CHAPTER 4: RESEARCH RESULTS

4.0 Chapter Overview

This chapter presents the result of the survey conducted. The analyses began by testing the normality of the data collected. Next, analysis of the questionnaire is done using Cronbach's Alpha for reliability coefficient and factor analysis to determine the predictors of potential. This was followed by describing the general demographic characteristics of the respondents. Lastly, the data was subjected to Pearson Product Moment Correlation analysis and multiple regression. The result of the study will be discussed in accordance to the research objective and the hypotheses of the study.

4.1 Analysis of Measures

4.1.1 Test of Normality

The results from the Shapiro-Wilk test is significant for Proactive Problem Solving (p = 0.001), Personal Growth (p = 0.000), Individuality (p = 0.001), Organisational Savvy (p = 0.000), Adaptability (p = 0.000), and Analytical (p = 0.002). This suggests violation of the assumption of normality. Since the sample is relatively large (n = 120), the violation of normality assumption is acceptable (Chen, Ender, Mitchell & Wells, 2006) and the data was still subjected to correlation and multiple regression.

Table 4.1: *Tests of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Proactive Problem Solving	.103	120	.003	.961	120	.001
Personal Growth	.122	120	.000	.927	120	.000
Individuality	.081	120	.051	.959	120	.001
Organisational Savvy	.113	120	.001	.954	120	.000
Adaptability	.113	120	.001	.953	120	.000
Analytical	.094	120	.012	.961	120	.002

a. Lilliefors Significance Correction

4.1.2 Reliability

Prior to testing the reliability of the scales, the inter-item correlation matrix for each scale was inspected to ensure that each item in their respective scales is measuring the same underlying characteristics. The inspection revealed that all items had positive values. The reliability test revealed that all the 6 Predictors of Potential and Talents scale has good internal consistency with all Cronbach alpha coefficients greater than 0.8.

Table 4.2: *Reliability Statistics*

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Proactive Problem Solving	.931	0.93	10
Personal Growth	.905	.906	10
Individuality	.890	.891	5
Organisational Savvy	.866	.865	5
Adaptability	.866	.866	5
Analytical	.909	.909	5
Talents	.909	.909	7

4.1.3 Factor Analysis

The 40 potential items were subjected to the principal component analysis (PCA). Prior to performing the PCA, the suitability of the data for factor analysis was assessed. According to Mundfrom, Shaw, & Tian (2005), the sample size of 120 respondents meets the sample size requirements for factor analysis.

Inspection of the correlation matrix revealed that all items had coefficients above 0.3. Kaiser-Meyer-Olkin value was 0.926, exceeding the recommended value of 0.6 (Pallant, 2007) and Bartlett's Test of Sphericity reached statistical significance ($p < 0.05$), supporting the factorability of the correlation matrix.

The PCA revealed the presence of six components (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical)

with eigenvalues exceeding 1, explaining 48.8%, 5.1%, 4.1%, 3.8%, 3.3%, and 2.6% of the variance respectively. This suggests that there are six main variables that explained a total of 67.7% of the variance. To aid the interpretation of these six components, varimax rotation was performed. The rotated component matrix shows the loading of each item on the components. The interpretation of the six components was consistent with previous research on the predictors of potential and therefore confirming that potential comprises of 6 predictors (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical).

Table 4.3: *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.926
Bartlett's Test of Sphericity	Approx. Chi-Square	3778.516
	Df	780
	Sig.	.000

Table 4.4: *Total Variance Explained*

	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	19.520	48.799	48.799
2	2.024	5.061	53.861
3	1.644	4.109	57.970
4	1.535	3.838	61.808
5	1.306	3.265	65.073
6	1.058	2.644	67.717

