- Employees’ workhard work should rely partially on how well the organisation is willing to deal their desires and concerns 7- Employees’ should work hard when their hard work is rewarded with lead to an increase, or benefits 8- Employees’ work effort ought not to rely on the equity of the employee pay (R)	Mona N. Moussa, 2013	27
	Facility or equipment	Facility or equipment as a dimension of occupation health and safety	Kwesi – Tawiah, Michael & Justice, 2015	24
	Interactional justice	Refers to the fairness of interpersonal treatment subordinates received from superiors in their day-to-day work interactions.	Oluwafemi, O. J., 2013	29
	Location	The proximity of the workplace relative to one’s home	John, Julianne, Michael, 2008	32
	Procedural justice	refers to the fairness of the process, means or procedure used to achieve an outcome. This is exemplified by an organisation’s laid down guidelines for achieving means and ends. It entails providing employees with clear communication line with respect to how decisions are made, and the procedures for arriving at those decisions, or how policies are formulated, and how to seek clarification when in doubt.	Oluwafemi, O. J., 2013	29
	Technology to improve communications with staff.	Use of SMS and other messaging tools to improve communication with staff.	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
	Work Environment / Culture (Luxurious Work Place)	Gen-Y expects from the company are physically comfortable and socially enhancing environment; boundary less and open with breakout spaces; technology for dissemination of knowledge and entertainment; social media; fun atmosphere. Work place environment is the place where they learn, collaborate and socialize (Rai, 2012).	M. Aruna and J. Anitha, 2015	7
18. Work Style	Work roster	(e.g. 14-on, 7-off, with nights)		22

Appendix 2 - Summary of literature identified retention factors

Commute type	(eg 14-on, 7-off, with nights)	Richard Beach, David Brereton & David Cliff, 2015	22
Job design	(eg opportunity for skills development)		22
The level of work-home conflict	(e.g. partner's career opportunities, absence from home)		22
Distributive Justice	Refers to the extent to which relevant others within an organisation have equal chance of receiving equal outcomes or reward regardless of differentiating characteristics such as age, Gender, race, or ethnic orientation among them.	Oluwafemi, O. J., 2013	29
Flexibility in the workplace.	Flexible work arrangements and opportunities for engage in socially responsible actions (volunteering, green initiatives etc.)	David Solnet, Anna Kralj, Jay Kandampully, 2012	10
Flexible work arrangements	The nature of the work schedule or hours	John, Julianne, Michael, 2008	32
Nature of working style	Gen-Yare meaningful and challenging work, multitasking, responsibility, job autonomy, freedom, flexibility, appetite for work and pressure, problem solving skills, and collaborating teams.	M. Aruna and J. Anitha, 2015	7
Policies	(eg fairness, recognition, roaster system etc)	Issa Bakari Mhando, 2013	25
Work life Balance	Flexible work hours Work from home Reduced work schedule or work load	Monica Pregnotato, Mark H.R. Bussin, Anton F. Schlechter, 2017	9

Appendix 3 - Focus Group Discussion Guide

Appendix 3 - Focus Group Discussion Guide

Opening Remarks: (5 minutes)

- Welcome participants and thank them for attending and participating in the focus Group Discussion.
- Explain the study goals (being identifying factors influencing retention of talented Gen-Y employees in the company) and how it relates to company's strategic imperatives
- Explain why they were selected to participate in the this focus group (which you already indicated in your invitation to them)
- Explain the process and expected outcomes of the session, being factors influencing talented Gen-Y retention in the company.
- Inform participants that they will get a consolidated report with the outcomes of this Focus Group Discussion.

Ground rules: (5 Minutes)

- No right or wrong answer
- Participants have equal rights and air time
- All opinions count
- Frank and candid input expected
- Discussions, views and comments will remain the room (not shared with anyone)
- Need to be respectful and courteous to other participants (i.e. not interruptions, disagree professionally.)

Appendix 3 - Focus Group Discussion Guide

2 Participant Introduction (10 minutes)

- Participants introduce themselves with a brief comment on his role in recruiting, managing developing and retaining talented Gen-y employees
- Researcher and his assistants introduce themselves to the group with brief descriptions of their roles during the focus group discussions (as moderators)

Process

- First Activity (Individual) : (45 minutes)
 - Individuals are given yellow post-it's to jot down up to 5 factors influencing Talented Gen-Y retention in the Saudi Mining Company. They work individually and once a participants is done, he goes to the front of the room and sticks his five factors. – no discussion at this point. (15 minutes)
 - Each participants is given 2 minutes to go over the list factors he provided
 - Researchers (and assistants) capture group inputs and add to the raw master list.
 - Researcher facilitates group discussions to refine the list (clarify, complete missing words, remove repetitions, clarify terms, ..etc.).
- Second Activity (Group): (90 minutes)
 - Participants will be split into groups of 8 representing all 4 companies (one manager and one recruiting specialist from each of the 4 companies) to rank the master list of factors and pick the top 10 in terms of importance and impact. Each group is given 20 points. They can decide to assign them to one or more factors. Groups will be given 30 minutes to discuss among themselves and agree on their top 10.
 - Facilitators will tally the group scores for each of the listed factors and rank them accordingly.

Closing

Appendix 3 - Focus Group Discussion Guide

- Thank participants for their contributions and valuable inputs
- Reconfirm sharing final report with them
- Remind participants to keep all discussion confidential
- Ask participants if they have additional comments or advice to researcher

Appendix 4A - Interview Questions: In-Company Employees

Interview Questions for Active Employees

- What attracted you to work for the company?
- After spending X years with GMC, what is your overall feeling about GMC? To what extent do you feel you made the right decision when you joined this company?
- What do you think the company could do better to ensure you remain with company? Do you know of someone from Talented Gen-Y who quit lately from GMC? Which factors were in play? Tell us more....
- What individual factors encourage or support your continued employment in the company?
- What do you think the company is doing right to ensure you remain with the company?
- What personal factors would make you leave the company?
- What organisational factors would make you leave the company?
- How do you think the company could nurture your talent?
- Have you encountered any TM programmes in the company which you think is good at nurturing talent?
- In your view, what can the company do to reduce attrition rates?
- Do you have any additional comments you would like me to know?
- Now let's take each of these factors one at a time and try to understand it better and get some of your insights around it.
- Do you have any additional comments you would like me to know?

Appendix 4B - Interview Questions: Ex-Company Employees

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Appendix 4B - Interview Questions: Ex-Company Employees

- Initially, what attracted you to work for the company?
- Could you share with me why you decided to leave our company?
- What do you think the company could do better to ensure your colleagues who are still working for SMC remain with company? Tell us more....
- What individual factors encourage or support your continued employment with you new (current) employer?
- What do you think the company is doing right to ensure that its young employees remain with the company?
- What personal factors would make you leave your current company?
- What organisational factors would make you leave your current company?
- How do you think the company could nurture your talent?
- Have you encountered any TM programmes in the company which you think is good at nurturing talent?
- In your view, what can the company do to reduce attrition rates?
- Do you have any additional comments you would like me to know?
- Now let's take each of these factors one at a time and try to understand it better and get some of your insights around it.
- Do you have any additional comments you would like me to know?