Table 4.5: *Rotated Component Matrix*

	Component					
	1	2	3	4	5	6
Q 1-1	.371	.346	.331			
Q 1-2	.655		.322			
Q 1-3	.628					
Q 1-4	.680					
Q 1-5	.623		.353	.357		
Q 1-6	.604	.329				.347
Q 1-7	.668	.334				
Q 1-8	.689					
Q 1-9	.556				.378	.350
Q 1-10	.629		.337			.335
Q 2-1	.510	.558				
Q 2-2		.582				
Q 2-3		.594				
Q 2-4		.573				.351
Q 2-5		.622	.336			
Q 2-6	.455	.551	.379			
Q 2-7		.618	.349			
Q 2-8		.535	.336			
Q 2-9	.315	.613		.309		
Q 2-10	.393	.601		.327		
Q 3-1		.422	.537			
Q 3-2		.324	.692			
Q 3-3		.369	.671			
Q 3-4	.390		.660			
Q 3-5	.306		.637			
Q 4-1	.449		.304	.600		
Q 4-2				.678		
Q 4-3				.639		.477
Q 4-4				.796		
Q 4-5				.755		
Q 5-1	.469	.449			.512	
Q 5-2					.741	
Q 5-3			.461		.577	
Q 5-4					.754	
Q 5-5	.480		.321		.497	
Q 6-1	.322		.368		.313	.510
Q 6-2		.348	.315			.559
Q 6-3	.310		.388			.566
Q 6-4	.307		.472			.583
Q 6-5		.323	.455			.494

4.2 Descriptive Statistics

The sample consists of 120 respondents, of which 47 are male and 73 are female. There are 13 Malays, 89 Chinese, 5 Indians and 13 respondents of other ethnicity whom had completed the questionnaire. 2 respondents are below 20 years old, 57 age in between 21 to 30, 44 age between 31 to 40, 11 age between 41 to 50, and 6 respondents are above 51 years old. Highest education level achieved by 5 respondents is SPM/STPM, 14 respondents achieved Certificate/ Diploma, 61 respondents achieved Degree, 34 respondents achieved Postgraduate Degree and 6 respondents achieved Professional Certificate. 9 respondents' job level is top management level, 27 respondents at middle management, 18 respondents at first-line management, 54 respondents at executive level, and 12 respondents at support staff level. Lastly, 11 respondents work in the Human Resources department, 27 in Sales/Marketing, 17 in Finance/Accounting, 3 in Logistic/Distribution, 16 in IT, and 47 in other departments.

Table 4.6: *Ethnicity * Gender Crosstabulation*

		Gender		
		Male	Female	Total
Ethnicity	Malay	5	8	13
	Chinese	32	57	89
	Indian	2	3	5
	Other	8	5	13
Total		47	73	120

Table 4.7: *Age * Highest education level Crosstabulation*

		Highest education level					
		SPM / STPM	Certificate / Diploma	Degree	Postgraduate Degree	Professional Certificate	Total
Age	under 20	2	0	0	0	0	2
	21 to 30	1	10	31	12	3	57
	31 to 40	0	1	26	16	1	44
	41 to 50	1	3	3	4	0	11
	51 and above	1	0	1	2	2	6
Total		5	14	61	34	6	120

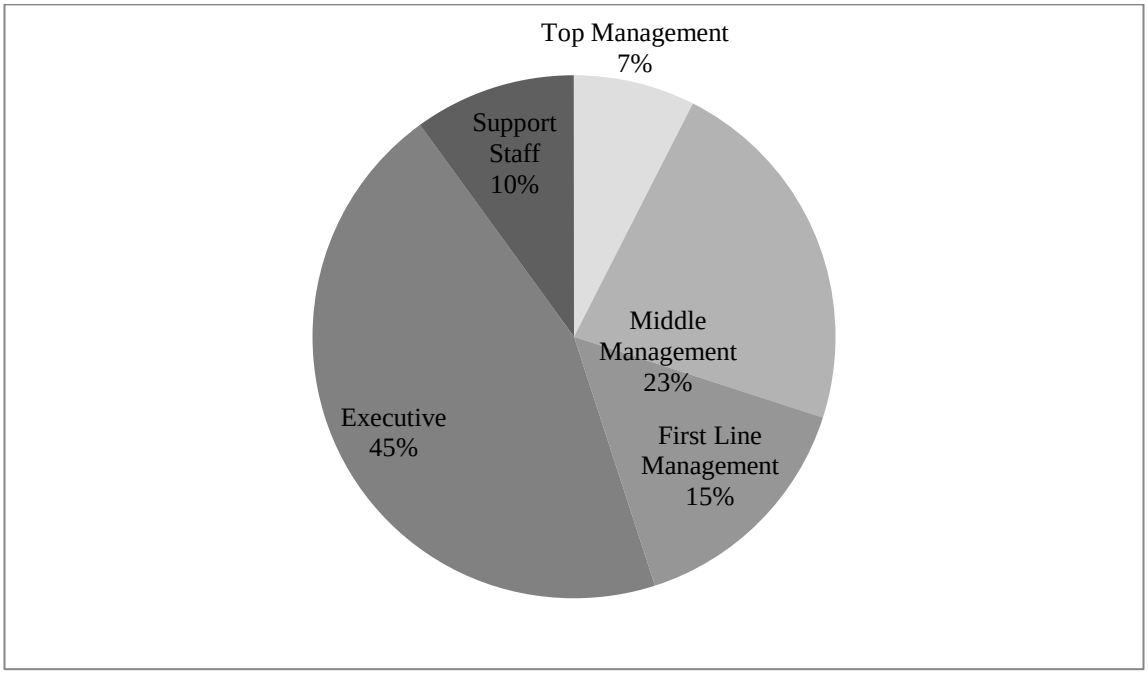

Figure 4.1: *Respondent Job Level*

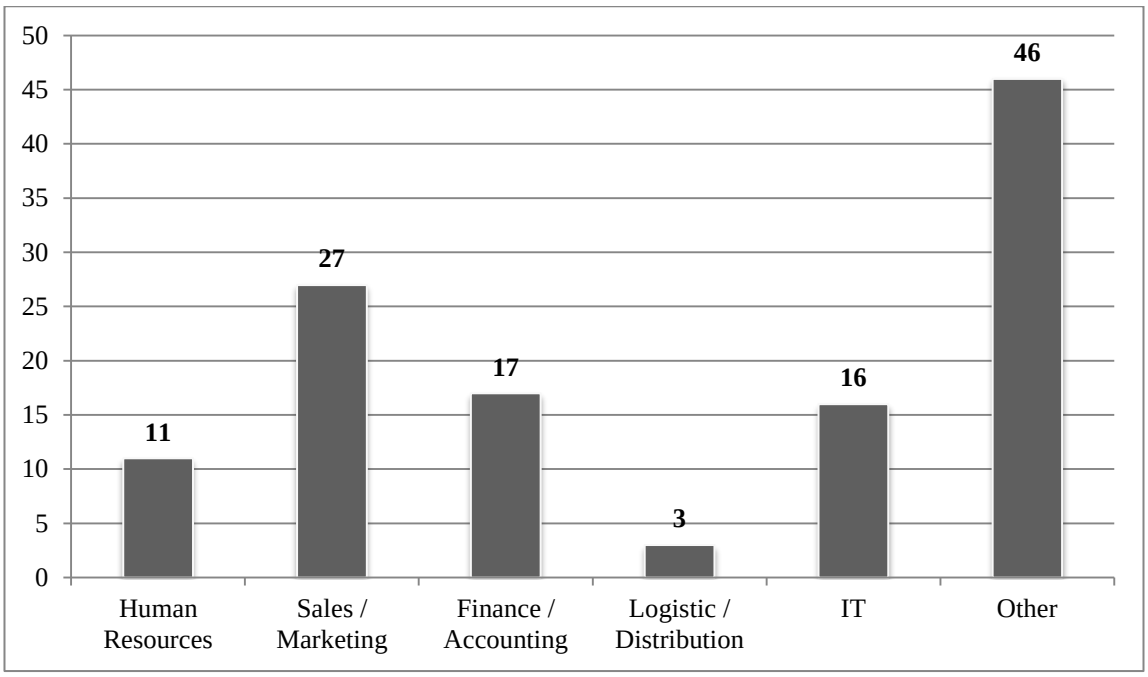

Figure 4.2: *Respondent Department / Division*

4.3 Testing of Hypotheses

4.3.1 Correlation

The relationship between the 6 Predictors of Potential and Talents was investigated using Pearson product-moment correlation coefficient. There was a strong positive relationship between Talents and Proactive Problem Solving (r = .765, p = 0.000), Personal Growth (r = 0.769, p = 0.000), Individuality (r = 0.769, p = 0.000), Organisational Savvy (r = .671, p = 0.000), Adaptability (r = 0.829, p = 0.000), and Analytical (r = 0.802, p = 0.000). This shows that high levels of the 6 Predictors of Potential are associated with higher levels of Talent. This supports hypotheses 1 to 6.

Table 4.8: *Correlations*

		Proactive Problem Solving	Personal Growth	Individuality	Organisational Savvy	Adaptability	Analytical	Talents
Pearson Correlation	Proactive Problem Solving	1	.789**	.719**	.648**	.746**	.766**	.765**
	Personal Growth		1	.770**	.648**	.687**	.736**	.769**
	Individuality			1	.643**	.672**	.804**	.764**
	Organisational Savvy				1	.569**	.670**	.671**
	Adaptability					1	.723**	.829**
	Analytical						1	.802**
	Talents							1

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.2 Multiple Regression

Preliminary analyses were conducted to ensure no violation of multicollinearity. According to Tabachnick and Fidell (2006), multicollinearity will not be a severe issue as long as the bivariate correlation coefficients remain under 0.9. Pearson product-moment correlation revealed that the bivariate correlation between each of the 6 Predictors of Potential is less than 0.8. This showed that there was no violation of multicollinearity. The Tolerance value of less than 0.10 and Variation Inflation Factor (VIF) of above 10 are also indicators of multicollinearity. The