Appendix 5 – Favourable Ethical Opinion

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FAVOURABLE ETHICAL OPINION

Study Title: Factors Influencing Talent Retention of Saudi Talented Gen-Y in the Mining Industry of the Kingdom of Saudi Arabia

Reference Number: BAL/2019/8/BUBSHAIT

Date Resubmitted: 08/05/2019

Thank you for resubmitting your application to the Faculty Ethics Committee and for making the requested changes/clarifications.

I am pleased to inform you that the Faculty Ethics Committee was content to grant a favourable ethical opinion of the above research on the basis described in the submitted documents listed at Annex A, subject to standard General conditions (*See Annex B*).

Please note that the favourable opinion of the Faculty Ethics Committee does not grant permission or approval to undertake the research/ work. Management permission or approval must be obtained from any host organisation, including the University of Portsmouth or supervisor, prior to the start of the study.

Wishing you every success in your research

A handwritten signature in blue ink, appearing to read 'Peter Scott'.

Peter Scott, Chair of the Faculty of Business and Law Ethics Committee

Annexes

A - Documents reviewed B - After ethical review

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Appendix 6 – Research Ethics Review Checklist – FORM UPR16

Appendix 6 – Research Ethics Review Checklist – FORM UPR16

The project complied with all requirements set by the University of Portsmouth Ethics Committee for doctoral students.

Appendix 6 – Research Ethics Review Checklist – FORM UPR16

FORM UPR16

Research Ethics Review Checklist

Please include this completed form as an appendix to your thesis (see the Research Degrees Operational Handbook for more information)



Postgraduate Research Student (PGRS) Information		Student ID:	UP 839371
PGRS Name:	Fouzi A. Bubshait		
Department:	Business and Law	First Supervisor:	Dr Foteini Karavati
Start Date: (or progression date for Prof Doc students)	September 2018		
Study Mode and Route:	Part-time <input checked="" type="checkbox"/>	MPhil <input type="checkbox"/>	MD <input type="checkbox"/>
	Full-time <input type="checkbox"/>	PhD <input type="checkbox"/>	Professional Doctorate <input type="checkbox"/>
Title of Thesis:	Factors Influencing the Intention of Saudi Gen-Y Talent to Stay in the Saudi Mining Industry		
Thesis Word Count: (excluding ancillary data)	~40,000		
<p>If you are unsure about any of the following, please contact the local representative on your Faculty Ethics Committee for advice. Please note that it is your responsibility to follow the University's Ethics Policy and any relevant University, academic or professional guidelines in the conduct of your study</p> <p>Although the Ethics Committee may have given your study a favourable opinion, the final responsibility for the ethical conduct of this work lies with the researcher(s).</p>			
UKRIO Finished Research Checklist:			
(If you would like to know more about the checklist, please see your Faculty or Departmental Ethics Committee rep or see the online version of the full checklist at: http://www.ukrio.org/what-we-do/code-of-practice-for-research/)			
a) Have all of your research and findings been reported accurately, honestly and within a reasonable time frame?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b) Have all contributions to knowledge been acknowledged?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
c) Have you complied with all agreements relating to intellectual property, publication and authorship?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
d) Has your research data been retained in a secure and accessible form and will it remain so for the required duration?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
e) Does your research comply with all legal, ethical, and contractual requirements?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
Candidate Statement:			
I have considered the ethical dimensions of the above named research project, and have successfully obtained the necessary ethical approval(s)			
Ethical review number(s) from Faculty Ethics Committee (or from NRES/SCREC):	BAL/2019/8/Bubshait		
If you have <i>not</i> submitted your work for ethical review, and/or you have answered 'No' to one or more of questions a) to e), please explain below why this is so:			
Signed (PGRS):			Date: August 16, 2021

UPR16 – April 2018

Appendix 7 – List of Themes, Codes and Extracts

Appendix 7 – List of Themes, Codes and Extracts

Branding (Fr = 14)

3 Sub-themes	Codes (BRANDING)	Selected Excerpts
<ul style="list-style-type: none"> - Company vision and strategic directions - Societal visibility - important to KSA economy, leading mining sector - community outreach programs - financial performance. - Partnering with local universities - Environment friendly - Living Corporate Values - Embracing diversity and inclusion 	<p>SMC is a young company with good future; SMC is an important company in the KSA; leading mining company; highly respected in society; how well company is performing; shareholder’s views; has a bright future or not; still building infrastructure!!; other companies seem to be performing better and have a secure future; colleagues working for Aramco and SABIC enjoy more prestige in hotels, care rentals and even in society at large. Clear view and strategic vision; need to have more visible and impactful community outreach programs; vision 2030 mandates creating 90,000 jobs in the mining sector and SMC should be a pioneer; partnering with local universities; be transparent and credible. Corporate values not lived, integrity is not there; not walking talk, no transparency in promotions, value of care must be respected; need more emphasis on health, safety and well-being (lost 4 lives in accidents this year); more investment in the safety of our staff, especially our contracted staff; as new members we need more training on our company corporate values, they are hung on walls but people do not seem to live or even understand what behaviors each value implies; honesty and integrity are not there; some groups are discriminated against; Management often speak about values, but they do not live these values :</p>	<ul style="list-style-type: none"> - SMC is a young company, with infinite and intact resources and is highly respected in society. I believe it is an important company in the Kingdom and it has a great future (1) - The financial performance of other companies is much better than SMC and have more stable and secured future (22) - The company is not bad, but the nature of our work and the location of our operations pose real challenges, compared to other colleagues we are in the middle of no where. Our mine is 300 KMs from the nearest city. We are far away from our families and the rotating shift makes you disoriented.. I mean you do not know day from night and you life routines are messed up. You go home when your kids are sleeping and you leave back to work when they are at schools.. you hardly see them sometime for weeks. This is really difficult (19). - We understand that organisations may face difficult times and even failures, but the problem when our leaders beat around the bush and sugarcoat reports. We expect our leadership to be transparent share with us the bare truth, but also share with us their future plans to address such crisis (22). - I recall that in a couple of incidents the social media attacked SMC for the damage they had caused to environment and lack of care to neighboring communities. People want to be proud of the company they work for (28). - Company leaders repeatedly justify lack of revenue huge investments in infrastructure and repeatedly promise shareholders that they would soon start making tangible profit which is not happening (6). - Compared to SABIC and Aramco, SMC does not have presence in the local community which is quite disappointing to me the community does not know much about SMC and I

believe we need to have more visible community programs like schools, highways, promotion campaigns .. Let people know more about this mining company. In the Kingdom's 2030 vision, the mineral sector is supposed to play a more active role in the countries economy (17).

- Colleagues working for other companies enjoy more prestige in hotels, travel agents, car rental and other logistical and financial service providers (13)
- This is why I believe SMC, Sabic, and Aramco should be collaborating main universities in the kingdom first they give feedback about the competencies needed by this company. On the other hand, company management will get an idea about the content of the curricula so that when they identify training courses they make good decision if training is needed or not (11).
- SMC is expected to be a mining pioneer supporting KSA Vision 2030 in leading the mining sector in the Kingdom (3)
- The company is obsessed with initiatives on cost cutting, operational excellence and performance, but show little attention to employee health, safety and well-being. We lost 4 lives this year but no serious interventions are launched. The value of care does not seem to exist in our values (12)
- Not only new Gen-Y employees, but also regular employees do not understand the company values and cannot explain the set of behaviors each of the values imply. There should be a company-wide initiative to explain and cascade these values across the organisation (20).
- I recall that in a couple of incidents the social media attacked SMC for the damage they had caused to environment and lack of care to neighboring communities. People want to be proud of the company they work for (28).
- When you look at the management team, project teams, external delegation, you do not see a healthy mix and you realise that SMC is not serious about diversity and inclusion.

Appendix 7 – List of Themes, Codes and Extracts

		<p>Some people who are more deserving are excluded for no good business reasons (1).</p> <ul style="list-style-type: none"> - These values are meaningless unless we see our leaders role-model and live these values in their day to day management practices. They need to be true to themselves and walk the talk. For example, promotions in this organisation lack transparency and everyone is saying this, but no one is taking any measure against this (10).
<ul style="list-style-type: none"> - Career Planning (F= 19) <ul style="list-style-type: none"> - Having clear career goals and objectives - Be involved in mapping out own career paths - Align all development plans with the career path - Be aware of available career scenarios in department and discipline - Slow promotion system - Future career plans 	<ul style="list-style-type: none"> - clear goals and objectives; promotions, future goals, be involved in planning, faster pace for promotions, what happens after PDP; share available career scenarios in department and discipline; gets a promotion on exit of PDP, no clear career plans shared with young talent, goals as well need to be aligned with participants' personal goals and objectives, not only work! What attracts me is professional development and career growth; career path needs to be worked out with Gen-Y employee, based on his personal objectives, capabilities and interests; promotion system is a disappointment; Many of colleagues left the company because they did not see their future here. We know in Aramco from the very beginning you are evaluated and interviewed and based on that they work with you and agree on a rough plan what is likely to happen for the next 10 or even 20 years. The career path and future in General is a grey area to Gen-Y employees; there is no clarity of the way forward for Gen-Y employees. 	<ul style="list-style-type: none"> - We know in Aramco from the very beginning you are evaluated and interviewed and based on that they work with you and agree on a rough plan for the next 10 or even 20 years (23). - Many of our colleagues left the company during the first few months because they did not see their future here (20). - There was no sense of direction about my career with SMC. The career path and future in General are grey areas for most GenY employees. (29). - What attracts me is professional development and career growth (18). - I want to see how my effort make impact and contribute to my department mission (22). - We do not know what will happen after we complete our induction program. They keep us in the dark(10) - Development goals need to be aligned with participants' personal goals and objectives, not only work requirements. Career path needs to be worked out with Gen-Y employees based on his personal objectives, capabilities and interests (8) - SMC need to adopt a faster promotion pace similar to other competitors. If we go with the current scenario, it would take a life career to promote to a division or department head (3)

Appendix 7 – List of Themes, Codes and Extracts

Communication (F= 20)

<ul style="list-style-type: none"> - staying current on developments in the organisation - Cascade the mission, vision, business goals of the organisation - Maintain free channels of communication - Utilize technology for effective communication - Restricted access to information <p>4</p>	<p>Tips how to communicate with Sr. Leaders; between host and home departments, stay current on developments in the org, not hear from outside, transparency; company strategic directions, between recruitment team and management; network with workmates; need to keep us informed to dispel rumors and gossip; the mission, vision, business goals, org structures, main processes and how the department role fits in the big picture; how my department fit in the big picture? What is my role as a PDP participant? Free channel of communication between Gen-Y employee and his immediate supervisor; what can I do to improve and what opportunities are available for me? Regular meetings between home and host departments to gauge progress and provide feedback”. Communication across departments (host and home departments) be aware of the goals and objectives of all departments which are part of the IDP; SMC vision, mission and business goals are not clear to me; use technology and social media. Facilitate communication among various Generations in the workplace.</p>	<ul style="list-style-type: none"> - It is important that we stay current on what is going on in our own organisation and dispel rumors and gossip. It is unfair that we hear news about our organisation from people or sources outside the company (4). - It helps a lot when you learn the strategic directions of your organisation and see how what we do in this organisation fits and contributes to the overall value chain (2) - As a Gen-Y employee, I need to know my role, what expectations my supervisor has and be able to communicate freely and regularly with my supervisor, manager and mentor. I need to be aware of what areas require improvement and what available resources or opportunities are available to me (10). - It is a waste of time to assemble employees from different department and locations for a face to face meeting when such a meeting can be held through skype, facetime or video conferencing (9). - Whenever you ask for access to information such a file or shared folder, your request is denied because of “confidentiality” though there is no sensitive information in there. Many of the information items labelled as confidential are available on the home page of other companies (11).
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Benefits and Compensation (F=12)

<ul style="list-style-type: none"> - Low basic salary - Inadequate incentives for remote locations - Contributing to savings plan and home ownership 	<p>Compensation: low salary, incentives for remote locations, need to benchmark with other companies; should be able to participate in the savings plan and home ownership;</p>	<ul style="list-style-type: none"> - Our salaries are far below colleagues who joined Aramco and SABIC and in most cases they do not have to commute long distances daily as we do. HR should regularly benchmark our package with other competitors in the region (9) - As Gen-Y employees we should be able to contribute to the home ownership and savings plan right from the day we join the company. Why should we wait for two or three years to complete the development program before we can participate? (16)
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Engagement (F- 20)

<ul style="list-style-type: none"> - Involving Gen-Y employees in the design of their own IDPs/planning their careers. - Engaging Gen-Y employees in actual work and problem solving exercises - Giving them attention as valued members of the team - Gen-Y employees' empowerment 	<p>department, role, assignments; IDP design , should not be GDP (Generic dev. Plan); Gen-Y employees need to feel they are important and that the org is excited at having them (19), Passive observation, engage Gen-Y employees with work teams to keep them current and engaged in what is going on in the Dept; give proper exposure; there is almost no work in my department and I can hardly get 10 minutes of actual work per day; need to be empowered and given access/authority to perform just like regular employees. assignments and training should not be mandatory; Feeling great as a result of high performance; Contributing to company goals and objectives, add value and contribute We were not consulted as to departments to be assigned to, which assignments we need. Assigned me to operations though right during the initial interview I expressed my interest to be in maintenance depart and there is need there; IDP was Generic and developed prior to my arrival. not input from my side. It is really different when you feel you are accomplishing something and you are learning at the same time.</p>	<ul style="list-style-type: none"> - I need to be consulted during the design of my IDP and agree on kind of assignments I need to go through. I do not appreciate it that someone would offer me a pre-made plan and expect me to execute it quietly. Should be also consulted as to what role and what department I prefer to join (27). - We need to feel that our departments are excited about having us and that they have great plans to grow us and utilize our services to achieve company goals. Often times, we feel we are viewed as additional burdens, and sometimes we are assigned a kind of keep-busy work assignments that do not add value and fall too low the expectations and professional level of an engineer (19). - I need to feel that I am adding value and contributing to my organisation. It is true that we are new, but still in a learning mode. But I will be so happy if I can contribute while learning. We need to have access and be empowered just like regular employees (25) - At the beginning, I used to give comments and suggestions, but I noticed that my boss (and even my workmates) did not give any attention, implying that as novice employees you are here learn and it is too early for your give comments. That was very demoralizing to me (29)
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Appendix 7 – List of Themes, Codes and Extracts

Feedback (F= 11)