Tolerance value for each of the 6 Predictors of Potential is greater than 0.2, which is not less than 0.10, and therefore, indicates that the assumption of multicollinearity is not violated. This is also supported by the VIF value of each of the 6 Predictors of Potential which is below 4, which is well below the cut-off of 10.

Standard multiple regression was used to assessed the ability of the 6 Predictors of Potential (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical) to predict Talents. The total variance explained by the model as a whole is 80.7%, with statistical significance (p = 0.000). In the model, Adaptability makes the largest unique contribution to the variance in Talents (*beta* = 0.423, p = 0.000). Analytical (*beta* = 0.201, p = 0.016), and Personal Growth (*beta* = 0.159, p = 0.044) also made statistically significant contribution to the variance in Talents. This supports hypothesis 2, 5, and 6.

Hierarchical multiple regression was used to assessed the ability of the 6 Predictors of Potential (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical) to predict Talents, after controlling for the influence of age. Age was entered in Step 1, explaining 0.8% of variance in Talents. After entry of the 6 Predictors of Potential in Step 2, the total variance explained by the model as a whole is 79.6%, F (7, 112) = 67.3, p = 0.000. The 6

Predictors of Potential explained an additional 80.0% of the variance in Talents, after controlling for age responding, *R squared change* = 0.800, *F change* (6, 112) = 77.73, *p* = 0.000. After controlling for age, only Adaptability, and Analytical were statistically significant to predict Talents, with Adaptability recording a highest beta value (*beta* = 0.423, *p* = 0.000), followed by Analytical (*beta* = 0. 198, *p* = 0.018). Thus, hypothesis 2 was not supported but hypothesis 5 and 6 is still supported.