<ul style="list-style-type: none"> - Receiving/giving feedback - Honest and regular feedback from mentor, supervisor and manager - Receptive to negative feedback - Gen-Y employees to provide evaluation of host departments and their mentors 	<p>give/get honest feedback, structured, regular, periodic; give feedback on mentor and supervisor to manager in privacy; negative feedback is not an option. no one give negative feedback about management; regular meeting with supervisor to report on progress with the dev. Program; Gen-Y employees to provide evaluation of host departments to the manager of home department; employees dare not give negative and honest feedback to management; Apparently, a concern is always considered as a source of nuisance in SMC culture . I think it is a good idea if every PDP participant makes yearly presentation about what did he do and about his achievements in front of his management this will encourage the PDP participant to do his best during the year. I did not have the courage to voice my concerns about my mentor, immediate feedback..</p>	<ul style="list-style-type: none"> - I need to receive periodic feedback from my mentor and supervisor. I need to be aware of my progress and areas of concern (24). - Feedback also means that I give feedback to my manager about the quality of mentoring and guidance I am getting from my mentor and my immediate supervisor. My manager should call me for a private meeting with him and gets my feedback in privacy (3). - I am sorry to indicate that in this department employees in General dare not give negative feedback to management for fear of reprisal. I was honestly scared to voice my concerns about the mentor assigned to me (27). - I suggest that the Gen-Y employee makes yearly presentation about his experience and achievements in front of his management. This will give comprehensive feedback to all concerned parties and encourage the Gen-Y employees to do his best during the year (13)
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IDP (IDP) Design & Implementation (F= 26)

<ul style="list-style-type: none"> - Engage Gen-Y employees in planning and implementing his own IDP - The IDP needs to capture all training sessions and rotational work assignments with specific dates and assigned mentors. - Tailor unique IDPs based on factual assessment, needs and preferences of Gen-Y employees - The IDP should target technical as well as soft/leadership skill building - Allocate adequate assignment durations to ensure full mastery of targeted competencies - Show flexibility to adjust IDP (content and timings) based complexity of assignments on feedback on progress 	<p>clear objectives for each assignment; mix job related; with leadership development, and soft skills training, rotational assignments with other departments; Long enough for technical training, field experience, no wasted time; 2 years too long, should have fixed dates for all training and rotations; some assignments require more time; duration should be flexible based on individual needs and complexity of assignments; each assignment should last at least 6 months to allow full mastery of technical tasks; I initially had a full competency assessment prior to the design and sign off my IDP. focus on field work (not more class-based training); decision making, analytical capabilities, communication skills; cultural exchange; external assignments overseas with JVs Clear goals and</p>	<ul style="list-style-type: none"> - Our IDPs are one size fit all. Most of us found our IDPs ready prior to our arrival. We were not involved in the design of our own IDPs. They do not account for our needs, interests and preferences and we are expected to implement the plans without any argument (24) - When I joined my new employer, they started with a thorough assessment of my technical competencies. They discussed my IDP with me more than one time before they get it endorsed by the management for implementation (26). - Unfortunately, our IDPs focus mainly on the technical needs and ignore our critical need for soft skills such as interpersonal/communication skills, problem solving, business ethics, decision making etc. (21). - The duration of developmental assignments should be flexible and not identical. Some assignments require more or less time
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<ul style="list-style-type: none"> - Include a clear set of objectives along with the specific measures that would be used to evaluate performance and determine progress - Rotational job assignments should target exposure to various departments/functions in and outside the company, especially external JVs for international exposure. - Designating entity to manage the PDP 	<p>objectives; taking part in design of own IDP, clear plan with fix dates for training and assignments for 2-3 years, take account of participant’s needs and interests; inflexible and not easy to adjust; not one size fit all, include measures for accomplishment; identify the specific job competencies for target job; assignments in different locations within SMC; have Gen-Y employees participate in business plans/operating plan discussions, include and engage in projects; need to be aware of whole value chain across the company; should include pre and post assessments to gauge effectiveness; the PDP program is split among various departments which leads to various communication issues.. Need one single focal point to handle program from A to Z.; design has to start with the determination of needs, strengths and weaknesses; In my new organisation, I went through good assessment and based on that we decided what areas I need to focus on. I worked with my manager and developed my IDP jointly with him. My IDP has a clear path showing objectives, tasks, rotational assignments, formal training events, and evaluation criteria of the Gen-Y performance during the execution of the various phases of the IDP. I was unable to adjust the IDP though it was designed and signed off before my arrival at the worksite; One Generic IDP for all. feedback, flexibility to adjust, periodic review, not interrupted due to manpower shortage; should allow adjustment; flexible, should not be interrupted due to additional workload; designate one entity to be fully responsible for the PDP program from A to Z.; Training should not be stopped due to increased workload, IDP assignments and training sessions should no be suspended due to increased workload; Hr needs to track and monitor IDP</p>	<p>based on complexity and our own specific needs. Also, each assignment should have clear evaluation measures (22).</p> <ul style="list-style-type: none"> - Our IDPs should allow us as Gen-Y employees to learn more about the full business landscape across the company. We need to understand the full value chain (8). - My IDP was interrupted when one of my colleagues went on an emergency leave. Even after my colleague came back from his leave, they kept me in the shift and cancelled my training and rotational assignments. When I complained, I was advised that work is everyone’s priority (15). - If we are serious about our aspiration to be a world-class international company as per our vision, our IDPs should allow us to go on rotational assignments with our Joint Ventures outside KSA to gain international exposure (23). - IDPs need to develop a rounded employee equipped with the required technical abilities as well as our leadership skills, analytical/critical thinking, decision making, and cultural exchange. Renowned leaders glittered not because of their exceptional technical capabilities but rather because such expertise was coupled with outstanding soft and leadership skills (4). - I faced serious issues due to the lack of coordination between my home department and the host departments for my rotational assignment (2). - In my new job, my IDP has a clear path showing objectives, tasks, rotational assignments, formal training events, and evaluation criteria of the Gen-Y performance during the execution of the various phases of the IDP (25) - Gen-Y employees should be allowed to participate in business and operating plan discussions, engage in projects and problem-solving exercises; need to be aware of whole value chain across the company(5). - In SMC people were so careful not to make mistakes. They stick to the GI word for word. I heard terrible stories about colleagues who were punished for very minor mistakes. The
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implementation; challenging, no routine tasks, not transactional, innovative solutions, opportunity to innovate; problem solving sessions, external with other jvs, teams, functions, IK & OOK, allow application of newly learned skills; clear goals and objectives; start with field work assignments; include projects; external assignments are critical if we really aspire to be an international company; clear evaluation measures for each assignment; Assignment OOK to get exposure to other cultures aligns with our aspiration to be an international company; assigning PDP participants something below their expectations and professional level demotivates them; PDP participants need assignments that allow hands-on experience, such as problem solving activities. My PDP was interrupted when a workmate had to go on emergency. I continued with my full workload even after my colleague had come back. This was an important factor which accelerated my decision to quit. I had the chance to apply what I learned from college and from SMC. I experimented with things with my own hands.

environment was really tense and discouraging. The Unit was not open to new ideas. They simply try to stick to procedure to avoid mistakes. On the contrary, with my new company I had the chance to apply what I learned from college and from SMC. I experimented with things with my own hands under the guidance of my mentor (28).

- Unfortunately, I was assigned some routine work and spent many days doing nothing. I was depressed because the assignments were boring and not up to my expectations and capabilities (6).

Leadership/Management/Supervision (F= 18)

- Supervisor as a coach (encouraging; supportive, accessible, caring, trusting)
- Establish effective 2-way communication channels.
- maintain follow up on progress and engage personally in the development of Gen-Y employees.
- Give due attention and respect to suggestions, comments and new ideas put forward by Gen-Y employees.

Encouraging; supportive, accessible, caring, trusting, maintain follow up on progress, explain career path; review and monitor IDP progress; give attention to requests; need to keep us informed; appreciate new ideas by Talented Gen-Y employees; close monitoring of Gen-Y employees progress send me a message that I am important to them; get recognition and fair treatment; personal engagement of managers in the development process of their young talent; supervisor to be aware of strengths and weaknesses of his Talented Gen-Y employee ; supervisor to maintain close follow up

- I need a clear message from my manager that I am important to him and he has faith in my capability (6).
- My manager and supervisor should explain my career plan to me, keep me posted on what's going on in our department, and keep me posted on my progress with my IDP (2).
- I appreciate the fact that my boss expects me to complete tasks on time and comply with standards, but I also expect him to help out when I am in trouble and provide guidance and encouragement (1).
- Whenever you ask for access to information such as a file or shared folder, your request is denied because of

Appendix 7 – List of Themes, Codes and Extracts

<ul style="list-style-type: none"> - Ensure recognition (materialistic & non-materialistic) and fair treatment living company values - Supervisors and mentors to raise their awareness of the specific Gen-Y employees' needs and their role in supporting these Gen-Y employees. - Older mindsets of supervisors and mentors and their emphasis on the need to comply. <p>5</p>	<p>on Gen-Y employee progress; supervisor not available to meet or give feedback; need to give recognition, including non-materialistic recognition; a tap on the shoulder is sometimes more motivating than monetary incentives; need to engage more actively in the design and implementation of the IDP; ; all supervisors need to attend an awareness session about the PDP and their roles in ensuring effective development of young talent; no one explained to me the goals and objectives of my dev. Program, ; belong to older Generation who are not receptive to innovative ideas or change. People here are too busy to mentor or help out (23). Supervisors and mentors are not well aware of the specific Gen-Y employees' needs and their role in supporting these Gen-Y employees (23). He handed me a safety award and took a picture with me. He asked me to speak up and make suggestions. This is why I like working for this unit. He handed me a safety award and took a picture with me. He asked me to speak up and make suggestions. This is why I like working for this unit. In the new company, You are treated as a valued member of the family right from day. In SMC people were so careful not to make mistakes.. they stick to the GI, word for word, be sociable and friendly; denying access to information.</p>	<p>“confidentiality” though there is no sensitive information in there. Many of the information items labelled as confidential are available on the home page of other companies (11).</p> <ul style="list-style-type: none"> - In General, management does not take our comments and suggestions seriously. The common message is that we as novice employees have nothing to give. This is very demotivating (12). - I expect my supervisor to be updated on my progress and fully aware of my strengths, weaknesses and challenges I am facing (10). - We expect our supervisors to engage more actively in the design and implementation of our IDPs. My supervisor does not seem to be aware of the details and obligations of young talent joining his team (17). - I was hoping to see that my manager shows care, make himself available when needed, and give encouragement and recognition. A tap on the shoulder is sometimes more motivating than monetary incentives. People here are too busy to mentor or help out (23). - Unfortunately, mentors are appointed randomly. My mentor is more than 30 years older than me and I find serious difficulty communicating with him. They are not receptive to new ideas or change (22) - In my last rotational assignment, I felt that my manager was concerned about my development and always encouraged me. He handed me a safety award and took a picture with me. He asked me to speak up and make suggestions. This is why I enjoy working for that unit. He asked me to speak up and make suggestions. This is why I enjoy working for that unit (28). - In the new company, you are treated as a valued member of the family right from day 1 (27). - in SMC people were so careful not to make mistakes. They stick to the GI, word for word. I heard terrible stories about people who were punished for very minor mistakes (28).
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- Likewise, in my assignment with the Mines Department, my supervisor used to give me regular feedback to help me improve my work performance. The assigned mentor as well was terrific. He involved me in every learning opportunities that arises and intentionally challenged me. He repeatedly sought and appreciated suggestions and new ideas (8).

Mentoring (F= 16)

<ul style="list-style-type: none"> - Proper selection of mentors - Having trained, certified and qualified mentors with good facilitation and interpersonal skills - Mentors to be rewarded and recognized for effective mentorship - Being humble, receptive and believing in a 2-way mentoring - Can allocate adequate time to mentor and help out - Sociable and willing to share knowledge with others 	<p>Mentor is active; qualified, made available; selected carefully, explain career path; trained, certified, having good facilitation skills, receiving rewards/incentives for what they do; SME, humble and believe in 2-way mentoring; involve, inform, challenge, seek and appreciate suggestions and new ideas; mentor is capable but is left with no time to mentor others; lack awareness of their roles and responsibilities; some mentors have poor English and could hardly communicate, they were technically capable; was assigned a great mentor; My supervisor and mentor and most of the team belong to older Generations. They resist change and not receptive to new and creative ideas. the resistance of change coming from old people is very strong. Experts in the department are self conceited and snobbish.. they think they know every thing and no one can add to his knowledge. Mentor is too busy; I have seen similar situations within other organisations. If you don't offer good mentorship and learning opportunities to your young employees, you risk losing them. Mentor was busy, snobbish and does not have interpersonal skills. He never had time for me. In some cases, he viewed my comments as challenging and fault finding.</p>	<ul style="list-style-type: none"> - I discovered that my mentor is not even aware of my IDP. He asked me to follow him, watch silently and learn (5). - Mentors need to be trained, rewarded and have the time to help out (5). <p>6</p> <ul style="list-style-type: none"> - Mentors in General look at us as additional workload. They do not seem to be awarded for what they do or even given time to mentor others (18). - My mentor was so picky and discouraging. He expects me to follow him to the letter and if we follow him and do not challenge him, he will be happy with you. However, if I ask questions or suggest anything he becomes tense and aggressive (12). - Mentors in my new organisation challenge us, engage us in problem solving and AAR of major events in the organisation. They seek and appreciate suggestions and new ideas (27). - My supervisor and mentor and most of the team belong to older Generations. They resist change and not receptive to new and creative ideas. The resistance of change coming from old people is very strong (29). - If you don't offer good mentorship and learning opportunities to your young employees, you risk losing them (25). - My mentor was harsh and inconsiderate. He used to give me negative feedback only. He only sees the mistakes and ignores good things and accomplishments (11).
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Appendix 7 – List of Themes, Codes and Extracts