Table 4.9: *Model Summary*[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899[a]	.807	.797	.30247

a. Predictors: (Constant), Analytical, Organisational Savvy, Adaptability, Personal Growth, Individuality, Proactive Problem Solving

b. Dependent Variable: Talents

Table 4.10: *ANOVA*[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.327	6	7.221	78.929	.000[a]
	Residual	10.338	113	.091		
	Total	53.665	119			

a. Predictors: (Constant), Analytical, Organisational Savvy, Adaptability, Personal Growth, Individuality, Proactive Problem Solving

b. Dependent Variable: Talents

Table 4.11: *Coefficients*[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.058	.187		-.310	.757		
	Proactive Problem Solving	.019	.080	.019	.237	.813	.265	3.771
	Personal Growth	.168	.082	.159	2.041	.044	.281	3.559
	Individuality	.108	.076	.112	1.430	.155	.278	3.596
	Organisational Savvy	.105	.058	.108	1.811	.073	.481	2.079
	Adaptability	.422	.067	.423	6.303	.000	.378	2.647
	Analytical	.184	.075	.201	2.455	.016	.253	3.951

a. Dependent Variable: Talents

Table 4.12: *Model Summary*[c] *(when age is controlled)*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.092[a]	.008	.000	.67152	.008	1.006	1	118	.318
2	.899[b]	.808	.796	.30332	.800	77.730	6	112	.000

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Analytical, Organisational Savvy, Adaptability, Personal Growth, Individuality, Proactive Problem Solving

c. Dependent Variable: Talents

Table 4.13: ANOVA[c] *(when age is controlled)*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.454	1	.454	1.006	.318[a]
	Residual	53.212	118	.451		
	Total	53.665	119			
2	Regression	43.361	7	6.194	67.330	.000[b]
	Residual	10.304	112	.092		
	Total	53.665	119			

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Analytical, Organisational Savvy, Adaptability, Personal Growth, Individuality, Proactive Problem Solving

c. Dependent Variable: Talents

Table 4.14: *Coefficients*[a] *(when age is controlled)*

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.832	.212		18.081	.000		
	Age	-.024	.126	-.017	-.189	.851	1.000	1.000
2	(Constant)	-.102	.212		-.484	.630		
	Age	.026	.058	.019	.451	.653	.964	1.037
	Proactive Problem Solving	.024	.081	.024	.293	.770	.261	3.836
	Personal Growth	.164	.083	.154	1.960	.052	.276	3.617
	Individuality	.113	.077	.116	1.470	.144	.274	3.653
	Organisational Savvy	.105	.058	.108	1.804	.074	.481	2.079
	Adaptability	.421	.067	.423	6.272	.000	.378	2.648
	Analytical	.182	.076	.198	2.400	.018	.251	3.979

a. Dependent Variable: Talents

4.4 Summary

The factor analysis showed that Potential comprises of 6 components which are Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical.

The Pearson product-moment correlation showed that there was a strong positive relationship between the 6 Predictors of Potential and Talents. This shows that high levels of the either 6 Predictors of Potential are associated with higher levels of Talents. This supports hypotheses 1 to 6 where there is a positive relationship between 6 Predictors of Potential (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical) and Talents.

The results from the standard multiple regression revealed that the total variance explained by the model as a whole is 80.7% with only Adaptability, Analytical, and Personal Growth made statistically significant contribution to the variance in Talents. This supports hypotheses 2, 5 and 6.

The hierarchical multiple regression showed that after controlling age, the total variance explained by the model, represented by Adaptability and Analytical explains an additional 80.0%. Personal Growth no longer made any statistically significant contribution to the variance in Talents. This supports hypotheses 5 and 6.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.0 Chapter Overview

Discussion and conclusion of this study will be summarised in this final chapter. Moreover, from the research results, further recommendations on the study will be proposed. And the implications of the findings will also be discussed.

5.1 Summary and Conclusion

The first research question for this study is to determine if Potential comprise of 6 Predictors (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical). The result of the factor analysis revealed the presence of six components (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical) with eigenvalues exceeding 1, explaining 48.8%, 5.1%, 4.1%, 3.8%, 3.3%, and 2.6% of the variance respectively. This confirms that Potential comprise of 6 Predictors (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical).