		<ul style="list-style-type: none"> - Org should be able to get rid of old hand dead wood who do not add value; some SME do not show interest or willingness to share knowledge; some older employees try to scare new comers by exaggerating the level of complexity and the tough work conditions and strict compliance. this scares young employees (9). - Unfortunately, our IDPs focus mainly on the technical needs and ignore our critical need for soft skills such as interpersonal/communication skills, problem solving, business ethics, decision making etc. (22) - Mentor lacks interpersonal skills and never had time for me 2(26)
<p>Recruitment & Onboarding (F= 14)</p>	<p>Informative, should present elaborate picture about the company as a whole; should include critical health & safety induction prior to deploying Talented Gen-Y employees to their development program in the field, share company policies and procedures; need to include mission, vision. Strategy of organisation in the initial orientation session to motivate new members; HR and recruitment team should communicate with more transparency with Gen-Y employees before they enroll themselves in the program to clarify the purpose of hiring and give a detailed overview of the job description; During the first induction week, I was hoping to have a walk through along all the departments is needed to a better decision making; provide a map for all building Gen-Y employees will visit during the orientation week; First impression is so important to me. Thought small things such as having an office, an orientation package, a ready access makes you feel at home, make you get excited from day one. Org should be able to get rid of old hand dead wood who do not add value; some SME do not</p>	<ul style="list-style-type: none"> - The interviewer was formally dressed, acted seriously and asked very traditional and boring questions (11). - During the recruitment and onboarding program, there was too much testing. We were not aware of the explanation of assessment program (English language proficiency, screening tests, and psychometric assessment (30) - The interviewer was friendly and respectful. He answered all inquiries fully and patiently (6). - The time between the interview and receiving the job offer was too long. I almost lost hope (27). - - - Onboarding raised my awareness of SMC's ambitious aspirations and its mission in supporting the mining sector and the kingdom's 2030 vision at large (23). - First impression is so important to me. Small things such as having an office, an orientation package, a ready access makes you feel at home, make you get excited from day one (13). - I think it is very gratifying to new Talented Gen-Y employees to learn more about SMC's vision, strategic goals and future business goals (19).

Appendix 7 – List of Themes, Codes and Extracts

	<p>show interest or willingness to share knowledge; some older employees try to scare new comers by exaggerating the level of complexity and the tough work conditions and strict compliance.. this scares young employees</p> <p>I had issues right from day 1. It started with IT. I recall that it took SMC 6 weeks to get me a lap top and grant me access to email. I suggest that for future intake to spend a full week of onboarding before they sign the contract.</p> <p>Friendly interview, kind respectful; smooth application process; inquiries well answered; too long a time between interview and sending offer. Need adequate explanation of assessment program (English language proficiency, screening tests, and psychometric assessment.</p>	<ul style="list-style-type: none"> - I was inspired by the values session presented by the SMC Academy Dean and reflections on how to align personal values with company values (6). - During the first induction week, I was hoping to have a walk through my home department along with the department I will have rotational assignments with, along with a map for all buildings Gen-Y employees will visit during the orientation week (11). - I had issues right from day 1. It started with IT. I recall that it took SMC 6 weeks to get me a lap top and grant me access to email (25). - Onboarding program was excellent. But it needs to have more safety courses before we go the plants and include field trips to the various operational areas.(7). -
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Personal Values & Perceptions (F= 8)

<ul style="list-style-type: none"> - Talented Gen-y's need for attention, respect and trust. - Mistrust between various Generations in the workplace - Gen-Y employees being labelled as novice and no-value adding - To be viewed as productive and value adding 	<p>Not getting due attention, not taken seriously; no clear distinction between Gen-Y employees and full-time employee; suggestions or ideas presented by a Gen-Y employee are not taken seriously because he is a PDP participant; many employees look down upon us as novice employees who know nothing. Leaders need to trust and believe in us as Gen-Y employees; assigned full time duties at the expense of their PDP; Gen-Y employees and regular employees are subjected to the same set of evaluation criteria which is not fair. Our boss ignores our suggestions in meetings assuming that young employees have nothing to add!. They are here to learn. it is too early for them to challenge our current practices; looked down upon as non value-adding.. this label stays with us even after</p>	<ul style="list-style-type: none"> - We as young employees are not getting due attention, not taken seriously. Even if we take chances and make comments or come up with a suggestion, supervisors and colleagues do not show interest (6). - I feel that many employees look down upon us as novice employees who know nothing. The forget the fact that we are coming with the latest knowledge in our field and we may come up with something they do not know. Leaders need to trust and believe in us as Gen-Y employees. I want to see how my effort make impact and contribute to my department mission. (19). - Our bosses, especially during our rotational assignments, ignores our suggestions in meetings assuming that young employees have nothing to contribute! They are here to learn. It is too early for them to challenge our current practices;
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Appendix 7 – List of Themes, Codes and Extracts

we finish our PPD. I believe it's time to empower Gen-Y employees as well as employees to take risks in their decisions regarding their job, and be accountable for their mistakes and rewarded for their achievements.

looked down upon as non-value adding. This label stays with us even after we finish our PPD (14).

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- I had the feeling that we as new graduates are looked down upon and are viewed as ignorant and non value-adding. Even after you finish the PDP and you convert to full time employment, they still continue to call you Gen-Y employees. You are labelled for ever (17).
- We need to be treated as responsible and mature employees who can be trusted to work remotely and still maintain high standards. Why should we take work home, work over weekend and skip vacations (4).
- I believe it's time to empower Gen-Y employees as well as employees to take risks in their decisions regarding their job, and be accountable for their mistakes and rewarded for their achievements (22).

Appendix 7 – List of Themes, Codes and Extracts

Performance Evaluation System F=23)

<ul style="list-style-type: none"> - Forced ranking (quota) - Evaluations are impressionistic and not fact-based - Biased and lacking transparency - No clear standards for performance quality - Gen-Y employees and regular employees are subjected to the same set of evaluation criteria - No process to monitor and improve performance - Immediate feedback - 7 	<p>Forced ranking (quota), should be fact/performance based; based on connections and impressions; show off not actual contributions; no clear standards for performance quality; depends on supervisor’s mood, no dialog between Gen-Y employees and his evaluator; no fact records of performance.. just impressions; when supervisor is asked why low performance rating the answer is “from management; should have an on-going chat and feedback and not hold on until supervisor explodes with negative feedback on the one final meeting end of the year; Gen-Y employees and regular employees are subjected to the same set of evaluation criteria which is not fair... In my new company, you get involved from day 1 in planning your performance journey with main and enabling objectives, specific tasks and activities to complete and competencies you need to master for each quarter. This is supported with a constant process of follow up and feedback throughout the year.</p>	<ul style="list-style-type: none"> - It is the same rating, whether you work hard or do nothing. Your rating depends on who you are and who you know (1). - There is no process or dialog in place. They do nothing until the end of the year and then your boss calls you and informs you of your performance rating, though the process requires negotiating a set of objectives and periodic check-ins to be done throughout the year. But everyone is too busy to do this. It is useless to get feedback at the end of the journey when it is too late for you to do anything (3). - What makes things even worse is that if you argue, you will be labelled as a trouble maker. You are expected to accept whatever rating they assign to you and pray that things get better next year. Like everything else, you cannot speak up or voice your concern (25). - Whenever we question or complain about our low rating, the answer is always that was due to forced ranking and that the supervisor does not have the final say (7). - Fast developments and advancements in technology requires continuous training to everyone, including Gen-Yers. Unless we train everyone in time to adapt to change and stay current on latest technologies, we will not be ready for the next Generation of industry (18). - In my new company, you get involved from day 1 in planning your performance journey with main and enabling objectives, specific tasks and activities to complete and competencies you need to master for each quarter. This is supported with a constant process of follow up and feedback throughout the year (26).
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Training/learning Opportunities (F=23)

<ul style="list-style-type: none"> - Availability of learning resources - Structured knowledge sharing programs 	<p>Learning from others, access to learning resources; should be maintained to all employees to keep pace with the rapid advancements of technology; limited</p>	<ul style="list-style-type: none"> - Learning should be available to all employees to keep pace with the rapid advancements of technology. Organisations that learn faster, win the competition (21).
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Appendix 7 – List of Themes, Codes and Extracts

<ul style="list-style-type: none"> - A culture that appreciates learning and development - Competency/need- based development - Mix of technical and soft skills development - Engage in hands-on learning opportunities - Facilitate applying learning in the workplace - Use technology based learning <p>8</p>	<p>learning resources, big library and learning center; no structured knowledge sharing opportunities; no course catalog; . In my current company, they always Training not available; cancelled, delayed, no clear strategy as to what courses needed; competency related, based on needs, effective communication; need for more advanced training course OOK; leadership and management skills; need more technical training; some of the training I attended was basic and a waste of time; problem solving; need course titles that look impressive on my CV. ; managing change, making decisions, critical thinking; training must be completed before reporting to the field; team building training; communication skills training; basic safety courses; should include field trips; technical training is badly needed; training on business ethics; should be based on individual needs and preferences not forced on them. hunt for learning opportunities Whenever there is a problem, they called on me and had me engaged in the review, analysis and solution of such technical challenges. I learned in three months from that rotational assignment more than I had learned in the year and half I had with SMC.</p> <p>Applying what I learn . Target soft skills same as technical skills and include safety training.</p>	<ul style="list-style-type: none"> - Our management does not seem to see the value of training and learning. They cancelled a number of training courses because of shortage of manpower (3). - All Gen-Y employees are required to complete the same set of training courses irrespective of their needs, formal training or interests (25). - I recall that in a couple of incidents the social media attached SMC for the damage they had caused to environment and lack of care to neighboring communities. People want to be proud of the company they work for (28). - - The content of some technical courses was far below my level. They were very basic and boring. In fact, they were a waste of time and money (23). - Instead of forcing employees into 'mandatory' programs like IDP training which may not suit their individual abilities/requirements, employees should be given more freedom to choose their own training programs and courses based on their own needs and desires. Even if an employee makes an error in judging the suitability of a training program, he will feel ownership and responsibility in making that decision and will likely learn more from it than he would have learned from other programs which are forced upon him (21). - I was hoping to have access to a wealth of on-line and technology based learning, away from the traditional classroom based courses, so that he can learn what he likes, at the time he like and the pace he likes' (11). - Fast developments and advancements in technology require continuous training to everyone, including Gen-Yers. Unless we train everyone in time to adapt to change and stay current on latest technologies, we will not be ready for the next Generation of industry (3). -
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Appendix 7 – List of Themes, Codes and Extracts

- Training should include external (OOK) training assignments. In a number of cases, external training courses were cancelled due to budget cuts (5).
- It is true that technical training is of utmost importance to our careers, but we also need to improve some of our soft skills which are equally important for our career development such as team building, communication, interpersonal skills ..etc (16).
- The company has to give more attention to well-being of its staff. Safety and Health training courses should be completed during the onboarding program before we are deployed to the plants (12).
- More focus should be placed on offering courses on soft skills such communication & change management, problem solving, business ethics, life skills, technical writing, MS office, critical thinking, decision making and other non-technical programs (14).
- Why on earth should SMC force us to attend pre-determined list of training courses? These training assignments should be based on individual needs and preferences not forced on us (19).
- I was among the Gen-Y employees who were assigned to go overseas on assignment with our JV partner Mosaic. That was a wonderful assignment especially if we are serious about emerge as an international company. We need to learn the latest technology, work and learn with teams from other cultures and operate under different systems and laws. I believe more Gen-Y employees should be going on such assignments with other JVs Like SABIC (7).
- In my new organisation, whenever there is a problem, I feel they take the issue of training and development more seriously. They called on me and had me engaged in the review, analysis and solution of such technical challenges (9).
- What is the use of training if your organisation (supervisor) are not receptive to new ideas or different ways of doing things.

Appendix 7 – List of Themes, Codes and Extracts

Unless we apply what we learn and experiment with it, learning becomes a routine exercise that does not add any value (1).

- SMC should have a corporate wide knowledge transfer program which allows individual with special expertise, especially those approaching retirement, to share their knowledge and expertise, not only in their own departments but also across the whole organisation. This needs to be carried out in a structured manner which can be tracked and monitored (16).

Work environment (F= 15)

<ul style="list-style-type: none"> - Not receptive to new ideas, innovative solutions or change - Lack of collaboration and team work - Need to recognize good work and employees' contributions - Establish a mistake-tolerant culture - Welcome and encourage Genuine feedback - Having fun <p>9 10</p>	<p>receptive to new ideas, supportive, collaborative, team work, not receptive to comments or new ideas; OOK; encourages creative and innovative to challenge the current work practices; does not give recognition but dwells on mistakes; open door policy, manager chats with Gen-Y employees in their own cubicles; makes jokes and laugh aloud; people in my own home dept do not seem to trust each other; no collaboration between one department and another; not receptive to new ideas; supervisor hunts for mistakes; competition not team work; hunting for mistakes; need to know the right people to function and progress; everything in our dept is rush.. all are stressed and overloaded without adequate incentives; The environment was really tense and discouraging. The Unit was not open to new ideas .. they simply try to stick to procedure to avoid mistakes.</p> <p>11</p>	<ul style="list-style-type: none"> - The work environment was really tense and discouraging. Our department was not open to new ideas. They simply try to stick to procedures to avoid mistakes (28). - In one of the rotational assignments, the work environment is quite different from SMC. Our manager believes in open door policy and he often calls Gen-Y employees to his office for a casual chat. He moves around in corridors and between cubicles to chat, joke and laugh. This is why I love working for this department and I am not thinking to change jobs or employer (30). - My boss unfortunately insist that we handle thing his way as the only way. He is not open or receptive to other creative and innovative ways which are sometimes more efficient and productive. Worse still, is that he does not give a reason and he simply rejects other options without even showing curtesy and telling us why (11). - Fast developments and advancements in technology requires continuous training to everyone, including Gen-Yers. Unless we train everyone in time to adapt to change and stay current on latest technologies, we will not be ready for the next Generation of industry (13). - There are some obsolete policies which have been in place for many years and for no good business cases. They are applied
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Appendix 7 – List of Themes, Codes and Extracts

dogmatically. When you question management about the rationale or value of a specific process, the answer is usually the same “ this is the process” we need to comply with. They usually fail to provide a convincing answer to such questions (10).

- People in my own home department do not seem to trust each other; they compete against each other and do not work as a team (17).
- Following the system does not take you anywhere. You need to know the right people in order to get anything done (5).
- In one of my rotational assignment with Materials Handling Department I worked in a completely different work environment from my home department. Any employee can step in any time and voice his concerns and issues. The Manager and the Director have open door policies. They are relaxed and frequently come out of their offices and chat with young and junior employees in their cubicles, make jokes and laugh aloud. But in my home department everyone is serious and stressed because everything is rush. People do not seem to trust each other. Everyone is so careful not to say negative feedback about the supervisor or director (8).