Based on a review of a cumulative body of researches, the predictors of potential can be roughly categorised into Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical. For example, proactivity (Covey, 2004; McClelland, 1961), marketplace agility (Dyer & Shafer, 2003), creative problem solving (Hunt, 1995; De Bono, 1970; Drucker, 1955), business knowledge (Silzer & Church, 2010; Spreitzer et al., 1997; Kotter, 1988) are all elements of Proactive Problem Solving. Learning agility (Silzer & Church, 2010; Eichinger & Lombardo, 2004; Spreitzer et al., 1997), motivation and achievement orientation (Silzer & Church, 2010; Collins et al., 2004; McClelland, 1961) are all elements of Personal Growth. Resilience (Bartone et al., 2008; Kaminsky et al., 2007), commitment (McCall,

1994), courage (McCall, 1994; Eyring et al., 1993), and self-confidence (Barrick & Zimmerman, 2009; Zhong, 2007) are elements of Individuality. Emotional Intelligence (Goleman et al., 2002; Cherniss, 1999), and cultural awareness (Earley & Ang, 2003; Woodruffe, 1993; Barham & Gates, 1991) are elements of Organisational Savvy. Open to change (Fugate & Kinicki, 2008; McCartt & Rohrbaugh; 1995), and flexibility (Silzer & Church, 2010; Spreitzer et al., 1997) are elements of adaptability. Analytical decision making (Buchanan & O'Connell, 2006; Baron, 1998), and intelligence (Rowe, 2007; Schmidt & Hunter, 2003; Woodruffe, 1993; Borman et al., 1993; Dreher & Bretz, 1991; Kotter, 1988) are elements of Analytical.

These predictors are critical to the successful performance of talents identified. By clearly identifying these predictors, organisations will have a more objective set of criteria for the Talent Identification process.

The second research question for this study is to determine the relationship between 6 Predictors of Potential (Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability, and Analytical) and Talents. This question is covered by hypothesis 1 to 6 (there is a positive relationship between Proactive Problem Solving, Personal Growth, Individuality, Organisational Savvy, Adaptability and Analytical, and Talents). The result from Pearson product-moment correlation supported hypothesis 1 to 6. Firstly, there was a strong positive relationship between Proactive Problem Solving and Talents (r = .765, p = 0.000). This shows that high levels of Proactive Problem Solving are associated with higher levels of Talents. Proactive Problem Solving encompasses elements of proactivity and creative problem solving, both which are associated with highly effective people (Covey, 2004), achievement-motivated people (McClelland, 1961) and leadership performance (Mumford & Connelly, 1991) which are criteria for executive success.

Secondly, there was a strong positive relationship between Personal Growth and Talents (r = 0.769, p = 0.000). This shows that high levels of Proactive Personal Growth are associated with higher levels of Talents. Personal Growth encompasses an individual's learning agility, motivation and achievement orientation, all which have been acknowledged as key predictor of high-potential (Eichinger & Lombardo, 2004; Spreitzer et al., 1997) and high performers (Collins et al., 2004; Charan et al, 2001).

Thirdly, there was a strong positive relationship between Individuality and Talents (r = 0.769, p = 0.000). This shows that high levels of Individuality are associated with higher levels of Talents. Individuality includes drive and persistence and high level of self-assurance (Rowe, 2007), both which is linked to higher performance (Bartone et al., 2008; Eyring et al., 1993) and executive success (McCall, 1994).

Fourthly, there was a strong positive relationship between Organisational Savvy and Talents (r = .671, p = 0.000). This shows that high levels of Organisational Savvy are associated with higher levels of Talents. Organisational Savvy refers to organisational awareness and involves elements of EI and CQ, all which are important for executive success (Brandon & Seldman, 2004; Cherniss, 1999; McCall, 1994).