Work-life balance (F= 21)

<ul style="list-style-type: none"> - Travel time - Employee well-being (safety) - Family separation, - Quality of life in remote areas - Continuing education - flexible workschedules - Virtual work options - 	<p>Travel time, traffic risk, family separation, incentives, flex work schedules, show concern about employee well-being and safety, not only care about property and cost cutting; give additional incentives; lack of training in remote areas; life is so boring after work hours in remote location; need to improve the quality of life in residential compounds around remote operations such recreational, medical and educational facilities. Quality of food. Flights to main cities!! Do Scared to suggest new ways. do not see us do good things; but all see us when we make a very simple deviation; do not show care about our wellbeing; currently studying</p>	<ul style="list-style-type: none"> - We need to put more emphasis on EHS. We are losing some valued lives every year in avoidable incidents. SMC should show concern about employee well-being and safety, not only care about company property and cost cutting. What they care about is money (9). - Give additional incentives for remote area assignments (2). - Life after work is really boring in remote location. We need to improve the quality of life in residential compounds around remote operations such recreational, medical and educational facilities, food and flights out of such areas to main cities (22). - I am currently studying MBA in the evening at KFUPM and cannot take assignments too far from Eastern Province(30).
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Appendix 7 – List of Themes, Codes and Extracts

MBA at KFUPM and cannot take assignments too far from Eastern Province; need flexible work schedules to allow longer weekends; rotate staff in HQ to allow engineers in mines to spend some time with families; basic safety courses should be a priority; rotating shift is disturbing our normal lives and sometimes we cannot see our kids for weeks; virtual work options; I am looking for opportunities to pursue my higher studies, but being in the mine makes this dream difficult to realise ; What makes me keep quiet is that I am not thinking of leaving my company because I am originally from this region. My main issue with MPC was the daily travel and being away from family and unable to attend to emergencies. I am always exhausted and unable to do a good job. I also fell asleep a couple of times while driving. Thanks god I am not dead now. Now my work is 10-minute drive from home and my whole life has changed. My main challenge was driving more than 400 KMs everyday. Which leaves you with nothing but sleeping. you do not have a social life and you are unable to excel at work because you are always tired (26). an MBA in the evening. Commuting for 2 hours in the morning and again 2 hours in the evening leaves you are good for nothing, you cannot take care of your family, see friends or attend to any social obligation.

12

- SMC should consider allowing flex scheduling in order to enable remote workers to take longer weekends and spend more time with their families (23).
- It is sometimes difficult to comply with some meaningless procedure such as daily check in and out. I understand that some jobs require my physical presence on the site, but money others can be performed well from home. Why bother where I am as long as the job is performed efficiently(30).
- Rotating shift is disturbing our normal lives and sometimes we cannot see our kids for weeks (19)
- I am looking for opportunities to pursue my higher studies, but being in the mine makes this dream difficult to realise (20);
- My main issue with SMC was the daily travel and being away from family and unable to attend to emergencies. I am always exhausted and unable to do a good job. I fell asleep a couple of times while driving. Thanks god I am not dead now. Now my work is 10-minute drive from home and my whole life has changed. (26).
- My main challenge was driving more than 400 KMs every day. Which leaves you with nothing but sleeping. You do not have a social life and you are unable to excel at work because you are always tired (27).
- Commuting for 2 hours in the morning and again 2 hours in the evening leaves you are good for nothing. You cannot take care of your family, see friends or attend to any social obligation (8).
- My boss unfortunately insist that we handle thing his way as the only way. He is not open or receptive to other creative and innovative ways which are sometimes more efficient and productive. Worse still, is that he does not give a reason and he simply rejects other options without even showing curtesy and telling us why (9).

Frequency	SMC Phosphate Company	SMC Aluminum														SMC Gold						Ex-Y				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21	22	23	24
Key Themes																										
Branding	15	√		√		√	√	√				√		√			√	√	√				√			
Career Planning	19	√	√	√	√	√	√	√	√		√			√	√	√	√	√		√				√		
Communication	20	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√		√	√	√		√			
Benefits & Compensation	12	√	√	√		√		√		√							√	√	√						√	
Engagement	20	√	√	√		√	√		√		√	√	√	√	√		√	√		√		√	√			√
Feedback	11	√		√	√	√	√			√	√			√	√				√						√	
IDP Design & Implementation	26	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Leadership/ Management/ Supervision	18	√	√	√		√	√	√	√		√	√	√	√			√	√	√				√	√		
Mentoring	16	√	√	√		√	√		√	√	√	√						√					√	√	√	
Recruitment & Onboarding	17	√		√	√		√	√		√		√		√				√		√	√			√	√	√
Personal Values & Perceptions	8			√			√					√			√			√		√			√			
Performance Evaluation	23	√		√			√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
Training/ learning Opportunities	23	√	√	√	√	√		√		√	√	√	√	√	√	√		√	√	√	√	√			√	√
Work environment (F= 15)	15	√		√	√			√	√		√	√			√		√	√	√			√			√	
Work-life balance (F= 21)	21		√		√	√	√		√	√	√			√			√	√	√	√	√		√	√		√

Appendix 8 – Tabulated Theme Frequency

Appendix 9 – Recommendations by Ex-Company Employees

Appendix 9 – Recommendations by Ex-Company Employees

Recommendations put forward by x-employees to help SMC attract and enhance intention to stay of talented Gen-Y employees:

		Ex-1 (P25)	Ex-2 (P26)	Ex-3 (27)	Ex-4 (P28)	Ex-5 (P29)	Ex-6 (P30)
1	Enhance financial incentives for remote area assignment (including special programs for continuing education)	√			√		√
2	Assign competent mentors	√	√		√	√	
3	Review the Performance Management Process	√	√				
4	Bench-mark compensation package	√			√		
5	Enhance IDP design and implementation	√	√		√	√	
6	Foster a learning culture/continuing education (esp. for remote areas), apply new learning in the workplace	√	√		√		
7	Establish a healthy work environment (Appreciate feedback and be receptive to change, integrity, voicing concerns, giving feedback, transparency, cooperation, mistake tolerant)	√	√		√	√	
9	Empower and trust young talent	√	√		√		
10	Map out a clear career path	√			√	√	
11	Adopt flexible work schedules for shift/remote area employees	√	√				√
12	Incorporate more site visits and safety training in onboarding, include company vision, mission, business goals			√	√		
13	Streamline recruitment process			√			
14	Let talented Gen-y have a say (IDPs, training, rotations, choice of dept./job,)			√			
15	Allow new employees to contribute to home ownership and savings plan right from the start			√			

Appendix 9 – Recommendations by Ex-Company Employees

16	Include soft skills in the development plans			√		√	
17	Educate supervisors and mentors on the needs and expectations of talented Gen-Y.			√	√	√	
18	Engage Management in the development of young talent (Support, access, feedback, monitoring, give attention)				√	√	
19	SMC needs to work with the government to build schools and hospitals to make operation areas more attractive.				√		√
20	Launch a social media campaign to promote SMC in society				√	√	
21	Engage young talent in real work problem solving exercises				√		
22	Improve the quality of communication across the organisation					√	
23	Address Generational gaps/conflicts (in selectin mentors, work assignments)					√	