Fifthly, there was a strong positive relationship between Adaptability and Talents (r = 0.829, p = 0.000). This shows that high levels of Adaptability are associated with higher levels of Talents. Adaptability includes openness to change, tolerating ambiguity, flexibility, mobility and fungibility, all which are associated with high-potential (Silzer & Church, 2010) and executive success (Spreitzer et al., 1997).

Lastly, there was a strong positive relationship between Analytical and Talents (r = 0.802, p = 0.000). This shows that high levels of Analytical are associated with higher levels of Talents. Analytical encompasses an individual's intelligence and

general mental ability, both with are linked to job performance (Bertua et al., 2005; Schmidt & Hunter, 2003; Salgado et al., 2003) and executive success (Kotter, 1988).

However, the result from the standard multiple regression only supported hypothesis 2, 5, and 6. The model as a whole explained 80.7% of the total variance in Talents with only Adaptability (*beta* = 0.423, *p* = 0.000), Analytical (*beta* = 0.201, *p* = 0.016), and Personal Growth (*beta* = 0.159, *p* = 0.044) that made statistically significant contribution to the variance in Talents.

In addition, the result from the hierarchical multiple regression only supported hypothesis 5 and 6. After controlling for age, the total variance explained by the model, represented by Adaptability (*beta* = 0.423, *p* = 0.000), and Analytical (*beta* = 0.198, *p* = 0.018) explains an additional 80.0%. Personal Growth no longer made any statistically significant contribution to the variance in Talents.

Past theoretical researches indicated that all 6 Predictors of Potential have a strong relationship with Talent. For example, Spreitzer, McCall and Mahoney (1997) identified general intelligence (an element of Analytical), business knowledge (an element of Proactive Problem Solving), interpersonal skills, commitment (an element of Individuality), courage (an element of Individuality), and cross-cultural competencies (an element of Organisational Savvy and Adaptability) as competencies for early identification of executive potential. Rowe (2007) identified intellect (an element of Analytical), Individuality, and shaping the environment as characteristics of individuals with high potential. De Meuse, Dai, and Hallenbeck (2010) concluded that learning agility (an element of Personal Growth) as a critical component in identifying and developing high potential employees.

However, the result of this study only supported two Predictors of Potential as having relationship with Talent. Unfortunately, there are little empirical researches available to confirm or refute these findings. Those few empirical researches available

are focused on specific country or industry and may not be generalized. For example, Cavallo and Brienza (2001) found that supervisors in Johnson & Johnson rated high-potential leaders significantly higher on thirteen of the twenty emotional competencies measured. These thirteen emotional competencies include elements of Adaptability (i.e. adaptability, and change catalyst). This, therefore, supports the finding of the current study. Conversely, Pepermans, Vloeberghs, and Perkisas (2003) found that task/performance competencies (i.e. teamwork, performance motivation, delegating, leadership, cogency, and creativity) and change competencies (i.e. cultural differences awareness, risk taking, and feedback) had a significant relationship the identification of Talents in Belgian companies while strategic competencies (i.e. company identification, flexibility, and vision) had no significant relationship with the identification of Talents. This research contradicts the finding the current study as it showed that flexibility, which is an element of Adaptability, had significant relationship with the identification of Talents. On the other hand, Abela (2012) found that makes ethical decisions, accountable, honest, integrity, and enthusiasm are predictors of leadership potential for the Alberta police force. These predictors are totally unrelated to the findings of the current study.

However, the result of this study showed that both Adaptability and Analytical are accurate predictors of Potential. Therefore, organisations should incorporate these two criteria into the Talent Identification process. This will improve the objectivity and allowing the organisations to adopt a structured approach in Talent Identification. Furthermore, organisations will be able to reduce cost and time through this approach and improve effectiveness of its Succession Planning.

The result of this study also seems to indicate that age has a negative effect on Personal Growth. Past researchers have found age to affect the work motivation element of Personal Growth (Ebner et al., 2006; Rhodes, 1983). The literature on ageing

suggests that a number of personal attributes deteriorate as we age (e.g. eye sight, hearing, physical ability, dexterity). However, De Meuse et al. (2008) have argued that the learning agility element of Personal Growth is generally unrelated to age. On the other hand, Lombardo and Eichinger's (2002) research found that there is some evidence that younger individuals tend to score slightly higher, thus indicating that age has a negative effect on learning agility.

5.2 Limitations of the Study

Several limitations of this study which might affect the reliability and the validity of the research results has been detected, highlighted and acknowledged. Due to time and resources constraint, the snowballing sampling method was used in this study. This method may be subjected to sampling bias. Initial subjects may tend to nominate people that they know well. Because of this, it is highly possible that the subjects share the subjects share the same traits and characteristics, thus, it is possible that the sample that is obtained is only a small subgroup of the entire population.

Another limitation of the study is the distribution of scores in the data collected. The test of normality suggested that the distribution of scores are skewed and violated the assumption of normality. This is common in social sciences researches and does not necessarily indicate a problem with the scale but rather reflects the underlying nature of the construct being measured (Pallant, 2007).

Another limitation of the study is the self-assessment nature of the questionnaire. Self-assessments by nature are very subjective and are prone to biasness. There may be a possibility for the subject to underrate or overrate themselves due to low self-awareness.

5.3 Suggestions for Future Research

The following suggestion was proposed for the benefit of future research in studying the identifying the key predictors of Talents. The future research should adopt a combination of self-assessment and multi-rater assessment to reduce biasness. Multi-rater assessments improve accuracy as rating from multiple perspectives provides a more complete picture of the subject's capabilities. Multi-rater assessments also provide insights to how others (i.e. boss, peers, and direct reports) perceive the subject.

The future research should also adopt a longitudinal study to determine if those that are identified as Talents are indeed Talents in the future. Longitudinal studies track the same people, and therefore the differences observed in those people are less likely to be the result of cultural differences across generations (Bryant, n.d.) thus increasing the reliability and validity of the proposed model.

5.4 Implications

The findings from this study have identified a model that can be effectively used to identify Talents. The effectiveness of this model can be further enhanced by validating or combining its findings with the results of other non-self-assessment approach/method such as through the multi-rater assessments. This will result in a more objective and all-round assessment incorporating feedback from subordinates, peers, and superiors.

Despite its preliminary positive correlation and important findings, this model begs for further research to support its effectiveness in identifying Talents. Perhaps in order to enhance the contribution and successful application of this model, a well-structured longitudinal study can be conducted to assess the predictors further and would be very beneficial in improving the reliability and validity of the model.

The model identified can be applied in organisations Talent Identification process. Using those critical predictors or elements highlighted in the model will enable

organisations to identify and differentiate between those Talents and non-talents. Quality of an organisation's workforce ultimately hinges on how accurately it assesses its pool of employees. Much has been said and deliberated by industry professionals and management executives on the lack of talent to be found nowadays.

Hence, identifying talents that are currently employed in the existing workforce pool becomes even more crucial. Finding out what motivates them and subsequently, providing the necessary tools for them to grow and take their career to higher levels, are equally important.

On the other hand, it is worthy to spare some thoughts and effort in accurately accessing the employees. Inaccurate assessments (non-talents being mistakenly identified as talents, and vice versa) will be detrimental to the organisation and its employees' psyche. Morale and team spirit are at stake.

However, it is important to note that age factor needs to be cautiously taken into consideration when using this framework in Talent identification as age has been found to have an effect on the individual's potential. This study has found that age has a negative effect on Personal Growth and past researches have shown that age to affect the work motivation, learning agility and physical ability.

With this model or framework, top management will be able to accurately identify Talents for succession planning purposes, and line managers no longer need to rely on gut feeling when assessing their subordinate's potential. Furthermore, this model can also be used, on an initial basis, for the individual Talent to chart out their development plan by examining their gaps or improvement areas based on the 6 Predictors of Potential. This is the first step in grooming this talent pool towards maximising their potential and organisations can only benefit from having its workforce improving by leaps and bounds, bringing the business to greater heights.